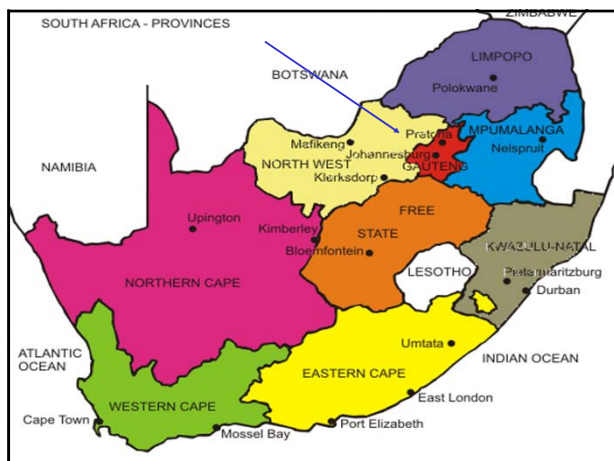




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2



3

A special word of thank you to ...

Professors Štefan, Suzanne, Lenka, Tomas, Tibor, Saša, and their entire team for their sterling leadership and inspiring enthusiasm, and hospitality.



4

Hearty welcome to ...

all presenters and attendees



5

Presentation overview

Part 1: Theoretical perspectives

1. Introduction
2. Rationale for this paper
3. My bias
4. Goals of the presentation
5. Concept clarification
6. Why the focus on contextualizing career counselling theory and intervention?
7. Relating career adaptability and employability to contextualization
8. Indigenizing and contextualizing career counselling: South African example




6

Presentation overview

Part 2: From theory to practice and vice versa: Drawing on some research findings

1. Methodology
2. Importance of context
3. Promoting contextualization: Eight key action steps
4. Conclusion
5. Acknowledgements
6. Dedication
7. References




7

Part 1: Theoretical perspectives

8

1. Introduction



9

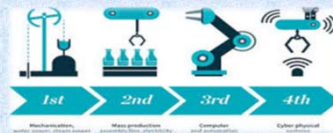
The current discourse in career counselling

- predominantly revolves around the following matter:

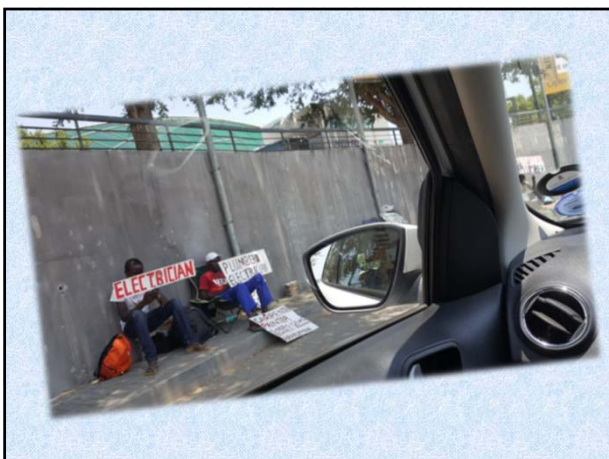
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Work 4.0/ 5.0 and their consequences

- that are disrupting employment and creating a shortage of people with newly required skills (Schwab, 2016).



11



12

- Work 4.0 has sensitized us to the possibility of eventually having to deal with a 'jobless world'.
- It will be the task of career counsellors to help people make **meaning** and lead a **purposeful** and **hope-filled** lives in this 'jobless world'.
- The profession has to respond ...



13

Two future scenarios (Naidoo, 2019)

- First, the **dystopian** possibility implies that humans may eventually become reduced to extinction by our own creations (robots) if robots refuse to accept instructions from humans – and begin to issue instructions themselves.

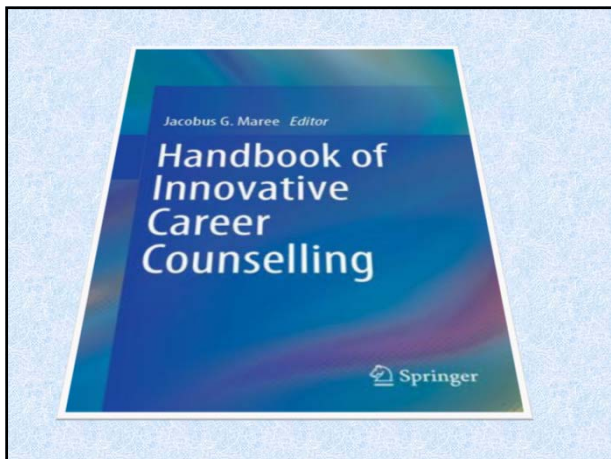


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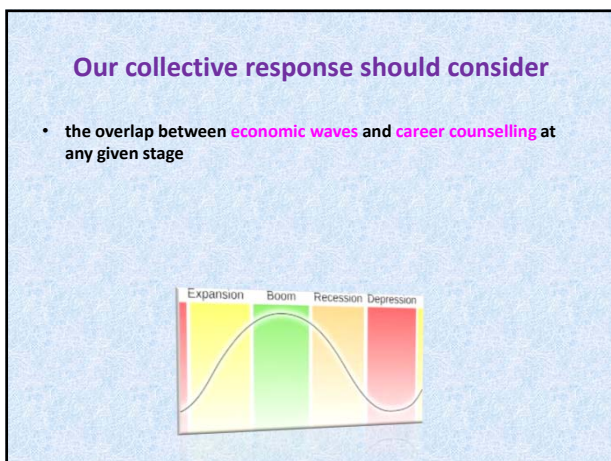
- Second, though, robot **utopia** may eventuate. AI and robotics may lessen our workloads substantially by eradicating boring, repetitive work, and help us take 'wise' decisions. We will have more time to do what adds **meaning, purpose, and hope** to our career-lives.



15



16



17

Key to our success: The general starting point for facilitating change should be ...

- the **local** policy making level;
- the **continental** level (Agenda 2063, 2013), and
- global** level policies (Sustainable Development Goals, 2015) ("thinking globally, acting locally").

18

2. Rationale for this paper



19

Different kinds of requests for career counselling in Africa call for different kinds of interventions

1. "Involve a large group of people but bear in mind that our budget is extremely limited." 'Brief' (positivist/objective) testing is.
2. "Administer group-based, integrative career counselling." A request generally made by private schools (where funding is not an issue).

20

3. Individual (or small group) assessment: A few clients seek individual (or small group) 'contemporary' assessment. The duration and cost are not issues.

21

Word of caution

- Economies of Global North countries especially display predominantly a **post-industrial character**.
- Most **third world, underdeveloped, and developing countries** still display predominantly an **industrial** (and in some cases even a **pre-industrial**) character.

22

**Thus, indigenization and
contextualization are called for**

23

The need is great ...

24

and it is our collective responsibility

- to address the idiosyncratic needs of people from developing/ under-developed contexts in particular.

25

3. My bias

- Towards **marginalised** people ("people with marginalization"); the forgotten, the lonely, the **discarded**, everywhere

26

I believe that ...

- career counselling-related intervention should be **indigenized and contextualized in a way that renders it** useful to all people (Maree, 2017; Winslade, 2011).

27



28

All people should be afforded the right to access sustainable decent work



29

as per Sustainable Development Goal no 8



30

4. Goal of the presentation

To reflect on the 'how', 'why', and 'value' of indigenizing and contextualizing self- and career construction counselling/ life design for Global South countries.



31

5. Concept clarification

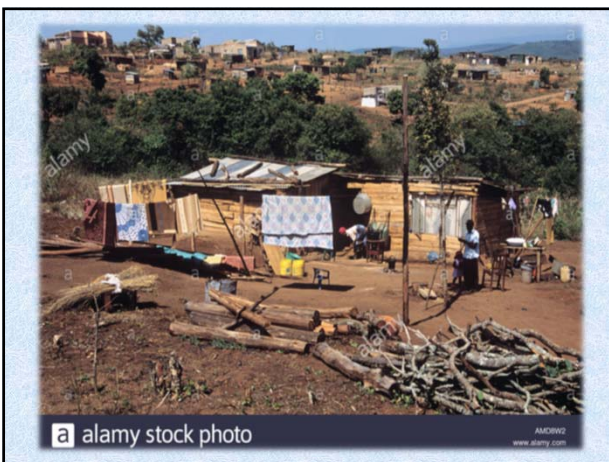
32

One continent, two 'broad' contexts

33



34



35

The big divide

- There is every chance that Work 4.0 and Work 5.0 will enhance this divide at various levels.
- And further enhance 'Matthew effect' (Koen, 2019)

36

a. What does it mean to “indigenize” career counselling?

- Ca 1% of any given population is indigenous.
- This 1% in SA is comprised by the “Khoisan”.



37

Indigenize (Collins Dictionary (n.d., n.p))

- “Alter (career counselling) so as to make it fit in with the local culture.”
- “increase local participation in or ownership of; to adapt ((career counselling) beliefs, customs, etc.) to local ways.”



38

Levels of indigenization that need to be navigated

- Fear of the unknown, of change, of losing control and power

39

**b. What does it mean to “contextualize”
career counselling?**

40

**Whatever follows, should be interpreted
from the following perspective**

- ✓ Innovation, imagination, indigenization, and contextualization
comprise an **inseparable** quartet of concepts
- ✓ that lie at the heart of **purposeful** career counselling.

41

Contextualization and indigenization

- come into play whenever and wherever we attempt to
communicate career counselling theory and practice across
'cultural' boundaries, time, and geographical space.

42

Consider during contextualization in Africa

- The notions of *Ubuntu*, *Ujamaa*, and *Isinti* (collectivism, caring for others).
 ("Please make this service available to everyone, everywhere"
 (21-year old woman)).



43

Story-telling

- Also consider the African tradition of story-telling, and thus the narrative tradition.



44

Other cultural influences on career choices

- In Africa, some careers have traditionally been reserved for females, for example grinding maize meal, hoeing fields, cooking/catering
- Occupations traditionally reserved for males included herding cattle, hunting, fishing, roofing, and ploughing with cattle or donkeys (excluding harvesting).

45

Symbolism of the 'tree' in our context

46

b. Decontextualization

- relates to 'borrowing' a theory or intervention from its original context and introducing it into a different context.

47

c. Recontextualization

- relates to taking something from its original or usual context and resituating it in a foreign or unfamiliar setting or context (Novalis, in Oxford reference dictionary, n.d., n.p.).

48

d. Co-contextualization

- *"We do not [adhere to] the tradition of 'giving voice to the voiceless'. It is not possible or desirable to speak on behalf of the other" (Canham & Langa, 2017, p. 6) .*

49

- The inputs of **local people** from different socioeconomic strata are pivotal to ensure appropriate co-contextualization.

50

6. Why the focus on indigenizing and contextualizing career counselling theory and intervention?

51

General agreement exists that ...

- indigenous theory development in career counselling intervention is seriously lacking (Watson, Nota, & McMahon, 2015).
- Therefore, it is unavoidable to draw on theory, intervention styles, and content developed 'elsewhere' in under-developed and developing country contexts in particular.

52

7. Relating career adaptability and employability to contextualization



53

Becoming adaptable fosters employability and both are key to dealing with changes in Work 4.0 related contexts

54

Life planning

- Anthony (2017) in Wolfe (2017, n.p.) "it is folly for career counselors and parents and teachers to continue to talk in terms of **career planning**. They should be substituting it with **life planning** ..."

55

- to enable people to cope with adverse experiences in the workplace and become more career resilient.



56

- "What about dysfunctional villages?" (Anon, 2019)

57



58



59



60

These pictures demonstrate the levels of indigenization that need to be navigated

- ✓ socio-economic 'status',
- ✓ language,
- ✓ culture,
- ✓ religion,
- ✓ geography,
- ✓ gender,
- ✓ ethnicity/ race,
- ✓ ...



61

8. Indigenizing and contextualizing career counselling at local level: South African response

- South African Career Development Association (SACDA) ("work-in-progress")



62

Designing a career development policy framework: the South African (typical) 'case'

South Africa: Career counselling style differs from context to context.

Traditional (person-environment fit) career counselling still predominates.

Only a handful of career counsellors have been trained in the newer paradigms or have welcomed newer ideas such as **career and self-construction and life design**.



63

SACDA: Indigenizing and contextualizing Career Counselling Theory and Assessment

Table 1
Overlap between career counselling interventions and CDP interventions

| Career counselling model | Associated intervention | Practitioner level |
|--------------------------------|-------------------------|--------------------|
| Vocational guidance | | ELCDP |
| Career guidance or education | | ALCDP |
| Career counselling/Life design | | SLCDP |

64

Let us ...

- join hands (Chris Beukes: CEO)



65

Part 2: From theory to practice: Drawing on some research findings to ...

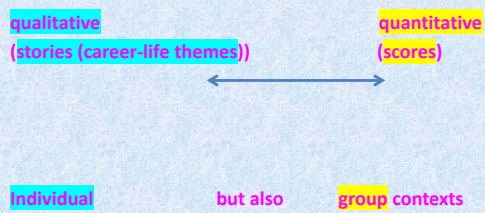
- demonstrate the importance of contextualizing our self- and career construction/ life design** intervention endeavours in developing country contexts
- (**: Of course there are other extremely valuable theoretical approaches and associated interventions.)

66

1. Methodology

67

Paradigmatic considerations: Mixed methods, integrative approach



68

to promote self- and career construction counselling/ life design in ...

- contexts where the majority of the population is usually disadvantaged and few can afford expensive one-on-one career counselling.

69

Table 2: Overview of career intervention models (Duarte, 2017; Hartung, 2018; Savickas, 2010, 2015)

| Vocational guidance | Career development | Career Counselling/ Life design |
|---------------------|--------------------|---------------------------------|
| | | |
| | | |
| | | |

70

Focus now shifts to a discussion of research outcomes

Table 4 lists 10 projects and their associated time frames.

71

Table 3: Projects and associated time frames
 ("Designing a contextualized, contemporary, integrative strategy to facilitate career counselling for all")

| | Project title | Time frame |
|----|--|--------------|
| 1 | Limpopo project (1,2, 3 ...) | 2003-present |
| 2 | Rasekgala project | 2006-present |
| 3 | Youth Foundation project | 2007-present |
| 4 | Junior Tukkie project | 2007-present |
| 5 | Vingerkraal project | 2008-present |
| 6 | Tshwaraganang project | 2009-present |
| 7 | Good Work Foundation project 1 | 2016-7 |
| 8 | Independent high school project | 2017 |
| 9 | Good Work Foundation project 2 and 3 | 2018- |
| 10 | South African Career Development Association (SACDA)/ merSETA Project) | 2019- |

72

SACDA/ merSETA Project

- Correctional Services Facilities

73

1a. Adapted (contextualized/ indigenized) action research approach

74

- We are compelled to tailor (contextualize) our interventions repeatedly to different kinds of requests and outcomes achieved.
- Our focus is on process (Neault, 2019)



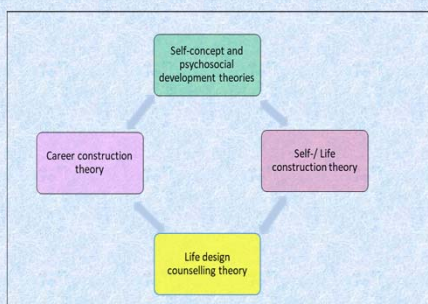
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1b. Data-constructing instruments

- “Use my strategy or use your own but you need to have some way to listen **for valid stories; not veracity**” (Savickas, 2016, n.p.).

76

Figure one: Theoretical framework



77

1.c Quantitative assessment: Pre-/ Post

- *The Career Adapt-Abilities Scale-South Africa (CAAS-SA)* (Maree, 2012; Savickas & Porfeli, 2012)
- *The Career Decision-making Difficulty Questionnaire (CDDQ; Gati et al., 1996)*



78

1.c Quantitative assessment: Intervention

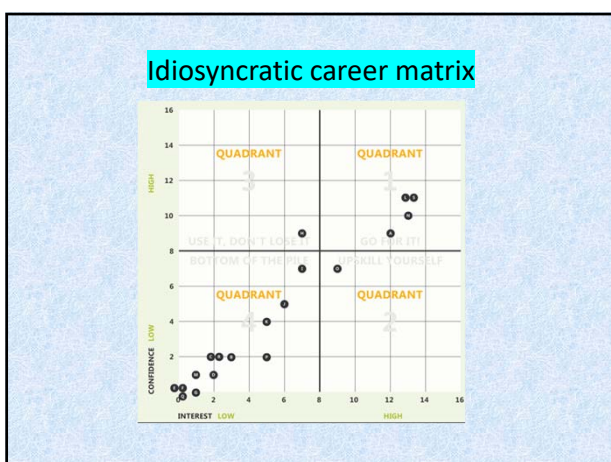
- The *Maree Career Matrix (MCM)* (Maree, 2017)



79



80



81

1.d Qualitative assessment

- The *Career Interest Profile (CIP, Version 6)* (Maree, 2017)
- (Working on the *CIP* started in 1985 ...)



82

- The *Career Interest Profile (CIP, Version 5)* (Maree, 2015c) (aims to **instill sense of meaning/ purpose/ hope**)



83



84

Table 4: Description of the CIP

| Part | Information elicited | Associated career counselling paradigm (Savickas, 2011a) | Theoretical underpinning |
|------|---|--|-----------------------------|
| 1 | Biographical details, family influences, and work-related information | Vocational Career Education | Storied and Developmental |
| 2 | Five most and least preferred career preferences | Vocational Career Education | Differential |
| 3 | Six career-choice questions. | Vocational Career Education | Differential/ Developmental |
| 4 | 14 career-life story narrative questions | Career counselling | Developmental and Storied |



85

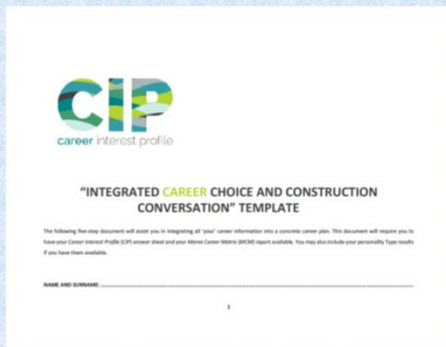
Complete either ...

- Online
- or
- in hard copy format



86

Integrating 'stories' and 'scores'



87

STEP 4: SUMMARIZE SOME MAIN PATTERNS FROM YOUR CAREER STORY NARRATIVES (CAREER INTEREST PROFILE)

| | |
|------------------------|--|
| CONNECTIONS | |
| IDEALS FOR CAREER LIFE | |
| VALUES | |
| CENTRAL LIFE THEMES | |

Now combine all of the above (your strengths, areas for growth, values and central life themes) into one sentence that communicates your uniqueness. Begin with the words "I am ..."

| |
|------|
| I am |
| |
| |
| |
| |

88

[illegible]

89

STEP 5 MY PERSONAL CAREER PLAN

INTEGRATE ALL THE INFORMATION FROM ALL THE ABOVE STEPS AND COMPLETE THE FOLLOWING:

I want to study (field(s) of study)

so that I can (personal meaning)

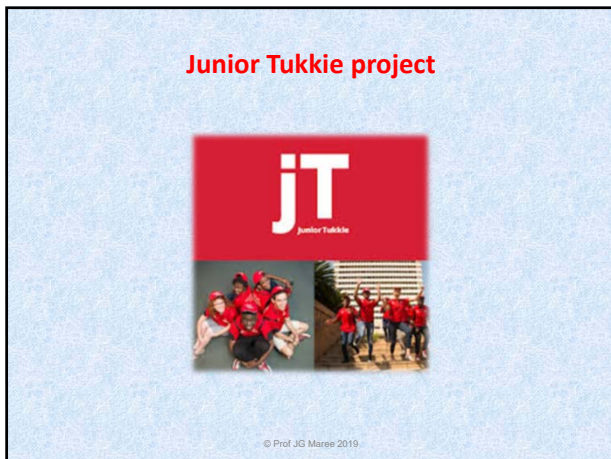
and in the process (social meaning)

STEP 6: THOROUGH JOB ANALYSIS! (SEE THE RELEVANT HANDOUT.)

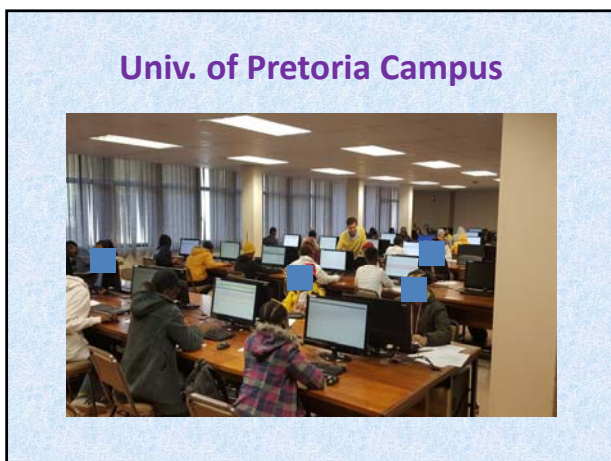
My very best wishes for a bright future accompany you.

CIP
CAREER INTERVIEW PROGRAM

90



91



92



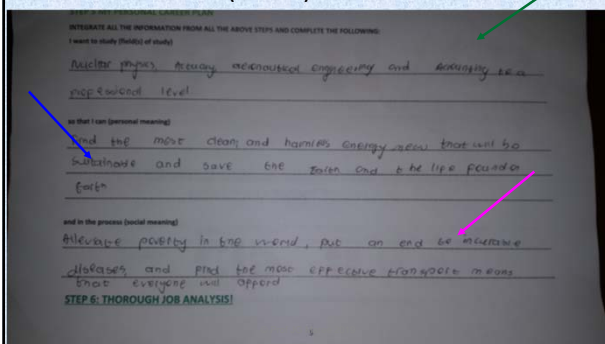
93

'Career-life story narrative'

- Value statement
- Self- and career construction/ design ("Study fields and career") option(s)
- Mission/ meaning
- Purpose/ social meaning
- Action
- Feedback ... **Because we care.**

94

Integration of 'stories, and 'scores': Finalizing **career/ job options + mission (personal)**, and **vision (social)** statements



95

2. Certain facets of 'indigenization' and 'contextualization'

- are brought home vividly each time we intervene in the contexts referred to in this paper

96

'Borrowing' or 'importing' models and interventions developed elsewhere ...

- confirmed that ...



97

Indigenization and contextualization are ...

- multi-layered endeavours.

98

Unsurprisingly, challenges were experienced



99

2i. Individual contexts

First of all: Using the Career Construction Interview (CCI) promotes narrative intervention and “inspires participation from shy, reluctant, or withdrawn people and deeper thinking from others” (Reid, 2018, n.p.).

Second: The use of the CCI and associated interventions in ‘impoverished’ (dysfunctional) areas has shown that the following matters in particular are under-researched:

100

2i. Individual contexts

a. Question 1, CCI (“*Who are your role models?*”): Participants often list parents as role models.

Fact is: Indeed, in many instances parents do determine their children’s choices. How should we deal with these influences?

101

2i. Individual contexts (ctnd.)

b. Question 2 (“*What are your favourite magazines, etc.?*”) is not appropriate for use in many disadvantaged contexts (magazines are largely unknown in deep rural areas). Enquiring about the reading of magazines in these areas (decontextualization) consequently mostly elicits unsatisfactory answers. (Asking about a favourite app may e.g. be very useful instead.)

102

2i. Individual contexts (ctnd.)

c. Question 3 ("What is your favourite book/ movie?") often elicits unsatisfactory answers.

Favourite story from your relevant religious script?

103

Question 5: Earliest recollections

I agree with Reid (2018) who stated that even in those instances where these experiences turn out to be extremely agonizing, painful, or upsetting, the technique works well.

104

2ii. Group-based contexts

- Using the CCI (Savickas, 2011a) in group contexts does not yield sufficiently rich data to facilitate valid, reliable, and trustworthy career counselling. Using adjunct questionnaires is imperative.

105

2ii. Group-based contexts

- “What are your earliest recollections?”: Does not work in group contexts. (Using an amended version of the last question (recontextualization) (e.g. “What were your three biggest challenges (‘problems’) when you were young?”) yields themes remarkably similar to the themes obtained when asking the question about the earliest recollections.

106

2iii. Dealing with ‘power’ issues

107

Introductory question

- How can I ‘help’/ be useful/ valuable?
- What are you hoping to gain ...?

108

Refrain from dispensing 'advice'

- Ways and styles of counseling and psychotherapy in which 'advice' is dispensed may enhance counselors' and therapists' feelings of being powerful (Schaerer et al., 2018; Thomas & Sosin, 2011).

109

3. Promoting indigenization and contextualization: Eight key action steps



110

i. Listen ...

- and refrain from 'advising'

111

Listen carefully ...

Stock responses such as "I just want a job that will help me make money," and disturbing ones such as "My role model is the hijacking kingpin in our township", for instance, too, tell a story of their own and need proper contextualization.

112

Listen ...

- to women in particular but also to people from other 'minorities'.



113

Intersectionality a major challenge

- Women, people with poverty (in seriously disadvantaged, resource-scarce environments in particular), minorities, 'kirigamba' / 'makwerekwere' (slang for ('foreigners')), seem curiously 'lost' in a kind of intersectionality interface "in the intersection of multiple oppressions" (Canham & Langa, 2017, p. 10).

114

'Standard' comment

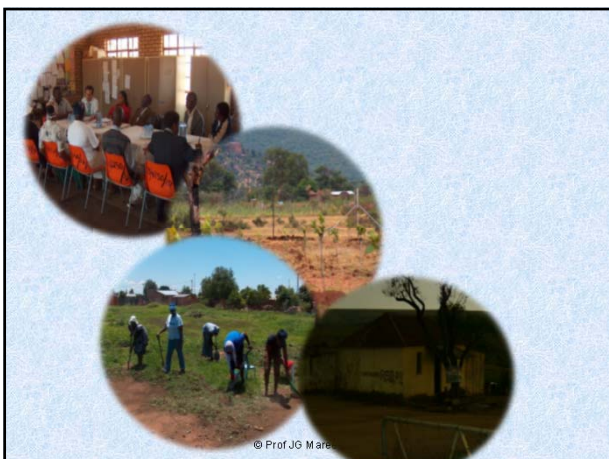
- *"The intervention gave me so much hope ... But I can only become happy when I leave this place forever" (woman, aged 22 years).*

115

ii. Observe **meticulously** career-life contexts

Pay careful attention to detail; read between the lines.

116

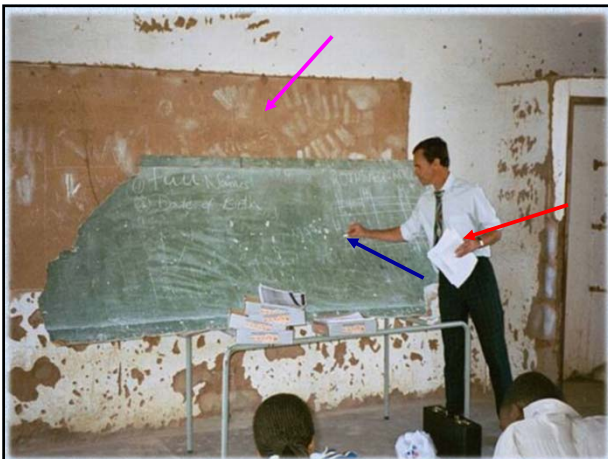


117

iii. Abandon all preconceived ideas and assumptions ...

- about communities and how to intervene.
- Adopt a 'not-knowing' position (Anderson & Goolishian, 1992).

118



119

and remember that ...

- all intervention must fit the intended purpose (Savickas, 2011).



120

iv. Help people escape from enforced realities ...

- call upon them to adopt new roles (e.g. from pastor to auditor, beggar to security official, unemployed woman to chef, etc.).

121

... by helping them actively construct (design) their self and their work



122

v. Enable people to convert ...

- hurt into hope and a social contribution

123

Using our imagination becomes key ...

- “Creative destruction” (the disassembling of time-honoured practices to pave the way for innovation) underpins currently a great deal of postmodern innovation theory and informs speculations about the value of disruption as a theoretically constructive economic and social influence (Gillwald, 2019; Henton & Held, 2013; Schumpeter, 1942, 1982).

124

Active mastery of passive suffering

- This view is in line with current thinking in career counselling that advocates the idea of “active mastery of passive suffering” (Savickas, 2019) and the idea of converting challenge into opportunity and ‘problems’ into prospects and positive expectations, possibilities, and hope.

125

- “Use your signature strengths and virtues [*but your hurt and pain especially*] in the service of something much larger than you are” (Seligman, 2002, p. 263).

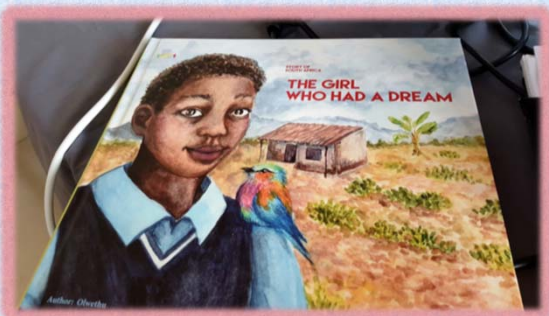
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Key career-life themes

- Dr Neault (2019): Alluded to gig work as a key career-life theme in her life.
- Illness compelled Mark to withdraw, she was called on to read keynote in his place.

127

Uncovering and contextualizing this key theme is **fundamentally important** ...



128

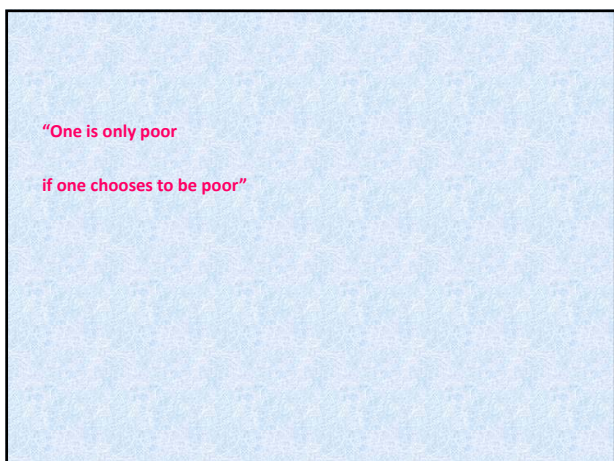
'Coat of many colors' ...

- Two timeless messages that resonate perfectly with the 'story' we are trying to communicate:

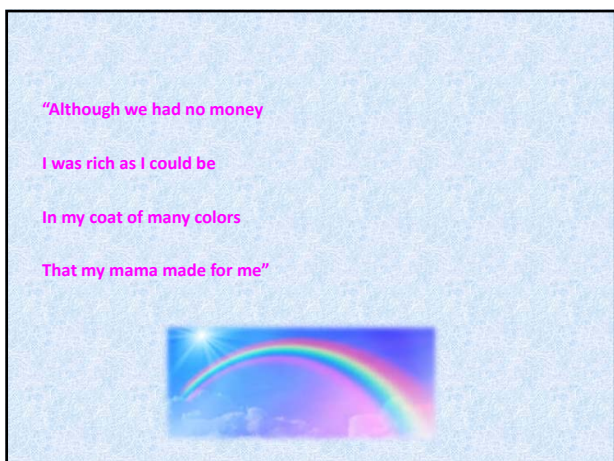
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130



131



132

Please note

- I am **not** saying that people's pain, poverty should be ignored
- What I **am saying** is that we should not allow people to be defined by their disability, poverty, pain ...



133

vi. Be open and receptive to people's sense of innovation, ideation, **creativity**, imagination, and reinvention ...

- Redesign, reconstruct, or recontextualize when necessary...

134



135



136

**vii. Carefully clarify the intended outcomes
of your intervention ...**

137



138

Dritan Arsela: Role model

"an exceptional barista and latte artist based in Düsseldorf, Germany, who is creating real coffee experiences in a matter of seconds."

139

Teaman's story reveals a fascinating overlap

...

- between the theory and practice of career construction counselling, and
- how his own career development and life design trajectory evolved.

140

Lesson within a lesson: I wanted to be useful/ valuable/ 'help' ...

by adding his life story to my website.

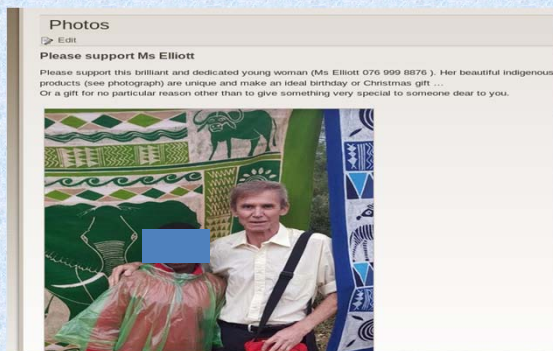
However, the GWF staff gently reminded me that such an approach would not be useful in a collective context ...

141

viii. Importance of 'living' whatever we wish to 'teach' or 'preach'

142

So, please help:



143

List of available learnerships

http://www.interns24.co.za/list-available-learnerships-south-africa/?gclid=EAlaIqobChMI_XiraT-2glVg7DtCh0LgwBzEAAAYASAAEglgB_D_BwE

144

How do unemployed people apply for a learnership?

<http://www.labour.gov.za/DOL/legislation/acts/how-tos/skill-development/how-to-join-a-learnership-if-you-are-unemployed>

145

www.kobusmaree.org

- Let us join hands ...

146

7. Conclusion: Take home points

147

a. Global village

- Suchy (2016) argues that, today, very few countries are characterized by one language and an integrated educational content.

148

Global trends

- (globalization, migration, ...) have resulted in an increasingly diverse population across the world.



149

From that perspective

150

Sharf's (2013, p. 17) assertion that "[n]o career theories of development have been formulated to apply specifically to one culture or another" makes more sense if tweaked a little to read:

"career theories of development
[can no longer be conceptualised as if]
it should be formulated to apply specifically to one culture or another."

151

b. Demonstration of most important principle in career counselling today:

- Understand context of your clients
- so you can contextualize and integrate their stories and scores
- appropriately,
- facilitate action, and
- convert their challenges into solutions and social contributions.

152

Example 1

- "Saddest day of my life was when (in Grade 10; 15 years old) I had to give my baby away (Precious)"
- Today, she is studying to become a social worker ...

153

Example 2

- Young boy ('Jabu') was bullied at school and rejected because of his race
- Today, he is a human rights lawyer

154

Example 3

- Convert **pain** into a **business model**...

155

To enhance employability

- Woman that gave birth to a child in Grade 10 now travels extensively to address learners on matters related to teenage pregnancy, etc.

156

So then ...

- the contextualized, integrative approach advocated here can be harnessed to enhance people's ...

157

Sense of identity (Who am I?)

158

Career development (uncover their signature 'weaknesses' (area for development) and strengths)

159

Narratability

160

Autobiographicity



161

Sense of self and career



162

Ultimately, the contextualized, integrative approach promotes people's sense of meaning, purpose, and hope

163

Hopefully, eventually ...



164

And, above all ...

- Hand back other people's dignity:
- "After having served 11 years of a 25-year murder sentence, today, I have hope ... I will write about, sing, share my story with others to promote the common good and fight evil (42-year old inmate/ 'offender')."

165


...

- In return, they restore or hand back your own dignity.

166

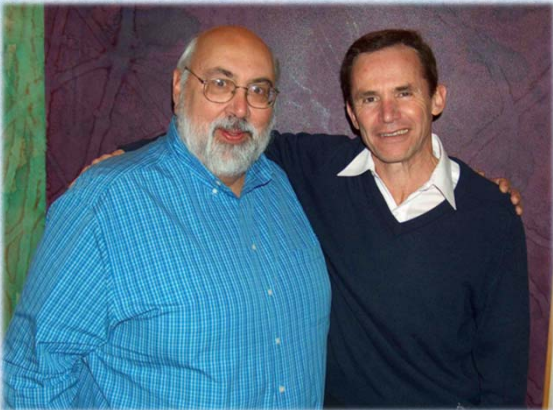
8. Acknowledgements

I would like to express my sincerest gratitude to Prof. Mark Savickas.
Mark, I am indebted to you.



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167



9/23/2019 168 9/23/2019 168

168

9. Dedication
In loving memory of my late
mother
whose legacy I strive to honour



9/23/2019 169


169



9/23/2019 170

170

MOTHER TERESA



9/23/2019 171

171

"The other day I dreamed that I was at the gates of heaven.
And St. Peter said, 'Go back to Earth.
There are no slums up here.' "

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