

# Community career counselling: ‘Cleaning the house well as a workplace skill’

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## ABSTRACT

This article outlines the exchanges between a request from a community and the response from the Bureau for Counselling, Career and Academic Development (BCCAD) at the University of South Africa (Unisa). The exchanges centre on the perceptions and management of barriers, and recognising and tapping into own resources. The Social Cognitive Career Theory (SCCT) provides a multi-focal view through which these exchanges are described. There is a brief reference to the start of the programme and a more detailed description of the 2008 intervention, indicating that adaptability is a key resource. The article concludes by considering the input of registered counsellors and career counselling interns and how that can be regarded as a resource while highlighting some issues that may be regarded as barriers.

**Keywords:** community outreach; perceived barriers; recognising resources; scope of practice of registered career counsellors; Social Cognitive Career Theory

South Africa is a country of great social needs. Many policies have been put into place to address the inequalities of the past and the present. Yet, it seems that the will of ordinary people is the driving force behind providing opportunities for change. How does a group reconstruct experiences such as ‘walking from Ceres to Cape Town in flip-flops for a better life’ and ‘being good at house cleaning’ as workplace skills?

Change initiatives are easier to start than to maintain. It can be likened to the striking of a match. It is struck, flares brightly for a brief moment, and has to light an object such as wood or a candle before it dies in order for it to make a difference. This article grapples with the issue of why it is difficult to feed the fire that should sustain change in a community where outreach initiatives have taken place over a three-year period. Those who have been involved have enjoyed the mutual learning, but it is no easy task to let disenfranchised voices speak for themselves.

We had different reasons for choosing to experience the interaction with the community and we acknowledge that we are not equal partners. Unisa became involved because community outreach and engagement is the third pillar of its three core functions. The other two pillars, teaching and research, are better defined and supported activities as there are direct financial incentives attached to them. Community activities compete for resources such as time, money, and drive from personnel. The BCCAD became involved because it provided an opportunity to fulfil the third obligation. One of the outcomes of our involvement was that it took three years for an academic activity such as writing an article to grow from the involvement. This was at the expense of developing other interventions from which the majority of Unisa’s enrolled students would have benefitted directly. This seesaw dilemma was present throughout the interaction with the community as outlined in Table 1 below.

**Table 1:** Interaction with the community

<ul style="list-style-type: none"><li>• Acknowledging the need</li><li>• Responding to the need and enjoying the mutual exchanges</li><li>• Not being convinced of the long-term sustainability</li><li>• Shaving time off other academic undertakings to fit it in</li><li>• Feeling torn by demands for more interventions</li><li>• Dealing with the requests and financial support from the initiator of the project</li><li>• Feeling frustrated by the lack of recognition (it is more academically beneficial to publish than to be involved in community outreach)</li><li>• Feeling ethically under pressure not to use community involvement to fulfil own needs only and realising how the power imbalance between the parties involved favours the University</li><li>• Struggling with perceptions of the participants that interacting with ‘prestige knowledge’ of the University is enough to ensure a job</li></ul>
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This undertaking provided psycho-educational opportunities for career counselling interns who chose to become involved because it is part of their training during a six-month internship. They had a strong personal identification with the community and the need to plough back their skills. It was also an important career moment as they experienced career counselling in a community context. Their experience is in contrast to that of the permanent personnel who have realised over a three-year period that, unless a specific financial commitment is made and efforts are rewarded by Unisa, the interaction has the brief life of a match that is struck, but goes out without transferring its energy.

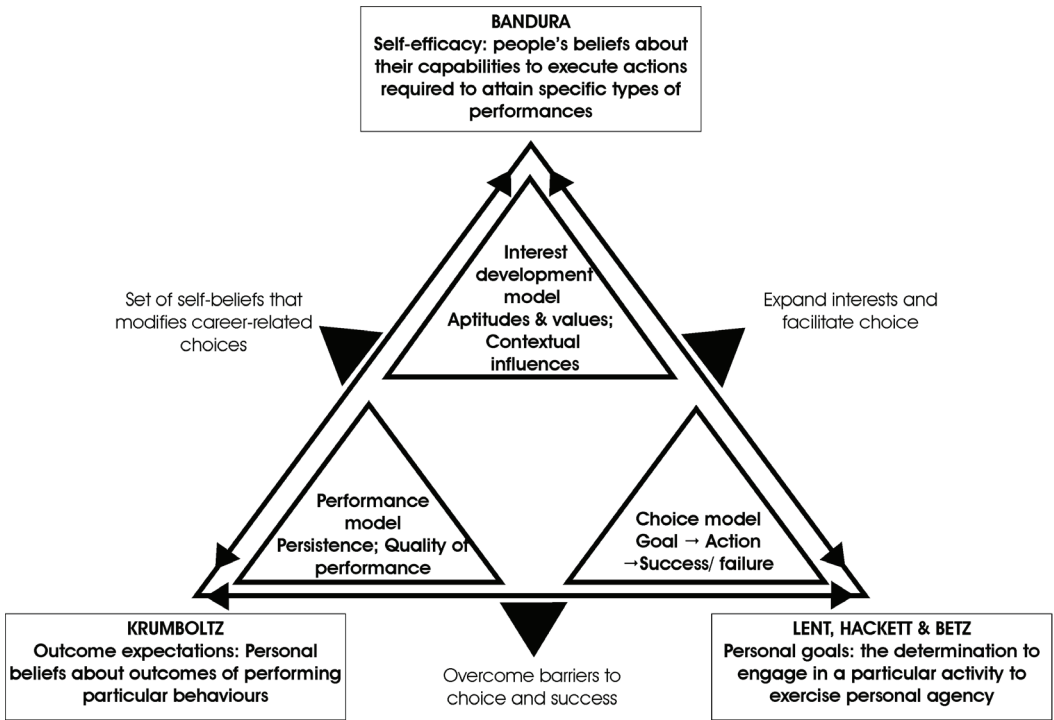
During the past three years (2006–2008) the BCCAD in the Cape Coastal region of Unisa has been involved in an outreach programme that addresses the management of the employment process with groups of Grade 11s and Grade 12s, and unemployed persons living in the Mitchell's Plain area in the Cape Peninsula. The five-day programme concentrates on the development of core competencies relevant to the employment process such as interview skills, CV writing, job hunting, and positive work behaviour. Personal well-being and general coping skills are contextualised within the life stories of participants.

## **SOCIAL COGNITIVE CAREER THEORY: OUR MULTI-FOCAL LENS**

Among the different career theories, the SCCT provided us with the best angle from which to approach our intervention. It seemed to tie in with an understanding of the effects of poverty. We took note of the point made by Lokshin and Yemtov (2001) that marginalised groups who do not have the means to participate fully in the economy and social life due to prolonged unemployment eventually become unresponsive to economic opportunities. As presenters it was clear to us that our limited understanding of the effects of poverty on career development could be perceived as a barrier because it takes energy and commitment to find work. Generally, in our work environment, we interact with motivated individuals who find the means to fulfil their aspirations.

According to Stead and Watson (2006), the SCCT has particular relevance for South Africa because it addresses the issues of barriers to career development. It seems to be an appropriate theoretical model because it acknowledges how the social environment and other contexts influence a person's career development. The way in which we applied the SCCT was to concentrate on the aspect of eliciting responses about overcoming barriers to seeking employment and remaining employed. The SCCT provides a broader framework whilst looking at relatively stable aspects such as personality traits and the more complex and dynamic aspects of human behaviour

(Brown & Lent, 2005). The SCCT is an amalgamation of the work of Bandura, Krumboltz, Lent, Hackett, and Betz, as indicated in Figure 1.



**Figure 1:** Summary of the Social Cognitive Career Theory (Adapted from Brown & Associates, 2002, pp. 255–311)

The SCCT considers the roles of socio-cultural factors, learning environments, goals, choices, performance, change, and adjustment as important factors in the career choices people make. We believe that it provides a useful framework for the design and implementation of individual and group career counselling interventions. The SCCT provides a perspective on ‘perceived barriers’ to career success and strategies to manage and address them. According to the SCCT, there are three main ‘personal variables’ that co-influence each other with regard to career planning: first, self-efficacy beliefs, second, outcome expectations and third, personal goals. These provide the basis of personal empowerment through career-enhancing behaviours. It was the presenters’ task to apply this theory in a manner that encouraged participants to look at their career beliefs and the influences that shaped them. In talking through and sharing their experiences and the ‘translation’ of these experiences into workplace skills, the participants could re-interpret their capabilities. This allowed participants

retrospectively to consider how reframing their life events would generate more answers within themselves. Therefore, they decide what can be done differently today and choose the action to suit the intention.

### **Self-efficacy beliefs**

Self-efficacy is a set of beliefs about the self or personal capabilities which are maintained by a complex set of factors such as previous performance accomplishments, vicarious learning, social persuasion, and physiological and affective states (Brown & Lent, 2005). These self-efficacy sources are further moderated by how the individual interprets them. In other words, what makes people feel capable, for example, at sports (and possibly decide on a sports career) could be the positive reinforcement they received from others and the physical-emotional arousal of sport, via endorphins, heavy breathing, and oxygenation. If the person dismisses these positive primers as mere luck, then a lesser sense of self-efficacy will make repeat performances of these activities less likely in future.

### **Outcome expectations**

Outcome expectations answer the question 'What happens if I do this?' and usually they involve imagining the consequences of a chosen course of action to promote or not to promote engagement in certain activities. For example, if someone good at sports feels that there are not many employment opportunities in this field, she or he may consider another career option. Thus, outcome expectations are influenced by a series of factors such as first or second hand information about the different career fields, extrinsic or intrinsic rewards, social perception, gender roles, socialisation, etc. Perceived barriers to career success are viewed as influencing outcome expectations and thus the career choices people make for the future. According to the SCCT, outcome expectations and self-efficacy are strong motivators of behaviour.

### **Personal goals**

Personal goals are defined as the determination to engage in a particular activity, or to effect a particular future outcome. This element of the SCCT is considered as a critical mechanism through which people exercise personal agency in occupational pursuits. Furthermore, personal goals are significantly influenced by self-efficacy and outcome expectations, for example, deciding to study for a course and then to complete it.

## **PROGRAMME AIM, GOALS AND STRUCTURE**

The goal of the programme, especially in 2008, was to expose participants to new learning experiences, equip them with life skills related to career management, and encourage participation, self-reflection, and openness within a safe environment. From an SCCT perspective, the aim was to develop and modify self-efficacy precepts related to career choices and interests, overcome barriers related to choice and success, and determine personal goals by expanding interests and facilitating choice. Most of the activities took place in three small groups where each presenter played a facilitator role to encourage learners and assist them with the self-reflective exercises.

### **Recording their own stories**

Participants were provided with a manual in which they could document everything learnt during the week. It further contained information on the instructions and activities for the week. The presenters chose to split the group into three smaller groups, thus allowing each facilitator more time to facilitate the group and allowing individual attention to be paid to participants who required it. Following the activities and discussions in the smaller groups, participants would reconvene into one big group in which they were requested to provide feedback and reflect on what was discussed and learnt. To conclude each day, feedback forms were distributed for completion by the participants allowing them to become part of the decision-making process. Following this feedback, debriefing took place. This allowed participants to express their views on how they felt concerning that day's presentations and to make comments for further adjustments to the programme. The interactive, reflective, and interpersonal nature of this programme makes it a joint participatory effort among the presenters, collaborators and participants. These individuals' continuous contribution to the learning process ensures their active participation and ultimately their empowerment.

### **Empowerment**

Individual psychological empowerment indicates that the individual feels in control of his or her life (Terre Blanche, Butchart, & Seedat, 1994). According to these proponents, individual empowerment will result in community empowerment. This will allow for greater effectiveness in social action of the community as a whole. The programme aims to empower the participants to take control of their lives and choices. This is done by focusing on their existing strengths, resources and competencies. The programme specifically focuses on identifying experiences that these individuals label as successful and further identifies resources that they

currently possess. By identifying barriers and resources it becomes possible to relate participants' past performance to how they can organise their skills and persist despite setbacks.

### **Community interventions outcomes**

According to the SCCT, outcome expectations are related to people's beliefs in the outcomes of their actions – in this case the career choices participants made. These outcome beliefs are a result of perceptions about extrinsic reinforcers, self-directed consequences of behaviour, and outcomes derived from performing a given activity. If people perceive insurmountable barriers to career entry or success, they feel unable to translate their goals into a series of actions to be taken (Brown & Associates, 2002). The workshops, therefore, aimed to reframe participants' perceptions of barriers and to consider possible resources within their community.

## **THE COMMUNITY SETTING: BARRIERS AND RESOURCES**

According to the census figures for 2001 to 2006 (Statistics South Africa, 2006), the following information is directly relevant to the BCCAD's community intervention in the Mitchell's Plain area.

### **Demographic profile**

The total of 208 253 people who participated in the 2001 to 2006 census indicated that the majority of people living in Mitchell's Plain are coloured and Afrikaans/English-speaking and originated from the Western Cape area. The Youth Employment Recruitment Agency (YERA) identified the ages 17 to 34 years as the main group as needing attention. According to the census, this age group presented the highest percentage of the population (30.95%). Half of the adults did not complete their schooling, and only 23.10% obtained a school leaving certificate. From the employment profile it is indicated that a total of 92 304 people are economically active, of which 76.78% are employed. In the figure of 49 867 economically inactive people, a total of 32.81% are students or scholars; and people who can not find work represent 9.57%. These last two categories are worth paying attention to because they are relevant to the BCCAD's community intervention and design as they become the main target to increase employability skills. The highest percentage of the population (56.96%) earns an income of between R1 601 and R6 400 per month. This indicates the possible financial barriers many school leavers may encounter when planning further studies or looking for employment. Not having the means to seek work is a barrier to career development. Another possible barrier identified is the lack of access to proper transportation for those who enter the field of work

after study, or look for employment. Seventy percent of the employed people are dependent on public transport to reach their work destinations.

### **The community initiator**

The beacon of hope in this bleak career landscape of the unemployed is the founder of YERA. As a result of difficult circumstances, she did not complete her schooling. Her own hardships to find employment resulted in her setting up YERA. She has a positive attitude and high levels of energy and initiative and has been running the agency for the past seven years. Chambers (1983, cited in Louw, 2002) stated that the ‘poor’ are households of people trapped in a ‘cluster of disadvantages’ because of a lack of resources and skills. In order to prevent this ‘poverty of thought’ YERA, in collaboration with Unisa, has decided to provide a career intervention that is deemed both appropriate and effective. It further aims to provide these individuals with resources and skills that will enable and mobilise them to seek employment and establish a career plan. This programme aims to bridge the gap between current knowledge and information that seeks to enhance and expand knowledge, thus resulting in a refined career plan and expanded future goals.

Yet, this is a fragile undertaking. If the initiator does not generate sufficient income, the initiative comes to a halt. The initiator recruits the participants and it is in his or her financial interest that they get positions and remain in them.

## **SETTING UP THE PROGRAMME**

### **The beginning: 2006 and 2007**

In 2006, two members of the BCCAD, who were in the last month of a six-month internship in career counselling, planned the intervention in conjunction with a counselling psychologist and clinical psychologist. The counselling psychologist looked at life stories and career aspirations and the clinical psychologist considered personal wellness and coping skills in the context of unemployment. In collaboration they created the content of, and co-facilitated, the first two days of the programme. The members of the BCCAD facilitated the last two days, concentrating on CV writing, job hunting strategies, and interviewing skills. On the fifth day, the founder of YERA made arrangements with her contacts at companies and the Department of Labour to hold mock interviews with the participants. The activities of the last day did not come to fruition as the companies and the Department of Labour withdrew at the last minute and deprived the participants of an opportunity to practise their new skills. The participants were unemployed adults ranging in age from 19 to 45 years.

## **The 2008 version**

During the 2008 intervention programme, 16 Grade 11 learners from a high school in the Mitchell's Plain area were recruited by the founder member of YERA. Although she mainly focused on unemployed adults, she wanted to make use of the time the BCCAD set aside to do the intervention. The participants attended during their mid-year school holiday.

### **Day 1: Life story**

The first day of the programme concentrated on the aspects of role models, interests, career dreams and aspirations, and participants' life story. Participants presented their career dream collage to the larger group, and worked through values in the group discussions.

The life story activity encouraged participants to interpret their past and present successes and how these are related to the careers they are presently choosing. Although participants' previous interests have not changed, over the course of the workshop participants were encouraged to look at a variety of options to increase the range of possible occupations. In identifying them as primary, secondary and tertiary career options, participants learned about planning courses of action and made them more confident in their ability to manage their own careers.

#### *Informational barrier*

The gradual information discovered mostly through reflective exercises and group discussions helped participants to identify personal barriers they felt affected their career choices. What kept resurfacing through the course of the workshop was the informational barrier. There was a constant need to review information about already identified occupations.

### **Day 2: Wellness**

The focus of the second day was to look at aspects related to the various dimensions of wellness. This included identifying wellness needs, how wellness relates to the careers participants have chosen, and discussing the identified needs in the bigger group, as well as presenting their wellness collage to the rest of the group.

#### *Goal setting behaviour*

The wellness exercise promotes goal setting behaviour by enabling the participants to identify an aspect of wellness that they will work on in the week following the presentation.

### *Self-efficacy and outcome expectations*

In the wellness exercise participants had to identify the dimensions of wellness they struggle with by answering questions related to physical, emotional, social, intellectual, occupational, financial, spiritual, and environmental well-being. Those dimensions that had low scores required change. Most of the participants identified financial and physical wellness followed by environmental wellness as a barrier to achieving their goals. This activity provided us with an insight into the financial barriers they have to face and these exerted a strong influence on future career choices. According to Brown and Lent (2005), interests are strongly correlated with self-efficacy and outcome expectations. Barriers such as finance and poor financial management were further addressed on the last day through information regarding student financial aid and through explanations of the structure and content of various qualifications offered at Unisa.

### **Day 3: Identify barriers and job hunt**

The third day exposed participants to activities such as job hunting, identifying barriers, resources and skills, CV writing, group discussion, and analysing a job advertisement. The aim of these activities is to develop job searching skills and to concentrate on using barriers and resources as an indication of individually developed skills.

An important aspect of job-hunting is to identify resources available in the community to assist participants with possible future employment. Most of the resources participants came up with were of a general nature such as using the Internet, recruitment agencies, family and friends, and contacting potential employers. Specific resources, are those resources which are within their reach and which are available in the community such as teachers, recruitment agencies, or existing learnership programmes which have not been identified yet. This needs to be addressed further by a better integration of the community and Unisa's resources if the BCCAD is to increase the impact of the intervention.

### *The past and future barriers*

In addition to identified current barriers, we looked at possible future barriers participants may encounter. They identified finance, family, health, religion, teachers, the new education system, and the job hunt as possible barriers. Past barriers included social problems namely: drugs, peer pressure, gangsterism and negative family influence. It was amazing to witness how participants faced overwhelming barriers with resilience and how their stories motivated each other to overcome these barriers. The effect of witnessing and acknowledging is an emerging resource in the group. On day three of the programme, the participants continually contribute

to the learning and reflecting process. They are instructed to identify any barriers experienced. The participants were confident and eager to address any future barriers that they may experience.

#### **Day 4: Interview skills and work etiquette**

On the fourth day, we continued with the structure and composition of a cover letter, interview skills through role plays, and work etiquette discussions.

##### *Translating existing skills into workplace skills*

The 2008 group of participants reflected on their existing skills, and by attaching value to past activities in private and school life, they increased their understanding of transferable skills. Furthermore it allowed for the identification of basic skills required by most employers such as computer skills. A template for CV writing was used. The template contained personal details, qualifications, work experience, transferable skills, and references. This was an activity that brought participants closer to the world of work. Most evident was the emerging awareness of the need to improve their skills during school holidays by doing short courses, for example, computer skills or part time work to gain an entry level advantage over other applicants for a particular job.

In contrast, the earlier groups were older, experienced longer periods of unemployment, and provided a list of varied life experiences to be translated as workplace skills. These included the following:

- Writing a poem about being on the other side of a window whilst in jail equalled an active decision to lead a different life, and hence the attendance of the workshop
- Starting to perm women's hair in her lounge equalled the capacity to take risks and work hard to ensure success
- Being an addict in recovery equalled determination to change a life's course
- Cleaning the house methodically equalled highly developed organisational abilities
- Walking from Ceres to Cape Town in flip-flops equalled the drive to be self-responsible.

#### **Day 5: Connecting it all**

The last day concentrated on Unisa's resources in terms of qualifications available, student support, and financial aid. Furthermore, the founder member of YERA, who

is the link to the community, introduced participants to the resources available in their own community regarding employment and skills acquisition.

The discussion of personal goals during the workshop helped to identify not only barriers to career success but also personal strengths and competencies that participants have not previously recognised or valued. It was also a chance to determine desired courses of action in order to address perceived barriers, strategies to prevent them, and cultivate support for their goals within the community and immediate family for a positive outcome. The intervention had a positive effect in the way participants learned to appreciate their capabilities and increase their self-efficacy beliefs as well as their capacity to exercise personal agency through further goal setting and management.

### *Future possibilities*

At the end of the workshop participants indicated that they understood a lot more about the processes involved in making a career choice. As a result they felt more confident about their future. The positive effects of such an intervention need to be further sustained or reinforced by activities that could take place within participants' existing learning environment such as schools and the immediate community. To see if such effects are maintained over time and what helped in sustaining them, a follow-up needs to be conducted within a year. Areas identified as worthy of further investigation during the course of the workshop included (1) increasing the knowledge of resources and barriers in the community, and (2) identifying existing support structures within the community and then designing an intervention that taps into these.

## **BARRIERS AND RESOURCES AT UNISA**

In the Strategic Objective and Key Strategies of Unisa's 2015 Strategic Plan (Pityana, 2005), it is intended to '[u]tilise the resources and capacities of the University in community development initiatives, and collaborative partnerships' (pp.13–14). Two departments, namely, Corporate Communication and Marketing (CCM) and the BCCAD in the Cape Coastal region are well-placed resources. Their collaboration resulted in the budgeting for the interactions in 2007 and 2008. The first barrier in 2006 was finance. A corporate company made funds available for a project and that was channelled to the YERA project. The second barrier was related to time constraints. YERA had an immediate need for unemployed persons to attend the course. The BCCAD had prior commitments each year and its annual programme is established in November of the previous year. Apart from finding time to present, development time needs to be budgeted for. The first two courses were presented

in May and November 2006. In 2007, two courses were run a week apart with two different groups in November 2007. In 2008, the first course was run in July and the next was intended for November.

In 2007 and 2008, a staffing barrier was overcome by involving senior assistant student counsellors (ASCs) and career counselling interns. The BCCAD commits to at least two community outreaches a year. The majority of the ASCs are psychology students/graduates. Interns have to commit to psycho-social programmes. The combination of these, ASCs and interns, allows a structured intervention that has a positive chance of being implemented over a sustainable period.

## **THE BENEFICIARIES**

The programme has been experienced as beneficial to all parties involved. The participants expressed sincere gratitude and appreciation for a programme that aims to uplift the community of Mitchell's Plain and one that focuses on addressing their needs and concerns for the future. Its aims were met as it was guided by the principles of community psychology, which in turn adhered to the principles of empowerment, participation, and prevention. It further followed the premises of the SCCT by enhancing the self-efficacy expectations and outcome expectations that result in enhanced and confirmed interests, which increases motivation to pursue goals. Unisa benefits from having an opportunity to implement one of its strategic pillars meaningfully.

## **PROVIDING PERSONNEL FOR COMMUNITY CAREER OUT-REACH PROJECT: THE CAREER COUNSELLING INTERN AND REGISTERED CAREER COUNSELLOR**

The Professional Board for Psychology (PBP) introduced the registered counsellor registration category in order to execute 'more formalised, structured and short-term interventions at the primary curative/preventative levels' (Professional Board for Psychology, 2006a, electronic version). The PBP envisages that the services offered by registered counsellors are likely to comprise the bulk of psychological services offered in South Africa. It further defines registered counsellors as 'psychological workers who perform psychological screening and basic assessment and technically limited psychological interventions with a range of people' (Professional Board for Psychology, 2006b, electronic version). The abovementioned services must be provided within the ethical guidelines set by the PBP. The ethical rules of conduct for practitioners registered under the Health Professions Act of 1974 clearly state

that ‘a practitioner shall perform, except in an emergency, only a professional act for which he or she is adequately educated, trained and sufficiently experienced; and under proper conditions and in appropriate surroundings’ (Department of Health, 2006, p. 11).

The minimum academic requirement for a registered counsellor is a recognised four-year qualification followed by an approved internship of six months as well as passing the Board examinations. Unisa’s Honours degree in Psychology has been approved as a BPsych equivalence programme and the Unisa BCCAD offers internships for the career counsellor registration category.

The training programme for career counsellors focuses on developing the competencies as set by the PBP and includes training in terms of the competencies necessary to offer basic, short-term, supportive counselling and to promote the psycho-social well-being of individuals and groups. In addition, interns are provided with the opportunity to develop their project implementation and management skills. The Mitchells Plain Youth Development Programme allows career interns and career counsellors to implement the abovementioned skills within a supervised environment as well as to develop other skills required by the PBP such as the ability to conduct career workshops as well as to develop their communication and interpersonal skills. The registered counsellors and career counselling interns facilitated the workshop by adhering to strict ethical guidelines. The basis of ethical practice is that the client’s best interest is of utmost importance and frequent debriefing was used to keep track of participants’ experiences and wellness and intervene where necessary. The workshop was facilitated by at least three facilitators so that constant monitoring of the situation took place. If a crisis were to arise, the situation could be contained.

Ethical practice also includes only performing professional acts for which the counsellor is adequately trained, educated and sufficiently experienced. The counsellors firmly kept within their scope of practice to adhere to this rule. The programme was developed on the basis of established scientific and professional knowledge, in order to ensure efficiency. The series of workshops include two workshops of a more specialised nature, namely the life story and wellness workshops. These workshops were originally developed in collaboration with a registered counselling psychologist and a clinical psychologist respectively, within their scope of practice. The materials were adapted by the present training group to meet the requirements of the PBP that registered counsellors only execute basic psycho-education and training. The employability skills workshops offered on days three and four were already structured in such a way that they did not require specialist intervention.

The BCCAD counsellor delegated duties appropriately, in terms of level of education, training and experience, to the three facilitators of the workshop. She also ensured that these persons performed competently by supervising meetings before and throughout the workshop.

## CONCLUSIONS

The point of translation between a community need and the skills a tertiary institution can offer can be fraught with misunderstandings and unmet expectations. It is a struggle to balance the story of two communities, in this study, Unisa and the people from Mitchell's Plain, and give equal importance to both. It seems that the emphasis has shifted in favour of the University story because it is a battle to address imbalances in accessing psychological services. How will telling the story of five people, each with four years training in psychology, a six-month internship, and a board exam pass, half of whom happen to be employed on a part-time basis, make a difference to Unisa's commitment? The category of registered counsellor does create the potential for more people to have access to psychology workers, but the promise is hollow if it is dependent on the fact that it can only be done if the institution bears the cost.

## BIOGRAPHICAL NOTES



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**Chantal Adams** is a student counsellor with the Bureau for Counselling, Career and Academic Development in the Cape Coastal Region. She is currently registered for a Masters in Social Sciences degree at the University of Cape Town.



**Cazimira Fouche** is currently doing her internship in career counselling at Unisa. On completion of the board exam she intends enrolling for an MA by dissertation.



**Liani Krüger** is a registered career counsellor and has been working as an assistant student counsellor at Unisa since 2008. She has been selected for the 2009 intake of the MA in Counselling Psychology at the University of the North West.

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