



C/PERS 298

CAREERS COUNSELLING AND VOCATIONAL  
INFORMATION SERVICES IN JOHANNESBURG



Submitted to the  
JOHANNESBURG REGIONAL COMMITTEE  
of  
MANPOWER 2000

NATIONAL INSTITUTE FOR PERSONNEL RESEARCH  
COUNCIL FOR SCIENTIFIC AND INDUSTRIAL RESEARCH

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## SYNOPSIS

More than 50 organisations in Johannesburg were surveyed to ascertain the nature and extent of careers counselling services offered to the public. From the results it is estimated that vocational guidance is available to only 9% of the particular population. While 32% of Whites (especially those in the upper socio-economic brackets) have recourse to such facilities, only 2% of Coloureds and Indians and 1% of Blacks have this opportunity. An overall lack of systematic guidance is indicated and the quality and accessibility of careers information leaves room for improvement. Co-ordination between services is minimal. There is a need to standardise and upgrade the training and status of many of those engaged in career guidance, particularly in the schools, if the services rendered are to be effective in minimising the wastage of potential manpower. The public in general and those responsible for personnel functions and worker development programmes are not fully aware of the advantages of on-going careers counselling from the school level to the work situation.

It is clear that the inadequacies of the careers counselling facilities extend beyond the local symptoms to the national level. Manpower 2000 has a vital role to play in liaising between the public and private sectors to alleviate the squandering of human resources.

Recommendations regarding the compilation and dissemination of information, the improvement in the training, the increase in status of careers guidance and the re-education of the public regarding the necessity of careers counselling have been made.

## SINOPSIS

Meer as 50 organisasies in Johannesburg is ondersoek om die aard en omvang van loopbaanvoorligtingdienste wat aan die publiek gebied word, te bepaal. Uit die resultate word beraam dat loopbaanvoorligting beskikbaar is vir alleen 9% van die besondere bevolking. Terwyl 32% Blankes (veral dié op hoër sosio-ekonomiese vlak) toegang het hiertoe, het alleen 2% Kleurlinge en Indiërs en 1% Swartes hierdie geleentheid. Daar is 'n algehele gebrek aan sistematiese leiding en die kwaliteit en toeganklikheid van loopbaaninligting is ontoereikend. Koördinasie tussen dienste is minimaal. Dit is nodig om die opleiding en status van persone wat by loopbaanvoorligting betrokke is, te standaardiseer en te verbeter, veral in die skole, as die gelewerde dienste enigsins effektief moet wees in die minimalisering van verkwisting van potensiële mannekrag. Die publiek, in die algemeen, en dié verantwoordelik vir personeelfunksies, is nie ten volle bewus van die voordele van voortdurende loopbaanvoorligting van skoolvlak tot in die werksituasie nie.

Dit is duidelik dat die ontoereikendheid van loopbaanvoorligtingfasiliteite verder as die plaaslike simptome, tot op nasionale vlak strek. Mannekrag 2000 het 'n onmisbare rol in skakeling tussen die publieke en die privaat-sektore om die verkwisting van mannekrag te verlig.

Aanbevelings aangaande die samestelling en verspreiding van inligting, die verbetering van opleiding en die verhoging van status van loopbaanvoorligting en die heropleiding van die publiek met betrekking tot die noodsaaklikheid van loopbaanvoorligting, word gemaak.

## RECOMMENDATIONS MADE IN THIS REPORT

### 1. CAREERS INFORMATION

- (a) Specifications for the production of careers information brochures should be produced and made available as widely as possible.
- (b) Careers information should be presented in forms more conducive to learning and insight than lectures and pamphlets.
- (c) A guide should be produced on what the key publications are and how to start a careers information facility for the benefit of careers counselling practitioners who work individually or in big organisations on a geographically decentralised basis.
- (d) Careers reading rooms should be developed at public libraries, institutions of tertiary education and organisations involved in careers counselling for use by all young people (and their parents) as well as by careers counsellors irrespective of whether they are employed at the organisations concerned.
- (e) Information on work-related trends such as changed demands for certain worker categories, changes in remuneration and other benefits, in training requirements or in the work content and technology should be made available to those working in the careers counselling field on a regular basis.
- (f) Manpower 2000 should liaise with the Committee for the Co-ordination of Vocational Information with the aim of developing a systematic private sector involvement and a substantial contribution in the careers information field.

### 2. AWARENESS OF CAREERS COUNSELLING

- (a) A programme to increase the awareness of the public as to the careers counselling needs for effective manpower development, the facilities available and the correct approach to follow should be launched in the media by Manpower 2000.

- (b) A programme to equip parents with the knowledge and skill they will require in dealing with their children's career decision-making should be developed and made available.

### 3. TRAINING FOR COUNSELLING AND CAREERS INFORMATION DISSEMINATION

- (a) Designers of Bachelors Degree courses in psychology, education, industrial psychology and social work should take cognisance of the fact that many practitioners who complete only those degrees and do not study further, perform careers counselling functions different to those performed by the registered psychologist.
- (b) Diplomas in personnel management for all races should include training in careers information service functions.
- (c) Internships for psychotechnicians in careers counselling should be started and given recognition by the Medical and Dental Council as a qualification enabling the holder to test and interview for that specific purpose.
- (d) Institutions involved in training of careers counselling staff in the Johannesburg area should do more to share training facilities, provide visiting lecturers to each other and allow interns to spend periods of practical training and work under supervision at different institutions.

### 4. CO-ORDINATION OF AND CONTINUITY IN THE COUNSELLING SERVICES

- (a) The careers counselling practitioners in all public and private sector organisations in the Johannesburg area should create a mechanism for liaison, mutual professional support in the form of case work continuity, information exchange, sharing in-house practical training and simply meeting each other.
- (b) The psychological test results and other relevant data collected during the school years on each pupil should be made available to all bona fide careers counselling practitioners in the public and private sectors in cases where they require such information for counselling or career development application.

## 5. COUNSELLING AND CAREERS GUIDANCE IN THE SCHOOL SITUATION

- (a) The general guidance syllabus should contain an increased proportion of careers guidance, which could be improved by allowing more private sector inputs.
- (b) Institutions involved in training careers guidance and counselling staff should (i) expand the directed course content in this area, (ii) expose students to more practical learning opportunities, (iii) collaborate better with counselling service institutions to provide practical training, (iv) determine training needs and (v) increase the numbers of Black, Coloured and Asian students trained in this direction.
- (c) Departments of tertiary education institutions involved in the training of careers counselling staff should accept that an educational as well as a psychological input is required in this; these two components of training are confusing to students if they are not integrated by the various trainers.
- (d) Education departments should aim to treat psychological services and careers guidance as a specialisation field in every school of sufficient size; qualified, competent teachers should be prepared to handle these tasks on a full-time basis.
- (e) A professional association of careers guidance and counselling staff in secondary education should be formed in the Johannesburg region.
- (f) A programme to increase the awareness of the importance of careers guidance and counselling in the school should be launched in a collaborative effort between the educational authorities and Manpower 2000.

## 6. COUNSELLING OF THOSE NO LONGER IN THE SCHOOL SITUATION

- (a) In recognition of the fact that individual analysis and professional help become more important at later stages of careers counselling, the availability of such services should be increased for all population groups in Johannesburg.

- (b) The use of part-time staff, especially married women with qualifications in psychology or guidance work should be considered by more service institutions.

## 7. CONTRIBUTION OF THE PRIVATE SECTOR

- (a) Worker development programmes in private companies should include facilities or a referral system for careers counselling, especially mid-career change counselling.
- (b) Bursary schemes provided by the private sector should be accompanied by careers counselling provided by an independent party.
- (c) Organisations in the private sector should consider careers counselling services requiring funds more favourably when they distribute money as donations.
- (d) Organisations such as IPM, NDMF or the proposed Manpower Foundation should endeavour to create more careers counselling service organisations in the private sector or support existing nascent efforts.

## 8. THE ROLE OF MANPOWER 2000

- (a) The Johannesburg Regional Committee of Manpower 2000 should determine an action programme in the region which may involve liaison with other organisations to implement the recommendations best handled regionally.
- (b) The Johannesburg Regional Committee should approach the National Committee of Manpower 2000, the National Manpower Commission or other relevant authorities to take further those issues regarded as best handled at other levels.
- (c) Other regional committees of Manpower 2000 should consider what action related to diagnosis and remedial action in the careers counselling field would be appropriate in their environments.

1.1 BACKGROUND

At the first meeting of the Johannesburg Regional Committee of Manpower 2000 held on 10 June 1980 a series of sub-committees was formed to ensure that specific Manpower 2000 objectives would be attained in the region. One of these objectives relates to the improvement of careers counselling services for all population groups. This objective is based on the argument that correct channelling of people into training and work situations will contribute to the achievement of the global objective of a productive, stable and satisfied work force.

The Careers Counselling Sub-Committee currently consists of eleven members representing industry, business, schools and research. In its initial deliberations on planning its activities the Sub-Committee decided on the following:

- (a) Careers counselling would be seen in its broadest sense - from the pupil at secondary school to the school-leaver as a young worker, student or apprentice and through to the person that becomes eligible for higher development or career change. It was accepted that activities should range from teaching groups the relevant type of decision-making, careers information and the general approach to and conduct in the work situation to assessment of attributes such as aptitudes, skills, interests, personality traits, values and attitudes as well as the individualized professional service aimed at the reaching of self-insight and integration of facts necessary for sound career decisions. The approach would be not only to include but also go beyond the psychological, educational and personnel management views of careers guidance and emphasize pragmatism and eclecticism.
- (b) Deserving existing efforts should be supported rather than ignored in the creation of new services that lead to further duplication and fragmentation of effort. It was recognized that educational organizations, large employers and employers' organizations, play a key role and are central to any effective broad careers guidance strategy.



- (c) It was recognized that Manpower development is a long-term process of schools, colleges, universities and a series of employers affecting the lives of each individual. The career decision process is therefore a step-wise plan-building and implementing event which necessitates co-ordination of the careers counselling services provided at different age levels or developmental stages.

In this report reference has been made to "careers counselling" services and to "vocational guidance" services. Although there are technical differences and inferences to be made in relation to these terms, they have been used interchangeably. Counselling does not necessarily mean professional psychological counselling in this context. Any inputs that contribute to the body of knowledge about careers in this country have been included.

## 1.2 PURPOSE OF THIS REPORT

The Sub-Committee recognized at the outset that an evaluation of the current situation as far as careers counselling was concerned would be necessary. Although a general acceptance of the need for counselling exists today, the present services and programmes as judged by the Sub-Committee:

- (a) are not serving nearly a large enough part of the target population;
- (b) are not all covering the right content;
- (c) lack key facilities;
- (d) are not presented by sufficiently trained staff;
- (e) do not share facilities or knowledge about methods with each other;
- (f) often lack the co-ordination needed to serve the client best as he develops through different stages.

An assessment of needs and strengths appeared therefore to be the best starting point for the Sub-Committee as a basis for determining other priorities.

Some specific problems were, however, also identified so that the following priorities list was submitted to and accepted by the Manpower 2000 Johannesburg Committee:

- (a) To collect and publish information on the total careers counselling effort in our area which may lead to more contact and co-operation between services.
- (b) To support existing guidance operations according to their needs.
- (c) To give careers guidance officers greater knowledge concerning career opportunities, circumstances and priorities in business and industry by facilitating contact between them and employers, employers' associations and other industry representatives.

- (d) To concentrate on careers guidance for young Blacks (15 to 25 years of age) with at least a part of high school education.

This report is primarily aimed at achieving objective (a) and eventually to contributing to the achievement of the other objectives of the Sub-Committee. A more detailed breakdown of what the report is to achieve may be useful:

- (a) to give a realistic perspective on the population that needs careers counselling and a breakdown of what the various subgroups receive in this respect;
- (b) to describe and assess the facilities, methodology and skilled manpower available in the careers counselling field;
- (c) to identify the counselling needs and priorities for action in terms of manpower utilization considerations;
- (d) to clarify potential courses of action for Manpower 2000 (and possible other contributors from both public and private sectors that may want to move into this field).

Further sections of the report will outline the nature and scope of careers counselling as well as the shared responsibility by different parties in society for this function, the method followed to collect information in the survey, a description of the careers counselling services and activities in the surveyed organization, and evaluation of what is available against the criterion of what is required and an indication of what should be done, especially in the context of Manpower 2000.

Because Manpower 2000 is an effort to achieve progress the report will emphasize the actions and approaches that are judged to be likely to facilitate positive developments rather than to dwell on the past, depict problems in their sometimes spectacular magnitude or fix blame.

## 2. CHARACTERISATION OF THE COUNSELLING PROCESS AND OUTLINE OF THE SURVEY METHOD

### 2.1 GENERAL

In this chapter, careers counselling will be defined and the components of the career choice process described with relation to services that should support them. The interview schedule that was designed and the concomitant interviewing exercise, will be outlined with relation to the survey objectives.

### 2.2 DEFINITION OF CAREERS COUNSELLING

Vocational guidance can be defined simply as the process of assisting mainly young people to choose an occupation or to change one in which they already are. The basic factors involved in vocational guidance were described by Parsons as long ago as 1909 as comprising (i) a clear understanding of yourself, your aptitude, abilities, interests, ambitions, resources, limitations and their causes; (ii) a knowledge of the requirements and conditions of success, advantages, compensations, opportunities and prospects in different lines of work; (iii) true reasoning on the relation of these two groups of facts".

In spite of the fact that in our complex modern society our whole pattern of life has changed, influencing not only the kinds of jobs that are available, but also our attitudes to them, Parsons' definition remains valid.

### 2.3 JOB KNOWLEDGE

Because occupational choice has become a complicated and difficult task, the techniques of counselling used by those involved in vocational guidance need to be more sophisticated, more scientific, more discerning and more discriminating than ever before. It is the task of counsellors to help young people, not merely to make a choice of a career field, but also to adapt to a changing world and to cope with the demands of working for a living. There is a need for knowledge about new jobs that are being created and old jobs that are being changed, and for information about educational and job requirements, working conditions, length of training and financial rewards in particular career areas.

## 2.4 SELF-KNOWLEDGE

Counsellors need to be able to help young people to assess themselves and their needs at a time in their lives when they may feel they have little confidence in themselves and their own judgement. They need help in understanding themselves and others better, in developing independence and objective information about their abilities, interests and aptitudes. Test results are a source of information to be integrated as part of a self-concept along with goals, needs, motivation and personality factors.

## 2.5 SYNTHESIS OF JOB-KNOWLEDGE AND SELF-KNOWLEDGE

The most crucial aspect of the vocational guidance process is Parsons' third factor ie. "true reasoning" on the relationship between the facts about the individual and the facts about the job. Problems arise when aspirations are not realistic. One person may not have the necessary ability and aptitudes to cope with the occupation he desires to follow, another may under-estimate his abilities and be too frightened to attempt a challenging course, while yet another may reject an occupation because the information he has obtained about it is misleading.

## 2.6 THE ON-GOING NEED FOR VOCATIONAL COUNSELLING

The development of vocational maturity is an on-going and often slow process. Ideally the individual should have recourse to professional assistance at all stages of life. Primary school children need help in developing self-awareness and the ability to cope with the anxieties and conflicts that arise in the school situation so that they can develop their potential fully; high school children need to know what subjects they should choose and what post-school courses they can take; students in tertiary education of all kinds need to know what courses would be most appropriate to them and what jobs to go into so that they stand the best chance of occupational satisfaction. In the work situation, vocational development is not static. Throughout working life there are cross-roads where difficult decisions have to be made. Job-changes, shifts in emphasis or direction, and even complete career changes all have to be weighed carefully; external circumstances and inner

drives and motivations of the individual must be taken into consideration, and his ultimate goals recognised and equated with the available opportunities.

It is in the working sphere perhaps that the greatest pressures on individuals arise. Decisions affect not only the worker but his dependents, and he is often tied by his domestic responsibilities. Objective and well-intentioned advice is rarely obtainable. Managers and supervisors may give the advice which suits them best, as may other colleagues. Families and outsiders often cannot appreciate the subtleties of the particular source of occupational dissatisfaction. It can happen that a vocational problem gives rise to severe maladjustment on the job, and can develop into a major disruptive influence, aggravating personality disorders and affecting personal inter-relationships and hence productivity. Ideally, companies should be able to offer constructive advice and professional help to employees to obviate the development of gross vocational maladjustment. Responsible organisations that select employees wisely, taking personal preferences and styles into consideration, that train and encourage employees to qualify themselves effectively to develop their full potential and that take cognisance of the individual's own aspirations in manpower planning, are those that in the long-run, boost productivity and have a contented work-force.

## 2.7 THE COMPONENTS OF A VOCATIONAL COUNSELLING SERVICE

To fulfil the basic demands of vocational guidance, effective services should provide opportunities for obtaining:

- (a) occupational information;
- (b) information relating to personal abilities and aptitudes, skills, personality traits and occupational values;
- (c) personal counselling to consolidate and integrate job knowledge and self-knowledge so that a basis for decision-making and career choice can be formulated.

### 2.7.1 Dissemination of Occupational Information

Relevant information relating to occupations and vocational opportunities can be provided in various ways:

- (a) newspaper advertisements, articles and career supplements and other media (eg. radio, television);

- (b) brochures and pamphlets distributed by organisations of different kinds, such as: federations of professional associations, trade unions, privately-owned businesses and commercial operations, public services, educational institutions;
- (c) career libraries;
- (d) careers exhibitions;
- (e) group seminars, workshops, lectures on careers;
- (f) journals and publications containing careers information;
- (g) visits to relevant institutions or organisations;
- (h) personal interviews with personnel officers, placement officers, teachers, student advisers, management consultants, counselling or industrial psychologists.

### 2.7.2 Content of Occupational Information

The information which is provided would ideally describe (in an unbiased way):

- (a) the nature of the work;
- (b) training time - general educational development, specific vocational preparation;
- (c) aptitudes - intelligence, verbal, numerical, clerical and spatial abilities, motor co-ordination, manual and finger dexterity, etc;
- (d) appropriate worker attitudes - interests, temperament and personality;
- (e) physical demands ie. requirements regarding strength, stamina, type of activity, hearing, eyesight, ability to communicate;
- (f) working conditions - physical surroundings, temperature, humidity, noise, hazards, fumes;
- (g) remuneration;
- (h) working hours, pension, leave, benefits, medical aid, study leave;
- (i) prospects for growth and promotion, lines of communication, chain of command, responsibilities.

### 2.7.3 Self-Evaluation

People obtain feedback regarding their abilities from:

- (a) school marks;
- (b) awards, distinctions or medals obtained in various extra-curricular activities;
- (c) opinions of others;

- (d) promotions at work;
- (e) merit ratings and performance appraisals;
- (f) test results ie. of intellectual and scholastic skills;
- (g) responses to questionnaires relating to temperament, personality, occupational needs, interests, aspirations and values, self-concept, etc.

#### 2.7.4 Individual Careers Counselling

Facilities for personal interviews for individuals where achievements can be related to careers, are available in discussions with: (a) school, guidance teachers (b) student advisers (c) personnel officers, supervisors, managers in the work situation (d) placement officers.

Professional careers counselling interviews can be undertaken by: (a) educational psychologists (b) clinical, counselling and industrial psychologists (c) psychiatrists (in some circumstances).

Study problems, personal problems and difficulties relating to achievement, both academic and occupational, can be dealt with by professionally-trained people in the above category. Remedial training and therapy play an important role in helping people to make acceptable adjustments in the occupational situation. Integrated personnel systems that acknowledge the individual's own aspirations, special motivation and skills also play their part in improving worker adjustment and overall productivity and satisfaction.

## 2.8 THE STRUCTURE OF THE SURVEY INTERVIEW

Interviewing was the data-gathering technique used almost entirely for this survey.

To ensure the coverage of important items in each interview, an interview schedule or guide was drawn up. This schedule was mainly intended to indicate the major areas of inquiry. It was constructed to be a flexible instrument as interviews were to vary, amplify or omit certain items in accordance with the particular nature of the different organisations.



Open-ended questions that would permit detailed free responses from respondents, were formulated. The schedule was pre-tested by preliminary interviews, the results of which were analysed to determine if the principle purpose of the investigation was satisfied. Acceptability and intelligibility of questions and their possible misunderstanding from the respondents' point of view, were also checked in these try-out exercises. The final format was then prepared. (See appendix.)

The interview guide included a brief introduction giving the purpose of the survey.

Full addresses and telephone numbers of organisations visited were obtained. It was envisaged that interviewees could be contacted again for clarification of information subsequent to interviews, giving them information about the results of the investigation, and perhaps giving them advice about matters of concern to them.

To determine the level of functioning of career counselling units in various organisations, enquiries were made about qualifications and the size of staff complementing these units.

Probing into eligibility of client groups in terms of race, age and educational level was to indicate the amount of available career counselling facilities to different groups and those mostly in need of career counselling services today.

Whether clients visit organisations offering career counselling services voluntarily and independently or through being referred, was intended to assess public awareness of available facilities. By the same token, motivation and importance attached to careers counselling by clients coming for help, was to be revealed.

To work out how the general public come to know about available services, questions were asked on whether services were advertised in the press or whether services had publications of their own on careers counselling.

The handling of clients who cannot afford the set fees of the counselling organisations, was enquired about.

Items were included to cover clients' problems and attitudes in order to determine possible general trends in the career choice field of importance to the educational sphere.

Testing, interviewing and some form of vocational information-giving are important components of careers counselling. These areas were covered in detail to assess the extent and thoroughness of the procedure followed.

Interviewees were asked to comment on the effectiveness of help they give to their clients as it was important to know how both clients and guidance workers perceive counselling. Subsequent contact with clients who had received counselling would reveal the clients' perception of help received, hence it was enquired if follow-ups were done on clients. These items were to indicate if guidance workers were always keen to improve the services they render.

It was assumed that knowledge about practitioners' pressing problems would reveal areas for improvement, and from them recommendations for Manpower 2000 were to be made. Immediate future plans of career counselling units could indicate priority areas in which help could be given, and were therefore enquired about at the conclusion of each interview.

## 2.9 SELECTION OF ORGANISATIONS TO BE INTERVIEWED

The selection of the organisations approached was done on the basis of starting with known careers counselling services in both private and public sectors, and branching out from there as more information became available. Certain services which are provided by large numbers of private and often individually operating professional people such as practising psychologists, personnel consultants and placement agencies, were merely sampled. All educational departments and tertiary education institutions were approached. A few big employers were approached as well as some newspapers and publishers.

The interviews were conducted by a team of seven interviewers, six of whom are NIPR staff members, and one being a careers counselling officer at SEIFSA. Interviewing took place during September and October 1980.

3. REPORTS ON JOHANNESBURG ORGANISATIONS INVOLVED IN COUNSELLING  
AND DISSEMINATION OF CAREERS INFORMATION

A number of organisations, institutes and private practitioners were interviewed by an NIPR team of six in an attempt to discover what facilities exist for careers counselling and for the dissemination of careers information to the various age and population groups in the Johannesburg/Witwatersrand area.

Interviews were conducted in person or over the telephone and the questionnaire described in Chapter 2 was used as a basic framework for discussion.

Since time did not allow for investigating all the organisations involved, an attempt was made to see a representative sample of the kinds of facilities available.

Discussions which revealed that interviewees or organisations were not involved in services relevant to the survey have not been reported.

Information obtained from 12 Black schools and 4 White Government schools has been dealt with elsewhere in the report and is not included among the summaries in this chapter.

For ethical and judicious reasons, the names of private individuals and organisations have been omitted. They are identified instead by descriptive generic terms such as "counselling psychologist" or "personnel consultancy".

The following summaries were written by the interviewers.

### 3.1 ASSOCIATION OF PERSONNEL SERVICES ORGANISATIONS (APSO)

The aim of this organisation is to ensure that member organisations adhere to a strict code of ethics, and to control their policies in dealing with client companies and job applicants. A high standard is set, as evidenced by the fact that to date only 110 of the 410 personnel consultancies operating in the Johannesburg/Witwatersrand area have been prepared to join the organisation.

Interviews were held with the managers of two member consultancies (Personnel Consultancies I and II.)

### 3.2 AUDITING COMPANY

The respondent is the national manpower partner of a large firm of auditors with 13 branches in the Republic and a total of 21 in Southern Africa. His responsibility in Head Office is to co-ordinate staffing and recruitment of all the 'practice' offices.

Since recruitment is an important function, considerable effort is put into disseminating accurate information about auditing and accounting. Talks are given at schools and one-day seminars are arranged at each branch five or six times a year as an introduction to careers in accounting. Names of interested prospects are submitted by universities and schools.

Information relating to auditing and accounting as a whole is published by the Transvaal Society of Accountants. A computer business game is organised to stimulate scholars' interest in business and finance.

It is suggested that there is a dearth of informed guidance relating to accountancy at schools and universities. Inaccurate assumptions are made with consequent unnecessary loss of manpower to the profession. Better liaison between guidance-givers and the accountants in practice is thus recommended.

The interviewee is the national recruitment and training manager of the local branch of BIFSA. BIFSA is a co-ordinating "umbrella" organization representing all building and other affiliated industries. Each branch is autonomous in its area yet interests of the national organization are promoted and given priority.

All aspects of the building industry including training for all population groups at all permitted levels, labour legislation, equitable determination of salaries and wages and dissemination of information are handled by regional offices. There are six regional offices in the Johannesburg area.

Career counselling is implemented as part of the recruitment and training programme. The staff involved in this programme is limited, countrywide, and there are vacant positions that need to be filled. In the Johannesburg area three managers work in recruitment and training.

Testing and interviewing for selection and placement takes place in one of the regional offices. Testing lasts for about 2 hours and an average of 15 people are tested each day. Test administrators are A-test users. Aptitude tests, BLOX and FST are some of the tests given. They are chosen according to relevance or appropriateness. The company is presently developing its own recruitment battery. In addition to initial testing for placement, progress testing for career development purposes is done at intervals.

Individual selection interviews are conducted by recruitment officers in the regional offices.

Whites, Coloureds and Asians are the only groups eligible for training programmes. Blacks will be included in the near future. The programme is open to work seekers above 13 years of age and with a minimum education of Std 7. Clients come voluntarily and may be referred by other organizations in industry and commerce and the Manpower Utilization department.

Job opportunities in the building industry for graduates, matriculants and those with Std 7 are often advertised in the press and other publications like "Civvy Street" and "Careers in the building industry". Dissemination of information about South African building industry is carried out by means of brochures, journals, career exhibitions and symposia as well. A number of publications (e.g. My Career) from the Department of Education, universities, industry and commerce are received by each BIFSA branch. Literature and information relating to the building industry is also received from overseas.

The building industry needs to recruit and train large numbers of apprentices and artisans to meet its demands but this is complicated by existing race laws that exclude Blacks from some of the training programmes.

Since there is a growing number of BIFSA members working on contracts in the Black homelands the indenturing of Black apprentices to these contractors would seem to be strongly indicated.

BIFSA has realised that ignorance and prejudice regarding career possibilities in the building industry are rife. To ameliorate these problems publications like "Careers in the building industry" were meant to assist young people with relevant comprehensive and up-to-date information about careers in the building industry. Bursaries for tertiary education are offered by the national BIFSA to encourage matriculants to enrol in courses that will benefit the Building industry.

BIFSA wishes to have access to schools to enlighten students about career possibilities in this industry. Manpower 2000 could help by providing recruitment material like audio visual aids and printed material. A permanent exhibition programme that would be shown to school children is presently being developed.

### 3.4 CAREERS INFORMATION DISCUSSIONS IN SCHOOLS

A programme for providing weekly speakers on careers topics in every high school in the country is being planned. It is envisaged that a large number of speakers, each dealing with his own profession or field of work will be obtained through the co-operation of organizations such as Round Table.

The person involved in arranging this service has been invited to form an organizing committee under the auspices of Manpower 2000, Johannesburg and to develop the programme as part of the activities of the Regional Committee. Work fields where manpower shortages are experienced will probably feature early in the programme.

It is envisaged that a structured presentation for which speakers will get some briefing will be followed by a discussion. The counselling teacher in the school will probably be the contact person and may find it useful to link his own careers information system to this programme. It is hoped that all education departments concerned will find the programme acceptable.

### 3.5 CHARTERED INSTITUTE OF SECRETARIES

The Institute is a professional and examining body, incorporated in South Africa, but affiliated to the International Institute. It promotes the interests of company secretaries, as well as setting examinations in May and November and maintaining the standard of entry into the profession.

The Student Affairs advisor assists students with any difficulties encountered in planning and carrying out their training. She and the interviewee also see prospective students, who are mainly schoolleavers and returning servicemen. The service is available to all race groups who have matriculated, but it has been used mostly by whites in the past. Their ages vary between 18 and 23, though there are some older people up to the age of 28. Most come voluntarily or at the suggestion of schools, employers, counsellors (or prospective fathers-in-law!). There is no charge.

Considerable advertising is done of the CIS qualification, the contents of the course, the career advantages and possibilities. Use is made of all communications media, as well as careers exhibitions and symposiums, careers talks, films, cassette shows. A film on work opportunities in the South African scene is being prepared. Articles appear in the SA Careers Guide, Opportunities for Matriculants/Graduates, Civvy Street, Armed Forces.

There is a problem in gaining entry to Johannesburg schools to provide accurate information. There are many problems encountered by Black students due to their lack of exposure to the commercial world, and to cultural differences. Their numeracy is less well-developed. They take longer to complete the course, and they would benefit from face-to-face tuition, rather than correspondence courses. (not available at present). The newly established Foundation for Business Studies is intended to provide basic commercial background.

An attitude characteristic of many white schoolleavers is an unwillingness to "work in an office". They have to be shown that the career requires involvement in all aspects of a business, and limited time in an office.

The counselling process includes making an appointment for an interview during which the client's needs and the career are discussed. If he wishes to consult with his parents, a later appointment is made, during which he is helped to choose his tuition medium (part-time, full-time or correspondence courses), and is registered as a student. No aptitude tests are used. Interviews, usually individual, are conducted in the CIS offices.

The Institute produces and distributes careers literature, but has no careers library as such. It feels that being given access to schools would help, and also the opportunity to inform guidance teachers possibly in groups about the career. They do no follow-up on students, but are concerned that only 30% of those who start complete the course. Their plans for the future include the extension of the activities of the Foundation for Business Studies and the production of relevant audiovisual material.

### 3.6 CHEMICAL ENGINEERING COMPANY

This organization is a large manufacturing company near Johannesburg which employs about 6000 people altogether, 1000 of them elsewhere in the Transvaal. About 1200 of these are Whites and the rest are Blacks and Coloureds in equal proportions.

The personnel department of the organization is responsible for recruitment, administration and development of manpower.

As part of the recruitment function brochures are published describing the career opportunities. The organization participates in careers exhibitions, offers bursaries for various professional training courses and gives study loans.

The development department is concerned with helping employees of all races to develop their potential in the best possible way. The personnel development officer is responsible for keeping contact with the bursary and loan students and for helping them and other employees to plan suitable pathways within the company. A brochure has been drawn up to show lines of progression and promotion for the various job grades and the type of training and/or qualifications that are required. In-service training courses are available and information about the technikon and university courses that are appropriate has been collected and systematized. Some in-company public relations work is also done.

Employees who come to the department for advice are primarily young people, though older ones also make use of the service to find out how to upgrade their positions. Sometimes people are referred by managers and supervisors and sometimes come on their own initiative. Six or seven enquiries are usually dealt with each week; however, the proportion of Blacks is small in comparison with Whites.

The service has not been in operation long, so follow-up is as yet at the informal stage. The respondent felt that she was not in a position to make recommendations for improving the service.



### 3.7 COMMISSION FOR ADMINISTRATION

Regional offices (of which there are seven in South Africa, and one in London), are responsible for the local dissemination of information about careers in the Public Service. There is one officer only in each office, usually a more senior Civil Servant who has experience of the Public Service. He receives in-service training in Pretoria, and should keep in touch with the local situation through visits to the local departments.

The client population includes all race groups, and is generally aged between 17 and 24. Numbers visiting the office are small. No testing and careers counselling service is provided, but those who do not know what they want to do are referred to the Careers Guidance Unit of the Department of Manpower Utilisation.

Lack of careers information is the major problem of most young people. The interviewee's main function is therefore dissemination of information to schools, colleges and universities, private individuals, organisers of careers exhibitions, newspaper articles, and all communications media. He has a library of information on university courses, careers, etc., but mainly for his own use. There are no plans to change or develop the existing situation in any way.

### 3.8 CONSTRUCTION COMPANY

Within this organization, which employs large numbers of engineers, concern has been expressed about the quality of engineers and their training.

The company sponsors numerous bursaries and it has been noticed that many applicants have not been aware of the requirements and demands of engineering as a career.

A plan has nevertheless been mooted which involves the possibility of assisting a particular high school to form an "Engineering Club". Some of the tentative ideas include supplying equipment used in engineering (e.g. theodolites, drawing tables), planning projects and arranging talks on how school subjects actually do relate to practical engineering principles and how they are used. Talented and interested pupils could possibly be identified early and stimulated to follow a career in engineering.

### 3.9 COUNSELLING PSYCHOLOGIST IN PRIVATE PRACTICE (I)

This practice consists of a group of management consultants who operate in the field of behaviour sciences, specializing mainly in organization development, training, salary surveys. The respondent is responsible mainly for careers counselling, recruitment, selection and placement.

In a career counselling section the objective is to provide guidance to those with a minimum education of Std 9; a good number of these are older people (20 - 30 years of age) who have some work experience and women with mid-career problems. Most clients are White, though some Indians and Blacks also receive counselling. The clients come voluntarily as a rule, though schools, clinicians and general practitioners do also refer them. The fee is R75 for career counselling, but on occasion pro-deo cases are also seen. Approximately 450 clients are handled per year.

The careers counselling process consists of the filling in of biographical data, comprehensive testing of abilities, interests and personality, and an interview. The parents of minors are consulted after which a report is sent out.

The tests given include two interest questionnaires (Kuder, 19-field), NIPR Intermediate or High Level batteries, and special tests where necessary, e.g. Gottschaldt. The 16 P.F. personality inventory completes the test battery.

Although the interviewing is done exclusively by the respondent, who is a registered counselling psychologist, clients are tested by a psychometrist at her home.

Technikon and University calendars, and other sources of vocational information e.g. "Opportunities for Graduates" and the "SA Careers Guide" are available for reference. A series of Careers Keys for certain occupations have been compiled and the appropriate pamphlet is sometimes included in the report.

In the interview viable options are considered and before the client goes, a commitment to follow a particular course of action has been made. The effectiveness of the service is determined purely by assessing the increase in requests for counselling, and informal feedback is sometimes given.

A problem which is endemic amongst school-leavers is not only the lack of vocational information available but also the inability of scholars to research vocational

opportunities. "Information resourcing" skills could be taught to advantage in schools. Both Blacks and Whites have negative attitudes to trades or occupations in the practical, technical fields that involve any form of manual labour. A criticism of the client group in general concerns the inability of most people to express themselves cogently and articulately.

The opinion is expressed that not only should job information be more readily available, but that information pertaining to other counselling resources should be compiled i.e. a list of agencies of remedial services that cater for e.g. learning and reading problems and for the teaching of coping skills in a study environment. Manpower 2000 could contribute positively in co-ordinating such a compendium.

### 3.10 COUNSELLING PSYCHOLOGIST IN PRIVATE PRACTICE (II)

The respondent has a Masters degree and has completed a counselling internship. She is a married woman who operates from her home. She is a consultant, who specializes in remedial therapy and learning problems in children. Individual counselling of parents and children is carried out but she also has a few careers counselling cases. These are primarily white scholars in Stds 8, 9 and 10, though some university students have also had vocational guidance. The clients are usually referred by school principals and vocational guidance teachers. The fees for the service depend on the length of the procedure, which varies according to the needs of the clients.

The counselling procedure takes the form of an initial interview with the client, followed by the assessment; this is followed by a counselling interview and an interview with the parents. No report is written.

The tests are administered by the respondent, the battery being chosen to suit the age and education level of the client, so could take upwards of three hours. NIPR tests, such as the Intermediate and High level batteries are applied, also the N.S.A.I.S, some T.A.T. cards, and a number of projective techniques, including drawings. The Rothwell-Miller Interest Blank is administered.

The careers counselling service has not been operating long, but an average of one case is seen per week.

A common problem is that many clients are oriented to the professions and are motivated by a desire for status.

A criticism is that schools do not generally provide outlets that are wide enough to allow for creativity and a variety of other, not necessarily academic, aptitudes. It is suggested that school curricula should be less restrictive and allow for growth and the development of a wider range of skills.

### 3.11 DEPARTMENT OF COLOURED AFFAIRS

Vocational guidance in the coloured schools falls under the aegis of the Department of Coloured Affairs, with its head-quarters in Cape Town.

At present there are two school psychologists for the Transvaal and a third has been appointed. There are, however, still three vacancies to be filled.

**The school psychologists are usually graduates in psychology and education.**

The Witwatersrand area falls under the jurisdiction of the Central and Western Transvaal circuit in which there are eight high schools, consisting of approximately 800 to 1000 pupils each. There are more than 27 primary schools, which cater for about 800 to 1200 pupils each.

In each large high school, there are usually two guidance teachers, who are responsible for an academic subject as well as guidance. Those with an education diploma are considered most suitable. One period per week per class is devoted to guidance, so only about 9 periods are available for individual interviews.

The school psychologists are responsible primarily for

- (i) psychometric testing of pupils from Sub-A to Std 10,
- (ii) vocational guidance from Std 5 to Std 10,
- (iii) testing for special education.

The psychometric testing of pupils consists of the administration of HSRC tests. In the primary schools the tests include the NSAGT, scholastic achievement tests and school-readiness tests. In the high school the Junior Aptitude and Senior Aptitude tests are given, as well as interest and personality tests. The tests are given at the schools, usually by teachers trained by the school psychologist; some are scored with the assistance of the teachers and others only by the school psychologists. Scores and test norms are given to the teachers, as well as information on how the scores should be used, so that the principal and guidance teacher can use them effectively. The teachers may request the psychologist to interview problem children themselves if a really serious and difficult case comes up. On occasion social worker students have been called in to assist where family problems warrant outside intervention.

Information about jobs is given to the pupils in class, in interviews or if they request it. Certain periodicals, including "My Career" and "The Alpha" (in which

there is usually an article on careers), are kept in the guidance teacher's office and can be referred to by the pupils.

The effectiveness of the guidance and careers counselling in the schools depends heavily upon the enthusiasm, initiative and skills of the guidance teachers. The chronic shortage of staff creates problems because the increased turnover means that there is little continuity in the guidance classes.

In the near future it is hoped that school clinics will be erected in each major centre, which will provide facilities for remedial education and will provide the services, on a part-time basis, of medical and psychological specialists and speech therapists.

It is felt that ways in which major problems could possibly be partially solved or overcome are:

- (i) upgrading of guidance teachers, giving them more opportunities to improve their knowledge of psychology;
- (ii) improving facilities for in-service training of guidance teachers (some seminars have already been held);
- (iii) stemming the tide of teacher resignations by improving salary scales;
- (iv) creating a well-equipped and comprehensive "Resources Centre" for the community, that would be open to all-comers and provide information about employment, social services and such like.

### 3.12 DEPARTMENT OF EDUCATION AND TRAINING

This department is responsible for almost all the school education received by Blacks in the Johannesburg area. According to the Department's 1979 Annual Report and statistics made available for March 1980 the enrolments in State and State-aided schools in the Johannesburg area were as follows:

		<u>1979</u>	<u>1980</u>
Lower Primary	(Grade I to Std 2)	95313	92538
Higher Primary	(Std 3 to Std 5)	51920	54454
Junior Secondary	(Std 6 to Std 8)	28399	36319
Senior Secondary	(Std 9 to Std 10)	3433	9626

Apart from the sheer magnitude of the numbers it is noticeable that a marked increase in the proportion of children at higher educational levels is taking place at the moment. This is important from a careers counselling point of view as activity in this field starts already at the higher primary stage. Counselling programmes at school level also have to be approached in a manner that takes cognizance of the proportion of early school leavers for whom specific inputs have to be available at an earlier stage if they are not to be missed entirely.

In March 1980 the number of State and State-aided primary schools that dealt with Std 5 pupils in the area was 137 while there were 25 junior secondary and 24 senior secondary schools. These numbers are also in a stage of rapid increase but at least offer an opportunity to appreciate the requirements as far as the number of trained guidance teachers is concerned. According to the 1979 Annual Report of the Department, roughly 10 per cent of the high school teachers in the Johannesburg schools were graduates.

The Department is meeting the task of careers guidance by

- a) gradually increasing the number of posts for school counsellors (who are in charge of a number of schools in an area and amongst other things responsible for the administration of psychological tests in the schools), and

- b) introducing guidance teacher posts in the schools with effect from 1981 to allow for a specific guidance syllabus to be dealt with from Std 5 to Form V. There are currently six school counsellor posts in Soweto and Alexandra of which only three are filled due to a shortage of qualified applicants.

The task of administration and scoring of the school counsellors' testing programme is a time-consuming, major undertaking. The results are computerized and the counsellors discuss them with teachers, mainly with the idea of identifying underachievers and, to some extent, over-achievers. Teachers are supposed to diagnose the reasons for under-achievement. In addition school readiness tests also have to be administered to Grade I pupils.

Std 8 pupils are given an aptitude test battery designed by the Human Sciences Research Council which includes tests of verbal and non-verbal reasoning and language achievement. Scores of subjects and overall scores have to be obtained. The Std 10 pupils are given interest, personality and aptitude tests. Personal and academic profiles are derived.

Opportunities for personal interviews with pupils are rare. In a year one counsellor said he had been able to see only 20 children on an individual basis.

Included in the counsellor's duties are consultations with principals, teachers and pupils on a number of topics related to adjustment, e.g. truancy, family problems, behaviour at school and relationships with teachers.

Most of the schools received copies of the South African Careers Guide, "Educamus" and pamphlets about careers. Libraries had some reference works, but there was room for improvement.

It was felt that many pupils lacked adequate information about careers and often chose the wrong subjects and did not know the basic requirements for certain occupations. The children are very much influenced by their parents, who are themselves often uninformed regarding careers. Std 7 pupils are often at the mercy of untrained teachers who arbitrarily decide which subjects pupils should retain.

On the whole there is a strong preference for white collar jobs, mainly because there is a lack of information regarding technical education and lack of local training opportunities. The pupils also express a dislike and mistrust of "tokenism".



The major problem experienced by the school counsellors is understaffing. They themselves have too crowded a programme and they are physically not able to meet all their obligations. They have no clerical assistance; if they had, this would leave them free to do more relevant and valuable counselling work. The standardization of new tests such as a new HSRC individual scale takes up a great deal of time. At the rate of two cases per day, one counsellor says he has been able to do 40 individual tests in two months.

The situation of the school counsellor and the pupils would be improved considerably if a teacher in each school were responsible for testing and for guidance teaching.

Training of guidance teachers is imperative if they are to develop the necessary expertise to play a positive role in assisting young people to make appropriate career decisions. Clerical assistance would also be advantageous.

Information about career opportunities could be disseminated more widely and effectively if equipment were available for tapes, transparencies, video-films etc., and if there were more liaison with industry and employers.

At the school level it is clear that the new guidance syllabus is a very necessary introduction. At 25 percent of the schools contacted during the survey a substantial start has been made towards offering careers guidance to pupils. In one case an honours graduate in psychology specialises in guidance work while even those schools that do not have a formal programme yet are beginning to send their pupils to careers exhibitions or invite guest speakers on careers topics.

A plan which may be accepted by the Department in Johannesburg is being formulated to offer a speaker once a week to every secondary school on career opportunities (see section on Career Information Discussion in Schools). Meanwhile a plan is being formulated to make a special effort to select and train the guidance teachers for Soweto and Alexandra children as effectively as possible.

### 3.13 DEPARTMENT OF INDIAN AFFAIRS

Two schools serving the Indian community were visited. The number of scholars in each school was approximately 1 200, with about 25 - 28 pupils per teacher.

Two guidance teachers function within each school, both of whom devote about 19 - 20 periods to guidance and the rest of the time to teaching subjects. The one period per week class involves group discussions on topics of general interest, usually generated by the pupils themselves e.g. drugs, sex, career information, school rules and policies. Pupils are either taken to careers exhibitions or are informed about them and are asked to go on their own.

Although a great deal of the guidance teachers' time is taken up by guidance classes, a few children are counselled individually for particular problems though they do tend to consult other teachers too. Vocational information that is available is passed on to the children. Aptitude and IQ tests have been administered to some classes at some schools, but there appears to be some variation in the way the results are handled. Where **no testing was done** and no feedback received, a definite lack was felt.

All the guidance teachers are graduates, but none have specific counselling training though psychology may have been included in their course. A seminar on guidance was, however, held in May. One of the teachers has applied to go to the University of Durban-Westville's part-time course on counselling. This will leave the school short of a teacher, so permission will be requested to transfer a Natal teacher to the school.

It was felt that the localization of many of the training facilities in Natal is a definite handicap to those resident in the Transvaal. The Transvaal College of Education caters only for infant work and higher primary teacher training, so no counselling training takes place. High school teacher training is offered in Durban only. Aspirant student high school teachers are loath to go there because of the distance and the expense. In some subjects only the head of the department is a graduate. The lack of adequately trained personnel is acute.

The teachers complain that many difficulties arise because of the unrealistic aspirations of the pupils, who tend to favour only academic directions and professional status, regardless of ability. Guidance for Std 8 pupils is considered to be another problem in view of the lack of information e.g. the employment opportunities in the technical areas have not been widely publicized. Trained full-time counsellors in the schools would help to provide a better service to the community.

Suggestions about how Manpower 2000 can assist centre round publicizing the need for local training facilities and the creation of job opportunities for Indians. Employment is not readily available, newspapers advertisements for jobs are discriminatory and there is a crucial housing shortage, which limits the mobility of work-seekers.

### 3.14 DEPARTMENT OF MANPOWER UTILIZATION

The Vocational Services Division of the Department of Manpower Utilization was created in 1949 to perform the functions of

- (a) careers counselling to school leavers and others who might need it;
- (b) rehabilitation of handicapped and career maladjusted people through planning their placement in work and providing psychological supportive services;
- (c) selection of staff for government departments and some private and semi-government institutions;
- (d) job placement of young people (under 21 years), especially through the evaluation of apprentices.

The Johannesburg office of the Department's Vocational Services controls East Rand to Klerksdorp through a professional staff of 26 of whom 17 are stationed at Conlyn House in President Street.

The emphasis of the work is in the area of the underqualified, the young work seeker, the "problem" and handicapped work seeker, although a small proportion of people with higher qualifications also use the services. The Department has 13 sheltered employment factories where a reduced productivity is required and the worker is afforded the opportunity to support himself on a partial basis at least temporarily until he has overcome his problem. Cases are referred by schools, hospitals and psychiatric institutions, and clients approach the Department through knowledge of its services available in the community.

Information concerning the counselling services is disseminated through the Department's two official journals, viz. My Career (a bilingual quarterly on vocational information sent among others to schools in the country free of charge) and Rehabilitation in South Africa. Careers exhibitions are held from time to time and pamphlets (with application forms) concerning the careers counselling service are sent out to all white schools. Extension of the latter service to Coloured and Asian schools is being planned.

A special client group is constituted by the young men who are completing their military training. The vocational counselling staff of the Department visit all the military camps in the country twice a year and test those interested in receiving counselling.

All applicant apprentices (except those of a few major employers) are tested and

interviewed by the Department with the aim of improving the placement and subsequent manpower utilization all round.

At the moment 95 percent of all careers counselling clients still come from the white population group while about 3 percent are Coloured, 2 percent Asian and a very small number of Black and Chinese cases are handled. People of all age groups from 16 onwards make use of the service although the majority are aged 17 or 18. No educational minimum is set for accepting clients as some illiterates and mentally retarded cases are also handled. No fees are charged for counselling. As far as numbers are concerned, 15 to 20 apprentice cases are handled in Johannesburg weekly while about 35 to 40 counselling cases are seen per week apart from school holidays when the figure rises to about 50 per work day.

Group testing up to 50 per group precedes interviews and lasts 4 to 5 hours. Tests include mainly HSRC interest, personality and aptitude tests and a biographical questionnaire. About one percent of clients are not tested as this may not be necessary (as determined in a short pre-testing interview held at first contact). The main counselling interview is held on a day after testing and arranged by appointment.

Counselling interviews are held by trained staff with at least an honours degree in psychology. B.A. graduates who have to be employed due to shortages of higher qualified applicants perform testing tasks, but are encouraged to study for honours degrees and are only later used for higher level work.

A careers information library for use by staff members exists. The Department's own two-yearly Manpower Survey which yields information on numbers of workers employed in specific work categories is used in the counselling work.

Counselling problems encountered and general suggestions offered by staff of the Vocational Services Division include the following:

- (a) too little careers-related work done at school level and too much lecturing during counselling periods in schools;
- (b) literature intended for pupils concerning careers is either not made available to them or not brought to their attention sufficiently - too many of them claim not to have seen the material sent to all schools;
- (c) unrealistic aspirations and little insight into what given jobs involve or would demand of them exist in a large proportion of clients;
- (d) suitably qualified staff cannot be obtained and kept in sufficient numbers;

- (e) counsellor training at university should be more strongly aimed at practical professional skills rather than at academic knowledge;
- (f) more comprehensive careers information facilities should exist for vocational counsellors;
- (g) the available services should be extended to cope with the demand;
- (h) training programmes for counsellors should be developed and made available more generally;
- (i) technical equipment for training counsellors such as a tape and video apparatus should be available at every unit where practical counsellor training is given;
- (j) official status should be given to honours level (psychometrist) counselling interviewers after in-house training in institutions accredited for intern training.

The plans for extensions of the services include more attention to black counselling clients. For this purpose black staff and suitable tests will have to be acquired as well as a comprehensive implementation plan drawn up.

Manpower 2000 would do well if it were to contribute to the secondary school level of counselling programmes. The Johannesburg office of Vocational Services would like to be kept well informed as regards the local Manpower 2000 activities and would like to contribute where possible.

This department is responsible for all White educational institutions dealing with post-school education, as well as with all special education. It also takes care of "cultural affairs".

Post-school institutions include all Technical colleges (73), Technikons (8), Universities and technical institutes, as well as any private colleges which offer National Diploma courses.

Special schools include those for the blind, the deaf and the mentally and physically handicapped. The interviewee estimated that 20% of the school going population attends special schools.

Careers counselling is given within the context of the various institutions. Counsellors are teachers and not psychologists.

A publication, "Education and culture", containing articles in both official languages, is sent to the Technikons and Technical colleges.

At present the Department is planning a Careers Exhibition for 1981 which will take place at 6 different venues simultaneously.

### 3.16 EDUCATION INFORMATION CENTRE

#### a) Description of the Organization

The E.I.C comprises four sections, namely, the employment aid, information, education and counselling sections. Broadly stated, the main aim of the E.I.C is to help Black students and work-seekers to

- (i) further their education,
- (ii) choose appropriate careers and
- (iii) find suitable employment.

Each section, however, contributes towards the global goal in some specific way.

#### The Education Section

This section runs an annual winter school for Black matriculation students. In addition, educational enrichment programmes are prepared for Black teachers and students. Career workshops are also held for Black teachers, students and work-seekers, where aspects such as guidance teaching, job-seeking skills and career opportunities are covered.

#### The Information Section

Information is disseminated in reply to postal queries, to callers and to schools through teachers who attend workshops.

The E.I.C publishes an annual Register of Bursary funds, career outlines, lists of training facilities in different fields and other educational information. The following are some of the publications received by the E.I.C :

- (i) The HSRC Guidance Series,
- (ii) The NIPR reports on Career Counselling,
- (iii) Quarterly issues of "My Career" from the Department of Manpower Utilization,
- (iv) University and Technikon calendars and brochures,
- (v) Newsletters from CRIC,
- (vi) The "SA Career Guide" from MSL Publications,
- (vii) Publications from SEIFSA, ISCOR, Public Service Commission and other professional institutions, and
- (viii) Educational journals like "Educamus" (for Blacks), "Alpha" (for Coloureds) and "Fiatlux" (for Indians), all of which have articles on career information.



### The Employment Aid Section

This section aims at assisting both the work-seeker and prospective employer in getting the right job for the right man. The unit works in conjunction with the counselling section. Work-seekers calling at the E.I.C. undergo a personnel selection process through screening, testing and interviewing. Their test results and interview records are filed, and applicants are informed when suitable jobs become available. Alternatively, applicants are invited to apply for available positions through advertisements.

### The Counselling Section

This unit offers career counselling for matriculating students and school leavers (with the minimum educational level of Std 8). Psychological testing and counselling interviews are conducted. In addition, selection of staff is done for client organizations, and career development cases are also handled.

### The Counselling Staff

The counselling unit consists of two counsellors:

a full-time and part-time counsellor both of whom have an honours degree in psychology and are registered for M.A. The full-time counsellor has undergone an 18-month clinical internship in psychology. There is one clerical assistant. Work in this unit is done under the supervision of the N.I.P.R.

### b) The Client Population

The majority of clients are Black. Clients come voluntarily. Where a client wishes to be considered for employment he is referred to the employment aid section. With his permission test results may be divulged to the interested employer. Clients coming for career development purposes are largely referrals from companies. Employers are visited and told about E.I.C.'s activities.

As a start, this year, students who attended the 1980 winter school were informed about the service and encouraged to use it. The E.I.C. is largely known through word of mouth.

## Clients' Common Problems

The common problems of clients include the following:

- (i) Clients do not know what to do after they have finished schooling;
- (ii) Many come to seek information about bursaries available;
- (iii) Others seek information about where to train for specific professions, and also want to know more about such professions.

There are popular fields of occupation to which candidates aspire; the most common being in the scientific, medical and social service areas. Lack of vocational information precludes most individuals from choosing other fields of work. Although the clerical field is most sought after by school-leavers, this would seem to be more for the convenience of those who have no financial means for further studies. Technical and blue-collar jobs are not popular, and it is quite difficult to convince those who do not have the ability or aptitude for other work, to go into these fields.

### c) Operation

Counselling clients arrange appointments through phone calls or the post. A biographical questionnaire to be completed before the day of the appointment, and a slip confirming the appointment, are sent to the client. For a school-going client, a note for the school principal asking his permission to release the student for counselling, is also sent.

For selection and career development cases, the client organizations make the contact. Negotiations are usually completed over the phone. A biographical questionnaire, for the client, and one to be completed by the employer or prospective employer, is sent in advance. Both the completed questionnaires are to be returned before the day of the appointment.

### Testing

Tests are administered by counsellors. There is a test room which accommodates a maximum of 18 testees. The testing session lasts for about four to six hours. N.I.P.R. tests are used. N.I.P.R. counselling and selection procedures are followed with minor modifications to suit the clients' needs.

### Interviewing

Counselling interviews are conducted on the day of testing. Individual counselling is done, although the counselling unit is planning to conduct group counselling

for people with common interests. Each client receives a report which includes career outlines of the fields of work that may be suitable for him or her.

Selection and career development clients are, however, asked to come back for the interview on another day suitable to both the counsellor and the client. A full assessment report is written for the client organization. For career development cases, it is recommended that the client receive a duplicate copy of the report.

d) The Effectiveness of Counselling

The E.I.C. career project is newly established, and is also the first of its kind in the Johannesburg area. The counselling unit feels that much can still be done to expand its services. Follow-ups done on individuals who have been recruited and placed in jobs indicate a good measure of success. For clients who have received vocational guidance, no follow-ups have been done as yet; it is therefore not possible at this stage to assess their reactions to the service.

e) Immediate Plans

Setting up a library which will be open to the clients is one priority. The counselling unit also plans to have two interviewing sessions per week, on Tuesdays and Thursdays. This would increase the number of clients counselled to eight per week. Presently testing and counselling interviews take place on a single day a week, and each counsellor sees only two clients.

f) Recommendations to Manpower 2000

The E.I.C. would welcome Manpower 2000's assistance with career information that would provide outlines of careers, and also indicate available training facilities. In this regard it is recommended that continuous surveys on job requirements and opportunities be conducted. It requests, in addition, that Manpower 2000 should establish a link between existing guidance services and employers.

3.17 EMPLOYERS' ASSOCIATION OF SOUTH AFRICAN MOTOR INDUSTRIES

The respondent is the Labour advisor of the company.

A staff member with a teaching diploma and guidance as a major offers counselling to prospective employees of the industry. Clients of all age and racial groups with at least Standard 7 for other racial groups and Standard 6 for Blacks receive guidance related to opportunities in this industry.

A comprehensive career counselling service is not offered. Testing, for placement and selection purposes, is done by the Department of Manpower Utilization for the company. Screening and selection interviews are conducted by the respondent. An average of six individual interviews are conducted a week.

The company is publicised in "Opportunities for Matriculants and Graduates". It publishes a few booklets of its own. School career exhibitions are often organised to publicise job opportunities in the organisation. This arrangement is aimed at helping young people who seem to be ignorant, and prejudiced, of the scope of this industry.

The launching of Black apprentice training schemes is a priority plan for the future.

Manpower 2000 is asked to assist in disseminating information about this industry.

### 3.18 FAMILY LIFE CENTRE

The Family Life Centre is an amalgamation of the Youth Advice and the Marriage Guidance Bureaux. It can therefore provide counselling to individuals and families regardless of age or problem. The presenting problems are many and varied, and careers counselling as such is not part of the service offered. Where youngsters come with educational or career problems, however, some exploration is done during a single interview.

There are two qualified social workers who work predominantly with adolescents, two others and Black and Coloured social workers whose training has been in marriage counselling but who may encounter the occasional youngster with career problems. The purpose of the interview is to explore the youngster's needs, interests and abilities and to channel him in the correct direction. Where testing and counselling is needed, he is referred to an appropriate unit, e.g. the NIPR, Japari Remedial Education Centre, Counselling and Careers unit at the University of the Witwatersrand, Student Bureau at RAU, the Technikon, Department of Manpower Utilization, etc.

One interview is available gratis to anybody, regardless of age, colour or educational standard. Clients for educational and careers counselling are mostly referred by schools or by parents. The Family Life Centre is advertised in local newspapers, on posters, etc., but also through personal recommendation. Clients with educational problems tend to come at "report" time. Only about twenty are seen in a year, however.

The procedure consists of the client's making an appointment. He is interviewed on his own by one of the social workers, who establishes his needs and refers him to the appropriate organization. There is a library of careers information which the social workers have collected, but this is not available to clients. It includes "My Career", and university and college information, and is used by the social workers. Many clients lack information and the social workers try to supply as much as they are able because they are concerned.

There is no plan to extend the service which is not seen as an essential part of the Centre's work. There seems little, therefore, with which Manpower 2000 could assist them.

Goudstad was founded in 1961 and has a complement of 1200 students. They are White, Afrikaans-speaking men and women with a minimum education of Standard ten. A university entrance pass is not necessary for all courses. The average age-range is between 19 and 23.

There are 4 courses, and students are graded at the beginning of their first year, according to their preferences and suitability. The courses are:

- a) senior primary
- b) junior primary
- c) pre-primary
- d) a degree course carried out in conjunction with RAU.

Recruiting is done at schools by means of talks to matriculants, and also pamphlets and application forms which are made available through guidance teachers. Applications for admission must be received by August, but selection takes place only after the matric results are known. There have usually been more applications than places available, but there has been a marked falling-off this year, resulting in a lowering of the 'quality' of students for next year. ('We have to take what we can get')

Some men students enter college after completing their military training and there is always a fair number who have worked for a few years first. These groups are more mature and are always among the best students. It is therefore felt that it is advantageous for men to do their army training first, wherever possible.

Emphasis is placed on personal knowledge of and contact with students by the staff, and classes are kept small - about 30. A 'tutor' system is in operation whereby every student is 'attached' to a member of staff known as a 'skakelhoof' with whom group counselling sessions are held about 12 times a year. There is a body, the 'studentediensburo' to whom students may take problems, or to whom the skakelhoof may refer them. All types of personal problems are dealt with, including financial, sexual and study problems. This unit is headed by a clinical psychologist, and the services of a pastoral psychologist of the Dutch reformed Church are also available. Because problem areas are freely discussed during group meetings, students seem to have little difficulty in making an individual approach to the skakelhoof or the diensburo, if they need to.

The Psychology Department consists of 7 staff members, and the full staff complement is 90, all of whom have higher educational qualifications (M.A. and upwards). Each staff member serves as 'skakelhoof' to a group of students.

### Specialisation

All students have to choose an area of specialisation such as remedial education, music, art or physical education. Selection for such specialisation is the only occasion on which tests are used. These tests are devised by the Education Department, but the Pretoria College of Education is busy designing a new battery of tests. Other criteria used in the selection for specialisation, which commences in the third year, are student attitudes towards education, and ability in communicating with children.

### Problems

The problems experienced in the teaching profession are the most basic cause of much potential being lost to teaching, since students with good academic ability are aware that they can be more profitably employed elsewhere. The main ones are:

- a) inadequate salaries
- b) redtape
- c) the promotion system

### Symposia

The college organises symposia at least once a year, which are attended by university lecturers, principals of schools and guidance teachers. Last year the theme of the symposium was Remedial Education - this year, the forthcoming symposium has Problems in Schools, as its theme.

### Guidance in schools

All students take guidance as a subject. An attempt is being made to introduce primary school children to concepts of careers in order to make them aware of future possibilities from an early age. It is hoped that such awareness will be useful in making their subject choices, and in streaming which takes place for the first time after Std 5.

### Follow-up

No contact is kept with students once they have left the college.

The college would be interested in receiving information regarding careers or any related information put out by Manpower 2000 which would keep them in touch with the world of work.

### 3.20 INDUSTRIAL RELATIONS CONSULTANCY

The company engages in a range of activities, including advising line management on personnel matters, particularly labour relations, and providing training in sales and marketing. Careers guidance is done on an informal basis by the interviewee, who has been involved in the field for years, first as a guidance teacher, then as a personnel officer and as a Rotarian. No charge is made as he is not a registered psychologist; he is contacted on an informal basis by people who know or have heard that he gives a service.

Use is made of an interest questionnaire and biographical information. Counselling is on an individual basis, and whenever possible youngsters are put in touch with an employer who can give them practical experience, or at any rate let them look at the work they are interested in.

Through the Rotary Vocational Services and the Institute for Personnel Management the interviewee gives talks at Careers Symposiums and to schools and sets up careers exhibitions. He finds there is a tremendous lack of careers information among young people, let alone any practical experience. There is complete apathy in the Department of Education, and he is appalled by the cost to RSA of training people for the wrong jobs.

He feels Manpower 2000 should establish the needs in the vocational guidance field - identify 3 or 4 priority areas and set objectives in those areas (this survey is a good start!). It should try to get some action into the field of vocational guidance!



### 3.21 INDUSTRIAL PSYCHOLOGIST IN PRIVATE PRACTICE (I)

#### 1. ORGANIZATION

The respondent is a director of a personnel consultancy, specializing in selection, placement and organizational development. Careers counselling to individuals and counselling in-company forms part of the service offered.

#### 2. COUNSELLING CLIENTS

The firm consists of two partners, both of whom are registered industrial psychologists. They are responsible for counselling the clients. The service is open to all race groups, though many careers counselling clients are white scholars in Std 9 or 10. The cost to scholars is R55 and in-company cases are charged R100. Clients come voluntarily as a rule, and sometimes at the suggestion of parents, teachers, personnel managers, doctors or attorneys, so the level of motivation is usually acceptable. The majority of clients prefer career fields that will give them opportunities for advancement and where no prejudice exists.

In the case of clients who cannot afford the fees, counselling is sometimes given on a pro deo basis.

#### 3. COUNSELLING PROCEDURE

The counselling process takes the form of testing (4 - 5 hours) after which a report, based on the test results, is written. This is read and discussed fully at a meeting with the client and, if a minor, with the parents as well. This procedure usually takes not less than 1½ hours.

The test battery usually consists of a biographical questionnaire, the Kuder Preference Record, the Intermediate or High level Battery of the NIPR, a numerical ability test, a Mechanical Insight test, the Rorschach and the Myers-Briggs personality type indicator. The testing is done by the respondent and the whole procedure takes place at the offices of the organization.

Since the service is advertised only by word of mouth, the effectiveness of the counselling can only be gauged by the increasing number of clients. No formal follow-up is done, but re-interviews are granted.

Vocational information is given to the client, once relevant occupational areas are

identified; suggestions are made as to how to research these occupations.

### PROBLEMS

According to the respondent, the majority of clients, especially scholars, are handicapped by lack of vocational information and by lack of knowledge as to how and where to get professional counselling.

### RECOMMENDATIONS

The recommendations that can be made are that:

1. the general population should be educated to seek professional assistance in career planning and career development, and
2. counselling in the schools should be undertaken by registered psychologists.

### 3.22 INDUSTRIAL PSYCHOLOGIST IN PRIVATE PRACTICE (II)

The respondent is managing director of an industrial psychology consultancy, which specializes in industrial and vocational testing for selection and placement of Black and White groups of any age from 16 to 60. The minimum educational level of clients is Std 8 and the majority of clients come voluntarily or are referred by personnel managers, medical practitioners or psychiatrists. The fee is R100, though genuine cases of need and charitable institutions often receive gratis service.

The counselling procedure consists of testing and an interview. After analysis and interpretation of the results a report is written. Clients then return for consultation on their own or with their parents.

Testing is conducted on the premises by a psychometrist and interviewing by the respondent, who is also responsible for the report. The testing is carried out in a well-lit, air-conditioned room, with well designed chairs and tables and screens between testees. Fifteen to twenty cases are dealt with per week. The test battery is tailored for the individual but usually comprises NIPR Intermediate or High Level batteries, Raven's Progressive Matrices (38 items) and others such as the NIPR A8 arithmetical test, and Bennett's mechanical comprehension test. The Kuder Vocational Preference Record (Form C) is used to assess occupational interests, the self description form and cards from the TAT are used as projective personality assessment techniques.

Vocational information in the form of career guides and university calendars etc. is available to the clients. Booklets are sent on a regular basis by the publishers to the organization.

Follow-up of clients has proved unsatisfactory as only a 2% return was gained. However, an increment in the number of clients requesting counselling points to satisfied clientele, as others get to hear of the service only through word of mouth.

A project to evolve a test battery for the selection of artisans is at present at the planning stage.

Common problems in the client population that contribute to underutilization of manpower are identified as

- (i) lack of trained science teachers, which creates gaps in all technological spheres;
- (ii) the lack of ability to utilize language effectively, which restricts effective communication;
- (iii) the lack of discipline, particularly amongst affluent young people, which results in a lack of drive and motivation to achieve both academically and occupationally;
- (iv) the fact that although the majority of clients favour careers that give professional status, their underlying motivation is not always considered sound, in other words, the social and political motives often outweigh more task-oriented and realistic considerations;
- (v) parents having ill-informed preconceived ideas about career choices.

A view was expressed that the efficiency of the counselling operation is often hampered by misprints occurring in test material, which creates extra work as every test booklet has to be checked, item for item. It was felt that test usage and test room conditions should be strictly standardized, investigated and regularly checked and controlled, as scores could be influenced by an unfavourable test environment. Confidentiality of test material can be jeopardized by users who throw away test material without shredding it first. Briefly, enforcement and control of professional standards is a priority.

### 3.23 INSTITUTE FOR PERSONNEL MANAGEMENT

Aim of Organisation: to professionalize personnel in South Africa.

Structure of organisation:

The organisation consists of 3 separate departments:

1) Education

The programmes offered by this department include

- a) IPM Diploma (correspondence)
- b) Training courses/ seminars (offered to companies and members)

There are 5 - 6 of these courses per month, each of 1 - 5 days' duration.

- c) Annual convention.

This usually takes place at the CSIR Conference centre. It is attended by plus-minus 450 delegates from all over the country, and is addressed by International speakers.

2) Library

Apart from books and journals on personnel management, there is a film library which is very widely used.

3) Publications

The IPM Bulletin and People and Profits are issued to members and subscribers, and supported by advertisers.

The department is responsible for carrying out surveys on behalf of member companies.

There is also a Personnel 'phrase-book'

Client population

Courses and facilities are available to all population groups. The only prerequisite for admission to any course is a matriculation certificate.

Clients are sent by companies or make the approach on their own. People get to know of the company by word of mouth or through advertising.

Costs and duration of courses

The IPM Diploma course takes approximately three years to complete. The cost is R50 per subject, and there is a R25 p.a. membership fee. The cost of the annual convention, which takes two days, is R125.

Feedback

The courses are popular, and appear to be enjoyed by students, who almost always complete the courses once they begin.

Follow-up

No follow-up is done, but clients (who are automatically members) invariably keep in contact with the Institute.

The organisation would like to keep in touch with Manpower 2000 and has offered to assist in any way they can.

### 3.24 JOHANNESBURG COLLEGE OF EDUCATION

The College caters for students doing the four-year primary school teachers' Diplomas, and also for those doing a post-graduate diploma in primary teaching.

As students have already made a career decision when they come to the College, they have no counselling needs in this area as such. The College does not have a student counsellor or counselling unit to deal with personal problems of students, but they are encouraged to take any such problems to the counselling unit at the University of the Witwatersrand with which the College is closely linked.

All students take Guidance as a subject but as the scholar group consists of primary school children, there is little reference to careers.

### 3.25 JOHANNESBURG PUBLIC LIBRARY

The chief librarian and the assistant librarian are available to anyone who wants information about librarianship as a career. As far as other careers are concerned, information is to be found on the shelves in the reference library under the various sections (e.g. building science, accountancy etc.).

Although members of the staff do not participate actively in providing career guidance, it is suggested that this could be a potential centre for the dissemination of career information, since the library is extensively used by scholars of all races. There is, for instance, a 'project room', where information relating to school topics or tasks is gathered. The library might be prevailed upon to present career 'displays' in this section. It could also provide a venue for talks to scholars on various careers, either in the afternoons or in the school holidays.

### 3.26 MANAGEMENT CONSULTANCY

This organization is concerned with high level selection, recruitment, careers counselling and placement. A vocational counsellor is employed on a part-time basis. The number of clients is approximately fifty per annum. The counsellor is an Honours graduate in psychology, who is registered to do a Masters degree. She works under the supervision of a registered psychologist. The fee for the service is R50. All racial groups are counselled, though a minimum educational level of Std 8 is required. The age range of clients is therefore from fifteen to about sixty years of age. Usually clients come voluntarily, but are sometimes referred by parents, teachers or school principal.

The counsellor is responsible for testing, interviewing clients on the premises and for writing the reports. Biographical questionnaires and the Kuder Preference Form C Interest questionnaire is filled in by the client at home. The tests given are the NIPR Intermediate or High Level batteries, the Standard Progressive Matrices and NIPR tests of special abilities, depending on the requirements e.g. mechanical comprehension or clerical tests. The time taken thus varies from three to six hours. The counsellor feels that often interview time is too short and sometimes a second interview would be beneficial. Feedback about the service is usually derived on an informal basis. A follow-up service, however, is planned.

Vocational information is given to the client verbally in the interview and in the report. There is also a place where publications such as university calendars, brochures and the HSRC Guidance series can be referred to by the counsellor, parents or clients.

Problems encountered by the counsellor relate primarily to the lack of counselling in the early stages at school and particularly in Std 8 and 9. Subject choices are made without realizing the implications of dropping certain subjects e.g. maths and science. At the university level, information regarding required symbols for specific courses is not readily available, entrance qualifications vary from university to university, from course to course, within faculties and from year to year.

Women are not accepted in certain training courses, but this fact does not appear in prospectuses.

Amongst the clients from upper socio-economic groups, lack of motivation of young people is a common feature, complicated by the concern of parents who feel their

children are underachieving. Social pressures decree that only professional status is acceptable and technikon training does not therefore fit the bill.

The view was expressed that Manpower 2000 could contribute to ameliorating the position in vocational counselling by

- (i) making education authorities aware of the needs in school counselling;
- (ii) disseminating accurate and up-to-date vocational information;
- (iii) clarifying and publicizing the exact position of certain race groups regarding practical training in particular fields e.g. trades.

### 3.27 MINING AND INDUSTRIAL ORGANISATION

This is a mining company with shares in a large variety of industrial concerns. An informal careers counselling service, available free for employees and their dependents, is offered by a registered industrial psychologist who has other responsibilities as well.

The client population includes Blacks and Whites between the ages of 16 and 50, with a minimum educational level of Std 8. Clients come voluntarily, on the recommendation of parents or other staff members, and no advertising is done. The numbers seen fluctuate considerably, but the total number is small.

A comprehensive service of testing, interviewing and report writing is provided by the industrial psychologist. The battery is made up of NIPR and HSRC cognitive and personality tests, and tailored to the requirements of the client. Testing is carried out in the corporation's offices or at a training centre, where interviews are also conducted. The latter are always on an individual basis, and a report is provided.

A collection has been made of careers information, and this is available to the psychologist. Relevant information is included in the client's report in the form of an appendix. The chief problems encountered are that most clients appear lacking in vocational information, and those who are unhappy about what they are doing, do not know what to do about it.

The extent of the service is very limited because of the other commitments of the psychologist. The solution would be the establishment of a careers counselling unit if there were sufficient demand for it.

### 3.28 MSL PUBLICATIONS

Aim: The main activity of the company is publication, which is aimed at students and other young people of all races and at all levels; also, recruitment to various careers.

The holding company is an executive consulting group, which deals with placement of females at mid-management level.

Vocational counselling, as such, is not offered by the company. Where this is sought, clients are referred to an industrial psychologist.

#### Publications

The aim of these annual publications is to assist young people of all races at school, university or in the army, to make a career choice, by providing them with relevant, comprehensive and up-to-date information about careers. They are issued in both languages and distributed free of charge to high schools and other educational institutions. The books are also issued to departments of emigration and embassies overseas. (Feedback about their availability has been received from immigrants who get in touch with the company upon their arrival in South Africa)

All the publications are sponsored by advertisers who use them as a means of recruiting, since they do not have access to schools. There are some 3000 companies on the books.

1. Opportunities for matriculants and school leavers  
Supplied to schools, for use by guidance teachers and in school libraries.
2. Opportunities for graduates.  
Supplied to Careers Units at universities (Niels Lindhardt of UCT prescribes it and gives students a test on the contents.)
3. The South African Careers Guide - aimed at Blacks, distributed to Black schools.
4. Civvy Street - supplied to soldiers 2 - 3 months before their discharge.
5. Stilus - issued to soldiers on commencement of army training, offering them opportunities to study while in the army.

#### Staff

The staff handling the publications consists of 1 editor/co-ordinator, 3 sales consultants (advertising) of whom 2 are graduates, and 5 back-up members dealing with secretarial and administrative work.

#### Problems

Problems centre mainly around distribution. The company has no way of ensuring that schools or the army do in fact pass on the publications or make them available to the right people. Some soldiers never see Civvy Street, and some scholars never see the other publications. If enquiries from individuals reveal that this is the case, supply routes are checked and an attempt made to rectify inefficient procedures. Scholars are referred back to principals and soldiers to their



commanding officers.

Companies sometimes withdraw their advertising not because they have had no response but because the response has been too great, bringing them more applicants than they can handle.

Among Blacks, the emphasis is still placed on white collar jobs. There is always much interest in the availability of bursaries. The company encourages the advertising of bursaries, and a specially cheap rate is offered for advertising in the South African Careers Guide.

Outside publications or information

For the most part this is confined to keeping copies of rival publications.

Follow-up - none.

Future plans - none disclosed, but would like to be involved in and kept in touch with Manpower 2000

3.29 NATIONAL INSTITUTE FOR PERSONNEL RESEARCH

The NIPR is an Institute of the CSIR and is concerned with manpower utilization aspects of scientific and industrial research in the national interest. The Institute is involved in research relating to industrial psychology and personnel management areas, such as selection, training, performance appraisal, job evaluation and management training. A wide range of topics such as industrial relations, worker attitudes, psychometric methods, motivation and adaption to specific environments, test construction and distribution and neuropsychology are studied, as well as cross cultural psychology, community development and housing.

The counselling psychology section of the Personnel Assessment and Counselling Psychology Division has the following as its main objectives:

- (1) to provide a comprehensive vocational counselling service to the community;
- (2) to develop counselling procedures for special groups, e.g., in-company counselling, adult career counselling and careers counselling of young Black students;
- (3) to develop and validate assessment instruments used in counselling;
- (4) to assist other organizations, including Black universities, in developing their own student counselling services;
- (5) to contribute to the collection and dissemination of vocational information, and
- (6) to train interns in counselling psychology.

There are five full-time counsellors of whom two are registered counselling psychologists, and two are registered for a Masters degree in psychology. Unregistered counsellors work under the supervision of the psychologists.

The number of part-time counsellors fluctuates. At present there are eight; of these one has a doctorate in industrial psychology, two have Master's degrees in psychology and the rest have psychology honours degrees. Most of them do at least four counselling interviews per week. At present there is no counselling intern, though there have been in the past.

The test room is administered by a graduate with psychology II, who is an authorized NIPR test administrator. A registered psychotechnician also assists in the test room.

The Vocational Counselling service is available to people over sixteen years of age. Scholars are counselled during their matriculation year, and not before. Those who have passed only Std 8, however, will be tested only if they have left school. A

service is available for adults considering mid career change. The charge for this service is R75. Services to handicapped people are available, though the demand is limited. The majority of clients are, however, adolescents and young adults. A special in-company careers counselling service is offered which is aimed at relating the manpower utilization needs of the organization and the particular needs of the employee. The charge for this service is R75.

All racial groups are catered for, although the majority of clients are White. The establishment of a research project made possible the free counselling of Blacks and Coloureds if they agreed to co-operate in a follow-up study. However, now that the NIPR has assisted the EIC in developing a counselling and placement centre specifically for Blacks, these are mainly referred to them. EIC offers free services to the clients. Whites who cannot afford NIPR's R50 fee are referred to free services, e.g. Department of Manpower Utilization and school psychological services. However, in deserving cases, special permission may be granted for counselling at the NIPR on a pro-deo basis.

The service is not advertised. People know about it by word of mouth; however, NIPR is often mentioned in newspaper articles, careers supplements, etc.

Clients come voluntarily as a rule though some are referred by, for example, psychiatrists, clinical psychologists, attorneys, medical doctors, social workers and personnel managers.

From September 1979 to August 1980, a total of 1 041 cases were counselled; of these 897 were between 16 and 24, 92 over 25, 6 were in-company counselling cases, 30 were Black, 1 Indian, 1 Coloured(adolescents) and 14 were assessments of employability for medico-legal purposes.

Appointments for counselling are made provisionally by telephone a month in advance, and information about the procedure is sent to the client. The appointment is confirmed on receipt of the fee. A biographical inventory is sent to the client and must be brought back completed on the day of testing. Normally clients spend a day (from 08h00 in the morning until 17h00 in the afternoon) at the Institute for the tests and interview.

The tests commonly used are NIPR cognitive tests at different levels, e.g. Normal, Intermediate and High Level batteries. (For a detailed description of these tests see Pers 257). In addition other tests are used when required. These may include the following:

- (a) SAWAIS,
- (b) TAT,
- (c) Raven's Progressive Matrices,
- (d) Projective Instruments (usually incomplete sentences and self descriptions),
- (e) a checklist of needs and values relating to careers, and
- (f) an interest inventory.

The test batteries are tailored to the special needs and interests of the clients.

The tests are mainly group paper and pencil tests, and testing sessions last for five to six hours. A special test room with air conditioning is used for testing.

The counselling interviews normally take place in the afternoon in private offices free from disturbance. At times (e.g. if the client is a minor) it may be necessary to interview the parents, or they may request an interview. In this case they are seen after the client has been interviewed.

From time to time follow-up research has been done to ascertain the effectiveness of the counselling service. (Fürst, A. 1965; Shannon, B A 1973 and 1977; Skawran, P R and J J de Jager 1975). About one thousand clients a year (e.g. 957 cases in 1978 and 1042 cases in 1979) are seen by the section.

Responses returned are used to determine aspects of the procedures which need alteration or improvement.

Every year as a matter of routine 25% of all counselling clients are sent follow-up questionnaires relating to their reactions to the service and their own progress.

The counselling section has released a substantial number of research reports on career counselling - reports that reflect the activities of the counselling section itself. These reports can be obtained from the publications division of the NIPR. NIPR newsletters, annual reports and journals also have portions that give information about careers counselling.

The counselling section is developing its small information library into a Careers Reading Room, which will be open to the public. Information about careers has been gathered and stored in this library. University Calendars, brochures, HSRC Guidance series and leaflets on careers from other organizations are received and stored.

The counselling staff members attend local and even overseas conferences where talks have been given on career counselling activities of the NIPR. Reports on symposia organized by NIPR in which some members of the career counselling staff have participated have been released (see, for example, S164, S215 and S198). The counselling staff members also give talks to schools, universities, students, parents and interested people in industry, commerce and welfare organizations.

CSIR publishes brochures about careers in the various Institutes which are supplied to those interested.

An appreciable number of the clients experience work and career problems as a result of lack of knowledge about themselves and their own needs and about the world of work. Sources of information are often inadequate and sometimes misleading - often disadvantages are not mentioned.

Young people themselves and their parents often have unrealistic aspirations and expectations and do not develop their full potential through lack of awareness and exposure to the practical aspects of jobs and work.

Motivation for various careers fluctuates with economic situations obtaining in the recent past or at present. There is a tendency to prefer professional occupations bearing high status. Teaching, secretarial and technical jobs, especially trades, are unpopular. Architecture and building science - even civil engineering - were not as popular during the recent recession as prior to it, so demands for trained people may not be met in future.

There are two major areas where some of the above problems can be alleviated, firstly within the education system and secondly in industry. The following suggestions are made with regard to education.

- (i) School curricula could profitably introduce children to simple and practical aspects of different types of work, so that even "academic" pupils understand how commerce and industry function.
- (ii) Liaison between schools (teachers, guidance teachers and pupils) and industry could give more realistic job information to all.
- (iii) Training guidance teachers in the fundamentals of vocational psychology, e.g. how to teach self-awareness development, relationship skills and decision-making.
- (iv) University courses could be designed to include some emphasis on the actual work, graduates may be called upon to do e.g. sales, administration, management and training in the development of skills to cope with these requirements.
- (v) Facilities for counsellors-in-training should be up-to-date and comprehensive practical training should be provided.
- (vi) Teachers and counsellors advising pupils on choice of subjects should be informed at the beginning of high school, at the latest, as to the vocational consequences of their choices.

- (vii) Teachers at present have a dual part to play in the schools as subject teachers and counsellors. This can create a conflict of role, with guidance suffering as it is not an examination subject. If guidance teachers were professionally trained, full-time employees, with clearly defined relations vis-a-vis principals, pupils, teachers and parents, more positive and effective vocational guidance might ensue.

In the area of industry and commerce employees might find greater occupational satisfaction

- (i) if recruitment agents stated clearly what their job requirements were;
- (ii) if effective induction and training programmes were instituted;
- (iii) if effective methods of appraisal and selection were used by professional personnel;
- (iv) if systematized performance appraisal systems with feedback to staff were available;
- (v) if facilities for counselling of staff were made available which would take into account individual needs and aspirations, thus ensuring the use of potential to best advantage.

The Institute as a whole is involved in research on some of the above aspects. The counselling section is planning to develop scales for the measurement of vocational maturity to tie in with programmes of self-awareness to encourage growth and self-insight. In addition a comprehensive programme for training vocational counsellors, teachers and personnel officers in the most important areas of guidance is planned.

Manpower 2000 could play an important role in publicizing the priorities and needs related to improvement in vocational guidance systems. Making young people, teachers, parents, employers (supervisors, managers and personnel officers) aware of the need for a professional approach to manpower problems (including scientifically based projections of labour requirements) is of crucial importance.

### 3.30 ORGANISATION FOR REHABILITATION THROUGH TRAINING (ORT, SA)

ORT is a charitable organisation, mainly concerned with rehabilitation through training. This aspect has been less emphasized in SA than elsewhere, possibly because its type of vocational training has not been in much demand among its university-oriented adherents. This programme will be developed in the near future, however, with emphasis on Black training. The Careers Unit has recently become independent, and is aimed at assisting people to find a suitable career direction.

The unit has two staff members, a registered industrial psychologist, and a registered psychotechnician, who are responsible for interviewing and testing. Their clients are school-leavers, mostly 16 - 19 year olds with a minimum of Std 9. Occasionally a Std 7 or 8 is seen, after careful screening, to help with subject choice, and some older people use the service. In addition, requests are received for the testing and counselling of a whole matric class (e.g. in Durban recently). Clients come voluntarily or may be referred by the Transvaal Jewish Council (for bursary awards), Jewish orphanage, occasional management consultants. The R40 fee can be waived or decreased by negotiation with the chairman of ORT; the counsellors are not involved. Charitable organisations pay a proportion of the cost.

There is no advertising done. ORT is well-known among the Jewish community and is often mentioned in the Jewish press. Contact with the private schools, and personal recommendations, help to make the Careers Unit known.

Many clients are concerned about their lack of career direction. Others are unsure because their choice is disapproved of by their parents. As most clients are from the northern suburbs their aspiration is university and a professional career. This is changing, however, and people seem to be somewhat less prejudiced against vocational and technical training.

The counselling process begins with making an appointment, after a brief screening to determine the needs of the client and his ability to profit from the service. The tests are completed during the morning, and administered by one of the staff members in the ORT office. The tests used are the NIPR High or Intermediate level batteries, Raven's matrices, mechanical ability, incomplete sentences, self description and the Kuder interest inventory. Usually a full range is given, but it is tailored to the needs of the client.

The interview is conducted after the lunch break, usually by the person who did

the testing. The testing may be done in groups (e.g. when counselling an entire matric class), but the interviewing is always on an individual basis. The numbers seen depend on the demand, which is greater during the school holidays. A maximum of three interviews in one day is done, and about 100 people per year are seen.

The careers library is being built up, and is available to anyone who wants to use it. Information is disseminated by giving careers talks at schools but the unit does not yet produce any careers literature itself.

The unit has been in existence for many years, but the present counsellors have been there for a year only, and are building up the service. They are hampered by lack of space, tucked away behind the ORT offices, with one room for testing and counselling. Plans are being considered to extend the present premises or to find more suitable alternative offices.

No follow-up has been done; it is rather soon for the present counsellors to do so, but they are planning research and keeping in contact with clients. They feel the service helps to motivate youngsters, who apply themselves better when they have a definite direction. Letters of thanks and other clients who come because of personal recommendation suggest that the service meets needs.

Areas which require attention and in which Manpower 2000 could become involved are the following:

- (a) compilation of new tests,
- (b) information on literature available,
- (c) improvement of the vocational counselling service,
- (d) liaison and discussion with other groups and organisations.



### 3.31 PERSONNEL CONSULTANCY I

The organisation has 11 branches, of which one deals exclusively with placements in the computer field.

There are 72 staff members altogether, of whom 42 are directly involved with the placement of people in jobs. The rest have an administrative or public relations function. Almost all have either a degree or a teacher's diploma.

Clients are medium to large companies of which there are about 2 000 on the books. The client company pays the agency fee - the applicant may by law not be charged.

Job applicants are White, Coloured or Asian. Again, by law, the company may not place Blacks, although they would if they could. It is felt that this position is changing rapidly and that legislation will eventually permit the placement of Blacks.

The age group handled is from 20 to 40. The agency has no prejudice towards older people, but it is found that many clients do have.

Educational standard - the higher the better. Few clients are interested in a person with an educational level lower than standard 8. The occasional exception is usually an expert in some field.

The company has become known by means of advertising, public relations, and sales. Its growth rate testifies to its satisfactory promotion as well as to the effectiveness of its service..

Practical tests, such as secretarial tests are used, but not psychometric tests, unless clients request this, in which case applicants are sent to an industrial psychologist or the NIPR. The organisation is, however, in a good position to give applicants information regarding the working world - salaries, conditions, benefits, and demand.

The procedure is for the applicant to reply to an advertisement placed by the agency, usually by telephone, when the first screening takes place. An interview is arranged, and if the applicant is felt to be suitable for the advertised position, he is sent to the client company for a further interview.

Problems encountered by job applicants include that of acceptance by companies of Indians and Coloureds. The agency does its best to overcome prejudice of this nature, which is seen as a social problem.

The general attitude towards jobs at all levels tends to favour "clean" jobs. Most people do not want to work with their hands. There is far less loyalty towards employers than there used to be - employees are fickle and easily attracted by "better offers". The buoyant economy tends to support this attitude.

No careers counselling, as such, is given.

The organisation would be interested in any information or developments arising from the Manpower 2000 project, including a copy of the present report if it is made available.

### 3.32 PERSONNEL CONSULTANCY II

The interviewee was the manager of this company. She is also the public relations officer for APSO, and gave most of the information concerning that organisation. Understandably, she feels strongly about the ethical aspect of personnel consultancy and is concerned about the prevailing public image.

Although there is no official careers counselling service, the company does a great deal behind the scenes, to disseminate career information and to assist individuals to improve their skills and to find satisfying jobs. For example they have recently sponsored a careers exhibition to which outside experts were invited. They also run a "careers-query" column on a regular basis in the Woman's section of the Star, through which questions about careers are answered. (Individual replies to queries are sent as well.) The third contribution is a free service for married women who wish to brush up their secretarial skills or learn new ones. Facilities are made available and no charge is made for this service but the company feels that they derive considerable indirect benefit.

There are 8 branches of the company in the Witwatersrand area, as well as some in other parts of the country. There is a staff of about 140 altogether. They are selected on a basis of a commercial background, which should be varied and, if possible, specialised in some or other field. Academic qualifications are a secondary consideration and one or two highly successful branch managers have only Std 8.

The policy of the company is to employ people on merit, regardless of colour, age or education, and whom they are allowed to employ. In so far as clients and the law will permit, they bring the same policy into placement. When prejudice is encountered it is their policy to attempt to educate clients to adopt a similar approach to their own. The company has put in a submission to pursue an open policy, pending the outcome of the Holland-Riekert commission.

Although the company does advertise, they estimate that 60% of clients have heard of them by word of mouth.

Problems encountered by client companies are a shortage of skilled staff and sometimes their own lack of flexibility in selecting. Applicants are affected by the changing economy and lack of skills, education or experience. However, it is felt that opportunities for all, including Indians and Coloureds, seem to be improving.

Psychometric tests are not used, as there is little call for them, but simple secretarial tests are sometimes given, as well as some self-assessment exercises.

In-depth interviews are conducted with applicants and a "job-matching" exercise takes place before applicants are passed on to clients. Interviewers see not more than 3 applicants in a day as the quality of the interview would suffer if more interviews were attempted.

Once applicants have been placed the company makes regular follow-up calls to see how they are adjusting, at intervals of not more than 14 days up to from 60 - 90 days after placement. It is the company's policy not to approach an applicant for 5 years after he has been placed.

The company is interested in the Manpower 2000 project and would like to help if possible, and to be kept informed of progress.

### 3.33 PERSONNEL CONSULTANCY III

This is a professional management consultancy whose function is to assist client companies with the resolution of personnel and organisational problems. Areas of involvement include human assessment, testing, selection, training and organisational development.

#### Clients

Although clients are predominantly companies and organisations with selection and career-development needs, the skills and facilities exist to provide career counselling for individuals at all levels, from school-leavers to mid-career changers. This service is, in fact, provided on request, but these activities are severely restricted by the rules of the Medical and Dental Council, which for instance, forbid advertising.

Clients belong to the top end of the employment scale, are normally White, although there are no restrictions. The age range of counselling clients is between 17 and 40. Educational level is normally at least matric, although there have been rare cases with only Std 8 (but who have a great deal of experience).

Two factors which characterise those individuals who seek vocational guidance are (a) their lack of knowledge about careers and opportunities, and (b) their indecision about which direction to take.

#### Facilities and Procedure

The procedure usually consists of an initial discussion during which information is given regarding costs etc. A biographical questionnaire is completed, and interest and aptitude tests administered. The interview follows and then a report containing recommendations.

Tests include a full range of NIPR tests from the Intermediate battery upwards, including personality and interest inventories. Walls and Glazer's 'critical thinking' and (rarely) the Rorschach and the T.A.T. are used, depending on "what questions have to be answered" regarding the clients.

Facilities include a testing room and a test library but no careers library. Confidentiality is strictly observed. Two interviewers have occasionally been involved, but clients are never seen in groups.

Costs of the service vary, but the minimum is about R100 for a youngster, for whom the testing programme takes from 4 to 6 hours. Approximately 2 counselling cases and 30 selection cases are seen per month.

Since the organisation has some 100 companies on their books at a time, they feel they have an intimate knowledge of the local work scene, as regards supply and demand, wage structure, fringe benefits etc. They also keep in touch with world trends by means of journals, such as the Journal of Occupational Psychology.

### Outplacement

A service known as 'outplacement' is offered to companies who find it necessary to make high level incumbents redundant usually because their skills have become obsolete, or because of organisational changes or technological advancement. A very comprehensive programme is provided which includes exhaustive testing and a report, but also the imparting of insights, skills and advice, for instance in job seeking, drawing up of a curriculum vitae etc. Testing in these cases takes 2 days, but secretarial facilities, office, telephone etc., are made available for 3 months or as long as it takes the individual to find a position.

Except in the case of outplacement clients, no follow-up procedures take place. The service is not research oriented and no validation studies are carried out. The effectiveness of the service is surmised from the fact that client companies continue to use it.

3.34 PERSONNEL CONSULTANCY IV

One section of this organisation is concerned with recruitment and selection, and the other with job evaluation, performance appraisal training, compensation systems and salary surveys. A subsidiary of the company produces publications on careers at different levels. The extent of the counselling service is limited, and exists largely because the interviewee, a registered industrial psychologist, enjoys it. Its purpose is to help an individual select a career for which his talents and interests suit him, or to help him change direction in mid-career.

The service is offered mainly to schoolleavers, who are usually 17-18 years old. They should have completed at least Std 8, though a higher educational qualification is preferred. There are no similar limitations for mid-career counselling. Some of the older cases are referred by a company, but most clients come voluntarily. Youngsters pay R80, companies R120, and those who are unable to pay are not seen.

By law the counselling service may not be advertised, but brochures are distributed to companies detailing the other services offered - recruitment, training courses, selection, etc.

With younger clients, parents often suggest vocational guidance when there are emotional or behaviour problems at home. These cases then have to be referred. With older clients, many made an incorrect choice initially, while others have been unable to grow with the organisation. Many have poor interpersonal skills. The attitudes to jobs vary with the individual and family expectations, but girls today are not interested in secretarial jobs and want something more responsible, and "glamorous".

The process starts with an approach by the parents and the making of an appointment. On the day of testing there is a loosening-up interview to explain the procedure, and the client completes a battery of tests in one of the offices. Tests used are the NIPR High Level and Intermediate tests, the Kuder, mechanical aptitude, as well as possibly the TAT, a self-description, incomplete sentences, and the SAPQ. For older people the Wechsler is used. An appropriate battery is drawn up for each individual, and results are discussed during the interview, with an emphasis on strengths and interests, but some mention of limitations. A range of possible careers is suggested and a report provided for the parents who may contact the psychologist if they wish.

The psychologist may administer the tests herself, or use a qualified test administrator and scorer. She finds the Kuder too juvenile for mid-career clients who gene-

ally know their interests. The test of computation is of little use in this age of calculators, and needs to be renormed using calculators, (as was done with the typing test when electric typewriters were introduced).

Interviews are conducted individually by the psychologist in her office. Preferably only one case is seen a day, and only about 5/6 per month, both this varies with the extent of the demand and other work pressures.

The careers literature produced includes "Opportunities for Graduates/Matriculants" and the "SA Careers Guide". The company also publishes a brochure which is given on request to client companies. They receive much careers literature, but do not have a library available to clients.

There are no particular problems handicapping the service. No follow-ups are done, but personal recommendations lead to further appointments, suggesting some satisfaction with the service. The only expansion is likely to be in the area of mid-career counselling, where Manpower 2000 should encourage companies to use manpower correctly. With younger people some trial and error is good and helps them mature.

### 3.35 PERSONNEL CONSULTANCY V

This organization is involved with recruitment and placement and careers advice. The company is also looking into Black development and management training with courses structured for induction into an industrial environment.

The company runs "careers camps", mainly for pupils from Std 8 to Std 10, which take place over weekends at "Camp Kaplan", from Friday night to Sunday. A limit of 50 boys and girls are taken per camp. Social activities and sport are interspersed with lectures and assignments. A "business game" is played and topics discussed include job requirements, expectations of interviewers and employers, communication and hints on how to research a job, a company or a career, and time management. A self-assessment schedule which is filled in helps the youngster to know himself better as regards work.

Opportunities for career development within the army is emphasized for the boys. The charge for the camp is R25,00 per head and a number of schools have participated, mainly on the East Rand however. Most of the pupils so far have been White, though lectures have been given at Soweto.

Camps for Std 7 have been introduced and at these the emphasis has been on subject choice, bearing in mind the implications for future careers.

The director of the company has a diploma in personnel management and the careers co-ordinator has IPM qualifications. Lecturers are drawn from different specialist areas, mainly personnel or industry-related fields.

Features that are common to many of the clients are that they tend to want to be told what to do and lack the ability and knowledge to make decisions for themselves. Parents, who thus play an important role, need to be educated as to the job market. Very few boys are interested in blue-collar jobs and prefer outdoor occupations such as game-ranging or marine biology. Girls are very often keen to have jobs as representatives or in public relations-associated work.



This private school for boys is run by the Methodist Church. There is a total of 500 pupils at the school, 27 teachers and 5 administrative staff. The College caters for Std 6 - 10 pupils..

A full-time student counsellor is employed, whose responsibility it is to counsel boys from Std 6 upwards and to give careers guidance, especially to matriculants. An orientation programme is run at the end of the year before the boys enter the college and at the beginning of the year, at regular intervals, small groups of boys are interviewed to maintain contact and to check on how they are settling down. In Std 9 talks are held to encourage the boys to think about the factors influencing career choice and to use the careers library to increase the range of their knowledge about careers. Information is obtained from a number of sources, and outings and visits to various organizations are arranged. Speakers also come to the school.

Early in their matric year, the boys are tested at the school on the NIPR High Level tests, the Raven's Progressive Matrices and the Rothwell-Miller Interest Blank. The tests are administered and interpreted under the supervision of a counselling psychologist. The boys are interviewed individually and a report is sent to the parents. The boys return to discuss their plans whenever they need to and parents often join in the discussions.

In a week the counsellor may have about fifteen careers interviews, lasting from 20 - 40 minutes each, as well as twice that number of shorter interviews relating to queries and problems of various kinds.

Formal follow-up is not done, but informal feed-back is usually favourable. It does happen that boys return, some even after they have left school, to discuss career progress and new developments. It has been mooted that a file should be kept of the names of Old Boys who would be willing to advise and inform boys about prospects in their own fields. This could be added to the list of parents who have already offered this kind of assistance.

A feature which appears to be common is the socio-economic pressure which is brought to bear on the boys by their parents to follow university courses, sometimes in conflict with the abilities and aspirations of the children. Diploma qualifications are considered to be inferior and thus not acceptable. Another difficulty is that parents tend to expect a firm career commitment from their children as early as Std 7. This is not only unrealistic but threatening for the children. Youngsters too do not often take the trouble to look up information about careers for themselves - careers information in the library is not well patronized.

It is hoped in the future to have a more formal, structured programme for Std 9's, i.e. a class once a week. It is also felt that there is a strong need for group discussions in Std 7, where problems of adolescence need airing.

Generally it is felt that Manpower 2000 could be of assistance in raising the awareness of the public about the need for skilled labour in technology and in the trades.

### 3.37 PRIVATE SCHOOL FOR GIRLS

This school for girls is administered by a Board of Governors. Tuition is offered from pre-school to matric.

The teacher who is responsible for guidance is a senior English teacher. She is a BA graduate with majors in English and Psychology and a teaching diploma. Her registration as a psychotechnician is pending until such time as her internship is complete.

A period per week is devoted to Std 9's and a period every other week to Std 8's. In the latter class, discussions include such topics as personal relationships, handling negative feelings, etc. Emphasis in the Std 9 class is on careers and career information. Speakers are asked to come in and give talks on particular occupations. The time schedule does not allow for individual counselling.

In the past it has happened that private counselling psychologists have been brought in for the benefit of those pupils in matric who felt the need for professional careers counselling.

### 3.38 RAND AFRIKAANS UNIVERSITY

This university plays an important role in the careers counselling field insofar as (a) it trains psychologists academically and professionally in the Industrial Psychology, Psychology and Educational Psychology Departments and (b) it serves students, prospective students and the public at large through the RAU service institutions : Academic Advisory Bureau (Akademiese Adviesburo) and the Institute for Child and Adult Guidance (Instituut vir Kinder- en Volwasseneleiding). These two service organizations aim at continuity between the various functions of academic teaching, research, practical training of senior students and professional case handling services. They allow their full-time staff members to lecture (about one fifth to one quarter of their work time) and provide four internships annually in Counselling Psychology for those desiring registration with the Medical and Dental Council.

The sharing of careers counselling tasks between the two services is done as follows:

The Academic Advisory Bureau provides a comprehensive psychological service to students (including clinical, pastoral, study, careers and remedial reading aspects - about 2-3000 cases per annum) and a careers and course planning service to matriculants (about 2000 per annum). The Institute for Child and Adult Guidance serves the community and handles adults and younger school children using a multi-disciplinary team consisting of a psychologist, a social worker and an educationist as well as part-time staff including a speech therapist, a pediatrician and an optometrist. This service is currently growing; about 300 cases of school subject choice (mainly Stds 5 and 7) and careers guidance cases (adults) are currently handled per annum.

Cases involving careers counselling are handled at the Institute by one full-time registered counselling psychologist with a Ph.D. as well as part-time by 4 Masters Degree students, the psychology interns and two Psychology Department lecturing staff members, both of whom have Ph.D's and registration as counselling psychologists. The 7 Advisory Bureau staff members who are from time to time involved in this work have minimum qualifications of M.A. or M.Ed, one is registered as a counselling psychologist while another has registration as a clinical psychologist.

The client populations in both services are mainly white Afrikaans speaking people - about 6 percent of the Institute cases are not Afrikaans speaking and an occasional black client is handled. The R30 fee charged by the Advisory Bureau is waived in the case of clients from very far away or needy ones. The Institute has different fees for the various services it provides. In the case of careers or subject choice guidance the fee is R18. No recruitment takes place although the Liaison Department of

the university provides some information dissemination function for the services.

Observations made in both services regarding counselling needs in the community relate to the low level of informedness of clients regarding careers and the careers choice process. This is linked to a perception that counselling at school level could be increased in quality and quantity to good effect. It is felt that an increase in the number of trained careers counsellors, more attention to practical counsellor training and increasing the number of posts available in this field would be greatly beneficial.

Negative attitudes to careers in teaching and social work among Advisory Bureau clients have been found as well as, perhaps too great an attraction to the field of communications studies. The Institute experiences an increasingly positive attitude among clients towards Technikon training.

Both services make extensive use of HSRC group tests in the intelligence, specific aptitudes and interest fields, while additional individual testing determined according to the needs of the case rounds off the assessment procedure. Involvement of parents is a notable feature in interviewing. The parent supporting session which fosters better parent skills in handling, among other things, child career planning is a developmental scheme which may become a special contribution of the university.

The Academic Advisory Bureau offers a careers library facility for clients, which includes slide-sound job information presentations as well as a pamphlet series introducing various university subject courses and the careers associated with them.

Development plans at the Advisory Bureau include the creation of a research post in the careers information field, developing the intern training programme further, providing a motivational course for the gifted underachiever and studying the effects of military service on progress in tertiary education. At the Institute for Child and Adult Guidance the development plans focus mainly on practical counsellor training and the introduction of more research projects relevant to the field.

Views as to the kind of contribution that Manpower 2000 could make covered the following:

(a) Attention should be paid to the early counselling stages (mainly in the schools) where knowledge of industry and specific careers, as well as the developmental career decision process, need to be improved.

- (b) training of counselling practitioners, careers guidance officers, teachers and others providing careers information, should receive attention;
- (c) trends in the labour market should be monitored more precisely and careers guidance staff should be provided with information about expected manpower shortage and surplus areas;
- (d) funds could be channelled to counselling services that are known to be in demand beyond their capacity, so that staff and facilities can be increased;
- (e) the awareness of the public should be increased as to the contribution that early use of the counselling services can make in avoiding incorrect career choice and subsequent manpower wastage and personal hardship.

### 3.39 RAND COLLEGE OF EDUCATION

The training college is specifically for the training of Coloured teachers for the Junior Primary and Upper Primary schools, though with the diploma qualification they are permitted to teach up to St 7 in high schools.

Because counselling is not a subject in the junior schools, no counselling training is given. Within the college itself, course problems are dealt with by a curriculum committee, while career problems are often discussed with the lecturers and the principal. A system of "counsellors" has been devised for the student, whereby groups of students are assigned to a "counsellor", who is a lecturer. This is an informal arrangement which allows the students to liaise with staff on any matters of concern.

Since understanding human relationships is an important aspect of teaching, the students have in the past attended various courses as an extra-mural activity. For example, this year some second year students have attended a course at the Department of Continuing Education at the University of the Witwatersrand to enable them to recognize problem areas in children, i.e. learning problems and emotional difficulties, and possible resources for remedial treatment. This has also involved the student-teachers in practical work in the schools, so that when they have some experience they can return for further seminars. This programme has, however, been disrupted as a result of recent boycotts.

The opinion was expressed that courses in counselling could beneficially be included in the curriculum if a counsellor **were** attached to the college. Concern is felt at the high drop-out rates in high schools and the shortage of trained staff. Pupils place a high priority and overemphasis on white-collar jobs; opportunities for technical education are limited. Local facilities for training in a number of fields are non-existent or restricted and there are many cases where both discrimination and expense prevent prospective students going to university in the Cape. Not having official contact with a local university can be considered to be unfavourable from the point of view of a training college, where exchange of ideas and resources is important.

#### 3.40 RAND DAILY MAIL

The Rand Dail Mail does, from time to time, put out a special issue or supplement with the emphasis on careers. This is always in response to a demand from advertisers.

The interviewee felt that although the newspaper considered that it had a responsibility to the community, the staff did not include members with any particular expertise in the field of vocational or educational guidance. and that they were thus dependent on information provided by interested organisations or companies.

Given this information, journalists were, he felt, equipped by their training and natural intelligence to deal with this topic as well as any other.

He also felt that the part played by a newspaper in disseminating information and delivering a message was of undisputed value to the community and that it should be used towards this end to the limits of its resources.

### 3.41 ROTARY CLUBS

Although Rotary Clubs have common central objectives, the various branches are autonomous and their activities thus depend on the motivation and expertise of the individual members. Several Rotary Clubs, notably the Johannesburg Central Club, Bramley and Sandton Rotary Clubs, have over the years been involved in the dissemination of careers information to schools. When school principals request assistance, careers evenings are arranged at schools in the area where speakers - often Rotarians - talk to pupils about careers or professions that they know well.

In the past, in some clubs, where the expertise has existed, Std 7 classes have been tested psychometrically and helped for purposes of subject choice and streaming. This has involved numerous discussions with pupils, the careers master and parents.

### 3.42 SOUTH AFRICAN PRINTING AND ALLIED INDUSTRIES FEDERATION

The branch visited is the Employers trade association of the South African Printing and Allied Industry Federation. The interviewee is the secretary.

There is no formal counselling offered. Secretaries give informal counselling to prospective apprentices on careers in the printing and allied industries. Selection testing is done by the Department of Manpower Utilisation.

Job opportunities in this industry are publicised in the press, "Opportunities for Matriculants" and "Your Career in Printing".

Assistance has been recently sought by the Apprentice Sub-committee in drawing up pre-screening application forms that will be used by the organisation. Further information on pre-screening methods is needed and Manpower 2000's assistance in this regard would be appreciated.

### 3.43 STEEL AND ENGINEERING INDUSTRIES FEDERATION OF SOUTH AFRICA (SEIFSA)

SEIFSA is a non-profit making corporate body which formulates policy for the metal, engineering and allied industries throughout the Republic. It co-ordinates the views of associations and recommends the line of action in accordance with those views. It is a federation of independent associations, involved mainly in the mining and processing of raw materials and the production and manufacture of machinery and equipment used in engineering.

Two funds have been established for the purpose of promoting education and training in the industries. Bursaries are offered for technicians and undergraduates in engineering and commerce. In addition SEIFSA provides a guidance service which is responsible for:

1. supplying information on career opportunities in the industries;
2. arranging visits of interested people to member firms;
3. distributing booklets about the industries;
4. arranging talks on careers in the industries;
5. participating in careers exhibitions;
6. providing interviews with a careers adviser who will discuss technical careers with individuals and parents, if necessary; and
7. putting individuals in touch with appropriate organizations.

The careers adviser is a graduate with journalistic qualifications who tries to channel people into fields that are satisfying to them personally and to introduce them to the industries that need personnel most.

The service is provided to all races. The total number of enquiries in 1979 was in the region of 5 000. In one month, 499 enquiries were dealt with of which 98 came from Blacks, 227 from Coloured people and 174 from Whites. About two thirds of these enquiries were for career guidance (which could involve personal interviews or sending information) and the rest were for purposes of employment. Psychological tests are not administered.

The majority of clients come to the unit voluntarily, though some are sent by firms, by school teachers and by the Department of Manpower Utilization. The clients have an educational level of Std 6 and upwards, but generally they have a Std 8 to Std 10 education.

A brochure is produced advertising the services of SEIFSA, which explains the facilities available there. In addition, advertisements in magazines, such as "Civvy Street", the series on "Opportunities for graduates, matriculants and school leavers"



and five Trade Union magazines serve to inform the public about SEIFSA. An Afrikaans language magazine published in Pretoria called "Die Skolier" has also carried information about the organization.

Problems that are encountered relate to the prejudice of all race groups against apprenticeships. The "practical" Std 7 and some Std 8 classes are not appropriate for many apprenticeships and this causes a great deal of hardship for the young people. Another difficulty is the lack of cooperation on behalf of some member firms in that no feed-back is supplied about whether the clients are employed satisfactorily or not, so it is difficult to evaluate the success of their efforts.

The view was expressed that many young people have little idea about what is involved in various careers and too often do not wish to participate in a career decision making process, and they prefer to be told what to do. The lack of guidance in the schools is serious - some clients have even mentioned that they play rugby in their guidance period.

It is hoped to improve existing facilities by slotting in with the manpower resources which are already available e.g. maintaining close contact and co-operation with Department of Manpower Utilization, and training organizations to improve the quality of trained labour.

Manpower 2000 can play a role in increasing the awareness of the public of the needs of the industry, especially the importance of technical training for all race groups. The shortage of skilled labour should be focussed upon. It is suggested that well-developed selection procedures should be used more widely in the industry and that subsidization of the costs of installing such procedures should be considered.

### 3.44 STANDING COMMITTEE FOR THE CO-ORDINATION OF VOCATIONAL INFORMATION

Although this committee functions on a national level it is so relevant to the Manpower 2000 vocational counselling effort and still so young that a brief introduction in this survey report seems useful.

A group of 30 delegates attended a conference on the collection and dissemination of vocational information at the CSIR on 8 May 1979. The decision taken at the end of the discussions was to form a co-ordinating body and to entrust the task to the Department of Manpower Utilization, the Human Sciences Research Council (HSRC) and the NIPR.

The Committee was duly formed and set the following objectives at its first meeting:

- (a) the identification of needs and priorities as regards careers information;
- (b) promotion of the widest use of available careers information, including that for handicapped work seekers;
- (c) the increased co-ordination of separate careers information operations and the exchange of vocational information;
- (d) creation of an information bank and a computerized form of careers information;
- (e) initiation of research in selected fields;
- (f) maintenance of a list of names and addresses of users and suppliers of careers information;
- (g) creation of a regular newsletter; and
- (h) development of a procedure for obtaining feedback from users on the information received by them.

Membership of the Committee at this stage includes representatives of the

- (a) Department of Manpower Utilization,
- (b) HSRC,
- (c) NIPR,
- (d) Committee of University Heads,
- (e) Department of Education and Training,
- (f) Society of University Counsellors,
- (g) South African Railways.

A series of meetings has led to

- (a) the acceptance of the journal MY CAREER as the main channel for the Committee's

information dissemination;

- (b) the consideration of a number of research and development projects to be supported or initiated by the Committee;
- (c) the formation of a management committee which can meet more regularly and conduct urgent business;
- (d) the collection of a series of proposals for improved careers information handling and the implementation of some of them;
- (e) a start being made on the extension of an address list of users and suppliers of careers information;
- (f) a contribution to the Manpower 2000 Careers Guide currently in production.

The start that has been made in this direction augurs well for the future and Manpower 2000 would do well to forge a link with this undertaking in order to establish a contribution from the private sector to the Committee's work.

### 3.45 THE STAR

The Star does not provide a counselling service as such, but brings out a Careers Supplement approximately twice a year, one in April/May and the second in September. This edition is timed to come out just before the deadline for most University applications and before the matric examinations begin. The venture is a combined effort between management and the editorial staff.

The aim of the supplement is twofold:

- a) to assist school leavers and graduates by providing them with information about careers and jobs.
- b) to provide a medium for companies to recruit trainees, since they have no direct access to educational institutions.

#### Staff

About 100 journalists, layout artists and advertising representatives are involved in the production of the supplement, which takes about 6 weeks to prepare.

#### Target

The supplement is aimed at all population groups, with no attempt made to distinguish the specific needs of Blacks.

#### Feedback

Interested readers usually make contact directly with advertisers, who may be private companies, institutes or institutions. However, individual profiles which are included in the supplement generally bring in quite a good response to the newspaper itself.

Interest in the supplement as a whole is gauged from the increase in circulation figures and from the continued support of advertisers.

#### Plans

Producing one supplement a year instead of two is being considered as it is felt that the double exercise, which involves a fair amount of repetition does not warrant the very large input required.

### 3.46 ST PAUL'S ANGLICAN CHURCH

The interviewer is a founder-member of the educational enrichment programmes that are given to Black matriculants.

This organisation does not have a counselling unit but it organises career guidance seminars and conferences where qualified people from different fields are often invited to talk about their professions. The church has employed an ex-teacher, with a diploma in teaching, on a full-time basis, to organise all educational programmes.

Until 1979, free testing and interviewing of clients was done by the Witwatersrand University for the church. There has been no testing and interviewing during 1979 and 1980.

The mission offers night school facilities to students who are studying for school and university examinations. Winter schools, since 1975, have been run by this mission.

The success and enthusiastic response of students to the programmes that are offered by the organisation has led to plans for the establishment of the Ipelegeng Centre, which will be built in the church grounds in the near future.

Manpower 2000 is requested to help in the launching of the proposed Ipelegeng Centre, especially by providing necessary equipment. The need for an organised vocational counselling unit is recognised and it is hoped that Ipelegeng will attract suitable professional people who will work on a full-time basis in the counselling unit.

### 3.47 TECHNIKON WITWATERSRAND

The Student Counselling Bureau offers vocational, educational and personal counselling to students and prospective students of the Technikon. It also provides a reading laboratory for students who are having study problems.

The Bureau is staffed by two full-time counsellors, and two part-time lecturers/counsellors, all of whom are registered psychologists. Two are working on doctoral theses. There is also an assistant who administers and marks tests. The clients are schoolleavers intending to come to the Technikon and registered students, aged therefore between 17 and 22. All race groups are seen though the majority are white. The cost is R25 to prospective students, of which R15 is refunded on registration, and the service is free to students.

The service is publicised in student brochures and in the staff newspaper. Brochures are sent to schools, and letters to medical personnel, advocates and lawyers. The Bureau works with counsellors, guidance teachers at schools, and college staff. The grapevine also helps in providing publicity.

The students' main problems are ignorance about careers and job opportunities, and uncertainty over a career decision. Some have study problems, particularly in reading. Some have emotional problems; they are isolated, anxious, depressed. In the case of the latter, prospective students are referred for counselling, but registered students receive counselling from the Bureau. In reaching a career decision today, youngsters place great emphasis on the existence of job opportunities, good money and good prospects. Parents, however, often have unrealistic aspirations.

Clients who come for vocational counselling are tested and interviewed in the Bureau's offices. Tests used include the NIPR High Level and Intermediate batteries, the Senior Aptitude Test of the HSRC, the 19 Field Interest Test, and Cattell's 16PF Personality. The battery is selected for the individual and takes about 5 hours. After the interview the client is referred to careers literature, appointments are made for him with college lecturers and employers, and he then has a second interview at the Bureau. Before this he completes a profile sheet and using this and the information he has obtained he is helped to make a decision.

The population at a technikon is a special population, and the psychologist feels that research is needed into appropriate tests. In addition standards and demands of different courses vary considerably, with a variety of abilities needed. Matric symbols are useful in revealing motivation and ability to work.

Individual interviews are conducted in counsellors' offices. There are about 12,000 students at the Technikon, of whom about 214 per month visit the Bureau.

There is a Careers Library which students may use. Heads of departments produce leaflets which describe the career and prospective employment. The library keeps information on job opportunities, advertisements for jobs, lists of employers. The Bureau works very closely with the teaching staff and employers.

Lack of information on job opportunities is a serious problem to the Bureau. An organisation is needed to provide this on a regular, up-to-date basis. There should be more contact with schools and teachers, particularly those helping with subject choice. There should also be more contact with employers, and more opportunity to exchange experience and ideas with other counsellors - maybe through a Johannesburg Co-ordinating Body.

So far no follow-up has been done on clients - the service started only in 1979. On face value it is effective ; after testing, interviewing and making a choice, the student seems to cope. Future plans include follow-up of students to see what they're doing, the investigation of alternative strategies, and a possible expansion of the service.

Manpower 2000 could assist in

- (a) working out a specific battery on selection procedures;
- (b) developing channels of liaison.

### 3.48 TED PSYCHOLOGICAL AND GUIDANCE SERVICES

The Transvaal Education Department has "Clinics" throughout the Transvaal (seven in the Johannesburg/Sandton/Randburg area) with a specialist guidance officer responsible for providing careers counselling to school leavers and also training to guidance teachers at the high schools within this area. The school and subject choice of Std 5's and Std 7's is also his responsibility.

Work at the schools is always done with the assistance of the guidance teacher or principal. The number of guidance teachers per school varies from 1 - 3 according to the size of the school and the importance attached to guidance.

The client population is all high school pupils within the area, whose ages vary from 12 to 18. Those who visit the clinic for individual counselling come voluntarily or may be referred by the school, but all scholars are interviewed in Std 5 (for choice of specialist school), Std 7 (for subject choice) and in Std 9 and 10 (for career choice). Common problems include immature pupils not yet ready to make a career decision; and parents who make decisions for the youngsters. Parents are inclined to be unhappy about the idea of a career which involves working with the hands, until they are forced to accept that their offspring are not academically able.

The type of service varies with the client's needs. HSRC tests are applied to some scholars in Std 5 (the Junior Aptitude and the new SAGT), and to all scholars in Std 9 (the 19 field Interest test, and the Senior Aptitude Test). Tests are administered by the guidance officer at the school, and he and the guidance teacher conduct the interviews. Numbers interviewed vary from 30 per day (Std 5's and 7's) to 5 per day for careers counselling.

Information and publications received by the guidance officer are distributed to the schools, and one copy is retained to build up a library for reference at the clinic. He sends a monthly report on his activities to the Education Department.

The efficiency of the guidance programme is hampered by the continual movement of guidance teachers, and the consequent need to train the successor. The pressure of work is tremendous, and additional staff would help the situation. The service appears very effective, and it is only when parents insist on a course of action other than the one recommended that problems arise.



### 3.49 UNIVERSITY OF THE WITWATERSRAND COUNSELLING AND CAREERS UNIT

The unit is devoted to vocational, developmental and remedial counselling of students and prospective students. Information on university courses and careers is disseminated to schools, and graduates are helped to find employment. A charge of R50 is made for careers counselling to prospective students, of which part is refunded on registration. The first 10 counselling sessions are free to registered students, and where a need exists counselling can be given free. The services of interns are helpful in these cases.

There are fifteen staff members, of whom four work part-time. Ten are registered psychologists and four are careers officers who visit schools, disseminate careers literature and one half-post is concerned with placement. In addition the unit provides recognised training for interns.

The client population has a minimum educational standard of Std 9, and an effort is made to limit it to students and prospective students, of all races, though the majority are whites. Considerable publicity is given to the unit in all student hand-outs and information brochures, in student newspapers and in talks to schools. Clients come voluntarily or are referred by teachers, lecturers or medical personnel. The main problem encountered is vocational immaturity, lack of knowledge and consequent uncertainty over what to do, or parents dictating a course. The preference is for established career fields which offer status and money - medicine, accountancy, law and engineering.

Those not yet in Std X are encouraged to make use of files of careers information in the reception area of the unit. This library is available also to anyone wanting information. Those wanting careers counselling are screened to determine whether their university aspiration is realistic; they are then given an appointment and in a session lasting about 3½ hours they complete a battery of NIPR tests together with a Strong-Campbell interest inventory, a TAT, a biographical and the Rotter Blank. Testing is done in the unit, as is the interviewing. During the interview values and attitudes are explored and suggestions made. No report is written. Because it is felt that Black norms on the tests used are not satisfactory, the service cannot fairly be offered to them. Counselling has been on an individual basis but workshops on career development are being increasingly used to replace individual counselling.

A big problem is the shortage of objective and accurate information on careers and job opportunities, and the lack of appropriate guidance in schools. In addition the TED refuses to give access to schools to outside organizations who are only too willing to give talks and provide information.

Future developments include an increase in group work, which is proving a more economical and effective method of counselling. What follow-ups have been done (by MA and Honours students) have indicated a favourable reaction to the service, as it has existed, although the randomness of the sample makes objective evaluation difficult.

### 3.50 UNIVERSITY OF THE WITWATERSRAND OCCUPATIONAL THERAPY DEPARTMENT

The department is responsible for lecturing to students, and supervising student practicals. One member of staff has been appointed to promote occupational therapy in schools, recruit prospective students and conduct groups of students round the department to look at the work.

No general counselling service exists. Information is given to prospective students about the career and first year students are given group counselling by a part-time lecturer to help them cope with any problems. Prospective students who are unsure of their direction are referred to the University's Counselling and Careers Unit. The purpose of the activity is to increase the number of Occupational Therapy students, and to cut down on the drop-out rate among first year students by providing realistic insights into the demands of the career.

All races, both male and female, are eligible, provided they have a university entrance matric with Mathematics. Their ages vary between 17 and 25 years. They may come voluntarily, or be sent by school guidance teachers, the Wits Counselling and Career Unit and their parents (who sometimes join the conducted tours).

Publicity is provided through talks to schools, articles in newspapers, trade and careers exhibitions, advertisements inserted into all communications media by the University.

The main problem which clients have is caused by the misrepresentation of the career by poorly informed guidance teachers. The career does not have the same status as medicine (nor is it as well-known as physiotherapy), and youngsters have the idea that it's "just giving people something to do". It is the choice of these who want to "help people", but some discover (on the conducted tour) that they cannot handle medical sights eg. extensive burns.

The two hour procedure followed by clients starts with a discussion of the profession, and a tour round the hospital Occupational Therapy Department, which lasts about an hour. They are also shown round the university workshops and classrooms used by the OT students, and see a videotape on the profession. They are given pamphlets on OT, and any questions are answered. In the holidays they can arrange to spend a day working practically in the department.

Information-giving (as above) is done in groups. Individual interviews are given, using information from a biographical questionnaire, in an effort to improve selection. These are held at Medical School, by the head of the OT department, the interviewee and a staff member of the Medical School. There is no general library of careers information, but brochures produced by the OT Association are handed out. Slides, tapes, videotapes are available for school talks.

A great problem is the lack of co-operation on the part of the schools, and the difficulty of access. Opportunity to talk to Std 7's and 8's would avoid incorrect choice of specialist subjects at an early stage. Manpower 2000 could perhaps obtain the co-operation of TED to allow entry to schools, and could co-ordinate requests for speakers from schools with people being willing to talk.

The present programme is fairly new, and it is not yet possible to judge its effectiveness in selecting suitable students, and avoiding too many drop-outs and failures. Research will be done at a later stage.

### 3.51 WEST RAND ADMINISTRATION BOARD

#### Description of Organization

The West Rand Administration Board (WRAB) gives a broad spectrum of services to all Blacks in the Johannesburg urban residential areas.

The personnel department forms part of the administration board, and its primary function is defined by the following aspects: employee engagement and termination of service, industrial relations services, informal counselling, and numerous other functions that can be categorized under general personnel administration.

#### Counselling Services

Only informal counselling is given to residents of the area when the need arises. There are neither qualified counsellors nor registered psychologists employed by WRAB to render this service. WRAB's personnel staff, welfare officers and a few social workers may give informal counselling to residents who bring forward all kinds of problems that may range from personal to job-related problems.

Career counselling is never given to clients who visit WRAB. The board only helps people who have approached it with problems in finding jobs.

No testing is done. Clients are interviewed in groups.

#### Client Population

Both Black and White groups receive counselling, although in the latter group the service is restricted to employees of WRAB only. The service is given free to clients and there are no limits to age or academic level.

Clients come voluntarily for counselling, although a sizable number is referred by community leaders such as doctors and counsellors. In the induction programme, new employees are informed about the availability of the board's counselling service. The general public come to know about this service by word of mouth. Career opportunities available at WRAB are advertised in the newspapers.

#### Clients' Problems

Clients' problems are mainly financial, job-related and social. Statistics to indicate the amount of counselling done are not available, but the officers of the board estimate that  $\pm$  50 clients are seen daily. Black welfare officers pay visits to the clients' homes whenever there is a need.

The officers interviewed on behalf of WRAB feel strongly that their services are inadequate. Very often the counsellors do not meet the clients' demands.

#### 4. ASSESSMENT AND INTERPRETATION OF THE CAREERS COUNSELLING AND CAREERS INFORMATION DISSEMINATION SERVICES IN JOHANNESBURG

##### 4.1 INTRODUCTION

In this chapter an attempt is made to integrate and summarise the information given in chapter 3 separately on each organisation included in the survey. Different aspects are highlighted in sections on age groups, types of organisations, fees, aspects of the careers counselling and attitudes of clients to given types of job opportunities.

The chapter starts off with a global characterisation of the component of the Johannesburg population that requires careers counselling most. This is followed by an indication of the extent to which such services are available to this population.

Throughout the chapter evaluative comments and interpretation of the needs in relation to the facilities are given. These inputs are derived from the views expressed by the organisational representatives during the survey interviews and from the analysis and interpretations made by the survey staff who are all fulltime research workers in the particular field.

##### 4.2 DESCRIPTION OF THE CAREERS COUNSELLING TARGET POPULATION OF JOHANNESBURG

One way of assessing the adequacy of careers counselling facilities for a given population is to compare the number of cases that the services deal with or can deal with to the numbers in the various population groups that require the services. Such a comparison should only be taken as a rough indication of the availability of careers counselling services to each group, as precise measurement is impossible.

As a starting point it was decided to look at the position for each racial group separately because of the fact that education is provided separately for them and careers guidance is to a large extent involved in the educational system. Secondly, the age range, which is of special importance for the purposes of this survey, was taken as from standard 5 (roughly 12 years) up to mid-twenties.

Careers counselling for people of 25 years and older has become a growing need and some activity in this area is already noted, especially in the case of the white population. The mid-career changes made by highly qualified people are undoubtedly important from a manpower utilisation point of view. It is, however, the younger group that is forced to make crucial educational and early vocational choices that will definitely need this type of service.

Statistics on age and educational categories for the Johannesburg metropolitan area could be found for the 1970 census in the report by the Department of Statistics. As such data would only become available next year for the 1980 census, it was necessary to estimate the figures presented in Tables 2, 3 and 4. For this purpose, the population growth in the municipal area of Johannesburg between 1970 and 1980 as reflected in the two census figures, was used to calculate a percentage increase per race.

The difference between "metropolitan" Johannesburg (as defined by the Department of Statistics in its detailed numbers breakdown of 1970) and "municipal" Johannesburg is not very great in numbers as can be seen by comparing the actual 1980 census figures (Table 1) and the estimated 1980 figures (Tables 3 and 4) using 1970 metropolitan figures and the municipal growth rates for the four races. Metropolitan Johannesburg includes minor parts of Roodepoort, Kempton Park and Germiston, as well as the whole of Randburg, Alexandra, Soweto and a large part of Sandton. The delineation was aimed at combining the central municipality, adjacent and close lying areas which are metropolitan in nature and economically linked to each other. This definition appears to be very suitable in the context of work for the Johannesburg committee of Manpower 2000. The East Rand metropolitan area which was treated separately by the Department of Statistics is also to be served by a separate Manpower 2000 committee. In the same way the West Rand Metropolitan area is dealt with independently by the Department of Statistics. A Manpower 2000 regional committee for this area has unfortunately not yet been formed.

The procedure of increasing age, educational and occupational category numbers by merely applying a general population growth percentage for each race is admittedly not ideal. It is, however, clear from table 5 that even the actual 1970 figures could be used to illustrate the main finding concerning the adequacy of available services. Furthermore the reader will have the opportunity of amending these estimates towards the end of 1981 by consulting actual figures for Johannesburg which will then be available from the Department of Statistics.

The Johannesburg population growth rate (Table 1) over the decade has been lowest for Whites and highest for Asians (5 times that of the Whites) with the increase rate for Blacks and Coloureds moderately high. It is obvious from general growth rate figures that internal migration in the RSA must have affected the size of the Johannesburg population considerably.

Table 1

Population Increase in Johannesburg Magisterial District per Racial Group

Racial Group	1970 Census	1980 Census	Percentage Increase
White	411 394 *	435 586	5,9
Coloured	85 505	101 769	19,0
Asian	40 003	51 812	29,5
Black	814 403	947 290	16,3

\* Randburg and Sandton components that still belonged to Johannesburg in 1970 not included. This information has been kindly made available by the Department of Statistics.

Table 2

Estimated \* Numbers in Main Careers Guidance Requiring Age Groups in Metropolitan Johannesburg in 1980

Age Group in Years	Racial Group				Total
	White	Coloured	Asian	Black	
12 - 14	27 212	7 766	3 662	58 652	97 292
15 - 19	40 914	11 276	6 234	87 353	145 777
20 - 24	48 828	9 168	5 759	92 914	156 669
Total	116 954	28 210	15 655	238 919	399 738

\* 1970 census figures for metropolitan Johannesburg plus racial percentage increases as calculated for magisterial Johannesburg from 1970 to 1980 census. Information obtained from Report No 02-05-19 on Metropolitan Area Johannesburg, Department of Statistics, 1970. The youngest age group was a 60 percent proportion of the estimate for the 10 to 14 years age group based on 1970 published figures.

Table 3

Estimated \* Numbers at Different Educational Levels in Metropolitan  
Johannesburg per Racial Group in 1980

Educational level	Racial Group								Total %	
	White %	Coloured %	Asian %	Black %						
None/Unspecified	78 347	14,9	26 261	25,8	12 846	24,8	316 120	33,2	433 574	26,6
Less than std 6	79 889	15,2	41 268	40,5	17 802	34,3	437 679	45,9	576 638	35,3
Stds 6 and 7	87 363	16,6	22 541	22,1	9 385	18,1	143 824	15,1	263 113	16,1
Stds 8 and 9	122 795	23,4	8 985	8,8	7 108	13,7	46 063	4,8	184 951	11,3
Standard 10	102 755	19,6	1 634	1,6	3 604	7,0	6 095	0,6	114 088	7,0
Bachelors Degree	15 969	3,0	81	0,1	379	0,7	157	0,0	16 586	1,0
Masters and Doctoral Degree	2 333	0,4	6	0,0	27	0,1	13	0,0	2 379	0,1
Std 10 & Diploma	27 825	5,3	496	0,5	433	0,8	785	0,1	29 539	1,8
Std 9 or less & Diploma	5 005	1,0	570	0,6	219	0,4	2 539	0,3	8 333	0,5
Diploma & Degree	3 028	0,6	19	0,0	23	0,0	44	0,0	3 114	0,2
Total	525 309	100,0	101 861	100,0	51 826	99,9	953 319	100,0	1632 315	99,9

\* 1970 census figures for metropolitan Johannesburg plus racial percentage increases as calculated for magisterial Johannesburg from 1970 to 1980. Column totals for Tables 3 and 4 differ slightly due to rounding off of numbers.



Table 4

Estimated \* Numbers in Different Work Categories in Metropolitan Johannesburg  
Per Racial Group in 1980

Work Category	Racial Group								Total %	
	White	%	Coloured	%	Asian	%	Black	%		
Professional	43 307	8,2	1 734	1,7	1 176	2,3	9 459	1,0	55 676	3,4
Administrative	22 522	4,3	77	0,1	333	0,6	53	0,0	22 985	1,4
Clerical	71 503	13,6	5 029	4,9	4 227	8,2	30 999	3,3	111 758	6,8
Sales	32 196	6,1	1 766	1,7	5 777	11,1	15 846	1,7	55 585	3,4
Service	12 166	2,3	2 913	2,9	1 027	2,0	178 936	18,8	195 042	11,9
Farming, Forestry	891	0,2	112	0,1	39	0,1	11 135	1,2	12 177	0,7
Prodn & Transport	54 325	10,3	23 537	23,1	3 114	6,0	202 953	21,3	283 929	17,4
Not classifiable	5 462	1,0	3 654	3,6	706	1,4	55 638	5,8	65 460	4,0
Not econ active	282 938	53,9	63 038	61,9	35 429	68,4	448 300	47,0	829 705	50,8
Total	525 310	99,9	101 860	100,0	51 828	100,1	953 319	100,1	1632 317	99,8

\* 1980 census figures for metropolitan Johannesburg plus racial percentage increases as calculated for magisterial Johannesburg from 1970 to 1980.

The age group figures given in Table 2 were only available in five-year intervals, which means that the 10 and 11 year olds who normally are not in standard 5 yet had to be excluded as indicated. The total population in Johannesburg for whom careers counselling is critically important can be taken as being around 400 000 people. Judging from available educational and other statistics just more than half of this number are still engaged in full-time school or other forms of study. If the number of school pupils from standard 5 upwards is estimated at roughly 136 000 and those engaged in other full-time study is taken to be in the vicinity of 55 000, about equal importance can be attached to the careers counselling services of the educational institutions and those that serve the general populace purely on a numbers-related argument. It is of course necessary to bear in mind that the career decision process is a sequence of events in the life of the young person, that the basis for it is laid in the educational system and that taking a wrong turn due to non-availability of the necessary services in the first few years after school can lead to manpower wastage.

Table 3 indicates, among other things, the well-known fact of low educational levels in the Black population in comparison to whites. The Whites have less than standard six education in about 30 percent of the cases, while for Blacks the corresponding percentage is 80. It is also clear that the Blacks cannot be expected to bring themselves into a competitive position in a sophisticated Western economy with just over two hundred graduates out of a population of nearly a million. The Whites have more than twenty-one thousand graduates in a population of just over half a million. It is also notable that the Asian population of Johannesburg is much better off than the Coloureds as far as higher education is concerned.

In Table 4 it is notable how large the economically active proportion of the total Johannesburg population is, viz. 49,2 percent. Migrant labour that draws only breadwinners to Johannesburg probably contributes to the figure of 53 percent economically active Blacks, but even among White Johannesburg people 46 percent are economically active.

#### 4.3 THE NUMBER OF PEOPLE IN JOHANNESBURG RECEIVING CAREERS COUNSELLING

One of the aspects covered in the interviews with representatives of organisations approached in the course of this survey was the number of people served in some way by them with regard to careers counselling or careers information dissemination. As can be seen in chapter 3 of this report, some organisations could furnish exact figures of the number of cases handled by them, while in other cases this provided difficulties for the organisations and estimations were necessary. The reasons for the difficulties include that: (a) not all the organisations handle counselling cases on a formal basis or record the cases so that numbers can be determined (b) the services rendered are not identical in content, approach or format, and (c) where published information in the media or at each school, sporadic careers workshops or careers exhibitions are concerned, a statistical analysis of numbers reached is hardly manageable after the event.

This made it impossible to use every type of service in a global statistical summary. It was also found that meaningful data concerning the counselling available in the educational systems (eg. the number of interviews held with children in each school; the quality of group work in careers counselling) was not readily available.

For these reasons it was decided to focus on the number of individual interviews provided by each of the organisations involved in careers counselling other than school education. It was argued that:

- (a) an indication of desired improvements in the school efforts at careers counselling can be obtained indirectly by sounding out those that counsel school-leavers on the quality of careers knowledge and stage of decision-making that their clients have reached;
- (b) no organisation other than education departments can really do much directly about careers counselling of school children, and the right survey to analyse such a situation in detail would probably start in the educational system itself in response to general indications of a need;
- (c) an important phase of career choice and stabilisation in the first five to eight years after school should be supported by careers counselling facilities in the interests of development and even protection of our manpower - this phase could well be focused on by the private sector and Manpower 2000 if it honestly desires to make an impact in this field;

- (d) the availability of the skilled interviewer to discuss options, evaluate self and job knowledge and simply to be a sympathetic and professional listener and supporter during a key decision phase on an individual basis is very important at least once to every young person who often only becomes motivated for the subject of career choice after school in many cases.

Quoted figures were available from some organisations while others gave general indications of the incidence of interviews which were worked to estimates of annual numbers handled. These total estimates are presented together with the relevant population figures in Table 5.

Table 5

AVAILABILITY OF INDIVIDUAL CAREERS COUNSELLING TO THE ESTIMATED JOHANNESBURG  
POPULATION OF THOSE THAT REQUIRE COUNSELLING MOST

	White	Coloured	Asian	Black	Total
Total counselling-requiring population	116 954	28 210	15 655	238 919	399 738
At school	51 760	13 404	6 779	77 445	149 388
Not at school	65 194	14 806	8 876	161 474	250 350
Receiving guidance outside school	20 735	305	246	1 700	22 986
Percentage of non-school-goers receiving guidance	31,8	2,1	2,8	1,1	9,2

\* As exact figures were not obtainable, estimates were made as follows:  
 (a) for whites of the 12 to 14-year-old population plus 60 percent of the 15 to 19-year-old population; (b) for Coloureds and Asians of the 12 to 14-year-old population plus 50 percent of the 15 to 19-year-old population; (c) for Blacks the available March 1980 figures for standards 5 to 10 plus 50 percent of the estimated standard 4 and 25 percent of the estimated standard 3 figures.

The population figures described as "counselling-requiring" (first line of table 5) constitute the series of estimates of 12-year to 24-year old people in Johannesburg in 1980 in each race group (see Table 2). This number was divided into school-going and out-of-school groups on the basis of the arguments given above and following the best available methods as indicated.

The number of people given counselling was totalled for the fifty organisations included in the survey and excluded the schools (mainly black and private schools) that were visited.

The numbers receiving individual counselling is overestimating what actually exists because:

- (a) some of the clients using the non-school services are actually in school,
- (b) in some cases the interviews merely served to give careers information, and
- (c) some re-interviews of the same client may have been counted repeatedly in the case of some of the organisations.

A certain amount of underestimating is due to the fact that not all counselling services may have been reached.

The proportions of the different population groups receiving counselling are still dismally low in spite of the mentioned factors indicating an over-estimate. For Whites it is almost spectacularly better than for the other groups although it is not nearly high enough to guarantee effective channelling of people into careers where they can make most of their opportunities. In the case of Blacks, Coloureds and Asians, it is obvious that we are now only starting and that a vast challenge lies directly ahead.

It is not argued here that the counselling-receiving percentage has to be pushed to 100 percent or even near that. Part of the problem is that even with limitless services available a proportion will still not make use of the facilities from choice. Education of a population to know that it needs careers guidance is a gradual process and has to be done concurrently with introducing increased service facilities. It is, however, crucially important that this educational function as well as an increase in careers counselling facilities, especially for Blacks, Coloureds and Asians should be taken as an immediate priority.

As far as group work is concerned it appears that large numbers are handled at careers exhibitions, but these happen at irregular intervals. Discussion sessions or workshops which appear to be common in overseas efforts in educational organisations especially may gradually find their way into our own educational programmes in the careers field, but no strong evidence of an upsurge in this field is suggested by the material collected in this survey.

Through the media and specific careers information publications, a certain amount of careers information becomes available to probably a fairly high proportion of the population identified in Table 2, even the Blacks. As is argued in the section on the nature of counselling and the career choice process and also in the later section on the current status of services regarding the aspects of counselling, it is not sufficient to have careers information only. Careers information is also better assimilated when it is presented realistically to young people and not in pamphlet form.

#### 4.4 CAREERS COUNSELLING FACILITIES AVAILABLE TO SELECTED AGE GROUPS

##### 4.4.1 Career Entrants

Matriculants and other school-leavers who have to make an initial career decision are the main target for vocational counselling. All counselling psychologists and careers counselling services include this group among their clients. Students who have already begun their tertiary studies as well as army trainees at the point of demobilisation, are included in this group, so that the age range stipulated is usually somewhere between 16 and 25. However, age notwithstanding, very few counsellors are willing to deal with clients who do not have a minimum education of standard 8 apart from the extensive services of the Department of Manpower Utilisation.

Some institutions discriminate against those career entrants who are not eligible for the institution in question. For instance, the University of the Witwatersrand will give counselling only to students or prospective students, and the Technikons do likewise, although the counselling unit of the University makes its library service available to scholars and, in fact, to anyone wanting careers information. RAU runs the normal counselling service to students and prospective students, but also provides a service to the public.

The psychological and guidance services of the Transvaal Education Department offers careers guidance to pupils in standards IX and X as well as guidance in subject choice to younger pupils. The Department of Indian Affairs and the Department of Coloured Affairs offer vocational counselling in the schools.

Private organisations which offer general careers counselling to young people include:

NIPR

Industrial Relations Advisory Service (informal)

ORT

St Paul's Anglican Church (Soweto)

Private schools (for their own pupils)

Numerous private counselling and industrial psychologists offer careers guidance, and so do private personnel consultancies.

Various companies and organisations offer counselling to prospective applicants for their own particular fields, much as the Universities do. These include the Chartered Institute of Secretaries, BIFSA and SEIFSA. All would like to gain access to schools where they can, in order to recruit trainees, and the emphasis is on giving information about the particular field.

Publications which offer careers information are also aimed mainly at this age group. They include:

"My Career" (Department of Manpower Utilisation)

"Opportunities for School Leavers" (MSL Publications)

"Opportunities for Graduates" (MSL Publications)

"The South African Careers Guide" (MSL Publications)

Newspaper Careers Supplements

#### 4.4.2 Army Trainees

More attention is being paid to the needs of army trainees, particularly by the Department of Manpower Utilisation. Certain publications dealing with studies while in the army and with career decisions and job possibilities on returning to civilian life are made available to servicemen at appropriate times during their service.

#### 4.4.3 Adults

The adults who seek careers counselling are often uncertain as to whether it is their jobs they want to change or their career fields. Some are involved in in-company or career development programmes. They are therefore more likely than the younger people to find themselves talking to personnel consultants, of whom there are several who offer careers counselling in the broader sense.

In addition, many private counselling and industrial psychologists do mid-career counselling, as does the NIPR. The Family Life Centre and WRAB include this as a part of their wider service, and this applies to the advisory services offered by RAU as well.

#### 4.5 CAREERS INFORMATION AND COUNSELLING SERVICES PROVIDED BY DIFFERENT TYPES OF ORGANISATIONS

##### 4.5.1 Secondary Education

The Transvaal Education Department

The Department of Coloured Affairs

The Department of Indian Affairs

The Department of Education and Training

The Department of National Education

Guidance and counselling is provided by guidance teachers in each school and by careers officers and psychologists with the responsibility for a number of schools in a particular area. Although in principle guidance services provided by education departments are available to all scholars, there appear to be many problems in implementing them. This is true of White scholars, and even more so of Indian, Coloured and Black scholars.

There is a shortage of trained guidance teachers in the schools, and in White schools these teachers are mobile and often promoted. Considerable emphasis is given by the Department to testing, and where there are few psychologists as in Coloured schools, most of their time is spent in testing using HSRC tests. Some training is given to enable guidance teachers and principals to discuss results with the pupils, but the system of feedback is regarded as inadequate, particularly in Black and Indian schools. The latter find themselves much handicapped in the Transvaal because most of the training facilities for guidance and counselling are offered only in Natal.

Where a pupil has a special problem the psychologist may be asked to see him, but this is difficult to arrange with the acute shortage of trained personnel, although it is more possible with White pupils. Guidance teachers often teach regular classes as well as guidance, so that the time available for individual interviews is minimal. Careers guidance consists mainly of handing on to pupils any information which is available, but this is limited, particularly for school-leavers before standard 10.



Better facilities exist for White scholars, with seven clinics each with a careers officer in the Johannesburg/Randburg/Sandton complex (as compared with three Coloured psychologists for the whole of the Transvaal). Each Indian school has two guidance teachers (graduates but untrained). The number of guidance teachers in a White school varies.

Concern is expressed by all those outside the school situation about the lack of information and orientation of many school-leavers when they are considering post-matriculation training or looking for employment. This suggests that school guidance services are not fulfilling their function. Guidance teachers, particularly in the Indian, Coloured and Black schools, are concerned about this inadequacy, and have suggestions for improving the situation.

#### 4.5.2 Tertiary Education

Goudstad Onderwyskollege  
Johannesburg College of Education  
Rand Afrikaans University  
Technikon Witwatersrand  
University of the Witwatersrand  
Rand College of Education

The Rand Afrikaans University, the University of the Witwatersrand and the Technikon Witwatersrand all have a comprehensive counselling service which is available to students and prospective students. In addition RAU offers various services to all members of the community. In an effort to limit the careers counselling to prospective students, a portion of the charge made is refunded on registration at the other two institutions. Fairly wide-ranging services are offered to registered students including information-giving, testing, individual and group counselling, reading and study skills. The units are staffed by qualified counsellors, and the universities provide recognised training for interns.

Efforts are made to provide information to scholars and prospective students. Use is made of talks, pamphlets, careers exhibitions, tours of the campus, contact with department heads and some faculties have specially conducted tours eg. Occupational Therapy at the University of the Witwatersrand.

The Colleges of Education feel that their students are committed to teaching before they register, and that careers counselling is unnecessary. Goudstad and Johannesburg work closely with the universities, and can therefore refer students to these counselling units, but Rand College has no such formal contact and regrets it. Goudstad and Rand College have a highly organised system of lecturer support for students, and Goudstad has also a "Studentediensburo" staffed by qualified psychologists to whom any problems can be taken. The only testing by Colleges of Education is undertaken at Goudstad when streaming students for specialist courses.

Guidance is taught as a subject at Goudstad and Johannesburg Colleges of Education, although the latter feels it has less relevance in primary school. The Rand College would like to introduce it if a qualified counsellor could be found; at present training is offered only in the Cape.

Little follow-up has been done on students, except at the University of the Witwatersrand, which was the first to establish a unit. What feedback is obtained, however, suggests that the counselling is meeting the needs of the students.

#### 4.5.3 Professional Institutes

Chartered Institute of Secretaries  
Institute of Personnel Management

Neither of the two institutes visited offers a careers counselling service in the broader sense. Both disseminate considerable information related to their own careers by means of pamphlets, careers talks, exhibitions, films and film strips. Both are examining bodies, and will assist students and prospective students with information on the career, and CIS will provide an individual interview for the discussion of any difficulties encountered.

#### 4.5.4 Employers

Chemical Engineering Company  
West Rand Administration Board  
Mining house  
Commission for Administration  
BIFSA  
MIFSA  
S A Printing Industries Federation  
SEIFSA

A variety of services are offered by employers, depending on their needs and facilities. Of those interviewed, only one offers a general vocational counselling service, limited to employees and their children. The service is not advertised, except through the grape vine. Another (WRAB) provides informal counselling to the residents of the area which it serves, who come to discuss problems, some of which are job related.

Some companies and the Commission for Administration produce considerable information on careers and career opportunities in their organisations. They give talks and produce pamphlets, participate in exhibitions, etc. The Construction Company is concerned about the lack of accurate information on engineering, and its idea of an "Engineering Club" in high schools seems to be a novel approach.

#### 4.5.5 General Services, Run by Government and Charitable Organisations

Department of Manpower Utilisation

Education Information Centre

Family Life Centre

National Institute for Personnel Research

Organisation for Rehabilitation through Training

St Paul's Anglican Church

Most of these services are not limited to any race group, but tend to be used predominantly by Whites, except for the Education Information Centre and St Paul's Anglican Church whose client populations are Black. Cost could be a factor in discouraging Blacks and Coloureds from using ORT, although the fee can be waived. The Department of Manpower Utilisation and the Family Life Centre have only recently extended their services, and the emphasis of the latter is in the area of family, personal and educational, rather than careers problems. The NIPR has a research project on counselling Coloureds, and assists EIC with the counselling of Blacks.

In Johannesburg, the Department of Manpower Utilisation probably offers a service to the widest range of Whites, with no educational or ability minimum, and involvement with physically and mentally handicapped. For careers counselling, most other organisations have a minimum age of 16 years, and an educational qualification of Form III. The tests used include HSRC and NIPR batteries in a variety of combinations.

The EIC and the NIPR produce careers pamphlets for distribution to clients. The Department of Manpower Utilisation publishes "My Career" in Pretoria four times a year, and copies of this are distributed widely to educational institutions, libraries, etc. Most organisations collect information which is available to counsellors, and ORT and EIC are planning to extend this into a reference library available to their clients. The NIPR has an extensive collection of information, but limited accommodation makes it difficult at present for members of the public to use this.

#### 4.5.6 Private Practice

2 Counselling Psychologists in private practice

2 Industrial Psychologists in private practice

4 consulting groups.

Careers counselling in private practice is generally combined with selection, placement, organisational development, recruitment, and other consultant activities in the personnel field. The cost varies from R55 to about R100, although several of the psychologists work pro-deo in exceptional cases. All practitioners are registered industrial or counselling psychologists except in one case where the service is done as a favour to friends and others, and no charge is made. Clients are school-leavers with a minimum education level of Form III and minimum age of about fifteen.

Most services appear similar in structure, involving biographical and interest questionnaires, ability tests, projective techniques and an interview. In most cases a report is provided; otherwise there is an interview with the parents. No follow-up is done on clients, but as clients come on the recommendation of others (advertising is illegal), it is assumed clients are reasonably satisfied with the service they receive.

The majority are concerned about the lack of information possessed by school-leavers. Most provide relevant information to clients, or suggest sources of information. Some have a library of information available to the client, (eg. University handbooks, careers guides, "My Career").

#### 4.5.7 Occupational Information Services

Johannesburg Public Library

MSL Publications

Newspaper Careers Supplements

Careers Information Discussion in School

Standing Committee for the Co-ordination of Vocational Information

Most of the national papers publish a careers guide in some or other form at regular intervals ie. once or twice a year. The standard of these varies somewhat. The Star publishes two such supplements each year, and a large number of staff (+ 100) are assigned to the project to collect information and advertising, take pictures, organise layout and edit the supplement. The Mail produces an occasional edition in response to demand from advertisers, and relies on contributions for articles. Post includes articles in Learning Post, and produces a special supplement each year. Rapport ran a weekly column, which discussed a career and replied to readers' queries. These articles do try to give a realistic picture of the advantages and pitfalls of careers.

Public libraries can obtain information on request. The Johannesburg Public Library has a reference section in which information is classified under the careers.

The "Standing Committee for the Co-ordination of Vocational Information" is a national committee which was established with the aim of providing useful information on careers to all sections of the population.

MSL Publications produces annual guides for job-seekers in various categories, and distributes these free. These are prepared for specialist populations, ie. "Opportunities for Matriculants/Graduates", "The South African Careers Guide" (for Indians, Coloureds and Blacks), "Stilus" (for those starting military service), "Civvy Street" (for soldiers 2 - 3 months before discharge). These include some general articles, but the publication is financed by recruitment advertising.

#### 4.5.8 Research

Manpower 2000 Vocational Guidance Survey

NIPR

Wits University Careers and Counselling Unit

The local committee of Manpower 2000 is researching the existing careers counselling services in the Johannesburg area, and trying to establish priorities for action.

The NIPR and the Wits Counselling and Careers Unit have both been offering careers counselling over a long enough period to make follow-up studies viable. These suggest general satisfaction with the existing services, although modifications and improvements are constantly considered. In addition the NIPR has produced various reports on counselling, and the Wits unit has presented papers on its service at various gatherings.

#### 4.5.9 Summary

For students who have a definite idea of the direction in which they want to go, services exist to provide information and help in solving problems encountered in implementing their plans; for those prepared to approach the relevant body there are University and Technikon counselling and advice units, professional institutes, employers. There would seem to be a lack of systematic guidance and the dissemination of objective information to all scholars, however, starting some time before they become school-leavers and job-seekers. Careers guidance services have a role to play, but as the careers choice is a developmental process, a one-day service, or even two or three interviews cannot "solve" the "problem".

#### 4.6 CAREERS COUNSELLING FEES

Free counselling services are offered to White school children, registered students at Technikons and Universities and to all comers at the Department of Manpower Utilisation.

At RAU, scholars are given guidance on careers or subject choice for R18-00. Fees are waived in needy cases or when clients come from far. Prospective students at the University of the Witwatersrand Counselling and Careers Unit pay R50-00, which is refunded on registration.

Careers counselling is available to matriculants of all races (and is occasionally provided for standards 8's and 9's) and to the public by the private sector psychologists and management consultants, as well as the NIPR. Fees for these services vary from R50-00 to R100-00.

The counselling service offered by EIC is geared almost exclusively to Blacks. The charge to be made is currently being considered but will probably be from R2-00 to R5-00 per case. It is of interest to note that of several large commercial organisations that were contacted, only one actually provided a counselling service. Some personnel managers said that when their staff members experienced career problems, they referred them to professionals in the private sector. It seems that the management consultants and private practitioners, EIC and the NIPR in-company counselling service have some liaison with employers though this does not seem to be common practice. Personnel departments may well base their staff development planning on different criteria and use different methods of identifying the individual's long-term objectives and career pathways.

Some organisations who endeavour to make counselling available to the needy are beginning to realise that a completely free service may not be ideal. The rate at which clients do not keep appointments creates the impression that a nominal fee may contribute to administrative effectiveness.

#### 4.7 COMPONENTS OF THE COUNSELLING AND CAREERS INFORMATION DISSEMINATION PROCESS

##### 4.7.1 Opportunities for Obtaining Vocational Information

Of the three major aspects of vocational guidance, the provision of vocational information is the most common activity in the organisations surveyed. All these companies are in some way responsible for compiling or disseminating information about careers.

The standard reference works on occupations are to be found in most counsellors' offices and in guidance teachers' rooms or in school libraries. The Department of Manpower Utilisation's "My Career" is recognised as the main outlet for the Standing Committee on Dissemination of Vocational Information. The HSRC Guidance Series, university calendars and technikon brochures and the series published by MSL on opportunities for matriculants, school-leavers and graduates are usually available for white youths.

The S A Careers Guide is an important publication as it is sent free to all Black schools. The EIC's information pamphlets are prepared especially with the Black population in mind, which again helps to fill a much-felt need.

Manpower 2000's Career Guide, which is currently in press, should provide a comprehensive and unbiased description of occupations that will be of assistance to all.

Careers information is compiled and disseminated by associations of professional bodies that are keen to recruit new members to join their ranks eg. accountants, personnel managers, secretaries, engineers, metallurgists. Large manufacturers and industrial and commercial organisations also publish information about opportunities within their companies, usually with recruitment as an objective. The Commission for Administration publishes information about occupations in the public service. Careers exhibitions and seminars are sometimes arranged by universities, placement agencies, church organisations and private companies, but at schools, only at the request of principals. These are well patronised by both government and semi/quasi-government bodies and by the private sector, but pupils may not even be aware of their existence. Indirectly these recruitment drives provide information for job-seekers and those that are planning careers, but the situation depicted cannot always be relied upon to be entirely realistic and unbiased. Companies are reluctant to commit themselves to figures as far as wages and salaries are concerned. Newspaper advertisements may give more accurate conceptions of prospects and possibilities. Recruitment by the private sector is not allowed in the schools, so talks on careers given at schools have to be confined to general topics and wide occupational fields.

Newspapers and magazines publish careers supplements from time to time; the researching is carried out by journalists, though advertisements predominate.



In spite of the number of organisations involved in compiling and disseminating vocational information, the lack of adequate sources of information is repeatedly mentioned by respondents to the survey. The accessibility of the information to pupils may well be a decisive function; even if the information gets to schools, for example, there is no guarantee that the pupils get to know about it. It seems that may not be solely the fault of guidance teachers. Several respondents referred to the laziness and lack of motivation on the part of pupils to avail themselves of the facilities offered to them.

In addition, the type of information available may not be subtle or sophisticated enough. Projections of which careers will be most in demand in future, which are likely to be 'phased out' and which fields are going to be opened up in the future are not freely available. For example, the kind of information obtained in an American publication called "Occupational Outlook" is rarely available to the public or to counsellors.

The major problem may probably be summarised as being a lack of accurate, comprehensive, systematised information. Training teachers and information that gives the how, where, when and what, to relay to career seekers may be an important input. Keeping future jobs in mind when subject choices are made early on in the high school would be a good start. An interesting development is a project to give boys from standard 8 upwards practical insights into engineering as a career field by forming an Engineering Club. This project is an off-shoot of the selection of bursary candidates and is, in a sense, a novel, long-term recruitment programme with a pragmatic approach, ensuring that candidates are well-acquainted with job demands and requirements and even the equipment before they commit themselves to training. This suggests a practical way in which private enterprise can play a role in importing general and specific job knowledge.

Information provided by a personnel department on how to up-grade positions by in-service training and obtaining qualifications is a pointer which indicates ways in which personnel departments could give employees better insights into how to develop their potential within the work situation.

Some University faculties go to the trouble of showing prospective students around the department so that they can see for themselves what the work involves. Universities do in any event hold "open days" to introduce the various faculties to the public and prospective students. Public libraries would also be used more extensively for dissemination of careers information if the initiative were taken.

#### 4.7.2 Opportunities for Self-Evaluation

The duties of school guidance teachers in all the schools include group work to encourage the development of self-awareness and decision-making skills in the pupils. The need for realistic self-appraisal as far as career decisions are concerned is stressed repeatedly in group discussion at career seminars and in books about making vocational decisions.

Feedback in the form of school marks, scholarships, prizes and awards provide obvious confirmation of skills in the school and university situation that can be pointers to aid individuals to make choices. In the work situation, merit ratings, performance appraisals and promotions, as well as increments in salaries, provide positive reinforcement to the individual who needs to know whether he is succeeding or not. However, these factors do not involve personal feelings; the ability to do something effectively does not automatically mean that satisfaction and pleasure is being derived from that pursuit.

Self-delusion is not an uncommon complaint, especially amongst adolescents. More often than not they need help and reassurance that their own perceptions of themselves and their needs are soundly based.

Guidance teachers, therefore, need very special and careful training before offering classes in self-awareness development and decision-making theory to children who are at an impressionable age. It seems that many guidance teachers, though skilled in teaching other subjects, have often not had the opportunity to develop special skills in handling group dynamics and individual interviewing and in understanding fully the implementation and application of psychological concepts in a classroom situation.

Test results, profiles of interest questionnaires and personality measures provide a certain amount of information which individuals can use to assist them in obtaining a realistic picture of themselves. In general, however, such test data are not available to individuals, but have to be analysed, interpreted and integrated with other information about the person before the findings can be of real value.

What emerges is that testing without feedback from trained counsellors is not necessarily beneficial. Personal data of the kind mentioned can be misleading and misinterpretation can also do irreparable harm in the hands of untrained people. Testing is irrelevant and useless as a means of self-appraisal if results are not relayed in some way to the individual and their significance discussed in relation to careers.

Training of guidance teachers/group counsellors is clearly important if they are to be successful in developing the necessary vocational maturity of their clients or pupils. Coloured teachers have had some seminars arranged by the school counsellor; Indian teachers have up to now not had the benefit of special training. Some Black teachers have participated in a careers workshop run by EIC. The Transvaal Education Department School Clinics have a guidance officer who is responsible for training guidance teachers in their area.

#### 4.7.3 Opportunities for Personal Counselling

Individual counselling on matters pertaining to careers is offered by a number of careers advisors of organisations, eg. SEIFSA, Motor Industries Federation, Chartered Institute of Secretaries and others indicated in section 4.5. The service given usually relates to solutions of study, training problems and job placement as well as information about the types of jobs available, working conditions, etc.

A similar type of informal careers guidance (though not associated with a specific industry) is sometimes given by placement officers, specialist personnel staff and social workers wherever these problems arise; very often a referral is made to a professional counselling unit.

Where registered counselling or industrial psychologists operate, the counselling services are usually comprehensive and include:

- (a) intellectual and scholastic ability tests (usually NIPR or HSRC tests);
- (b) interest questionnaires (eg. Rothwell-Miller, Kuder, 19 Field);
- (c) personality tests (eg. TAT, Rorschach, 16 P.F.);
- (d) a personal vocational counselling interview;
- (e) a report (sometimes);
- (f) interviews with parents;
- (g) repeat interviews at a later stage;
- (h) access to vocational information.

Professional counselling services which satisfy the major requirements of effective vocational guidance, ie. (i) self-knowledge, (ii) job knowledge, (iii) personal counselling, are provided by the following organisations in the survey:

I. Public Sector

a) Education Department and Schools

TED Psychological Services

A private school

Department of Coloured Affairs - Psychological Services

b) Department of Manpower Utilisation

c) Tertiary Education Institutions

University of the Witwatersrand

Rand Afrikaans University

Technikon Witwatersrand

d) Other

National Institute for Personnel Research

II. Private Sector

a) 2 registered Counselling Psychologists in private practice

2 registered Industrial Psychologists in private practice

4 Management Consultants

(where Industrial or Counselling Psychologists are responsible for careers guidance.)

EIC, ORT and one large organisation.

#### 4.8 GENERAL ATTITUDES OF CLIENTS TO CERTAIN JOBS

Motivation for various careers fluctuates with the economic situation, values dominant in society, educational trends and other factors.

A great majority of careers counselling clients favour 'white-collar' jobs bearing high status and remuneration. Often, the preference is for established career fields like medicine, accountancy, law and engineering. Unlike in the past, teaching has ceased to be regarded as a status job. Teaching is usually avoided by many students of good academic ability because of problems in the profession such as inadequate salaries, red tape and the promotion system.

Although the clerical field is still sought after by most Black school-leavers, the characteristic attitude of many White school-leavers is an unwillingness to "work in an office". They have to be shown that the career requires involvement in all aspects of a business and limited time in an office and that it may lead to higher-level administrative and managerial positions associated with higher levels of education, but not exclusively so.

Technical jobs (especially trades) and 'blue-collar' jobs are not popular with both Whites and Blacks who have matric. Practitioners often find difficulty in convincing those who do not have the ability or aptitude for popular professional fields to undergo technical training. Architecture and building science - even civil engineering - were not as popular during the recent recession as prior to it, so demands for trained people may not be met in future.

On the whole, the strong preference for white-collar jobs is largely due to a lack of adequate information regarding technical education and lack of local training opportunities for most racial groups. Many young people have little idea about what is involved in various technically-oriented careers. It also appears that an increase in knowledge has the effect of changing attitudes in Blacks to technical courses. This indicates that there is no deep-seated prejudice to impede their progress.

A feature which appears to be common is the socio-economic status need of parents who pressurize children to follow university courses, sometimes in conflict with the abilities and aspirations of the children. Diploma qualifications are considered inferior and thus not acceptable. Another difficulty is that parents and teachers tend to expect a firm career commitment from children as early as standard 7. This is not only unrealistic but threatening for the children. Perhaps parents, who thus play an important role in career decisions of their children, need to be educated as to the job market and the role a parent can play in fostering good career decisions and educational progress in children.

Generally it is felt that Manpower 2000 could be of assistance in raising the awareness of the public about the need for skilled or professional labour in technology and in the trades. Liaison between industry and the schools should be encouraged.

Clients' motivation and attitudes towards certain jobs results from vocational immaturity. The tendency that is common among young people. is that they want to be told what to do, and lack motivation, ability and knowledge to make decisions for themselves.

#### 4.9 PROBLEMS OF COUNSELLORS

Counsellors find that many of the difficulties they experience stem from client attitudes described in 4.8. Some of these attitudes are based on false premises which need to be broken down and reformulated.

Consultants feel they are handicapped in their work by the fact that they may not place Blacks in employment, and that their clients lack flexibility and discriminate in terms of age, sex and colour. Work-seekers too complain of discriminatory practices when looking for employment. On the other hand, placement agencies find that work-seekers are fickle, lacking in motivation, drive, skills and experience.

Professional counsellors complain that the quality of test material supplied is not up to standard and that some services do not provide adequate facilities for paying clients, which can affect test-taking performance detrimentally.

Grievances about school guidance have also been mentioned elsewhere, but can be summed up as follows:

- (a) Guidance teachers are not trained professionally in psychology;
- (b) guidance classes are regarded as free periods;
- (c) vocational information is often inaccurate;
- (d) vocational information is inaccessible to the children.

Those working within educational organisations complain of overwork; they have little opportunity for individual counselling and usually have other subjects to teach. A lack of time, continuity, enthusiasm and training may indirectly influence negative attitudes in the young people.

## 5. CONCLUSIONS AND RECOMMENDATIONS

### 5.1 INTRODUCTION

The conclusions arrived at on the basis of the information collected during this survey are presented under the following headings:

- (a) careers information,
- (b) awareness of careers counselling,
- (c) training for counselling and careers information dissemination,
- (d) co-ordination of and continuity in the counselling services,
- (e) counselling and careers guidance in the school situation,
- (f) counselling of those no longer in the school situation,
- (g) contribution of the private sector, and
- (h) the role of Manpower 2000.

The actions that appear to be the most positive and useful in each area are listed as the final recommendations arising from the survey. In some cases actions are aimed at all or obvious parties involved in careers counselling. In other cases specific organisations are indicated as the best equipped, in a position to or already starting to deal with a given problem. Such recommendations should be regarded as a non-exhaustive list of organisations perceived from the outside to be in a position to make a contribution in this field.

### 5.2 CAREERS INFORMATION

The conclusion reached on the basis of this survey with regard to the availability of careers information in the Johannesburg area is that in spite of several commendable efforts, serious deficiencies exist with respect to:

- (a) the content and quality of a large proportion of the information (information being dated, incomplete, inaccurate, aimed at recruiting for specific organisations rather than introducing work fields, dull, difficult to read, irrelevant or hard to use as reference documents due to poor layout);
- (b) the availability to the end user (who may be a high school pupil, his parent or even his careers counsellor);
- (c) the material being too "bookish", and therefore not being used sufficiently by young people.

- (d) the lack of active involvement of young people to gain knowledge and insight into careers and work in general by offering pamphlets or lectures on careers information only;
- (e) the absence of a suitable mechanism for involving an often willing private sector in the careers information activities of education and other government enterprises in this field. On the basis of these conclusions the following recommendations are formulated:

#### RECOMMENDATION 1 (a)

Specifications for the production of careers information brochures should be produced and made available as widely as possible. This should serve to increase the quality of the material made available by employers' associations, in newspaper supplements, etc. Areas to be included would be (i) the job content at different seniority levels and its meaning in the community, (ii) the working conditions (physical and social environment, the reward system and promotional opportunities, fringe benefits and draw-backs, status, etc), (iii) the training (content duration, institutions offering it, entry requirements, costs, bursaries, etc.) (iv) the number of work and training opportunities (projections of numbers required in the future, geographical distribution, unemployment rate for the job, etc), (v) the human characteristic requirements (mental, physical, temperamental and interpersonal attributes) and (vi) sources of further information.

Action in this could be taken at national level, eg. by the Committee for the Co-ordination of Careers Information, by the Department of Manpower Utilisation, the Human Sciences Research Council, the NIPR or the Society of Counselling Psychologists. A Manpower 2000 contribution may exist in publicising such a product in the private sector whose many pamphlets on careers originate.

#### RECOMMENDATION 1 (b)

Careers information should be presented in forms more conducive to learning and insight than lectures and pamphlets. The following methods are given as examples that can be used or are already used to some limited degree:

- (i) visits to industry and a diversity of work places during the high school years;
- (ii) holiday jobs arranged for more pupils and students in environments related to their tentative career choice fields;



- (iii) interviews between young people considering given careers and people already in those careers as part of the counselling and guidance programme;
- (iv) speakers representing certain work fields to visit schools on a regular basis;
- (v) special permanent exhibitions such as a science centre that can be visited especially by young people, and which can create an awareness in young people of certain careers;
- (vi) slide-sound series and video films prepared on work fields, especially those where shortages exist;
- (vii) computerised careers information systems allowing young people to elicit information selectively in individual interaction sequences with such systems as computer terminals; and
- (viii) prospective students to be given guided tours through tertiary training institutions during matric-year holidays.

It has to be borne in mind that pupils have to absorb a large amount of information in high school. If they believe that career choice and the relevance of careers information for them personally are only things to be thought of at a later stage, the written material and even average or low quality careers presentation by the guidance teacher will make no impact. Lively, creatively presented, well illustrated information and presentations that draw pupils in and make them participate, are required.

Everyone involved in careers counselling can apply some of these recommended measures to improve their services.

#### RECOMMENDATION 1 (c)

A guide should be produced on what the key publications are and how to start a careers information facility for the benefit of careers counselling practitioners who work individually or in big organisations on a geographically decentralised basis. The University of Cape Town is already working on a document concerning the available careers information sources. The lack of a generally applicable classification system leads to chaotic assortments of careers information which only one person can make some use of and which tend to become at least partly useless when staff turnover occurs.

It would again seem that this function might be performed by one of the research institutions or by the Department of Manpower Utilisation. Manpower 2000 might support national promotion of the UCT publication. There is also a need to publicise available information on training courses or institutions such as that of the National Productivity Institute or the National Development and Management Foundation. Such publications should, if necessary, be subsidised to ensure their availability to all potential users.

#### RECOMMENDATION 1 (d)

Careers reading rooms should be developed at public libraries, institutions of tertiary education and organisations involved in careers counselling for use by all young people (and their parents) as well as by careers counsellors irrespective of whether they are employed at the organisations concerned.

No one organisation can collect all information or be completely up to date. If an open system exists with free exchange and full co-operation all counselling staff and the public at large will be deprived of the excuse that they do not know where to go. The quality of such facilities will soon improve if the organisations involved co-operate, are all formally given the responsibility to have such facilities and develop a healthy measure of competitiveness concerning the coverage and attractiveness of the presentation of such services. Public libraries might find increased contact with the public it serves through such services and can draw upon the expertise of HSRC, NIPR and the Department of Manpower Utilisation in developing such facilities.

There is an obvious supportive role for Manpower 2000 on a regional basis in such a venture.

#### RECOMMENDATION 1 (e)

Information on work-related trends such as changed demands for certain worker categories, changes in remuneration and other benefits, in training requirements or in the work content and technology should be made available to those working in the careers counselling field on a regular basis.

It is important that trends towards or away from certain career fields be aligned with the projected needs of the country. Each profession and industry will have the responsibility of assessing for itself whether it requires a smaller, bigger or higher quality proportion of the labour market. The careers counselling profession, the educational system and the media will then have to

perform their respective functions, preferably in a co-ordinated fashion, to achieve the desired results in channelling people in the desired directions.

This kind of information is normally produced by research institutions such as (i) the Institute of Manpower Research of the HSRC, (ii) the Human Resources Laboratory of the Chamber of Mines, (iii) the NIPR, (iv) the Africa Institute, (v) university departments and research groups, (vi) government departments (such as the Department of Statistics, various education departments and the Department of Manpower Utilisation Survey Series), and (vii) independent authors who have studied given aspects.

In addition, information is supplied by institutions contributing to the economy by improving manpower utilisation in a specialised area, such as (i) the National Productivity Institute, (ii) the National Development and Management Foundation, (iii) the Urban Foundation, (iv) the United States-South Africa Leader Exchange Programme (USSALEP) and (v) the National Manpower Commission.

It seems that liaison among such diverse groups will be a mammoth task unless they could make use of a facility such as the Committee for the Co-ordination of Vocational Information at the Department of Manpower Utilisation in Pretoria. This Committee can be used to disseminate such information to the professional users in careers counselling or the target population who are choosing careers. The Committee already has access to the Department's established journal for careers counselling and an extensive address list of users of vocational information.

Co-operation with the Department of Manpower Utilisation and the mentioned committee may serve to improve the careers information dissemination function by adding to and keeping up-to-date the address list or by submitting the vocational information that is newly produced for publication in the journal "My Career".

Since its establishment in 1979, the Committee for the Co-ordination of Vocational Information has mainly succeeded in drawing together the public sector contributors to the careers information field. It is therefore considered necessary to make the following recommendation:

RECOMMENDATION 1 (f)

Manpower 2000 should liaise with the Committee for the Co-ordination of Vocational Information with the aim of developing a systematic private sector involvement and a substantial contribution in the careers information field. An important component of the information about work and training opportunities has to be obtained from the private sector. The contribution of the private sector in this field is evident from the large number of documents already available. By its very nature the private sector is more differentiated and it is thus not only more difficult but also more necessary to co-ordinate contributions of this kind from it. The available mechanism for co-ordinating the public sector careers information contribution can be used profitably if a private sector venture such as Manpower 2000 takes the initiative.

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5.3 AWARENESS OF CAREERS COUNSELLING

It is concluded that the public is not sufficiently aware of the need for and the facilities available for more scientific channelling of especially young people into suitable careers. Parents and employers or supervisors in work are especially important in this respect. The businessman must still often learn that the employee who is not happy, successful or even welcome among his co-workers may present a placement problem which may be best solved by also using a vocational counselling input.

RECOMMENDATION 2 (a)

A programme to increase the awareness of the public as to the careers counselling needs for effective manpower development, the facilities available and the correct approach to follow should be launched in the media by Manpower 2000.

It is believed that professionalisation of careers counselling for the sake of standards in the services without a balancing action to remind the community that the investment in manpower is a community affair will lead to apathy and ignorance in society with regard to this function. An informed and involved community is to be seen as an asset in the high activity era on the manpower front in which we find ourselves at the moment.

## RECOMMENDATION 2 (b)

A programme to equip parents with the knowledge and skill they will require in dealing with their children's career decision-making should be developed and made available.

Without endeavouring to turn every parent into a psychologist, it has to be recognised that (a) parents are approached by their children with problems in these areas, (b) their knowledge is invariably dated, (c) they do not know which services are most appropriate for their children, (d) they have to be involved in the often extensive educational expenses related to some of their children's choices, and (e) the talented children of socio-economically disadvantaged parents often have the most problems in this field and constitute an important manpower wastage area.

The Rand Afrikaans University has staff with an interest in such a venture and may be ideally suited to launch such a project. Manpower 2000 support in this direction may be useful in the initiation of such a programme, and in publicity and promotion on a larger scale after the experimental stage.

## 5.4 TRAINING FOR COUNSELLING AND CAREERS INFORMATION DISSEMINATION

Problems related to the training of professional and industrial psychologists at the masters degree level who may work in the careers counselling field are not extensive. The difficulties are recognized and are in some way or another being dealt with. Weak aspects and training courses include the following factors:

- (a) too little attention is paid to careers counselling in both counselling and industrial psychology training as it constitutes but one of several aspects in which training is required and it is also something of a border area between the two specialisation fields of psychology;
- (b) training leans to the academic side rather than the preparation of professional workers in a practical way;
- (c) too few internships provide any opportunity for gaining careers counselling experience;
- (d) too few Blacks, Coloureds and Asians are being trained at this level.

It is at the low levels of guidance and careers counselling where more serious problems are encountered:

- (a) There are too few trained psychologists to carry the full burden of careers counselling for the entire population. Much of the careers counselling and guidance work can be performed at lower levels by specifically trained technical staff; this type of work is an accepted part of the activities of the guidance teacher and the personnel officer in the private sector.
- (b) The lack of definition of tasks at various levels leads to the further problem of little or no referral of cases from one type of practitioner to the next in cases where specific skills are required. This in turn is mainly caused by:
- (c) confusion regarding the legal requirements for performing functions such as vocational counselling interviewing (which is psychological work) and definition of the difference between such an interview and a selective careers information dissemination conversation. Such a process requires judgement concerning what to discuss but is not strictly a function which is exclusively the preserve of the professional psychologist.
- (d) The training provided for people functioning at these levels is not adequate. Undergraduate courses in psychology do not give enough directed practical training for the personnel officer, guidance teacher and others working in this field. It is important that undergraduates should know how to find and disseminate careers information effectively, interview properly, lead discussions in careers guidance group sessions, administer tests required in counselling, etc.

### RECOMMENDATION 3 (a)

Designers of Bachelors Degree courses in psychology, education, industrial psychology and social work should take cognisance of the fact that many practitioners who complete only those degrees and do not study further, perform careers counselling functions different to those performed by the registered psychologist.

In order not to deprive the largest part of the population of careers counselling services, the graduate with 3 or 4 years of tertiary education should be allowed to function in a role that should be clearly outlined by universities and the various authorities controlling these practices. As far as careers information

is concerned, it should be recognised that a degree is not a necessary qualification, but that specific practical training is necessary to enable such practitioners as are found in public and private sectors at this level, to perform their duties effectively.

### RECOMMENDATION 3 (b)

Diplomas in personnel management for all races should include training in careers information service functions.

### RECOMMENDATION 3 (c)

Internships for psychotechnicians in careers counselling should be started and given recognition by the Medical and Dental Council as a qualification enabling the holder to test and interview for that specific purpose.

The registered psychologists at government and semi-government institutions performing careers counselling functions constitute a minority of the counselling staff in those organisations in Johannesburg as a whole. The situation in the private sector appears to be worse. It may be argued that where a minority of senior staff is registered in the psychologist category, control of non-registered staff can be exercised. It appears, however, as if the beginner is under direct supervision until such time as he is considered trained to perform the interviewing function. After that, generalised training for the benefit of the full staff complement on new methods, research results, theories, case studies, etc, are presented in colloquium or workshop format and no direct case handling supervision is maintained as regular practice.

If registered psychotechnicians in careers counselling are not allowed to perform this function, the low percentages of Johannesburg people receiving this service will be reduced by more than half. It appears obvious that an increase in this percentage is very necessary. The de facto situation should therefore be regularised and improved by outlining the internship duration and content required for this specific work field.

Three years of psychology in a bachelors degree would seem to be required for registration of a psychotechnician (careers counselling). Likewise, educational degrees in which careers guidance courses include training in group and individual work in the school, should be given a similar form of recognition.

RECOMMENDATION 3 (d)

Institutions involved in training of careers counselling staff in the Johannesburg area should do more to share training facilities, provide visiting lecturers to each other and allow interns to spend periods of practical training and work under supervision at different institutions.

It should be borne in mind that each organisation provides a limited range of first-hand training experiences. Careers counselling staff should be trained to the level of professional knowledge and skill that leads to professional confidence in dealing with cases. Such confidence is out of place in people who have experience of only one solution to a highly specialised (and probably biased) selection of problems.

### 5.5 CO-ORDINATION OF AND CONTINUITY IN THE COUNSELLING SERVICES

It has to be concluded that the separate systems which control the lives of young people, viz, secondary and tertiary education, business and industrial training, military service and work, treat the most difficult part of the career decision supportive role as the responsibility of somebody else. In each phase a specific formulation of a manageable role is created by the relevant authority and whatever does not fit in with that is the contribution expected of the next or the previous phase. Specific detail about how individuals fit into a given career cannot be handled at school level, because there are too many careers - and everyone performing the function after the school phase blames the school for something or other that has not been covered! And so it goes on.

The individual receives partial preparation at best in each phase for what to expect in the next, mainly because well-meaning teachers, guidance officers, lecturers, managers, etc., have such compartmentalised knowledge of what happens elsewhere. It has become very clear during this survey that much emotional reaction, prejudice and ignorance with regard to what "other services" are doing, prevent adequate handling of the young people that all the services endeavour to support and channel effectively.



The difficult periods for young people and the dangerous periods from a manpower wastage or "accident" point of view are at the transition stages. If the services do not liaise with and support each other, the young people will suffer.

Most of the counselling practitioners are trained in the behavioural sciences and accept the continuous, integrated and dynamic nature of human development, but they too have a responsibility in this aspect. They should evaluate their own services also in terms of how the contribution that they make supports the past or future employers of their clients.

#### RECOMMENDATION 4 (a)

The careers counselling practitioners in all public and private sector organisations in the Johannesburg area should create a mechanism for liaison, mutual professional support in the form of case work continuity, information exchange, sharing in-house practical training and simply meeting each other.

A regional careers counselling study group may be a way of implementing the above recommendation. A regional careers counselling news magazine or an annual conference event to which each organisation contributes may also have a certain amount of attraction. The important aspects will be to vary the content to cover all aspects of the existing services and to involve them all.

Such a project might best be handled by a psychological association such as the Society of Counselling Psychologists or a permanent arrangement following from Manpower 2000.

#### RECOMMENDATION 4 (b)

The psychological test results and other relevant data collected during the school years on each pupil should be made available to all bona fide careers counselling practitioners in the public and private sectors in cases where they require such information for counselling or career development application.

This obviously has to be a controlled practice. The registered psychologist and psychotechnician already function within a legally controlled framework with regard to confidential psychological information. It seems easiest to regulate such a practice by restricting it to these two categories of registered practitioners.

Currently this information is made available to tertiary education institutions or sent to the Department of Manpower Utilisation where it is kept for a specified number of years, used in the case of people that approach that Department's counselling service, and eventually destroyed. In the case of the Department of Education and Training, the information is already used by more outside counsellors through collaboration with the Department, but counselling practitioners are not generally aware of this opportunity.

Retesting is costly and also leads to inflated test scores. It appears to be a useful objective for psychological services in general to exchange test data as far as possible rather than to opt for retesting.

#### 5.6 COUNSELLING AND CAREERS GUIDANCE IN THE SCHOOL SITUATION

The careers guidance and counselling effort in secondary education in Johannesburg seems to need some attention in specific areas in the case of all race groups if manpower wastage on a large scale is to be effectively countered. The following problems need specific attention:

- (a) Career opportunities, work role and related personal responsibilities and challenges seem to be receiving too little attention in careers guidance provided at school, judging from the product delivered to the work place.
- (b) The selection and training of careers guidance staff in all schools is too often below standard. Specific organisational weaknesses in this respect are the requirements for entry into this work. These tend to lean too far in the teaching experience direction at the expense of sound practical guidance training or the prerequisite knowledge of psychological processes and techniques related to careers counselling.
- (c) The roles of teacher and guidance teacher or careers counsellor are too often combined. This leads to the careers side suffering, because the disciplinarian function related to general education (and especially the learning and performing in examination aspects of education) require behaviour from teachers that is different from the counselling function. Counsellors need to be accepting, empathetic and supportive to be effective in the independent decision-making process required in counselling. In fact, few counsellors who succeed in avoiding the pontifical style of telling pupils what to do find this mixing of roles comfortable or even possible to handle properly.

- (d) Careers counselling staff are too often professionally isolated. Their functions (i) are among the most recent to have been introduced into the school situation and are thus not readily accepted by all principals and staff, (ii) are inherently different from normal class teaching, (iii) require skills in the psychological field for which they usually have not been sufficiently trained, (iv) require knowledge of work and training opportunities that must be updated and expanded much beyond what they have been taught or will come into contact with through their normal work activities, and (v) require development of their skills in case-handling by comparing and discussing their methods with colleagues.
- (e) Careers counselling is too often treated in schools as being of less importance than other school activities. Teachers consider examination subjects to be of far more importance and do not see a sufficiently developed structure of guidance services in the school to take this seriously as a career option for themselves. Pupils may not yet be aware of the importance of careers guidance to themselves or have been put off for life due to poor handling of the subject by incompetent teachers. It is also perceived from outside as if the educational system is neglecting careers guidance. This perception is held in business and industry, fairly or unfairly, and causes a negative attitude towards educational authorities.

#### RECOMMENDATION 5 (a)

The general guidance syllabus should contain an increased proportion of careers guidance, which could be improved by allowing more private sector inputs.

There are competent people outside the educational system willing to present aspects of the world of work to pupils in high school. These people believe that they can do some parts of careers guidance work better than someone who has never been employed in the private sector.

#### RECOMMENDATION 5 (b)

Institutions involved in training careers guidance and counselling staff should (i) expand the directed course content in this area, (ii) expose students to more practical learning opportunities, (iii) collaborate better with counselling service institutions to provide practical training, (iv) determine training needs and (v) increase the numbers of Black, Coloured and Asian students trained in this direction.

RECOMMENDATION 5 (c)

Departments of tertiary education institutions involved in the training of careers counselling staff should accept that an educational as well as a psychological input is required in this; these two components of training are confusing to students if they are not integrated by the various trainers.

RECOMMENDATION 5 (d)

Education departments should aim to treat psychological services and careers guidance as a specialisation field in every school of sufficient size; qualified, competent teachers should be prepared to handle these tasks on a full-time basis.

This constitutes the single most important step that can be taken now for the achievement of the objective of creating a professional group in sufficient numbers in the school system to ensure that the first half of career planning for our population will be done adequately. The response to this statement should not be that this is already the case because decisions already taken as far as this is concerned have been too halfhearted to solve the problem.

RECOMMENDATION 5 (e)

A professional association of careers guidance and counselling staff in secondary education should be formed in the Johannesburg region.

Such a facility for ideas exchange, continued skills improvement and joint problem-solving could do a lot to diminish professional isolation. Linking such an association with similar ones in other regions (some of which already exist) and with the Society of Counselling psychologists can only serve to make it more effective.

This recommendation should be related to Recommendation 4 (a) in implementation.

RECOMMENDATION 5 (f)

A programme to increase the awareness of the importance of careers guidance and counselling in the school should be launched in collaborative effort between the educational authorities and Manpower 2000. The target population for this programme should be mainly educational staff who should see their own top management being fully committed and who should also see the importance of getting the message across better to pupils. The private sector should here be seen as a guidance teacher aid capable of providing the concrete inputs of visits, etc. which will make the guidance activity more attractive to the pupil.

## 5.7 COUNSELLING OF THOSE NO LONGER IN THE SCHOOL SITUATION

From the analysis given in chapter 4 it is clear that much more should be done here and that some of the existing services can also be improved in quality. The best aspect of this situation seems to be the counselling available to the white youngsters from good socio-economic background that aim at university. While much else is starting at the present or is being done on a limited scale for other groups, it must be accepted that the careers counselling tradition is one of an elitist service, and the elitism relates more to parents' position rather than to children's potential.

This section should be read in conjunction with 5.2, 5.3 and 5.5 where recommendations regarding specific aspects of careers counselling have been made also relating to those no longer at school. The following recommendations are additional:

### RECOMMENDATION 6 (a)

In recognition of the fact that individual analysis and professional help become more important at later stages of careers counselling, the availability of such services should be increased for all population groups in Johannesburg. The figures presented in Chapter 4 indicate the magnitude of the problem

### RECOMMENDATION 6 (b)

The use of part-time staff, especially married women with qualifications in psychology or guidance work should be considered by more service institutions.

If the number of cases handled is to be increased substantially, large capital outlay for additional posts has to be faced by counselling service organisations. Many highly qualified women cannot work full-time due to family commitments, but would like to maintain their professional skill and involvement at a limited time level. Those without special counselling experience can be given the necessary practical training in the same way as other new staff members have to be trained. Other specialised functions such as testing or dissemination of careers information can be handled similarly.

## 5.8 CONTRIBUTION OF THE PRIVATE SECTOR

The conclusions and recommendations of almost all the previous sections are related and points already made will not be repeated. In general it can be said that while some of the best careers counselling work is being done in the private sector, the image of the private sector in this field is not untarnished due to (a) underestimating of the importance of this function in personnel development and (b) the activities of underqualified and even unqualified people to make money out of such services.

### RECOMMENDATION 7 (a)

Worker development programmes in private companies should include facilities or a referral system for careers counselling, especially mid-career change counselling.

While it is possible to include some of the necessary functions in this field in normal personnel work these are aspects that require specialist professional handling. Bigger organisations may employ psychologists with a background in this work, but many companies will have to refer these cases to outside specialists. Some mid-career changes are quite traumatic and companies are likely to lose good employees unnecessarily if no support is provided.

### RECOMMENDATION 7 (b)

Bursary schemes provided by the private sector should be accompanied by careers counselling provided by an independent party.

Much private sector money is being spent on bursars who can, but do not necessarily want, to fulfil the function desired by the company providing the bursary. The company may be disappointed not only if the bursar does not want to take up employment with them but also if the field of study is in the wrong direction. Selection should of course cover motivational and aspirational factors, but the success rate may be increased if the applicant can reassess his own choice with the help of a competent counsellor prior to final selection.

RECOMMENDATION 7 (c)

Organisations in the private sector should consider careers counselling services requiring funds more favourably when they distribute money as donations.

It should be borne in mind that a large proportion of Johannesburg's talented young people cannot pay for the best services available. Organisations in the private sector providing these services free of charge or for a nominal fee therefore have serious problems in maintaining high standards.

RECOMMENDATION 7 (d)

Organisations such as IPM, NDMF or the proposed Manpower Foundation should endeavour to create more careers counselling service organisations in the private sector or support existing nascent efforts.

The danger that has to be recognised is that short-term highly visible campaigns may lead to a false sense of security that enough is being done. The growth in especially the Black matriculant numbers in Johannesburg indicates that better qualified people from just this group could swamp the services and still not be adequately handled.

5.9 THE ROLE OF MANPOWER 2000

This survey started as an effort to determine whether there was anything worthwhile that the Johannesburg Regional Committee of Manpower 2000 could do in the careers counselling field. The main results of the survey are:

- (a) that much has to be done if our manpower resources are not to be squandered,
- (b) that regional efforts can yield important results in some areas, but that some of the local symptoms indicate more wide-ranging problems and the need for action at national level,
- (c) that no one organisation, the government or the private sector alone can independently deal with the situation and achieve the best results, and
- (d) that the private sector has a vital role to play and can expect a good return on its investment in this field if effective liaison with the public sector can be achieved.

RECOMMENDATION 8 (a)

The Johannesburg Regional Committee of Manpower 2000 should determine an action programme in the region which may involve liaison with other organisations to implement the recommendations best handled regionally.

RECOMMENDATION 8 (b)

The Johannesburg Regional Committee should approach the National Committee of Manpower 2000, the National Manpower Commission or other relevant authorities to take further those issues regarded as best handled at other levels.

RECOMMENDATION 8 (c)

Other regional committees of Manpower 2000 should consider what action related to diagnosis and remedial action in the careers counselling field would be appropriate in their environments.

Specific recommendations regarding Manpower 2000's role in the promotion of awareness of careers counselling services and needs, creation of facilities for co-ordination between different parties, have been made earlier.



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