

CAREER DEVELOPMENT

Practitioners Guide



- PLAN IT
- IMAGINE IT
- CREATE IT



higher education
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Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

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CAREER DEVELOPMENT SERVICES

“Guiding minds and shaping lives”

About Career Development Services

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

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

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

Services Offered by Career Development Services

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

1. A national career helpline services through which information and advice on subject choice, career decisions, study choices; funding your studies, occupations in high demands etc. is provided.
2. Provision of career guidance and counselling services by Registered Counsellors and Psychologist. This may include the use of formal and informal career assessments instruments.

3. Conducting career information sessions on selected topics for learners, students and unemployed youth. These sessions are on; understanding opportunities in the post school system, choosing subjects, developing employability skills, job hunting techniques etc.
4. Improving capacity of Career Practitioners, incl. Teachers. Many of those who work in our schools and communities often do not have the requisite information, skills and knowledge to provide career services. We run workshops aimed at developing the capacity of Career Practitioners to provide quality information and support to their communities.
5. Development of online resources to support self-help. We have developed 3 main online platforms aimed to support various career and study related needs that exists in our communities. These are the career help website which is mainly an information resource, the National Career Advice Portal (NCAP) which provides a range of tools and questionnaires to help you make career related decision and the Information Hub, which is designed to assist Teachers and other Career Practitioners.
6. Development and publications of a range of career publications. These includes the Apply Now! Booklet and the Post School Publication among others. These are distributed widely to schools, libraries and at career events.
7. Participation in career exhibitions across the country. These are done in partnership with other Government Departments and agencies.

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

Personal Responsibility
Career Construction
Lifelong Learning
Career Plan for all



Introduction

This guide introduces Career Development Practitioners (CDPs) to the guiding principle that the South African Career Development Association (SACDA) has developed for CDPs at entry level. SACDA is a public, non-profit organisation that has been established to professionalise career development in Southern Africa. It is currently in the process of being recognised as a professional body through the South African Qualifications Authority (SAQA).

As such, the guiding principles are based on the competency framework which seeks to establish minimum competencies that individuals must possess in order to offer career development services. There are three levels of competency that the competency framework addresses which are: the entry level, the advanced level and the specialist level. All these differ according to the level of skill and knowledge that one will have to demonstrate in order to offer a good service.

Who are Career Development Practitioners? (CDPs)

Career Development Practitioners (CDPs) are professionals who demonstrate career development knowledge, needs assessment, referral skills and expertise. They work with people of all ages to help them to manage their learning, work, leisure and transitions in order to pursue learning and attain meaningful work. All this is done within the framework of assisting them to manage transitions in today's ever-evolving labour market.

CDPs include the following:

- Career Counsellors.
- Life Orientation Teachers.
- Career Information Specialist.
- Work Development Practitioners.
- Employment Support Workers.
- Job Developers.
- Career Coaches and Mentors.
- Career Advisors

The Purpose of the Codes of Conduct

The purpose of the guide is to ensure that the vision and objectives of the Career Development Services (CDS) are implemented and proper guidelines are followed.

Furthermore it aims to:

- Provide rules and regulations for the CDPs when providing career development services to the public.
- Create a cohesive understanding of the boundaries within an organisation and the standards set for interacting with client and external stakeholders.
- Ensure collaboration between stakeholders that guarantees high quality and accurate information, advice and guidance to all.
- Protect the clients and CDPs from any harm.
- Enable practitioners to act with integrity, competence, respect so that it may encourage the CDPs to maintain and develop their professional competence.

Core Guiding Principles of the Career Development Services

The following service delivery or Batho Pele (“people first”) principles are embraced by the Career Development Services:

- Services will be lifelong and for all ages and for all. There are no end-points or gaps in the service.
- Services will be seamless in that all stakeholders will work together to ensure that when clients move from one life stage to another, the level of service provided will not change.
- Services will be made available as required and support the various permutations of transitions between study, work, unemployment, self-employment, retirement, informal livelihoods, and formal employment.
- Services will be made available in the local communities and languages of the people where possible.
- Services will seek a balanced approach between individual, community and labour market needs.
- Services will adhere to standards to which all stakeholders have agreed.
- Services will seek to redress the imbalances of past discriminatory,

ad hoc and fragmented delivery.

- Services will seek to respect the dignity, equity and human worth of all clients and their best interests will be upheld at all times.
- Services will respect the confidentiality of information provided by clients and this will be adhered to at all times.

Helping Skills

In the process of providing career guidance and advice, Career Development Practitioners should be conscious of the skills they use to assist their clients. Helping skills provide career advisors/practitioners with techniques that are essential for helping clients.

The CDPs at the Career Development Services (CDS) are guided by Egan's Model* which is a person-centred approach that focuses on improving the individual as a person, by fostering self-empowerment with the belief that the person can direct themselves through difficult circumstances. In the CDS context this is done through career advice. Through interacting with the CDP, the client should answer these 3 basic questions:-

- What is happening?
- What do I prefer?
- How will I get from what is happening to what I prefer?

Purpose of Egan's Model and its Application in Career Guidance

CDPs that use the Egan's Model empower clients to develop skills and knowledge necessary to solve their current and future career problems. They achieve this through building professional relationships with clients which are grounded in acceptance, warmth and focusing on developing an action plan that will help them directly address their issues. Therefore, helping skills provide the career advisor with techniques that are essential for helping the client.

The CDPs aim to help clients develop skills and knowledge to solve their current and future problems by building professional relations with clients through acceptance, warmth and helping the client develop an action plan. Therefore, helping skills provide the career advisor with techniques that are essential for helping the client.

Through this approach the CDPs investigate clients' interests, strengths and areas of development, values, influences, education and training background. These are packaged as resources that clients can use to assist them as they develop an action plan. The role of the CDP is to help the client realise and explore positive changes that can be made to better their present circumstances. The CDP wears multiple hats during the process. These include being a coach, teacher and guide through the process to encourage clients to become self-directive and help build on their inner strengths and utilise external resources and support groups that are available or accessible.

Using the Egan Model in Practice

The importance of using Egan's Model lies on opening the conversation with the client. This determines the course and effectiveness of the whole discussion.

Introduction

"First impressions are lasting impressions"

1. The career advisor must introduce himself or herself clearly to the client and explain what the session is about.
2. The client must be put at ease so that the rapport is easily developed and well-established in order to develop trust. A client who trusts their career advisor will speak more openly and honestly to them.
3. The career advisor must discover whether the individual has any expectations of the session or conversation and if the client has, then those must be discussed. Expectations of the outcomes of the session must be understood.
4. The career advisor must obtain client consent about taking notes and should encourage clients to also take their own notes to ensure understanding and way forward.

Important questions clients should ask themselves:

Current scenario: "What is going on?"

The purpose of Stage 1 is to build a non-threatening advising relationship (environment) and help the client explore, analyse and understand their current situation and then focus on chosen issues. The current scenario (first stage) of the helping process draws upon the ideas of Carl Rogers which emphasises the adviser and client relationship as being critical. At this stage, skills of the Egan Helping

Model are based upon the exploration of the client's situation and they broadly match the counselling skills of the Person Centred Approach.

The advisor encourages the speaker to tell their story, through good active listening skills and demonstrating the core conditions by providing a safe place for the client to tell their story in their own way, and to be fully heard and accepted. The career advisor helps the client to identify and clarify problems, opportunities and assess the situation.



1. What's going on? (Client's current picture):
What are the problems, issues or concerns?



2. What do I need or want? (Client's preferred picture):
What do I want my life to look like?



3. How do I get there? (Plan of action):
What do I want my life to look like?



4. What do I need or want? (Client's preferred picture):
What do I want my life to look like?

Egan's Three Stages:

Stage 1: Current Scenario



The client is helped to realise their blind spots. Since the client is in that situation, it can be difficult for the person speaking to see it clearly. With the help of empathic reflections, the advisor tries to uncover blind spots through assessing the situation and helping to identify opportunities and solutions to problems.

The advisor helps the client to focus and move forward. By focusing the client on areas they could easily improve or move forward from, the client recognises their perception of being “stuck” and now has a new, positive outlook on their own situation.

Helper Skills:

In this stage, the career advisor uses active listening, empathy, congruence and maintains relations or contact with the client while reflecting on the process, attending to the behaviour and feelings of the client through clarifying, paraphrasing, questioning and summarising.

Preferred Scenario: “What do I want instead?”

The role of the career advisor is to help clients develop goals and objectives based on the understanding of the problem situation.

Having established what the problem is, the client begins to explore new paths of what is possible and consider how they would want to make their present situation better. Stage 2 (preferred scenario) is about helping the client open up and have a picture of what they really want, and visualise how things could be better.

As part of this stage the advisor needs to explore with the person and find out different possible options and explore fully what is important to the individual concerned.

As the advisor is conversing with the client it is important that the advisor attempt to summarise the conversation at various points. This will help to

TASK 1:

The task is to help the client get a clear picture of the self, and help them to identify opportunities.

Stage 2: Preferred Scenario



clarify the main issues, as well as show the client that the advisor is listening and giving the client a chance to correct any misconceptions that the advisor may have picked up.

Action Strategies: “How might I get to what I want?”

The third and final stage is closing the session and is based on how the person will move towards the goals they have identified in Stage 2. After helping the client to come up with as many strategies as they can, the advisor then helps the client to focus on those that are workable in terms of the client’s situation, needs, goals and available resources.

During this stage, clients are helped to develop action plans for accomplishing the goals they have set for themselves in order to get from their current situation to their preferred scenario.

Emphasis lies on summarising and agreeing on the action plan from both the client and the advisor.

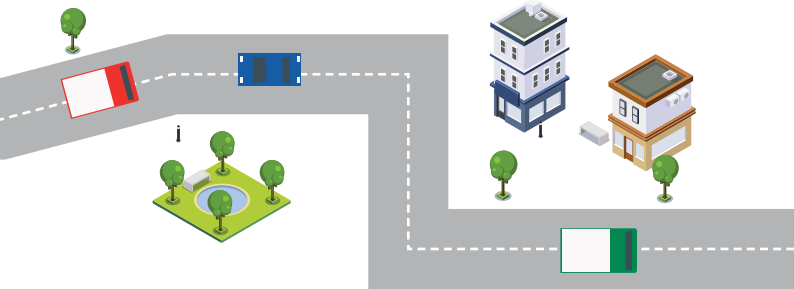
Helper Skills:

In this stage, the advisor identifies goals and offers alternative perspectives, helping the client to move to the next stage through the use of summarising skills.

TASK 2:

The task entails helping the client to brainstorm possibilities.

Stage 3: Action Strategies



The advisor will gather information from the client during the initial conversation and assess suitability of the career field for the individual. Consequently the advisor would have a good knowledge on the career landscape of their country and provide career guidance based on that. The contact between client and advisor could entail one or more conversations through a follow up session or conversation and may discontinue thereafter if the client has realised his goals.

Helper Skills:

In this stage, the advisor facilitates the client in developing and choosing ways to help themselves; helping the client to consider and evaluate their choices. The Action Skills include:



TASK 3:

The career advisor helps choose actions that best suit the client

This model is valuable in helping the advisor to look at the different 'stages' that are explored through the experiences the client has, and the relation then develops between the advisor and client.

The Principles of Career Advice through Egan's Model:

The principles of career advice through Egan's Model are to:

- Empower students when making choices.
- Share knowledge.
- Clarify and demystify information.
- Provide moral and emotional support.
- Confirm the suitability of the selected programme to the client.

Career Advisors need to have the following skills:

- Ability to work in a team.
- Ability to take initiative.
- Ability to network.
- Good organisational skills.
- Good planning and analytical skills.
- Good communication skills.
- Computer application skills.

Conclusion

Every CDP should desire to grow and develop in competency to provide an effective service. This will enable them to find meaning and fulfilment in the work they are doing. CDS has centralised resources in order to support CDPs in the South African context who desire to provide effective career information and guidance. These can be accessed through our online support systems in the form of the Information Hub and the National Career Advice Portal (NCAP). The Information Hub is an online information repository and resource for career development practitioners. It doesn't not only provide access to career and study information, but also provides career development practitioners with information and guidance on the advising and counselling techniques and applicable codes of conduct. If you are a Career Practitioner and would like to get access to the Information please email infohub@dhet.gov.za.



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



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