LGSETA

CREATING GREATER IMPACT

WORKING IN LOCAL GOVERNMENT: PERCEPTIONS
INDEX OF POTENTIAL NEW LABOUR ENTRANTS
WITH A FOCUS ON YOUTH

LITERATURE REVIEW & CONCEPTUAL
FRAMEWORK

APRIL 2015

ABOUT THE LOCAL GOVERNMENT SECTOR EDUCATION & TRAINING AUTHORITY

VISION

The foremost SETA producing an extraordinarily, skilled and capable local government sector

MISSION

To promote and co-ordinate skills development initiatives and strategic sectoral training interventions, to enhance efficiency and effectiveness of the local government sector through:

- Conducting sectoral skills planning and research;
- Developing and implementing quality learning programmes and relevant occupational qualifications;
- Monitoring and evaluating the performance of training initiatives;
- Communicating and marketing skills development and career advancement; opportunities;
- The approval and disbursement of skills development grants.

VALUES

Ubuntu: We embrace the principle of humanness as ingrained in our African culture and the eight service delivery principles of "Batho-Pele"

Transparency: We commit ourselves to be clear in the pursuit of our mandate and ensure that all our activities, strategies, policies and decisions are communicated to our stakeholders

Sustainability: We commit ourselves to the efficient use of LGSETA resources to ensure sustainable skills development in the local government system

Professionalism: We commit to impartiality, fairness, competence and shall exercise diligence in the execution of our duties

Integrity: We are committed to preserving the good image of the LGSETA by upholding good ethical standards through avoiding conflict of interest in what we do; safeguarding LGSETA assets, delivering value for money, and avoiding self-enrichment

1.   Introduction

The Local Government Sector Education and Training Authority (LGSETA) is a statutory body established through the Skills Development Act of 1998. The LGSETA is mandated to support and facilitate access to appropriate and relevant of skills development initiatives and learning programmes for the local government sector in line with the National Skills Development Strategy III (NSDS III). The NSDS III has eight goals that are as follows[1]:

- Goal 1: Establishing a credible institutional mechanism for skills planning
- Goal 2: Increasing access to occupationally directed programmes
- Goal 3: Promoting the growth of the public Further Education and Training (FET) College system that is responsive to sector, local, regional and national skills needs and priorities
- Goal 4: Addressing the low level of youth and adult language and numeracy skills to enable additional training
- Goal 5: Encouraging better use of workplace-based skills development
- Goal 6: Encouraging and supporting cooperatives, small enterprises, worker- initiated, non-governmental organisation (NGO) and community training initiatives
- Goal 7: Increasing public sector capacity for improved service delivery and supporting the building of a developmental state
- Goal 8: Building career and vocational guidance

It is important to research the youth's career related attitudes so that the SETA has a clear understanding of what they bring to the workplace, what they expect from employers and how they are different from previous generations. Understanding of the youth's perceptions will assist local government in formulating its recruitment, development and retention strategies.

The purpose of this research paper is to identify factors that might influence career choice in the public sector and in particular, local government as part of the SETA's efforts of addressing NSDS III Goal 8 of building career and vocational guidance. This will be done through a literature review where the focus will be on the characteristics of the youth and job choice theories as well as presenting some hypotheses for future

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[1] Department of Higher Education & Training, 2011. National Skills Development Strategy III
[2] Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al*

testing through the development of an appropriate research instrument to collect data.

2.   Definition of youth

The age range of the youth varies and there is substantial debate regarding the boundaries of this generation.[2] The youth are sometimes referred to as Millennials or Generation Y.[3] The age range of the youth or Generation Y has been defined in literature as early as 1977 and ending as late as 2002.[4] The population is South Africa according to the 2013 Mid-year population estimates is 52.98 million with 48.43% of the population being younger than 24 years of age.[5] For the purposes of this study we will define the age range of the youth as between 18 years of age and 35 years of age. The youth is racially diverse generation with 23.3% of the population being Black, 1.7% being White, 0.6% being Indian/Asian, and 2.35% being Coloured youths.

Characteristics of the youth

Culturally diverse and accepting
The youth is the most culturally and ethnically diverse generation. Cole, Smith and Lucaus (2002)[6] state that the youth are more tolerant of differences in race, religion culture, sexual orientation and economic status than previous generations. The youth have grown up in a more diverse society and they show a willingness to embrace and accept cultural differences (Blain 2008).[7]

Entitlement
According to Brown, Carter *et al* the youth is sometimes labelled the entitlement generation. [8] Their parents' continued financial and emotional support both in and outside the workplace might have contributed to this sense of entitlement. The continued reinforcement and praise received from parents early in life has translated in adulthood to what is seen by others as optimism but considered false self-confidence and feelings of entitlement by others (Erickson 2008).[9]In the workplace this sense of

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[2] Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p8.
[3] Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p7.
[4] CRS 2008 and The New Strategist 2006 in The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p7.
[5] Statistics South Africa, Statistical release- Mid-year population estimates 2013 http://beta2.statssa.gov.za/publications/P0302/P03022013.pdf accessed 06/06/2014
[6] Cole, Smith and Lucas in Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p8.
[7] Blain 2008 in Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p8.
[8] Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p8.
[9] Erickson 2008 in Brown, Carter *et al* Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University,p8.

entitlement means the youth expects to climb the career ladder at a rate that is considered unreasonable by co-workers and other generations (Karefalk, Petterssen and Zhu 2007).[10] The youth show as willingness to move onto new opportunities where they perceive they will be more appreciated when their employment expectations are not met (Cruz 2007; Felix 2007).[11] This is in contrast to a survey performed by Robert Half International (2008)[12] that states that the idea that the youth feel more entitled than previous generations is only a myth. According to Robert Half International the youth may desire to move quickly up the ladder but they are willing to demonstrate their due in other ways. The survey also revealed that the youth believe that they will have to work harder than previous generations and save more money for retirement.

Volunteerism

The youth demonstrate a willingness to donate time to some form of public service. They are more civic minded and appear to be more predisposed to being more actively involved in volunteering than previous generations (Pooley 2005).[13] Regarding gender, the BLS report (2009) states that women tend to volunteer at higher rates than men.[14] Volunteering is also class driven. An individual's human or personal capital and social capital determines volunteerism (Erickson 2008). Higher levels of education and socioeconomic status are positively correlated with higher rate of volunteerism. An individual's social networks can also play an important role in volunteerism (Wilson and Musnick 1998).[15]

Technology

The youth is known for its technological savvy and are considered the most interconnected and technologically friendly generation in the workforce.[16] The youth communicate easily with others and access information quickly and instantaneously (Cruz 2007; Bassett 2008; Erickson 2008).[17]With the increased accessibility of email and cellular phones, the lines between work and home do not really exist (Trunk 2007).[18]According to Wells and Lewis (2006) the technological impact may not apply

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[10] Karefalk, Petterssen and Zhu 2007 in Brown, Carter *et al* Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University,p8.

[11] Cruz 2007; Felix 2007 in Brown, Carter *et al* Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University,p8.

[12] Robert Half International 2008 in Brown, Carter *et al* Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University,p8.

[13] Pooley 2005 in Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p9.

[14] BLS report 2009 in Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p9.

[15] Wilson and Musnick 1998 in Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p9.

[16] Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p9.

[17] Cruz 2007; Bassett 2008; Erickson 2008 in Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p10.

[18] Trunk 2007 in Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p9.

equally to all youth. The digital divide among ethnic and racial minority groups and low-income families created unequal access to the internet and new technologies. The divide seems to have subsided but its initial effects may create disparity in older members of the generation.[19]

3.   Definition of a career

Work is a cultural construction (Carter and Cook, 1992). From a cultural frame of reference, work is a functional aspect of life in that individuals contribute their skills and labour to their cultural societies and the maintenance of their families (Carter and Cook, 1992).[20] The meaning of work, the value placed on it, and the expectations about who should perform what types of work reflect the society in which work is organised (Fouad and Byars-Winston, 2005).[21] Cheatham (1990) argues that the concept of work holds different meanings across groups as function of their sociocultural, historical and political experiences.[22]

A career includes all the roles that one undertakes throughout their life and includes education, training, paid and unpaid work, family, volunteer work, leisure activities and many more.[23] A career was traditionally associated with paid employment and referred to a single occupation but currently a career is seen as a continuous process of learning and development.[24] There are many activities that contribute to a career and can include training, education, employment, work experience, community activities, enterprise activities, different life roles, volunteer work and leisure activities.[25]

Rapid changes in information and communication technologies, increasing globalization and greater competition all impact on one's career. In this new climate, employees are experiencing more fluid forms of work such as part time work, contract

[19] Wells and Lewis 2006 in Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p10.

[20] Carter and Cook 1992 in Fouad and Byars-Winston Cultural Context of Career Choice: Meta-Analysis of race /Ethnicity Differences, Career Development Quarterly March 2005, Vol 53 page 223.

[21] Fouad and Byars-Winston Cultural Context of Career Choice: Meta-Analysis of Race /Ethnicity Differences, Career Development Quarterly March 2005, Vol 53 page 223.

[22] Cheatham (1990) in Fouad and Byars-Winston Cultural Context of Career Choice: Meta-Analysis of Race /Ethnicity Differences, Career Development Quarterly March 2005, Vol 53 page 223.

[23] Victoria Department of Education and Early Childhood Development
http://www.education.vic.gov.au/school/students/beyond/pages/whatcareer.aspx accessed 13/01/2015

[24] Victoria Department of Education and Early Childhood Development
http://www.education.vic.gov.au/school/students/beyond/pages/whatcareer.aspx accessed 13/01/2015

[25] Victoria Department of Education and Early Childhood Development
http://www.education.vic.gov.au/school/students/beyond/pages/whatcareer.aspx accessed 13/01/2015

work and casual work. This means employees now need to be actively engaged in learning throughout life so that they are able to have successful careers. [26]

4.   Influences & Perceptions

It is generally believed that the primary motive behind the pursuit of various occupations is the human need to 'make ends meet' to satisfy needs (Onyejiaku 2001).[27]. Whilst there is some truth to this, contemporary societies with its dynamic and sophisticated social and economic systems make the perceptions and influences of occupational choices of the youth complex. There are many variables that operate to decide which occupation a youth chooses. Some variables are psychologically and biologically rooted and others have socio- economic undertones (Udoh, Nsisong Sani, Kudirat and 2012). It is also not uncommon for individuals to get into an occupation by chance or by accident (Onyejiaku 2001).[28]

Parental Background

Bear and Roeber (1969) state that through family influence everyone is exposed to values, attitudes and a climate for learning. This is why the family has profound influence on the evaluative aspects of the child's development including its judgment on which career to pursue. [29] A child's sense of values is influenced by the educational statuses in the family. The behaviour patterns and training which a child learns from the family determines its job perception and subsequent occupational decision. Children that are raised in homes dominated by certain professions are likely to be influenced by that occupation (Onyejiaku 1987)[30]. The tendency for families to remain in the same occupational level through generations has changed because of the high rate of competition for prestigious and lucrative occupations between rich and poor families. This has seen rich parents compelling their children to train for prestigious and lucrative positions in order to maintain the status quo and poor families pressuring children to train for the same professions in order to elevate the family from poverty (Onyejiaku 1987)[31].

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[26] Victoria Department of Education and Early Childhood Development http://www.education.vic.gov.au/school/students/beyond/pages/whatcareer.aspx accessed 13/06/2014

[27] Onyejiaku 2001 in Udoh, Nsisong Anthony Sani, Kudirat Bimbo 2012.

[28] Onyejiaku 2001 in Udoh, Nsisong Anthony Sani, Kudirat Bimbo 2012, p498.

[29] Bear and Roeber 1969 in Udoh, Nsisong Anthony Sani, Kudirat Bimbo 2012, p498.

[30] Onyejiaku 2001 in Udoh, Nsisong Anthony Sani, Kudirat Bimbo 2012, p499.

[31] Onyejiaku 2001 in Udoh, Nsisong Anthony Sani, Kudirat Bimbo 2012, p499.

The level of formal education of the parents determined the amenities and the cultural level of the home. Parents with adequate education get gainful employment and with their income level and exposure they are better disposed to procure educational materials for their children and discuss job opportunities with them.   Children surrounded with good magazines as well as intelligent discussions could be expected to develop different and perhaps better vocational interests than a child that is not similarly exposed (Onyejiaku 1987)[32]. According to Denga (1990) children from low-income families fail to develop interest in and acquire vocational training because of the educational inadequacies of the parents.[33]

Carter (1999) is of the view that a child learns about occupations through examples of the parents as they visit their parent's work places.[34]Caplow (1994) and Wert (1997) in separate studies found that career choices are inherited obviously and directly from parents. Miller (2000) in his study discovered that parental attitude and behavior are positively associated with student's career maturity.[35]

> *Hypothesis: There is a positive relationship between a youth's parents' level of education and the choice of public service profession.*

Political Ideology

According to Perry (2006)[36], individuals adopt ideology through political affiliations and distinct positions in the political arena have historically been taken on ethical issues. He reasoned that political ideology is associated with an individual's public service motivation. Perry argued that the more liberalist an individual the greater the positive relation to public service motivation.

> *Hypothesis: Political liberalism in an individual is a strong predictor of the person's choice of a public service profession in government.*

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[32] Onyejiaku 2001 in Udoh, Nsisong Anthony Sani, Kudirat Bimbo 2012, p499.
[33] Denga 1990 in in Udoh, Nsisong Anthony Sani, Kudirat Bimbo 2012, p499.
[34] Cater 1999 in in Udoh, Nsisong Anthony Sani, Kudirat Bimbo 2012, p499.
[35] Miller 2000 in in Udoh, Nsisong Anthony Sani, Kudirat Bimbo 2012, p499.
[36] Perry 2006 in Redman-Simmons, Graduate Student's Attraction to Government Public Service Professions 2008, p11.

Race

Racial and ethnic minority youths experience a variety of internal and external challenges to their career development and existing career development theories have been criticized for being irrelevant to many of the experiences of these youth (Smith 1983; Zunker 1994).[37] In recent years the career development literature has begun to recognize that the factors affecting racial and ethnic minority youth frequently differ from those of white youth (Erickson *et al* 1998).[38] Career aspirations are an important part of the career development process and there is a significant relationship between the career aspirations of the youth and their ultimate occupational attainment (Tangri and Jenkins 1986).[39]

Racial and ethnic minority youth and white youth do not differ in their career development interests or aspirations (Tomlinson & Evans-Hughes 1991)[40] but youth of colour tend to have lower occupational expectations regarding their career attainment (Arbona 1990).[41] Racial and ethnic minority youth may perceive that they have fewer career choices and opportunities and the jobs will be difficult to obtain (Weinstein, Madison and Kuklinski 1995).[42] The restricted expectations of ethnic minority youth have implications for their potential occupational choices and to their motivation to pursue those career choices (Weinstein 1989, 1993).[43] The diminished aspirations may be the result of exposure to a circumscribed range of jobs within their environments particularly to jobs with little opportunity for career advancement or security (Chartrand and Rose, 1996).[44] Even when racial and ethnic minority youth aspire to higher status and higher paying jobs, they do not believe in their chances of obtaining such employment (Arbona 1990).[45] Racial and ethnic minority youth may have limited knowledge of themselves and their career interests because they have fewer

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[37] Smith (1983); Zunker (1994) in Erickson *et al* Challenges to the Career Development of Urban Racial and Ethnic Minority Youth: Implications for Vocational Intervention, Journal of Multicultural Counselling & Development. Apr98, Vol. 26 Issue 2, p82-94.
[38] Erickson *et al* Challenges to the Career Development of Urban Racial and Ethnic Minority Youth: Implications for Vocational Intervention, Journal of Multicultural Counselling & Development. Apr98, Vol. 26 Issue 2, p82-94.
[39] Tangri & Jenkins 1986 in Erickson *et al* Challenges to the Career Development of Urban Racial and Ethnic Minority Youth: Implications for Vocational Intervention, Journal of Multicultural Counselling & Development. Apr98, Vol. 26 Issue 2, p82-94.
[40] Tomlinson & Evans-Hughes (1991) in Erickson *et al* Challenges to the Career Development of Urban Racial and Ethnic Minority Youth: Implications for Vocational Intervention, Journal of Multicultural Counselling & Development. Apr98, Vol. 26 Issue 2, p82-94.
[41] Arbona (1990)
[42] Weinstein, Madison & Kuklinski (1995) in Erickson *et al* Challenges to the Career Development of Urban Racial and Ethnic Minority Youth: Implications for Vocational Intervention, Journal of Multicultural Counselling & Development. Apr98, Vol. 26 Issue 2, p82-94.
[43] Weinstein (1989, 1993) in Erickson *et al* Challenges to the Career Development of Urban Racial and Ethnic Minority Youth: Implications for Vocational Intervention, Journal of Multicultural Counselling & Development. Apr98, Vol. 26 Issue 2, p82-94.
[44] Chartrand & Rose (1996) in Erickson *et al* Challenges to the Career Development of Urban Racial and Ethnic Minority Youth: Implications for Vocational Intervention, Journal of Multicultural Counselling & Development. Apr98, Vol. 26 Issue 2, p82-94.
[45] Arbona 1990 in Erickson *et al* Challenges to the Career Development of Urban Racial and Ethnic Minority Youth: Implications for Vocational Intervention, Journal of Multicultural Counselling & Development. Apr98, Vol. 26 Issue 2, p82-94.

opportunities to obtain work experiences as teens (Zunker 1994)[46] and this limits their perceptions and knowledge of available job opportunities (Watson & Stead 1990).[47]

According to Warner and Weist (1996)[48] because many urban an ethnic minority youth experience high rates of stress associated with environmental factors such as poverty, unemployment, exposure to crime and violence, discrimination, and inadequate health care, these circumstances greatly affect their quality of life, including their ability to develop and pursue a career plan. Structural influences such as low socioeconomic status, completing vocational versus college preparatory curriculum and attending segregated schools versus integrated schools rather than cultural factors may account for lower educational attainment of racial and ethnic minority adolescents (Santos, 1986).[49]

> *Hypothesis: Race or e t h n i c i t y do not contribute to d i f f e r e n c e s in c a r e e r aspirations or decision-making attitudes of the youth but contribute rather to differences in the perceptions of the youth to career opportunities and barriers.*

Public Sector Motivation

From the mid-eighties, there has been on-going research aimed toward explaining the difference in behaviour between public and private organisations and their employees. The public service motivation (PSM) construct by Perry (1996) is central to most theories.[50] The PMS construct is grounded in traditional values of a public service ethos, the belief in government organisations and that some people value moral purposes such as 'common good' more than they value their personal gain. [51] According to Gabris and Simo (1995)[52] it is difficult to measure things as public sector motivation for employees and if it is measurable, its effects are negligible. Public sector employees do not elicit different motives regarding work expectations in contrast to people working in the private sector. People are generally motivated by the same things regardless of which sector they end up in. If public sector jobs are made more challenging, monetarily appealing, secure, loaded with responsibility, full

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[46] Zunker (1994) in Erickson *et al* Challenges to the Career Development of Urban Racial and Ethnic Minority Youth: Implications for Vocational Intervention, Journal of Multicultural Counselling & Development. Apr98, Vol. 26 Issue 2, p82-94.
[47] Watson & Stead (1990) in Erickson *et al* Challenges to the Career Development of Urban Racial and Ethnic Minority Youth: Implications for Vocational Intervention, Journal of Multicultural Counselling & Development. Apr98, Vol. 26 Issue 2, p82-94.
[48] Warner & Weist (1996) in Erickson *et al* Challenges to the Career Development of Urban Racial and Ethnic Minority Youth: Implications for Vocational Intervention, Journal of Multicultural Counselling & Development. Apr98, Vol. 26 Issue 2, p82-94.
[49] Santos (1986) in Erickson *et al* Challenges to the Career Development of Urban Racial and Ethnic Minority Youth: Implications for Vocational Intervention, Journal of Multicultural Counselling & Development. Apr98, Vol. 26 Issue 2, p82-94.
[50] Perry 1996 in Redman-Simmons, Graduate Student's Attraction to Government Public Service Professions 2008, p1.
[51] Perry 1996 in Redman-Simmons, Graduate Student's Attraction to Government Public Service Professions 2008, p1.
[52] Gabris & Simo, Public Personnel management Vol 2 No 1 (Spring 1995), p 49.

of autonomy, and well supervised, then they shall draw good recruits and produce public servants dedicated to their tasks (Gabris and Simo 1995).[53]

Hypothesis: A high level of public service motivation in an individual is a strong predictor of choosing to enter a government public service career.

Benefit Packages

A general understanding of the benefits that are available in the public sector is necessary for recruitment efforts. Non-traditional benefits such as family friendly benefits, flexi place job sharing, and flex times are increasingly important factors in the job decision processes of the youth,[54]

Hypothesis: Benefits such as flexible work schedules, further education opportunities, wellness programs and retirement benefits will attract more youth to the public sector taking into account the broad definition of a career.

Organisational Culture

People are attracted to organisations that they view as having values and situational norms that they deem important (Chatman 1989).[55] This is known as a Person-to-organisation fit and signifies congruency between a job seeker's culture preferences and an organisation's culture (Judge and Cable 1997).[56] The youth expects to be valued by employers as keys assets of the organisation and that their input will be taken into account and acted on by their employers (Ballenstedt and Rosenberg).[57]

Kristof (1996)[58] describes the person-organisational fit as being both supplementary and complimentary. When an individual's goals and values match those of an organisation, the individual has a supplementary P-O fit, which creates a comfortable working environment. Complementary P-O fit refers to situations when a person's values and goals contribute to fulfilling missing aspects of an organisation highlighting the organisation's need for that particular employee.

[53] Gabris & Simo, Public Personnel management Vol 2 No 1 (Spring 1995), p 49.
[54] Roberts (2004) in Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p17.
[55] Chatman 1989 in Redman-Simmons, Graduate Student's Attraction to Government Public Service Professions 2008, p2.
[56] Judge and Cable 1997 in Redman-Simmons, Graduate Student's Attraction to Government Public Service Professions 2008, p2.
[57] Ballenstedt and Rosenberg 2008 in Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p8.

[58] Kristof 1996 in Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p7

Hypothesis: The youth's expectations that values that are important to them will be shared by the organisation are a strong predictor of employment within that organisation.

Career Planning

Career choice is seen as a matter of individual decision on which there may be many influences (Care 1984).[59] Frank Parson established a Vocational Bureau in which he presented a seminal model for "wise career decision making" which involved three broad factors: (1) a clear understanding of oneself; ones aptitudes, abilities, interests, ambitions, resources, and limitations and the causes of those limitations; (2) a knowledge of the requirements, conditions of success, advantages, disadvantages, compensation, opportunities and prospects in different lines of work; and (3) sound reasoning on the relations between these two groups of facts (Parsons 1909).[60] According to Holland[61], occupation is a way of life and is contextual, not simply a set of isolated functions or skills.

Hypothesis: The youth plan their careers based upon an understanding of their aptitudes, abilities, interests, ambitions, resources, and limitations and they have knowledge of the requirements, conditions of success, advantages, disadvantages, compensation, opportunities and prospects in different lines of work.

Career Counselling

Career counselling is defined as "the process of assisting individuals in the development of a life-career with focus on the definition of the worker role and how that role interacts with other life roles".[62] Career counselling must incorporate different variables and different processes to be effective for people from different cultural contexts. People from racial and ethnic minority groups are entering a labour market in which people from their own racial/ethnic groups are concentrated in lower level positions and unskilled occupations which influences their perceptions of the opportunities available to them.[63]

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[59] Care 1984 in in Redman-Simmons, Graduate Student's Attraction to Government Public Service Professions 2008, p4.
[60] Parsons 1909 in Redman-Simmons, Graduate Student's Attraction to Government Public Service Professions 2008, p4.
[61] Holland *et al* in in Redman-Simmons, Graduate Student's Attraction to Government Public Service Professions 2008, p4.
[62] National Career Development Association (1997) in Fouad and Byars-Winston Cultural Context of Career Choice: Meta-Analysis of Race /Ethnicity Differences, Career Development Quarterly March 2005, Vol 53 page 224.
[63] Bureau of Labour Statistics (2002) in Fouad and Byars-Winston Cultural Context of Career Choice: Meta-Analysis of Race /Ethnicity Differences, Career Development Quarterly March 2005, Vol 53 page 223.

Fouad and Byars-Winston (2005) advocate that these different perspectives of work must be incorporated in career counselling to be effective for all populations.[64] Mestre and Robinson (1983) found that even when ethnic minority youths received career counselling, the services may not always be helpful because of counsellor stereotypes, prejudice or misinformation.[65]

> *Hypothesis: The South African youth would benefit from consultations with career counsellors who understand the context in which clients make career decisions; counsellors that are context sensitive and take into account their opportunities as well as barriers.*

Recruitment Efforts

Majority of job seekers value the opportunity to meet with multiple company or agency officials and this tends to have a positive impact on their decision-making processes.[66] According to Boswell 2003, factors that appeared to influence heavily on most job seekers decisions were company culture, nature of work, pay and benefits. Also the opportunity for onsite visits provided an important aspect in the recruitment process.[67] The author also asserted that combining recruitment efforts with competitive offers and effective presentations concerning the organisation's culture would lead to a higher quality of applicants and acceptance of offers. According Erickson (2008), generation Y's views on money are one of the more hotly debated characteristics of the generation.[68] Individuals in this generation prefer flexibility in their schedule, time off and work –life balance and to that extent will sacrifice salary and take-home pay to do so.[69] Generation Y is a generation entering the workforce with significant debt and organisation implementing debt relief programs such as loan repayment may attract millennials.[70]

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[64] Fouad and Byars-Winston Cultural Context of Career Choice: Meta-Analysis of Race /Ethnicity Differences, Career Development Quarterly March 2005, Vol 53 page 224.

[65] Mestre and Robinson (1983) in Erickson *et al* Challenges to the Career Development of Urban Racial and Ethnic Minority Youth: Implications for Vocational Intervention, Journal of Multicultural Counselling & Development. Apr98, Vol. 26 Issue 2, p82-94.

[66] Boswell (2003) in Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p17.

[67] Boswell (2003) in Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p17.

[68] Erickson (2008) in Boswell (2003) in Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p17.

[69] Felix (2007) in Boswell (2003) in Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p17.

[70] BSG Concours 2007; Hira 2007 in Boswell (2003) in Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p18.

Technology can benefit both the employer and the employee in the recruitment process and this strategy resonates with the youths' desire for flexibility. The internet and social networking websites make recruiting convenient for employers by providing valuable information about talented individuals.[71]

- *Hypothesis: Recruitment efforts that are technology based that promote company culture, nature of work, pay and benefits and provide an opportunity for onsite visits are more likely to attract the youth.*

- *Hypothesis: The youth are willing to sacrifice salary and take-home pay to do so in order to have flexibility in their schedule, time off and work–life balance.*

5.   Recommendation on research and career guidance activities

A significant amount of resources are spent annually by the LGSETA on bursaries and other training interventions, namely learnerships and artisanal development mainly on young deserving individuals to obtain the necessary technical knowledge and/or skills for their desired career path. While this is a significant investment in the development of a future pipeline, an equally important investment should be on career development and while SETAs distribute career guides and participate in career expos, a better approach is required to ensure greater return on skills development funding investment that results in addressing the scarce skills needs for the sector as well as developing a supply pipeline to meet the needs of the country.

The literature review provides a foundation from which the SETA can move in better understanding career choice factors and public sector perceptions among the youth in South Africa. It is important to research the youth's career related attitudes so that the government has a clear understanding of what they bring to the workplace, what they expect from employers and how they are different from previous generations. Recommendations on continuing this important research stream to assist the SETA to refine its current Career Advice System include the following:

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[71] Flanigan (2008) in Boswell (2003) in Generation Y in the Workplace, The Bush School of government and Public Service, Texas A & M University, Brown, Carter *et al* p19.

- Development of a career perceptions survey that would focus on collecting information to test the various hypotheses presented in the literature review as well as key biographical data that would provide the needed context of the target research group. It is recommended that the survey be carried out in the various TVET Colleges that the LGSETA has partnerships with as this provides the necessary target sample. It is further recommended that an index be developed that would provide annual findings on potential entrants into the sector where overtime, the longitudinal study would provide key trends. The study could be further rolled out in other higher education institutions to provide a clearer picture across different institution types.

- Establishing an inter-SETA collaboration where the research could be carried out through a funded partnership as this would enable SETAs to better address issues pertaining to new entrants with respect to career choices.

- Exploring the possibility of developing an online career development portal provides LGSETA beneficiaries to access career development tools and support. The portal infrastructure would enable beneficiaries to submit CVs for comments and improvements by experienced career management experts, access e-coaches and mentors, access work opportunities through a carefully managed CV handling system with our network of partners as well as the private sector. The portal would also have sector related information so that users learn more about the sector that want to work in. In addition, a number of e-based career courses could be made available to users of portal at no cost as well as onsite career courses for funded recipients. The portal would also have profiles of other funded learners now working/running own enterprise so that the role modelling aspect is covered with respect to alternative career paths.

- The findings of the survey should also be used for the SETA to facilitate access to the upskilling of career centres/officials within the TVET College system as part of the SETA's support for the development of TVET Colleges.

- The survey should be used to update the LGSETA's career guide to better address the needs of the users of the product.