



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

**Hearty welcome to our Chair, our VIP  
presenters and guests ...  
AND, of course,  
our attendees**

---

---

---

---

---

---

---

---

### Background

- Why do so many of our attempts to make a difference in the lives of people 'work' for a while but fail spectacularly after a while?
- What causes this lack of sustainability in our efforts to promote decent work?

---

---

---

---

---

---

---

---

- Much has been written about the value of career-life construction and life designing in developed countries, yet little has been said about its applicability in developing countries, particularly in poverty-stricken countries.

---

---

---

---

---

---

---

---

1. Defining decent work (Di Fabio & Maree, 2016)

- The focus in discussions on the topic should emphasize the importance of **preventing marginalization of employees, helping them find long-term employment**, receive equal pay for equal work, and are protected by labour laws (which includes the right to join labour unions).
- Decent work ultimately aims to **combat and alleviate poverty and precludes any and all forms of damage to workers in the long run 9id est, in a sustainable manner).**

---

---

---

---

---

---

---

---

2. Career Construction Theory (CCT) (Savickas, 2011; 2013; 2015)

Endeavors to help people focus on central patterns of personal meaning (career-life themes), which can be identified by analyzing past memories, scrutinizing present experiences, conjecturing about future aspirations, and focusing on clients' deepest feelings and emotions *to facilitate sustainable re-writing of the individual and collective career-life story.*

8

5/30/2016

---

---

---

---

---

---

---

---

- Cardoso, Silva, Gonçalves, and Duarte (2015) maintain that "career plans are one of the mechanisms by which individuals give order and intentionality to their existence [*in a sustainable manner*]" (p. 11).

---

---

---

---

---

---

---

---

- Savickas (2015) states that career counseling aims to help people construct careers, shape their identities, and design successful lives [*in a sustainable manner*].

---

---

---

---

---

---

---

---

### 3. Life construction theory (LCT)

- Guichard's approach concentrates on [*sustainable*] life construction (Guichard, 2004; Guichard, 2009; Collin & Guichard, 2011).

---

---

---

---

---

---

---

---

### 4. Case study

- I will attempt to show how the theory of Savickas, Guichard and others can be applied in real-life contexts to help people from areas challenged by major disadvantage (i.c. an extremely impoverished rural village design) construct themselves and their career-lives and make social contributions both individually and collectively *in a sustainable manner*.

---

---

---

---

---

---

---

---

- Winslade (2011) is correct in saying that life designing today should enable career counsellors to answer the following questions **on an individual level:**

5/30/2016

13

---

---

---

---

---

---

---

---

- How will life designing be useful to **a)** a young woman from a private school in New York who wishes to study art, **b)** a gifted 19-year old woman in a public school in Zanzibar who wants to become a medical doctor, **c)** an inmate in a Mumbai prison who wants to become a lawyer because he wants justice to be seen to be done, and **d)** a young man who works as a waiter in Cairo in order to support his extended family?

5/30/2016

14

---

---

---

---

---

---

---

---

- However, on a collective level, life designing should also be useful to **e)** a group of citizens living in an affluent suburb in Melbourne, **f)** people living in an 'average' suburb of London, **g)** a group of homeless people occupying a shelter outside Berlin, and **h)** the inhabitants of an informal settlement on the outskirts of Johannesburg.

5/30/2016

15

---

---

---

---

---

---

---

---

- What is needed is an approach **that will be useful to individuals as well as communities, irrespective of the number of people involved, their ethnic origin, creed, socio-economic situation or geographic location.**

This approach should inform career counselling's individual and collective response to changes in the world of work.

5/30/2016

16

---

---

---

---

---

---

---

---

- I thus propose a shift in the theory and praxis of career counselling towards a present-day, contextualized, **sustainable** approach that is built on respect for all human beings and aimed at managing the impact of change and its effects on impoverished people in particular.

5/30/2016

17

---

---

---

---

---

---

---

---

### Step 1: Initial contact

Mo Groch <> wrote: Dear Kobus

I enjoyed connecting with you on the phone yesterday. We had no electricity in Hazyview yesterday so I am sorry I didn't manage to send my email address after our chat. We would like you to see how valuable the CIP is in our work with young people in the rural communities and are hoping you will be able to visit our Hazyview campus soon!

Please have a look at the Good Work Foundation webpage – it will give you an idea of the vision and mission: <http://www.goodworkfoundation.org/>

Kind regards

Maureen

5/30/2016

18

---

---

---

---

---

---

---

---



- >>> 2016/01/23 08:36 AM >>>
- Dear Kobus
- It would be no problem arranging accommodation for you and your son in Hazyview. We would like you to experience the education model in action. The realm of rural education has many challenges but great opportunities. The opportunities make it a very exciting space to be working in.
- We will keep in touch

---

---

---

---

---

---

---

---

>>> ... >>>  
Dear Kobus  
I have had a quick communicate with the team and the 7, 8 and 9 March would be great. I am out of cell phone signal at the moment – joys of living in the bush. I will be connected tomorrow from 8.00am – would anytime tomorrow be convenient?  
Regards

---

---

---

---

---

---

---

---

On 3 March 2016, at 3:43 PM, > wrote:  
Dear Kobus  
We are very excited about your visit. We will have completed all the students narrative section of the *CIP* by the end of the week. We have a copy of each students answers in a file for you.

---

---

---

---

---

---

---

---

**Step 3: Real-life orientation**

5/30/2016

25

---

---

---

---

---

---

---

---

**Good Work Foundation**

- <http://www.educationinnovations.org/program/good-work-foundation>

5/30/2016

26

---

---

---

---

---

---

---

---

**Program Description**

- a. A foundation of English and digital literacy is set.
  - b. Students are allowed to take advantage of the Career Academies that operate at a digital learning center.
- Examples: i. The Hospitality Academy's online, multimedia, and internationally recognized Lobster Ink program, which equips students with a thorough introduction to food and beverage management.
- ii. The program also offers more specialized modules in wine, coffee, and front-of-house management.
  - ii. Students are also able to study further in the Information and Communications Technology (ICT) Academy.

5/30/2016

27

---

---

---

---

---

---

---

---

**Step 4: Utilizing opportunity ...**

5/30/2016

28

---

---

---

---

---

---

---

---

***Working together ...***

5/30/2016

29

---

---

---

---

---

---

---

---

**Step 5: ... while confronting challenge ...**

5/30/2016

30

---

---

---

---

---

---

---

---

>>> Kobus Maree <kobus.maree@up.ac.za> 2016/03/08 10:50 PM >>>  
Dear

Please bear with me. On our way back from dinner we got caught up in a violent tropical storm. When we arrived at the guest house, we discovered that none of our keys fitted the door lock. To boot, our cell phones were dysfunctional (no reception whatsoever). We succeeded in getting hold of the owner (who does not reside on the premises) 25 minutes ago. She got hold of an employee, who eventually emerged outside in the storm (petrified ...). At least we are safe now. The power outage is still continuing but I promise to get back to you as soon as the power comes on again ...  
***Had anyone told me this totally incredible story, I would never have believed it.***

Warm regards

Kobus

5/30/2016 31

---

---

---

---

---

---

---

---

- Click to add a signature >>> Kobus Maree  
2016/03/09 05:06 PM >>>  
Dear Ronèl

What a night ... I believe we had ca 140 mm of rain in ca six hours! Power still out; no water to boot. At least the scary night is over now.

5/30/2016 32

---

---

---

---

---

---

---

---

**Step 6: Some lessons learnt**

5/30/2016 33

---

---

---

---

---

---

---

---

Survival first, then career counselling: A hungry body cannot construct a healthy mind. Human behavior can only be understood in the context in which it occurs, and individuals define themselves and their environments (Brown & Brooks, 1996).

---

---

---

---

---

---

---

---

Humble beginnings can become sustainable re-authoring of collective story



---

---

---

---

---

---

---

---

(Re-)Designing lives:  
From  
pastor to auditor  
beggar to caretaker  
unemployed women to chefs  
jobless vagrant to baker  
headmaster to businessperson  
educator to researcher-practitioner.

---

---

---

---

---

---

---

---

Career models and counseling methods should recognize that the most authentic career-life counseling often occurs far from controlled conditions (Savickas, et al., 2009)



---

---

---

---

---

---

---

---

Involving the community in a sustainable manner is essential: Creating job opportunities and supporting budding entrepreneurs sustainably. People cannot be separated from their environments and we emphasise personal agency.



---

---

---

---

---

---

---

---

Focus upon strategies for survival and the dynamics of coping (Savickas, et al, 2009).

---

---

---

---

---

---

---

---

Broadening the perspective from simple advice for vocational decision-making to an expertise co-construction and accompaniment of more holistic life design (Savickas, *et al*, 2009). We build on small successes ...



---

---

---

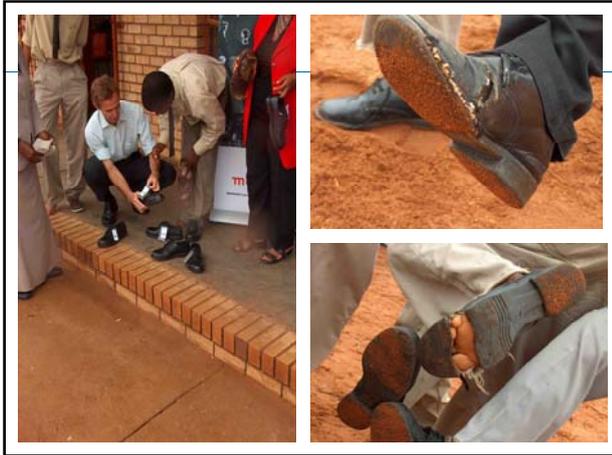
---

---

---

---

---



---

---

---

---

---

---

---

---

**Step 7: Realisation that "sustainability" is the central construct that will determine success or failure of any intervention**

---

---

---

---

---

---

---

---

>>> Merciful > 2016/05/04 10:25 AM >>>

Good Morning Prof  
Hope all is well.  
I am going to Free state (Philipolis Digital Centre) next week to do the CIP with the students there. I also want to pass by at U P and collect any information to bring back with for the students in the learning centre.  
And it will be good to connect with you while I am there. If you are available I can come there on the 12 or 13 May, or either the following week between 23 or 24 May, let me know which dates suit you.

Thank you  
Kind regards,

Good Work Foundation Careers & Student Support

43

---

---

---

---

---

---

---

---

**Step 8: Identify key ingredients of sustainability**

5/30/2016 44

---

---

---

---

---

---

---

---

### Key ingredients of sustainability

- Dedication/ Application/ Motivation beyond words
- Adequate self-construction and career construction
- 'Looking and moving **forward**' orientation
- Ideation ability
- 'Making a difference' orientation
- Stable sense of self and identity
- "Acting as if we believe in what we are doing"
- Actionality
- Respectivity
- Trust ... Trust ... Trust
- Resilience

5/30/2016 45

---

---

---

---

---

---

---

---

## 5. Concluding comments

- “There is no last train from St. Louis. You will never know a last train from anywhere. There’s always the possibility of another train” (Erickson, 1955).

---

---

---

---

---

---

---

---

## 6. Acknowledgements

---

---

---

---

---

---

---

---

I would like to express my **sincerest gratitude to Prof Mark Savickas**, my all-time role model, whose scholarly efforts can best be described as pioneering. **He has single-handedly liberated career counseling theorists and practitioners alike from the shackles imposed by an overly positivist approach in the 20<sup>th</sup> century.**

---

---

---

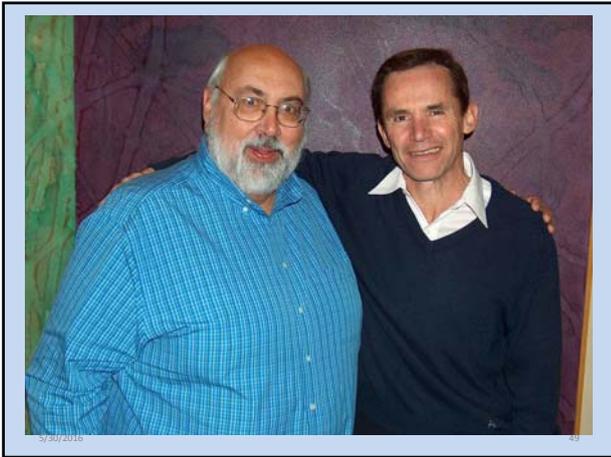
---

---

---

---

---



---

---

---

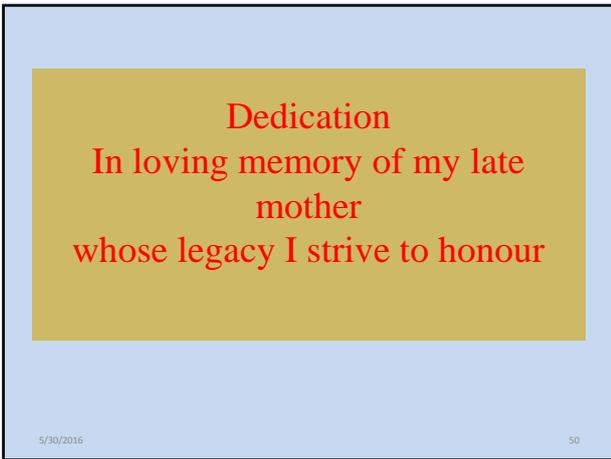
---

---

---

---

---



---

---

---

---

---

---

---

---