Integrating Academic and Career Advising in a South African Higher Education Institution

by

Monique Schoeman

B.A. Honours (English), UFS, 2015

B.A. Honours (Psychology), UFS, 2012

B.A. General, UFS, 2010

Submitted in fulfilment of the
requirements for the Degree of
Master of Arts in Higher Education Studies

in the
School of Higher Education Studies
Faculty of Education

Supervisor: Dr S. Loots

Co-Supervisor: Dr L. Bezuidenhoud

UNIVERSITY OF THE FREE STATE

2021

DECLARATION

I, Monique Schoeman, declare that the thesis, Adapting the 3-I Process as an academic and career advising framework: A case study, submitted for the qualification of Master of Arts in Higher Education Studies at the University of the Free State is my own independent work.

All the references that I have used have been indicated and acknowledged by means of complete references.

I further declare that this work has not previously been submitted by me at another university or faculty for the purpose of obtaining a qualification.

15 December 2021

SIGNED   DATE

ETHICS STATEMENT

Faculty of Education

28-Oct-2016

Dear **Ms Monique Schoeman**

Ethics Clearance: **Adapting the 3-I Process as an academic and career advising framework: A case study**

Principal Investigator: **Ms Monique Schoeman**

Department: **School of Higher Education Studies (Bloemfontein Campus)**

APPLICATION APPROVED

With reference to you application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence is: **UFS-HSD2016/1163**

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension.

We request that any changes that may take place during the course of your research project be submitted to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours faithfully

Dr. Juliet Ramohai
Chairperson: Ethics Committee

Education Ethics Committee
Office of the Dean: Education
T: +27 (0)51 401 9683| F: +27 (0)86 546 1113 | E: RamohaiJ@ufs.ac.za
Winkie Direko Building | P.O. Box/Posbus 339 | Bloemfontein 9300 | South Africa
www.ufs.ac.za

ABSTRACT

South African Higher Education has focused extensively on widening access to further inclusivity and economic development. However, it has become apparent that access alone is not enough, as students need to persist and succeed in their studies to graduate in the minimum amount of time. International research on what contributes to timely degree completion has focused on academic advising, counselling, orientation programmes, learning communities, and institution-wide reform, amongst others. Academic advising stands out here, because research suggests that a comprehensive approach, specifically where effective academic advising is present and combined with other support efforts, best assists timely degree completion. This study thus delves deeper into effective academic advising practice.

Academic advising, a well-known concept in the United States of America (USA), is relatively new field in South Africa. That said, there is a growing body of knowledge in South Africa on the impact of peers on students' academic development and success.

In addition to the challenge of timely degree completion, with the graduate unemployment rate of 11% and other challenges beyond the scope of this dissertation, higher education institutions' responsibility to help students succeed should not end with assisting students in graduating. Rather, students need to be guided in career-related matters while engaging in curricular and co-curricular matters. As many as three out of four students entering the university for the first time have no clear career goals. The fact that there is little connection between academic majors and future career paths among general degrees can contribute to students making decisions incongruent with their academic and personal strengths. Therefore, it is crucial that academic and career information need to be integrated when advising students. Academic advisors are in an excellent position to facilitate guidance in career-related matters when providing academic advice. They are also well placed to assist students in developing academic goals and career plans consistent with their interests and values in order for them to succeed. This assistance in understanding how academic and personal interests, abilities, and values relate to possible careers and forming plans is what Gordon (2005) terms career advising. To explore how academic and career advising could be integrated in practice, this study uses the University of the Free State (UFS) as a case example.

This study uses Gordon's 3-I Process, a framework that integrates career advising into academic advising practice, as a lens to assess academic advising practice at the UFS. The 3-I Process is widely used within academia in the USA, and is associated with the National Academic Advising Association (NACADA) – the global leader in academic advising. This study is situated in the constructivist paradigm and follows a qualitative approach. Results from interviews with advisors at the UFS stress the need for such a unified framework, and recommendations are made on how advising at the UFS could develop more holistically. This study also contributes to the conceptualisation and practical application of advising in the broader South African context.

Keywords

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF ACRONYMS

AP   Admission Points

CTL   Centre for Teaching and Learning

DHET   Department of Higher Education and Training

GPAs   Grade Point Averages

ISI   Integrative Structured Interview

NACADA   National Academic Advising Association

NSFAS   National Student Financial Aid Scheme

SAQA   South African Qualifications Authority

SMART   Specific Measurable, Attainable, Realistic, and Timely

STEM   Science, Technology, Engineering and Mathematics

UCDG   University Capacity Development Grant

UFS   University of the Free State

UNISA   University of South Africa

UK   United Kingdom

USA   United States of America

CHAPTER 1: INTRODUCTION

1.1. Introduction

Within Higher Education in South Africa, universities have focused extensively on providing wider access to create inclusivity and further economic development through training more professionals. However, it has become apparent that access to higher education alone is not enough, as students need to persist and succeed in their studies (Karp, 2013). The Department of Higher Education (DHET, 2019) reports that only 20% of all students enrolled in undergraduate qualifications (contact and distance mode, three to six year diploma and degree courses) graduate in the minimum time. Further, the DHET (2019) reports that more than 40% of these students do not graduate after being in the system for ten years. There is thus a pressing need for interventions to help students succeed within the minimum time. International research on what contributes to timely degree completion has focused on advising, counselling, mentoring, orientation programmes, learning communities, developmental education (services for academically underprepared students), financial assistance, and institution-wide reform, amongst others (Angulo-Ruiz & Pergelova, 2013; Bailey & Alfonso, 2005; DesJardins, et al., 2002; Miller, 2013; Page, et al., 2019). As seen here, the list of support structures influencing students' progress through higher education is growing. However, academic advising is emphasised, as research suggests that a comprehensive approach, specifically where effective academic advising is present and combined with other support efforts, best assists in timely degree completion (Angulo-Ruiz & Pergelova, 2013; Miller, 2013; Page, et al., 2019). The focus of this dissertation is thus to delve deeper into effective academic advising practice.

There are numerous definitions of academic advising dependent on the institutional context. These are explored in Chapter 2, but what most academic advising definitions have in common is that academic advising is focused on a relationship between the student and a representative of the institution. In academic advising, there is a mutual responsibility between the advisor and student; it is a teaching and learning process, and student success is central to these efforts. There are several definitions of student success. For example, according to Kuh (2004), student success can be broadly defined as educational attainment, retention, and graduation. However, for the purpose of this dissertation, student success is defined as extending beyond passing grades to include

the development of cognitive and social-emotional competencies to prepare graduates to apply what was learnt, to make judgements on sources of information, and to analyse and synthesise information from various sources (Centre for Teaching and Learning, 2018). Thus, student success includes educational attainment, retention, and graduation, but extends beyond the point of graduating to also be able to apply the knowledge and skills learnt at university. Academic advising is a well-known concept in the USA, but is a relatively new field in South Africa. This is confirmed when the search terms "academic advising" and "South Africa" are inserted into a comprehensive database, EbscoHost, and only seven results relating to academic advising in South African Higher Education institutions are shown, all of which were published from 2015 onwards. That said, there is a growing body of knowledge in South Africa on the impact of peers on students' academic development and success (Dos Reis & Yu, 2018; Masehela & Mabika, 2017).

In addition to the challenge of timely degree completion, with the graduate unemployment rate of 11% and other challenges beyond the scope of this dissertation, higher education institutions' responsibility to help students succeed should not end with assisting students in graduating (Centre for Risk Analysis, 2021). Rather, students need to be guided in career-related matters while engaging in curricular and co-curricular matters (Gordon, 2006; McCalla-Wriggins, 2009). As many as three out of four students entering the university for the first time have no clear career goals (Burton Nelson, 2006). In addition, Burton Nelson (2006) and Green (1992) state that the fact that there is little connection between academic majors and future career paths among general degrees (such as a general Bachelor of Arts, or a general Bachelor of Commerce), can contribute to students making decisions incongruent with their academic and personal strengths. Therefore, it is important that academic and career information and concepts need to be integrated when advising students (Hones & Sullivan-Vance, 2005; Lynch & Lungrin, 2018; Nkomo, 2018). Academic advisors are often the first point of contact of students with representatives from higher education institutions (Aydın, et al., 2019; Kuh, 2006). Academic advisors are in an excellent position to facilitate the guidance of career-related matters when providing academic advice. They are also well placed to assist students in developing academic goals and career plans congruent with their interests and values in order for them to succeed (Hughey & Hughey, 2009). This assistance in understanding how academic and personal interests, abilities, and values relate to possible careers and forming plans is what Gordon (2005) terms career advising.

To explore how academic and career advising could be integrated in practice, this study uses the UFS as a case example. Advising practices at the UFS have shown rapid growth since the establishment of the Centre for Teaching and Learning (CTL) in 2012. Professional academic advisors situated in CTL collaborate with various Faculty Advisors. These faculties differ dramatically in their approach and application of academic advising. In addition to these advisors, there is also a separate career services office, which provides career-related advice and information on employability. Since advising is relatively new in the South African context, career advising as Gordon termed it, is not always formalised and consciously integrated within academic advising practice at higher education institutions. This may result in students struggling to integrate all of the academic and career information they receive from various sources to make informed decisions regarding their studies and career paths.

1.2.   Research Problem and Theoretical Framework

Academic advice and career advising are not always formalised and consciously integrated. This is an important oversight, as the integration of academic and career advising should assist students more holistically in integrating academic and career information to make more informed choices. As Gordon (2006) notes, if advisors do not assist with this integration, students may rely on less accurate and reliable sources to guide them.

A useful theoretical framework for assessing the integration of academic and career advising is Virginia Gordon's (2006) 3-I Process. This framework is widely used within academia in the USA, and is associated with the National Academic Advising Association (NACADA) - the global leader in academic advising (Allen, 2012; Hughey, et al., 2009). Gordon's 3-I Process consists of three phases, namely Inquire, Inform, and Integrate. During the first phase – Inquire – the advisor identifies students' academic and career concerns, clarify their needs, and make appropriate responses that help them move to the information-collecting phase. During the second phase – Inform – the advisor assists the student in gathering career information in three areas, namely their personal attributes, educational information, and the type of occupational information relevant to their academic situation and career goals. It is during the last stage – Integrate – that advisors and students determine what additional assistance is needed to help students organise and make meaningful connections between the information sources they have

collected (Gordon, 2006). The 3-I Process will be used as a lens to investigate advisors' current practices within the UFS.

1.3. Research Questions

Based on the abovementioned, the primary research question for the study can be formulated as follows: *How can academic and career advising be integrated at a South African Higher Education Institution?* From this question, several secondary research questions exist, namely:

1. What are the current perspectives on academic and career advising internationally and nationally?

2. How do the advisors at the Institution describe academic and career advising?

3. What steps do advisors currently follow when providing academic and/or career advice?

4. What are some of the challenges advisors currently face when providing advice to students?

5. How can current practices change to integrate academic and career advising?

1.4. Research Aim and Objectives

This dissertation aims to make a case for the integration of academic and career advising at a South African higher education institution. To achieve this aim, the following objectives can be identified:

1. Determining the current perspectives on academic and career advising in the international and national context.

2. Investigating the views at the institution regarding academic and career advising.

3. Exploring advisors' current steps when providing academic and/or career advice.

4. Considering the challenges advisors currently face when providing advice to students.

5. Determining how current practices can be adapted to integrate academic and career advising.

1.5. Methodology

A summary of the dissertation's methodology is provided here, while a more detailed discussion can be found in Chapter 4. The dissertation is situated within the constructivist paradigm and follows a qualitative approach (Gerring, 2012). An instrumental case study research design, which is described by Stake (2000) as providing insight into an issue or expanding a theory with the actual case being of lesser significance to the broader study, is used. This design was selected to explore academic and career advising at the UFS, and to make recommendations as to how these constructs could be integrated beyond the case study of the UFS. This type of research design is proven as advantageous in work of an exploratory nature where the scope of proposition is in-depth (Gerring, 2012).

1.6. Academic Advising at the University of the Free State as a Case Study

The UFS has over 40 000 students in total, of which the majority (over 31 000) are undergraduate students (University of the Free State, 2020). The UFS distinguishes between four categories of academic advisors, all of whom touch on academic advising functions to different degrees. These categories are peer advisors, student support services, faculty, and advisors at the Central Academic Advising Office in the Centre for Teaching and Learning (CTL) (Central Academic Advising Office, 2018). Peer advisors are students whose primary roles are to support their peers, for example tutors, mentors, and residence committee members. In terms of these students' academic advising functions, they act only as informed referral points for their peers by connecting these peers to institutional support (University of the Free State, 2020). The category of student support services includes all support services available on campus whose primary role is to assist students within the service's field of expertise, such as the Student Counselling and Development division, or divisions within Student Affairs (Central Academic Advising Office, 2018). This category's role, specifically in terms of academic advising, is to support

students within their field of expertise and to refer them to other support services where necessary. The last two categories are the only advisor categories that deal with academic advising daily. The faculty category includes faculty managers, faculty academic advisors, and programme directors in all seven faculties (Central Academic Advising Office, 2018; University of the Free State, 2020). Advisors in this category provide curriculum-specific advice to students, including assisting students in selecting modules and defining their curriculum (University of the Free State, 2020). The final category includes advisors in the Central Academic Advising Office within CTL, whose primary role is assisting students in various forms to succeed at university. These can include helping students decide on their final choice of study, navigating their educational career in terms of providing academic support, and assisting students to develop a connection to the institution (University of the Free State, 2020). The UFS is selected as a case study due to convenience (which is discussed later under the researcher's positionality) and because the UFS is taking the lead nationally to advance and professionalise academic advising (Centre for Teaching and Learning, 2018).

1.7.   Selection of Research Participants and Data Collection

Various data collection methods are used with the various advisors to achieve the most effective results. The research population comprises the various advisors involved in academic and career advising at the UFS. These advisors include the employee in the Career Services office, both academic advisors from CTL (known as central advisors), and one to two persons from each faculty responsible for the implementation of academic advising in the faculty. Although Career Services is a student support service, it is included here, since the office advertises that it provides career advice. In contrast, other support services, such as psychologists in Student Counselling and Development, do not provide academic advice or career advice specifically, but focus on personal and career counselling. In addition, other than the researcher, only two central advisors were appointed at the time of data collection. Both these advisors were invited to participate. The advisors from the various faculties were also invited to participate. A total of 23 people were invited to participate. The aim was to retrieve valuable data from at least one person from each faculty, the person from Career Services, and the two central advisors. The study makes use of purposive sampling, where the research participants selected are deliberately chosen for their suitability (Rule & John, 2011).

The faculty advisors and the career services advisor are interviewed separately, since practices differ between faculties and career services. These interviews are in the form of semi-structured interviews as it has the advantage to follow up points as necessary (Thomas, 2016). In addition to these interviews, a group interview is held with the central advisors to facilitate a discussion amongst these participants and gain a deeper understanding into the issues they face as well as possible solutions (Thomas, 2016). This method is also selected due to the homogeneous training and experience in academic advising of these two participants. These interviews assist in understanding how the various advisors describe academic and career advising, what steps they follow when they provide academic and/or career advice, and some of the challenges they face when providing advice to students. These answers, viewed through the lens of the 3-I Process framework, can then provide insight into how their current practices may change to integrate academic and career advising at the institution.

1.8. Data Analysis, Interpretation, and Reporting

Data analysis takes place through two cycle coding processes. The first cycle coding process is done by deductively applying the themes/steps from the 3-I Process to see whether and in what ways the framework fits in the context of the UFS (Saldaña, 2009). This specific coding method is known as structural coding (Saldaña, 2009). After this, a second cycle coding process takes place during which inductive coding reveals themes beyond those suggested by the 3-I Process (Saldaña, 2009). This coding method is known as pattern coding (Saldaña, 2009). Through analysing how the themes relate to the 3-I Process as a framework and which contextual themes impact advising at UFS, suggestions are made as to how current practices can change to integrate academic and career advising at the institution.

1.9. Value of the Research and Ethical Considerations

This study aims to build on knowledge and practices within a single institution to aid in the development of academic and career advising within South Africa. The proposed research will add value especially to improved academic and career advising practices at the UFS, but also to the professionalisation of academic advising through possible standardisation of practices. The study will also aim to make a valuable knowledge

contribution to the expanding realisation of the importance of advising in the South African context.

Ethical clearance for the research study was granted by the Faculty of Education at the UFS (*cf.* Appendix B). All participants provided written informed consent before they took part in the study. An example of this informed consent can be found in Appendix C. All data is treated confidentially, and explicit care is taken to keep participants' identities anonymous. Pseudonyms are assigned to advisors to assure confidentiality. The research process is voluntary, and participants could withdraw from the study at any stage of the research process.

1.10. Motivation for Research

My interest in helping students realise their potential has gradually developed over the years. When embarking on my undergraduate studies, I merely understood that I have an interest in helping people. With time, it matured into my current research journey in an attempt to learn and share insights into how to help students comprehend and manage the web of information and connections between careers and studies. I first registered as an undergraduate student in 2008, and by 2010 had met many students who regretted their subject choices and blamed no or inadequate career counselling and advice for their situation. After my undergraduate studies, I continued with postgraduate studies in psychology and worked as a facilitator. In my role as a facilitator over the years, many students confided in me, asking for advice around careers and employment, as well as their studies. When I started working in the Central Academic Advising office in CTL in 2014, I finished my second honours degree, this time in English literature, and developed a preference for qualitative studies. Throughout 2015, students started streaming into our offices requesting help in understanding how their studies could help them with jobs and careers. At the time, the focus of academic advising was mostly on providing information and resources to promote success in terms of pass rates. However, many students still struggled with complex questions and kept on coming to academic advice for help with these questions. This is attributable to academic advisors often being the first people students make contact with when they register; people who help them with their studies. I thus saw that academic advisors have the unique opportunity to help students (beyond the perspective at the time to merely help students pass) for them to succeed and find meaning in their studies.

As an academic advisor in CTL, I have had the pleasure of working with students from all the faculties on campus, which gave me insight not only into student experiences within a single faculty, but also across faculties. Being situated in CTL also means that I view academic advising not merely as an administrative duty, but as a teaching and learning process, and that I can see the impact of this view on individual students.

As an insider in the academic advising processes, I have a clear understanding of how academic advising works within CTL and faculties, and already have professional relationships with faculty advisors. Having a trusting relationship with these advisors assisted me in helping them see the possible benefits of my study and contributed to their willingness to participate. It also assisted in the advisors' comfort in sharing their experiences with academic and career advising. However, I realise that, due to working with academic advising myself, I do not only have insight, but also biases. To minimise bias, I have to remind myself throughout that my role as a researcher is to report the experiences of other advisors. Additional methods of ensuring the quality of the research are elaborated on in Chapter 4.

1.11. Outline of Chapters

The research study is explained more in-depth in the chapters to follow. In Chapter 2, current and past research literature is reviewed. Chapter 3 explores the theoretical framework, the 3-I Process, in more detail. The methodology for the study is examined in Chapter 4, and Chapter 5 provides the results and discussion. The study concludes with some recommendations for future research in Chapter 6.

CHAPTER 2: LITERATURE REVIEW

2.1.   Introduction

This chapter focuses on academic and career advising as concepts, as well as on how functions associated with these concepts are manifested internationally and nationally in higher education. This is done by first describing the historical development of academic advising, which mainly focuses on international literature. This includes the underlying approaches and models that helped shape the current, shared understanding of academic advising. The chapter then moves to the South African context to explore how academic advising and related functions have been manifesting in recent literature. A similar sequencing is followed with the concept of career advising, with a focus on the historical development of career services, followed by current international and national trends in career advising, and focusing on the importance of integrating career advising into academic advising.

2.2.   Academic Advising

2.2.1. International Context

Internationally, the development of academic advising can be grouped into three eras. The first era is seen as "Higher Education before academic advising was defined" (Kuhn, 2008). During this era, all students took the same courses and no electives were available; however, with the introduction of curricular electives in the 1870s, the need for advisors to guide students arose (Daly & Sidell, 2013; Kuhn, 2008). This new era from 1870 to around 1970 was known as "academic advising as a defined and unexamined activity", since advisors had been assigned to guide students by choosing from an array of electives, but little attention was paid to the relative success of the process (Kuhn, 2008). The third era – from the 1970s to the present – is known as "academic advising as a defined and examined activity" (Kuhn, 2008). During the 1970s, institutions began to examine and compare how they conduct academic advising to how it is done at other institutions. In 1972, two publications, namely *A developmental view of academic advising as teaching* by Crookston and *An academic advising model* by O'Banion, set in motion critical reflection on advising. This means that the efficacy or success of the advising process was first examined in 1972.

Crookston (1994) examined how academic advising is done and differentiated between two approaches, namely prescriptive academic advising and developmental academic advising. He applied developmental theory to academic advising and argued that

the practice should be a teaching and learning process, where both the advisor and student benefit from the process. Crookston (1994) also noted that the focus of academic advising up to that point (prior to 1994) was to select an occupational choice and subjects alone, but that the focus should be on building a life-plan to facilitate the student's rational processes, environmental and interpersonal interactions, behavioural awareness, as well as problem-solving, decision-making, and evaluation skills. He further argued that, if academic advising is viewed as a developmental learning process, it can, and should, be evaluated to determine its efficacy.

At a later stage, O'Banion (2009) suggested that the process of academic advising should include:

1. Exploration of life goals;
2. Exploration of vocational goals;
3. Programme choice;
4. Course choice; and
5. Scheduling courses.

He felt so strongly about these dimensions that he noted: "Any well-conceived programme of academic advising will include activities related to each of these dimensions" (p. 84). He further argued that close attention should be paid to who provides academic advising – whether these are counsellors, instructors, or if a team approach is followed.

In the late 1970s, the global community of academic advising NACADA – was founded (Daly & Sidell, 2013; Kuhn, 2008). Academic advising has therefore developed from an undefined and unexamined activity to the present era, where academic advising is a defined activity that is rigorously examined in practice, particularly in the USA.

2.2.2. Understanding Academic Advising as a Practice

When investigating academic advising, conceptual frameworks help advisors understand the context of the students and inform the way they see and understand students, including principles and beliefs (Central Academic Advising Office, 2018). Approaches to academic advising can be viewed as the lens through which advisors view academic advising, and includes ways of implementing theory. The frameworks refer to how advisors practically provide academic advice to students, including exemplary practice guidelines (Central Academic Advising Office, 2018). These approaches draw on a range of theoretical contributions that have helped advisors understand students and their educational experiences, such as student development theories, transitional theories, and retention

(Burgess & Cisneros, 2018; Erikson, 1958; Erikson, 1963; Ewing-Cooper & Merrifield, 2019; Hagen & Jordan, 2008; Marcia, 1966; Marcia, 1980; Schlossberg, 2008; Shaffer & Zalewski, 2011; Williams, 2007). The following subsections elaborate on literature surrounding academic advising approaches and application models.

2.2.3. Academic Advising Approaches

Various approaches exist within academic advising. Some of the most well-known include prescriptive, developmental, and intrusive or proactive academic advising (Hones & Sullivan-Vance, 2005; Williams, 2007). These approaches are discussed below with a focus on what each approach entails, theories that inform the approach (where applicable), benefits of using the approach, as well as the limitations of these approaches in academic advising.

2.2.3.1. Prescriptive Academic Advising

Before the development of NACADA, academic advice was seen as solely prescriptive, where the academic advisor is seen as the expert providing advice on study courses, and the student is expected to follow the advice. This advising approach was first termed prescriptive by Crookston (1994), who noted that the relationship is based on authority and provides little opportunity for students to exercise control and take responsibility for their studies. The traditional or prescriptive approach to advising is thus a single-directional didactic activity where the advisors limit their advising practices to providing information about courses, explaining registration procedures, and ensuring students enrol in the appropriate courses (Broadbridge, 1996).

According to Crookston (1994), this approach can be seen as convenient to advisors who are tasked with advising hundreds of students each year. Prescriptive academic advising is also used when information needs to be shared concisely without an in-depth discussion. Amador and Amador (2014) explored how and for what type of advice students use social media such as Facebook. They found that students seek advice about prescriptive advising topics, such as registration queries, course numbers, or class scheduling through Facebook. Smith (2002) also found that the first-year students in his study prefer prescriptive academic advising in that they wanted to be told what to register for and which subjects to steer clear of. Similarly, Fielstein (1994) asked students to rate academic advising items in terms of importance. She found that certain items that are perceived as prescriptive rather than developmental received significantly higher priority ratings from students. These items included explaining graduation requirements, explaining registration procedures, discussing

course selection, and planning a course of study. It is important to remember that these items often form the basis of academic advising and thus still have a place in current practice.

However, focusing only on prescriptive advising barely moves beyond an administrative function, and does not involve either party in active participation in developing students' personal or career goals in the long term (Broadbridge, 1996; Williams, 2007). Thus, students do not learn to become independent decision-makers or take ownership of their learning.

2.2.3.2. Developmental Academic Advising

With the move into the third – and current – era of academic advising, the concept of academic advising has also changed from a prescriptive to a developmental advising approach (Crookston, 1994; Daly & Sidell, 2013). This approach to academic advising moves beyond a unidirectional activity to involve both advisor and student in a goal-directed relationship (Broadbridge, 1996; Crookston, 1994). Crookston (1994) notes that developmental advising is not only concerned with a specific personal or vocational decision, but also with facilitating the students' rational processes, environmental and interpersonal interactions, behavioural awareness, and problem-solving, decision-making, and evaluation skills. Developmental advising thus goes beyond a mere administrative process and is concerned with the individual student's development at his/her pace and preference. Advisors following this approach have a deeper connection with their students, as they guide them on their path in developing academic, career, and personal vectors; those students benefit in an approach customised according to their individual preference (McGill, 2016). This approach is still one of the most prevalent chosen by academic advisors (Grites, 2013).

Academic advisors make use of developmental academic advising when counselling students on matters such as changing a degree or understanding their educational path (Amador & Amador, 2014). Developmental academic advising is, therefore, an approach that centralises students and their development. Harris (2018) found that students were more satisfied with the academic advising received when a developmental approach was used than when a prescriptive approach was used at a historically black university in South Carolina. Similarly, students appeared to favour a developmental approach above a prescriptive approach in a study of students' perspectives on academic advising at a higher education institution in the United Kingdom (UK) (Broadbridge, 1996). Other studies focus on the teaching and learning aspect of developmental academic advising (Banta, et al., 2002; Daly

& Sidell, 2013; Hurt, 2007; McClellan, 2011), and developmental academic advising's use with specific populations (Hollis, 2009; Houman & Stapley, 2013; Ryser & Alden, 2005; Stebleton, 2011).

A. THE TEACHING AND LEARNING ASPECT OF DEVELOPMENTAL ACADEMIC ADVISING

Various studies focus on the teaching and learning aspect of developmental academic advising. Specifically, some of these studies concentrate on the assessment of academic advising in general, while others focus on assessing advising outcomes in academic advising. Daly and Sidell (2013, p. 37) describe a small institution's efforts to assess "academic advising as a part of the implicit curriculum". They found that students meet with their academic advisor two-and-a-half times per semester on average. This implies that the students go to their academic advisors for more than merely selecting courses and meeting university requirements. In addition, they found that students expect the academic advisor to be resourceful, knowledgeable, and a good guide; one student even reflected that the advising meeting should mirror a meeting with a client in counselling. Daly and Sidell (2013) are quick to caution advisors to remain vigilant of the professional boundaries within these high expectations of students, specifically relating to modelling professional behaviour and referring students to counselling professionals when needed. They also found that, although students were quite satisfied with academic advising at this institution, there is still room for improvement, including that faculty can devote more time to individual and group advising. Further, students indicate that faculty need to be better trained in academic advising.

In another article, Banta, Hansen, Black, and Jackson (2002) focus specifically on assessing developmental academic advising outcomes. The authors review the literature on academic advising and provide guidance for planning, implementing, and improving assessment in academic advising. Banta, et al. (2002) note that the evaluation of academic advising should be based on the goals and purposes of the programme (which are shaped by theory). They also note that assessment needs to take advising's resources and processes into account. These resources can include the number of advisees per advisor, advisor access to training, the space where advising takes place, and information the availability of campus services. Advising processes, on the other hand, refer to the amount of time students spend with their advisors, whether the advising takes place in a group setting or one-on-one appointments, and how often students seek academic advice. They conclude that advisors need to monitor not only their advising process, but also the assessment process, so that the procedure is as responsive as possible to the changing needs of students and stakeholders, as well as changing circumstances.

B. DEVELOPMENTAL ACADEMIC ADVISING IN SPECIFIC POPULATIONS

The literature on developmental academic advising also centres on its use within specific populations. For example, Houman and Stapley (2013) focus specifically on the experiences of students with chronic illness and why these students can benefit from developmental academic advising. The authors argue that academic advisors can learn the best means to assist students with chronic illness to adjust, create strong support networks, and achieve their goals, when they understand the degree to which chronic illnesses affect students' ability to flourish at university. They note that academic advisors should help these students connect to peers on campus as well as to other support services. They further note that male students with chronic illness need to be reached out to more than female students with chronic illness, since these male students find it more difficult to adjust to university. Houman and Stapley (2013) reiterate the role of developmental academic advising in assisting students with special circumstances when they note that advisors need to spend more time on relationship building; this will allow them to get to know the students as individuals, which can facilitate the students' progress through the curriculum and with personal growth. The authors also note that academic advisors who are aware of common issues for students with chronic illnesses can readily help these students adapt their schedules to accommodate issues such as their medical regimens, recurring appointments with medical professionals, and needs for rest. They further found that students with chronic illnesses often want academic advisors to advocate for them when lecturers do not understand how their illnesses impact their academics and how the stress of their academics influence their symptoms. They conclude that, based on the experiences of students with chronic illnesses, academic advisors need to be aware of the challenges these students experience to play a pivotal role in facilitating these students' transition to and adjustment at university.

C. LIMITATIONS OF DEVELOPMENTAL ACADEMIC ADVISING

It is important to note that, although developmental academic advising presents many benefits, there are some limitations to its use (Heisserer & Parette, 2002). One of the biggest weaknesses of this approach is that only students who know the importance of academic advising seek regular guidance (Donaldson, et al., 2016; Earl, 1987; Gordon, 1994). This approach is often also difficult to use with undecided groups of students and, as students often do not seek assistance on their own, they miss the benefits of academic advising. These limitations led to the development of the next academic advising approach found in literature.

Another approach to advising is proactive academic advising[1]. During the mid-1970s, Robert Glennen took developmental advising theory a step further to assist advisors in reaching out to students (NACADA, 2016; Varney, 2012). As a result, proactive academic advising, an action-oriented approach to involve and motivate students to seek assistance and provide information before they request it, was developed (Varney, 2012; Williams, 2007). Proactive academic advising as an approach involves:

> deliberate intervention to enhance student motivation, using strategies to show interest and involvement with students, intensive advising designed to increase the probability of student success, working to educate students on all options, and approaching students before situations develop" (Varney, 2012, p. N.P.).

Programmes utilising proactive academic advising build structures that incorporate intervention strategies and mandate advising contacts for students who otherwise might not seek advising (NACADA, 2016).

Some of the benefits of this approach to academic advising include that it utilises the good qualities of prescriptive advising (such as awareness of student needs and structured programmes) and developmental advising (such as the advising relationship) (Williams, 2007). Advisors who follow the proactive advising approach work with students to develop an academic plan and should meet regularly with the students to monitor the student's progress towards meeting the established academic objectives (Williams, 2007).

Literature on the use of proactive academic advising focuses on, amongst others, its use within specific populations (Donaldson, et al., 2016; Faulconer, et al., 2014; Heisserer & Parette, 2002; Jones, 2013; Kalinowski Ohrt, 2016; Miller, et al., 2019; Morillo, 2012; Museus & Ravello, 2010; Rodgers, et al., 2014; Schwebel, et al., 2012) and a curriculum for its use (Kraft-Terry & Kau, 2019; Reader, 2018).

A.   PROACTIVE ACADEMIC ADVISING IN SPECIFIC POPULATIONS

Proactive academic advising is often used with students who are deemed "at-risk" off drop out of university. In literature, students who are deemed "at-risk" can include a wide variety of groups suggested to be more likely to drop out including:

1. Students who are academically at risk due to poor academic performance;
2. Students who are part of ethnic minority groups;

---

[1] This term is also used interchangeably in literature with "intrusive academic advising".

3. Students who have disabilities;
4. Students from low socio-economic status families; and
5. First-generation students (Heisserer & Parette, 2002; Jones, 2013; Kalinowski Ohrt, 2016; Museus & Ravello, 2010).

Jones (2013) studied the efficacy of proactive academic advising and other services when used with students whose cumulative Grade Point Averages (GPAs) were below good academic standing. His study found that, although the improvement was not statistically significant, there was an improvement of achievement levels among students who received proactive academic advising and other services. He further notes that students particularly found the compulsory courses more helpful when they were required to go for academic advising more often.

Museus and Ravello (2010) focus on the experiences of academic advisors working with racial and ethnic minority students, as well as the experiences of these specific groups due to high dropout rates. The authors found that a proactive approach to academic advising contributes to racial and ethnic minority success at university. Particularly, academic advisors who assume responsibility for connecting these students with resources they need to succeed, without being asked about such resources, are deemed to have a high impact on these students' success. They further note that racial and ethnic minority students also attribute proactive practices, such as long-term monitoring of grades, regular required meetings, and early alert and intervention systems to assist in achieving success at university (Museus & Ravello, 2010).

B. A Curriculum for Proactive Academic Advice

Another focus in the literature on proactive academic advising centres on the curriculum of proactive practices. Kraft-Terry and Kau (2019) describe the development of a proactive academic advising curriculum with the use of backward design principles. They argue that using backward design to create a curriculum for use with academically at-risk students ensures that the identified learning objectives remain central. Hence, they started by identifying student learning outcomes in terms of what they want these students to be able to know and do, before deciding on how these outcomes will be measured. They then continued to develop a curriculum map that outlined the learning opportunities associated with each learning outcome, as well tools used to assess whether students achieved the learning outcome. The direct-learning evidence gathered through assessment throughout the applied curriculum informed improvement in the curriculum to align better with the identified student learning outcomes (Kraft-Terry & Kau, 2019).

When reviewing the various academic advising approaches, prescriptive academic advising, developmental academic advising and proactive academic advising have several benefits and limitations when used independently. Prescriptive academic advising may be convenient when advisors are tasked with advising hundreds of students, but is essentially little more than an administrative function, and students do not take responsibility for their choices (Banta, et al., 2002). Developmental academic advising focuses on a student's development at his/her pace and preference. However, it may be difficult to use in situations where advisors are tasked with seeing hundreds of students within a short period of time. In studies conducted by Fieldstein (1994) and Brown and Rivas (1994), arguments were made that both approaches should be used. In Fieldstein's (1994) study, some prescriptive items, as opposed to developmental items, received higher priority by students, and often formed the basis of academic advising. In her study, prescriptive- and developmental academic advising are seen as two sides of the same coin. Brown and Rivas (1994) also argue that, rather than being opposites, these two approaches complement each other. Developmental academic advising was also taken further to help academic advisors reach out to students; this gave rise to the proactive academic advising approach.

Looking at the benefits of the various academic advising approaches discussed above, it seems that each approach can be used at some stage and with certain circumstances when advising students. Nevertheless, the advising approach does not provide a clear practical framework to follow when providing academic advice to individual students, but rather broadly indicates how to approach academic advice. The next subsection explores the different frameworks that exist to help academic advisors with practical application or steps to follow when providing academic advice.

2.2.4. Frameworks

A few frameworks for the practical application of academic advice exists. Since academic advising has a strong connection with psychology, and because various psychological theories inform the practice of academic advising, one of the frameworks that can be used by advisors is the framework that Gerard Egan (2010) developed, namely the Skilled Helper Model: A Problem-Management and Opportunity Development Approach to Helping. This framework is developed not only for psychologists and counsellors, but also for any person in a helping profession. Another possible framework that can be used for academic advising is the Appreciative Advising Model (Bloom, et al., 2008). The two frameworks are briefly discussed next.

The Skilled Helper Model was developed from a social science perspective, since all helping professions must eventually help clients or students manage problems and develop unused resources (Egan, 2010). The framework is thus broadly-based, humanistic, and flexible. This particular framework is also endorsed by the DHET (2017) in South Africa as a framework to provide advice, guidance, and counselling to learners, students, people with disabilities, and unemployed youth, amongst others. It comprises three stages, with three tasks under each stage, that need to take place with an "action arrow" that links all three stages (Egan, 2010). Although there are three stages in the framework, they do not necessarily follow chronologically, and the process can revert to an earlier stage at any time. The tasks are interrelated, and, like the stages, these tasks are not steps, but instead stage-specific activities to assist the client or student in achieving the goals for each stage.

Stage 1, or the Current Picture, is focused on helping the client or student clarify the key issues, concerns, problems, or difficulties they face. The three tasks under Stage I include helping the client or student tell his/her story, helping the client or student develop a new perspective that helps them reframe the story more constructively, and gaining value by helping the client or student work on issues that make a difference.

In stage 2, the Preferred Picture, the focus is on helping the client or student identify, choose, and shape problem-managing goals. The first task under the second stage aims to help the client or student use his/her imagination to see the possibilities for a better future. The second task concentrates on helping the client or student choose realistic and challenging goals as solutions to the key problems or difficulties identified in the first stage. The last task for this stage includes helping the students or clients find incentives that will assist them in committing to the goals set.

In the last stage, called The Way Forward, the student or client needs to develop plans and strategies to accomplish the goals he/she set. During the third stage, the first task is to help the student or client appraise possible plans and strategies to achieve his/her goals. The second task for this stage is to help the student or client choose the strategies that best fit his/her resources. The final task is to help the student or client pull the chosen strategies together into a viable plan. In addition, all three stages rely on the "action arrow", which indicates that the student or client needs to act on his/her own behalf from the beginning of the process. Figure 1 below provides a visual representation of the Skilled Helper Model.

Stage I: Current Picture	Stage II: Preferred Picture	Stage III: The Way Forward
Story	Possibilities	Possible Strategies
New Perspectives	Change agenda	Best fit strategies
Value	Commitment	Plan

Action Arrow: How do I make it all happen?
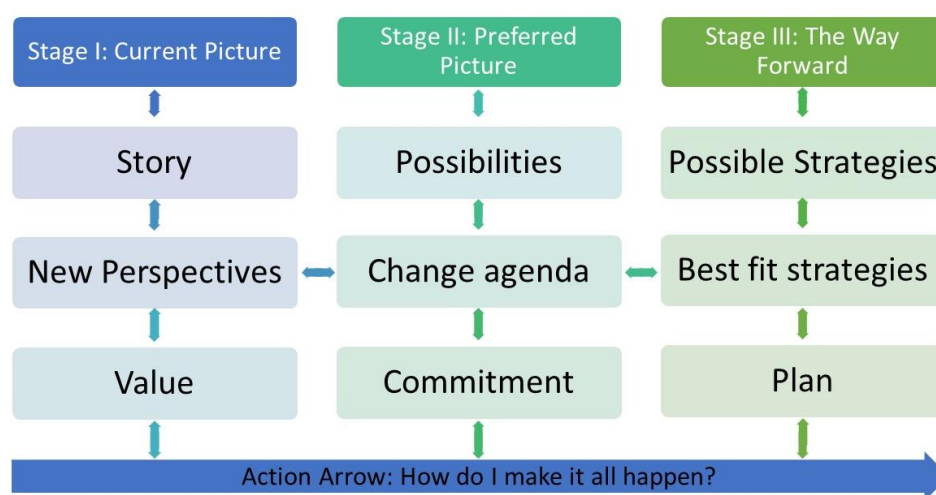
Figure 1: The Skilled Helper Model Indicating Interactive Stages and Steps (Egan, 2010)

2.2.4.2. Appreciative Advising Model

The other framework that academic advisors can use when providing academic advice is the Appreciative Advising Model. Jennifer Bloom, Bryant Hutson, and Ye He developed this framework based on appreciative inquiry (2013; Cate & Miller, 2015; Hutson & He, 2011). Appreciative inquiry is an organisational change theory focused on searching cooperatively for the positive in every living system and using this positive energy to cultivate change (Bloom, et al., 2013; Cooperrider, et al., 2008; Hutson & He, 2011). The assumption behind Appreciative inquiry is "that every organisation has something that works well, and those strengths can be the starting point for creating positive change" (Cooperrider, et al., 2008, p. 3). Thus, the Appreciative Advising Model is also based on the assumption that students always have strengths that can be utilised as a starting point. This model comprises six phases, four of which are based on the 4-D cycle of appreciative inquiry (Bloom, et al., 2013; Hutson & He, 2011). The four phases based on appreciative inquiry are discover, dream, design, and deliver, but Bloom et. al. added two additional phases to this model, namely disarm at the start, and don't settle at the end (Bloom, et al., 2013; Cooperrider, et al., 2008).

The framework thus consists of the following phases: disarm, discover, dream, design, deliver, and don't settle (Bloom, et al., 2013).

According to Bloom, et. al. (2013), the disarm phase focuses on establishing rapport and making a positive first impression on the student. By building rapport, the student feels welcomed and assured that the advisor is there to help improve the student's academic progress. During the discover phase, the advisor continues to build rapport by asking about the student's strengths, skills, and abilities. In the dream phase, the student is encouraged to dream about his/her future. The advisor then assists the student in the design phase to construct action plans to accomplish the goals he/she identified in the dream phase. In the next phase, deliver, the advisor supports the student as he/she carries out the identified plan. The last phase, don't settle, encourages the advisor and the student to strive continually to improve student performance. Figure 2 below is a visual representation of the Appreciative Advising Model.
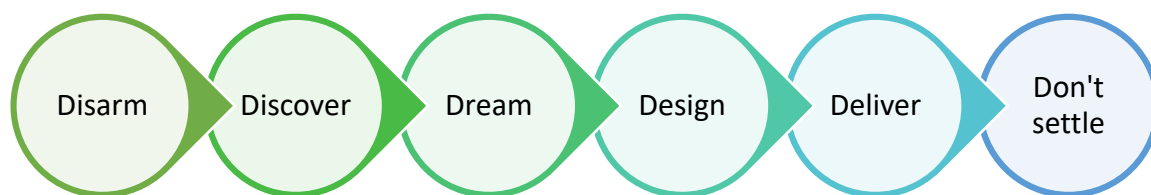
Figure 2: The Appreciative Advising Model (Bloom, et al., 2013)

2.2.5. Shortcomings of the Frameworks

Both the Skilled Helper Model and the Appreciative Advising Model are helpful frameworks for advisors' practical advising sessions. However, the Skilled Helper Model is a general model for helping professions, and not specific to the purpose of academic advising. The Appreciative Advising Model, on the other hand, is developed for academic advising, but, similar to the weaknesses of appreciative inquiry, it seems idealistic where feelings of frustration and anger are not voiced and addressed, possibly becoming a barrier in the process. Consequently, some may withdraw from the process due to the invalidation of feelings (Egan & Lancaster, 2005). Importantly, neither of these frameworks consider the necessity of including career advising to assist the student holistically. The importance of career advising integration will be examined further after the discussion on career advising.

2.2.6. Academic Advising in South Africa

Academic advising is a well-known practice in both the USA and the UK, as evidenced in the above literature; however, it is still developing in other countries, like South Africa (RSA). Some universities call their academic advising practices academic counselling or academic coaching (Nelson Mandela University, 2019; University of Fort Hare, 2021; University of the Witwatersrand, 2020). To illustrate how novel academic advising in RSA is, a search was done through the comprehensive database EbscoHost, with search terms related to academic advising within the South African, accessed between 28 July 2021 and 29 September 2021. Table 1 illustrates these results.

Table 1: Results According to Search Terms Related to Academic Advising

Search Terms	Total results	Applicable	Not Applicable
"academic advising" and "South Africa" and "higher education"	198	29	169
"academic counselling" and "South Africa" and "higher education"	32	8	24
"academic coaching" and "South Africa"	18	1	17

For each search term, the results were expanded to also search within the full text of the articles and apply equivalent subjects. The total results are the number of articles after exact duplicates were removed. Further, those seen as applicable include articles that do not focus on academic advising in South Africa, but mention academic advising practices at least once. Those articles that are deemed not applicable to this context include articles that focus on the influence of higher education on young South Africans (Case, et al., 2018), the experience of South African students at international institutions (Akers, et al., 2021; Poyrazli & Isaiah, 2018; Saha, 2018), international higher education practices (Amponsah, et al., 2018; Gray & Crosta, 2019; Kher, et al., 2003; Kumar, et al., 2020; McBurnie, 2000; Rowe, et al., 2019), international academic advising practices (Asamoah & Mackin, 2016; Chi, et al., 2017; Dogan, 2012; Henning, et al., 2012; Michalski, et al., 2017; Swanzy & Potts, 2017; Williams Sy, 2017), and student success at a South African university (Janse van Vuuren, 2020; Joubert & Hay, 2019; Wiid, et al., 2020).

Within all the search terms, only ten articles had academic advising practice as their main focus. Most of these articles looked at academic advising as an intervention for students deemed at risk of failure and dropping out (Mayet, 2016; Naidoo & Lemmens, 2015; Nel, 2014). A study by Mayet (2016) shows that learning development interventions provided by academic counsellors (also known as academic advisors at other institutions) help in changing student attitudes and confidence levels, as well as helping academically at-risk students to develop the skills necessary to succeed. Mayet (2016) notes that students indicated that their coping mechanisms and learning/study skills increased with these interventions. In a study by Naidoo and Lemmens (2015), students were profiled upon entry to the university to identify students who could be at risk of failing. These students were then referred to faculty student advisors for support to address their needs. The faculty student advisors provided support in the form of academic development workshops and individual sessions. This study shows that those students who attended one or more sessions with the advisors were more likely to be successful in their first semester. Nel (2014, p. 732) further assesses the efficiency of an intervention "loosely called Academic Advising" at a comprehensive university, based on mentoring of first-year students by academic staff to assist students deemed under-prepared for university. She found that the essence of the programme is the holistic support it provided to students through assistance with academic and non-academic issues. Some of the benefits included that the intervention gives at-risk students the financial, emotional, and academic support needed for success in their first year of study. She also found that this support enabled students to overcome obstacles they faced in their academic journey, and to become goal-directed. Shortcomings of the process are related to academic advisors' different levels of commitment to the intervention, as well as consistency in the application of the intervention. Despite these shortcomings, one of the students recommended that this intervention should be available for students beyond their first year.

Two of the publications with an overall focus on academic advising explore academic advising as coaching for postgraduate students (Geber & Bentley, 2012; Keane, 2016). Keane (2016) argues for using coaching principles and processes to address some of the contextual difficulties experienced by supervisors and students, while Geber and Bentley (2012) investigate how a low-cost support programme with coaching can accelerate doctoral degree completion. Geber and Bentley (2012) note that individual coaching sessions were valuable in enhancing goal-setting, work-life balance, and stress reduction. These sessions also helped increase the students' self-awareness; they learned to interact better with others, and the programme served as a built-in system of internal accountability. In addition to the individual sessions, the students also found the skills courses valuable.

Of the few publications directly exploring academic advising, Makondo (2014) argues that academic advising is crucial at South African universities. As academic advising as a concept was not yet widely known in South African universities at the time, he provided some suggestions as to how it could be practiced and whose responsibility it could be by drawing from international practice and the South African context. Makondo (2014) notes that academic advisors execute key roles in helping students succeed, but that collaboration is needed to identify students in need of support. Further, peers are an important resource that can help support fellow students while academic practitioners/advisors develop strategies to support these students in need. This publication shows that, although academic advising was not yet understood and implemented, universities started to investigate its implementation by drawing from international practices.

Another publication with an overall focus on academic advising positions academic guidance for undergraduate students in a South African medical school as a key support structure (Jama, 2016). The study aimed to determine undergraduate medical students' perceptions of factors that affect their academic performance. Jama (2016) found that students perceived various academic, psychological, and social factors as affecting their academic performance. Such academic factors include workload struggles, time management challenges, and that students struggle to answer integrated questions (where a single question draws information from various subjects). The students viewed family matters, accommodation struggles, financial struggles, and involvement with residence activities as social factors that influence their academic performance. Students further mentioned feelings of hopelessness, negativity, loss of motivation, loss of self-esteem, anxiety, and sleeplessness as psychological factors that influence their academic performance, but many did not make use of psychological services available. From these findings, Jama (2016) noted a reciprocal relationship between the mentioned academic, social, and personal factors, and academic performance, such as that poor academic performance can lead to psycho-social problems, including financial struggles. She concluded that typical academic guidance or advice on time management and study skills cannot help all students until social factors such as accommodation and financial struggles are resolved.

Another example of how academic advising manifests in South African literature on higher education is from Mason (2017), who examined the relationship between South African students' sense of meaning and academic performance. Mason (2017) argues that responsive academic advising is needed to assist students to navigate higher education challenges. He found that sense of meaning is important to students' academic performance, but that advisors need to be cognisant of other factors also influencing academic performance. He further notes

that academic advisors "should consider emphasising the importance of meaning as an important component of academic advising" (Mason, 2017, p. 284).

Investigating the possible impact of academic advising consultations on the development of students' academic performance, Emekakao and Van der Westhuizen (2021, p. 64) found that "variable academic gain was reached in student advising". For example, despite first-year students consulting with academic advisors more often, the most academic gain was experienced by third-year students. First-year students mostly sought assistance with time management skills, study methods, and test and exam preparation. The most academic gain by third-year students was achieved when these students sought assistance with study methods.

The final publication focusing on academic advising investigates how a relationship of trust is built between students and their academic advisors. Masengeni (2019) found that trust is critical in building relationships with students that lead to environments where students can talk openly about their academic challenges. He further noted that the advisor-advisee relationship is built on care, honesty, and respect. Another observation in this study is that the advisor's competence in sharing knowledge is critical in building the necessary trust and promoting student success.

In summary, publications with academic advising as a central focus investigated its use as an intervention for students deemed at-risk, viewed advising as coaching for postgraduate students, and argued for the need of academic advising in South African higher education institutions. These publications on academic advising also examined the relationship between students' sense of meaning and academic performance, investigating academic advising consultations on students' academic performance, and how a trust relationship is built between students and academic advisors.

2.2.6.1. *Publications Related to Academic Advising Responsibilities and Practices*

Although academic advising as a singular concept has not been a well-known practice in South Africa for long, Kuhn, Gordon, and Webber (2006) categorised responsibilities of academic advising on a continuum that can help others understand similar practices that have been taking place in South Africa. This means that, although institutional support might not have used the term "academic advising", many functions that make up academic advising have been implemented to support students in different ways. Kuhn, Gordon and Weber's (2006) continuum explains responsibilities addressed by academic advisors and counsellors. These include informational (providing information to students), explanatory (explaining concepts or how things work), developmental (holistically guiding students), mentoring (taking

on a caring, teaching role), and counselling (which is exclusive to counsellors) responsibilities. Various South African articles were found where these responsibilities are addressed.

A. INFORMATIONAL RESPONSIBILITIES

Academic advisors are often tasked with providing information on university courses and services available to students. Examples of how such information is shared on different platforms include through faculty rule books or information placed on the institutional Learning Management System. One publication mentioning academic advising informational responsibility like this is that of Dwayi (2011), which explains the E-Learning strategy implementation at a South African university. This strategy includes providing information on a Learner Management System and included an academic advising course at this institution provided information to students; it proved to be one of the top courses with 405 students accessing it. Such a course speaks to the informational responsibility of academic advising, since academic advisors are often tasked with providing information on university courses and services to students.

B. EXPLANATORY RESPONSIBILITIES

No publication was found that explicitly refers to the explanatory responsibility of academic advising. However, Kuhn, Gordon, and Webber (2006) describe the explanatory responsibility as advisors clarifying information that the student will use to make decisions and take action. This may involve explaining policies and procedures or the curriculum as well as major requirements to students. Thus, the explanatory responsibility differs from the informational responsibility in that the academic advisor plays a key role in explaining the information that the student might obtain from various sources.

C. DEVELOPMENTAL RESPONSIBILITIES

The developmental responsibility entails a personal advisor-advisee relationship in which advisors support students to form and clarify educational plans congruent with their personal needs, values, goals, and situations (Kuhn, et al., 2006). Various South African publications were found to mention the developmental responsibility of academic advising. Most of these articles either mention academic advising, academic counselling, or the relationship between a staff member and student, where the staff member assists the student with academic planning, supports the students, and helps them connect to the institution These articles are further categorised in terms of their focus on student engagement and

support (Aluko, et al., 2008; Cassells, 2018; Cele, 2021; Chikoko, 2010; Dwayi, 2017; Essack, et al., 2010; Fynn & Janse van Vuuren, 2017; Mkonto, 2018; Mngomezulu, 2019; Nsamba & Makoe, 2017) and success strategies (Mason, 2019; Mukwevho, 2018; Mulube & Jooste, 2014; Tladi, 2013).

Numerous publications mention the developmental responsibility of advising and other practices when looking at it through the lens of student engagement and support. The majority of these publications focus on student support and integration into the institution (Chikoko, 2010; Essack, et al., 2010; Fynn & Janse van Vuuren, 2017; Mngomezulu, 2019; Nsamba & Makoe, 2017). One such publication by Mngomezulu (2019) explores disability disclosure influences and support needs of students with disabilities. The study found that these students prioritise getting help for dealing with their anxieties, and then obtaining follow-up support in balancing their disability and academic needs. This support in balancing their disability and academic needs is something that academic advisors or academic counsellors help students with. In another publication, Fynn and Janse van Vuuren (2017) investigate the role of support systems available to students. One such support system includes a network of counsellors that provide counselling and student support. In their article they refer to this as "career counselling or academic advising" (Fynn & Janse van Vuuren, 2017, p. 197). An example of a publication that investigated the level of integration with the institution and student retention and dropout is one by Chikoko (2010). He found that, with low levels of integration into the institution, students' coping strategies of students. Thus, more effort to help students integrate with the institution is necessary. He further indicates that one of the methods to help with integration is through academic advice.

Other South African publications that consider student engagement and support focus on early alert systems implemented to identify students in risk categories for academic failure or dropping out (Cassells, 2018; Cele, 2021; Dwayi, 2017; Mkonto, 2018). This categorisation allows for interventions to take place including academic advising (in a formal or informal capacity). For example, a conference presentation by Dwayi (2017, p. 128) showcased an evaluative study done in terms of "integrated academic development as the mechanisms for a just, fair and socially inclusive education" at a South African university. The study outlines a tracking and support system for integrated academic development whereby student tracking, monitoring, and evaluation of teaching/courses serve as mechanisms for identifying weaknesses in teaching and learning processes. Ideally, this tracking and monitoring identify students that may require interventions and then refer these students to "academic advising" (including peer-assisted learning) sessions to help them with academic skills and completing their studies (Dwayi, 2017, p. 130). The study revealed numerous academic development deficiencies, where the focus seemed to be on skills acquisition measured by accumulated

assessment marks, but without evidence of support systems such as academic advising. This is evident in participant responses that note that improvement plans were adequate, but that some proposed interventions were not aligned with the problems identified, and that "there are also interventions that are not mentioned in the faculty improvement plans, such as academic advisory, which could be very useful for student success".

Some articles investigating student engagement and support further focus on the curriculum (Parker, 2016; Scott, 2018). For example, Scott (2018, p. 9) mentions how academic "advice and guidance" forms part of the delivery of the curriculum and that the curriculum is thus not only delivered in the classroom.

Some form of academic advising has been taking place when looking at the developmental responsibility of academic advising and other practices and support provided by universities. In other articles, the authors recognise the value that more formalised academic advising can bring (Chikoko, 2010; Dwayi, 2017).

D. MENTORING RESPONSIBILITIES

A final key responsibility of academic advisors, according to Kuhn et. al. (2006), is mentoring. South African publications on mentoring mainly focus on peer mentorship in general (Hamid & Singaram, 2016; McMillan, 2013; Munje, et al., 2018; Ntombela & Mngomezulu, 2018; Phiri, 2019; Speckman, 2016; Wagner & Du Toit, 2020), mentorship for professional development (Arnold, 2016; Moosa & Rembach, 2020; Mthembu & Mtshali, 2013; Parsons, et al., 2020; Underhill & McDonald, 2010; Waghid, 2006), and the mentoring process and evaluation (Khine & Hartman, 2021; Michau & Louw, 2014; Van der Westhuizen, et al., 2020).

Various South African publications focus on peer mentorship in general, where senior students serve as mentors for other students. This may include providing guidance and advice on student life to providing learning support and peer academic advice based on their own experiences. One example of this peer support comes from the work of Phiri (2019), who investigated mentee perceptions of the benefits of peer academic mentoring (i.e. peer learning and support). She found that most mentees saw academic and psychosocial benefits as a result of participation. These academic benefits included learning creative study techniques, exam preparation skills, and organisation and time management skills. In terms of psychosocial benefits, the mentees gained confidence in their ability to navigate university challenges, felt an increased sense of belonging, had opportunities for networking, and an increased appreciation for diversity.

Some publications on mentorship focus on the professional development of mentees. One such publication by Underhill and McDonald (2010) focuses on the perceived professional development of tutors through a mentoring process. These tutors are mentored by the tutor coordinator through weekly group meetings and reflection sessions characterised by fluid dialogue. This affords tutors the opportunity to express themselves and prepare for tutorials by investigating creative ways to present the content. In addition, the mentorship of individual tutors was crucial in the success of the tutor programme. This was achieved through an "open-door" policy and an atmosphere of safety whereby tutors were encouraged to interact regularly with the coordinator and easily approach the coordinator with observations, challenges, and suggestions (Underhill & McDonald, 2010, p. 101).

Another theme that emerged from literature on mentorship came from articles on the mentoring process itself. An example is an article by Khine and Hartman (2021), who investigated how the nature of racial and socio-cultural diversity was perceived by former students of a medical speciality discipline, and how this influenced their relationships with peers and consultants. They found that these former students perceived the socio-cultural diversity as personal differences. These former students attributed their experience of not receiving one-on-one mentorship to a lack of a relationship with the consultants. This lack of a relationship, unfortunately, contributed to the former students' failure to learn.

The literature found indicates that, although academic advising is a relatively newly formalised practice in South Africa – seen also with the launch of the South African Association for Academic Advising, Eletsa, in 2021 – a few publications touched on academic advising responsibilities. These responsibilities include informational, explanatory, developmental, and mentoring responsibilities. In some cases, the need for formalised academic advising is recognised despite other publications referring to practices loosely called academic advising. Furthermore, literature on the developmental responsibilities of academic advising include a focus on student engagement and support, which are not fulfilled exclusively by academic advisors. The mentoring responsibilities referred to by Kuhn et. al. (2006) are also often fulfilled by peer mentors that provide academic and social support (i.e. peer learning and support) or staff members providing mentorship. It is thus important to understand that, although academic advising in South Africa is only recently formalised and professionalised, many other practices have been supporting students in key functions that academic advising practitioners are doing now.

This section focused on academic advising as a concept and how functions associated with it are manifested internationally and nationally. The following section will focus on career

advising as a concept by highlighting the historical development of career services, followed by current international and national trends in career advising.

2.3. Career Advising

2.3.1. Career Advising as a Concept

Career advising has its roots in academic advising, but also forms part of career development practices. Various terms are used interchangeably with career advising in literature, including career guidance, vocational guidance, career planning, and occupational placement (DHET, 2015; Hartung & Niles, 2001; The South African Qualifications Authority, 2012). For the purpose of this study:

> Career advising may be viewed as assisting students to understand how their academic and personal interests, abilities and values might relate to the career fields they are considering and how to form their academic and career goals accordingly (Gordon, 2005, p. n.p.).

Several overlapping, as well as distinct, aspects exist between career advising, career counselling, and career services (which deals with employability skills and connecting students to the world of work through career fairs) (Hughey & Hughey, 2009). Some of these overlapping aspects include professional competencies used by advisors who provide career advice, as well as by registered career counsellors and psychologists, including relationship-building and communication competencies. Further competencies include knowledge of technology, career decision making, and career resources (Hughey & Hughey, 2009). Other overlapping aspects between career counselling, career advising, and career services include career planning, setting goals, and similar theories used in these concepts (Hartung & Niles, 2001; Hughey & Hughey, 2009).

Although career advising seems to have much in common with career counselling, it is important to understand how it differs from the more psychologically intense career counselling. The latter seeks to assist students with complex career-related personal concerns, whereas career advising takes a more developmental approach to assist students with concerns related to their academics through simultaneous academic and career planning (Gordon, 2006; Hughey & Hughey, 2009). In practice, career advising is not exclusively practised by registered counsellors and psychologists (as is the case of career counselling), but can be practised by counsellors, advisors, coaches, and career services personnel. In addition, since career advice is also performed by career services personnel and often hosted

in these offices, this section of the chapter will focus on the historical development of career services and current practices.

2.3.2. *Historical Development of Career Services*

For the purpose of this, study career services refer to services often fulfilled by so-called career services offices (also referred to as career development- or employability offices), and may include organising career fairs, introducing the world of work to students, as well as providing advice and job placement services. Literature on the development of career services is somewhat limited, but the origin can be traced back to the 1900s with the creation of vocation bureaus designed to help immigrants find work (Dey & Cruzvergara, 2014). The function and title of the vocation bureaus in the USA and other countries evolved over the next century to what we now view as career services.

With the advent of industrialisation, higher education saw an influx of student enrolments. The increased need for educational and vocational guidance meant that faculty slowly moved away from mentoring roles to focus on teaching (Dey & Cruzvergara, 2014; McInnis, et al., 2008; Wei, et al., 2016). Consequently, vocation bureaus were developed in the 1920s and 1930s. Later, these vocation bureaus evolved to become job placement centres that focused on advisory interviews, information about careers, employers, and jobs, as well as placement activities, such as notifying students of vacancies and arranging selection interviews between students and employers (Dey & Cruzvergara, 2014; Hayden & Ledwith, 2014; Watts, 1997). These job placement centres later also transformed in title and function to career services (Watts, 1997; Wei, et al., 2016). The focus shifted to help students and graduates explore careers and plan their own job search. The 1990s and 2000s changed career services into dynamic networking hubs that connected hiring organisations and facilitated networks between recruiters and students (Dey & Cruzvergara, 2014; Watts, 1997).

In recent years (from 2008 onwards), career services have largely focused on connected career communities (Dey & Cruzvergara, 2014). The economic downturn of 2008 led to a higher demand for accountability from students, alumni, parents, government, and all other entities in various communities (Dey & Cruzvergara, 2014; Hayden & Ledwith, 2014; Ratcliffe, 2015). Career services moved away from the traditional transactional model of services to a customised connection model (Dey & Cruzvergara, 2014; Wei, et al., 2016). Career services now focus on specialised career development support to students, and creating meaningful connections to internship employment opportunities, as well as mentoring and experiential learning. Although career services offices continue to offer résumé assistance and career fairs, the stronger emphasis is on building connections with employers from various

sectors through partnerships, and developing career communities of learners and networkers (Dey & Cruzvergara, 2014; Wei, et al., 2016). For this new emphasis on connections and communities, the identity of the career services worker shifts from counsellor to group facilitator and expert consultant (Dey & Cruzvergara, 2014).

What we now view as career services has evolved in the USA and other countries from vocation bureaus to become a connection point to career communities. With this evolution came many changes to the identity and function of career services officers, as well as to the activities and focus of career services. The following section focuses more in-depth on the current practice of this discipline in higher education, while also providing an overview on literature regarding career services in the higher education sector.

2.3.3. Current Practice of Career Services and Advice

To gain a better understanding of how career services is currently practiced in higher education, this section investigates whom these services target, stakeholders involved, as well as the activities performed in various countries, including the USA, the UK, Australia, and South Africa. The section also mentions themes into which research on career services can be categorised.

In the USA, career services is well documented, and, although it differs from institution to institution, involves providing services to and liaising with students, graduates, alumni, faculty, employers, parents, and other people and community groups (Hayden & Ledwith, 2014; Iannucci, 2017; Lenz, 2000; Ohio Board of Regents, 2014; Ratcliffe, 2015; Wei, et al., 2016). The delivery of these career services includes a focus on job placement and work-based learning through the following practices:

1. Assistance with internship and employment searches and placement;

2. Workshops on developing job search skills;

3. Résumé writing and posting activities;

4.)n-campus interviewing;

5. Occupational and employer information;

6. Delivery or access to career screening, as well as interest and assessment tools; and

7. Career fairs or expos (Hayden & Ledwith, 2014; Iannucci, 2017; Lenz, 2000; Ohio Board of Regents, 2014; Ratcliffe, 2015; Wei, et al., 2016).

Literature on career services in the UK show similar trends to those in the USA. In terms of stakeholders, literature indicates that career services help students and graduates connect to employers, alumni, and the world of work (Chadha & Toner, 2017; McInnis, et al., 2008). The focus is mainly on increasing employability through one-on-one interviews, computer programs, courses, and modules regarding career decision-making learning, e-guidance, as well as mentoring and shadowing (Chadha & Toner, 2017; McInnis, et al., 2008).

Career services in Australia also have clients and services or activities similar to those in the USA and the UK, which include students, faculties and/or departments, and employers (McInnis, et al., 2008). The activities or services in Australian Career Services include, amongst others, a focus on assisting students with education- and career-related decision making and planning, career education and development activities delivered to groups independently or integrated into the curriculum (for example delivery of a unit of study in a course), and specialist employability programmes for student development (e.g. internships and industry mentoring) (Brown, et al., 2019; McInnis, et al., 2008). In addition, the services or activities also provide career information delivered through various media (such as web-based, e-mail, and printed resources), job interview skill development, résumé writing, and employer liaison events and programmes (like career forums and –fairs) (Brown, et al., 2019; McInnis, et al., 2008).

International practices also influence how South African career services are delivered. An environmental survey of career development practices was executed by SAQA in 2012. The survey found that the country's career services mainly focus on students' readiness for a job and for working with employers. It further indicated that activities performed by career services include life skills training – such as job-search skills, interview skills and Curriculum Vitae (CV) writing skills – as well as career fairs or exhibitions (SAQA, 2012). Many South African universities also mention providing advice on careers and life skills training and career fairs. For example, the University of Cape Town's career services provide various online resources to help first years and seniors with career planning, as well as the opportunity to consult a careers advisor and connect with employers (University of Cape Town, 2021). Another example is the University of KwaZulu-Natal, where the Career Development Services division offers students resources aiding them in career choices, -planning, CV writing, and interview skills, as well as consultations with a career development officer (University of KwaZulu-Natal, 2021). The University of the Western Cape's career services provide career advice, -preparation, and opportunities, and resources like CV and job search documents (University of the Western Cape, 2021). Similarly, career services at the University of Pretoria provide advice on careers, career planning assistance, resources like articles on employability skills, and career events (University of Pretoria, 2021). At the University of the Free State, the

career services office also provides career advice, employability skills resources and workshops, and career fairs (University of the Free State, 2020).

Although there are small differences between the career services of various countries, the focus of career services and associated functions are comparable for most of the mentioned countries or contexts. The following subsection focuses on literature regarding career services and advice, and categorise these accordingly.

2.3.4. Literature on Career Services and Advice

The literature on career services and advice in higher education is similar on both an international and South African level. International literature can be categorised into a focus on employability and skills (Hora, et al., 2016; Hustler, et al., 1998; Pool & Sewell, 2007; Scurry & Blenkinsopp, 2011; Tang, 2019; Terzaroli, 2019; Terzaroli & Oyekunle, 2019; Watts, 2006); work integrated learning (McIlveen, et al., 2011; Silva, et al., 2016); job-placement (Gardner & Liu, 1995; Iannucci, 2017); and career planning (Jackson & Tomlinson, 2020; Lock & Kelly, 2020). Similarly, South African literature on career services and advice in higher education can be categorised into a focus on employability and skills (Brits, 2018; Shivoro, et al., 2018); work integrated learning (Wait & Govender, 2016); and career planning (Cosser & Nenweli, 2014; Iriam, et al., 2016; Manjooran, et al., 2021; Nieman, 2010; Noordien, et al., 2020; Omed Ali, et al., 2019; Sefora & Ngubane, 2021; Tonye Dagogo, et al., 2019; Van der Merwe, 2011). This thesis provides examples of the career services and advice literature on employability and skills, work integrated learning, job-placement, and career planning from both international and national levels.

2.3.4.1. Literature on Employability and Skills

The first categorical focus of literature regarding career services is on employability and skills. Employability can refer to someone's value in terms of future employment opportunities, his/her capability to be successful in various jobs, and the ability to obtain or create and keep fulfilling work (Schreuder & Coetzee, 2013). Being employable means having qualification subject knowledge, understanding, and skills, as well as generic transferrable skills – some of which include interpersonal communication skills, team work or citizenship skills, problem-solving and decision-making skills, planning and organising skills, self-management skills, and career development literacy (Schreuder & Coetzee, 2013). Some research focuses on developing employability in general, whereas others focus on specific

aspects – such as developing career management skills, investigating the skills gap, or the underemployment of graduates.

Terzaroli and Oyekunle (2019), for example, investigated the models and activities of career services at two universities in terms of helping students become employable. They concluded that career services at both these institutions would enhance students' employability in the labour market through a diverse mix of educational and matching actions.

Pool and Sewell (2007) present a practical model of employability to use as a framework for assisting students in developing their employability. The model the authors propose includes aspects such as career development learning, experience, degree subject knowledge, understanding, and skills, generic skills (also known as transferrable skills), and emotional intelligence. The latter develops and influences, through reflection and evaluation, the person's self-esteem, self-confidence, and self-efficacy. These components form the key to employability, and one missing element could reduce the person's employability.

Some literature focuses on specific aspects of employability and skills, such as developing career management skills. Hustler et al. (1998) investigated the development of career management skills in nine higher education institutions in the UK. Other literature investigated the skills gap or the underemployment of graduates. In one such study, Scurry and Blenkinsopp (2011) highlighted several issues around not only the measurement, but also the conceptualisation, of graduate under-employment. They found that the most comprehensive approach to defining underemployment is offered by Feldman (1996), who suggested identifying whether the graduate possesses any one of five dimensions. These dimensions include whether the graduate has a higher level of formal education than their job requires, whether they have higher-level skills than what the job requires, whether they are involuntarily employed in a different field than they studied, whether they have a part-time, temporary, or intermittent job involuntarily, and whether or not they earn 20% less than the average earnings of their peers in the same major or occupation track. In terms of measuring graduate under-employment, Scurry and Blenkinsopp (2011) note that literature emphasises investigating measuring discrepancies in three areas, namely the educational requirements of an occupation, contract status, and earnings.

2.3.4.2.   Literature on Work-Integrated Learning

Research regarding career services in higher education also centre on work-integrated learning. For example, McIlveen et al. (2011) investigated the contribution of career development learning to work-integrated learning within Australian universities. Career development, in this instance, refers to learning about career development's process and

content. The study confirms a perceived correspondence between work-integrated learning and the theoretical fundamentals of career development learning. From these theoretical fundamentals, opportunity awareness, self-awareness, and transition learning were rated as most often being present in work-integrated learning (McIlveen, et al., 2011).

2.3.4.3. Literature on Job Placement

Research into career services also focus on job placement. Iannucci (2017) notes that there is a need to enhance the approach to career services in higher education to meet students' and graduates' needs. He states that an effective model for career services would include establishing regional and state-based career services, director positions, and departments that work alongside alumni efforts. In addition, Ali and Jalal (2018) advocated for career services to assist students with searching for jobs and to provide more opportunities for job placement. This job-placement service is based on their findings that higher education affects and is a predictor of employment.

2.3.4.4. Literature on Career Planning

Literature on career advice primarily relates to career planning. For example, Sefora and Ngubane (2021) investigate the career development of students with disabilities in an open distance learning institution in South Africa. They draw from the narrative of two female students with disabilities, specifically regarding how these young women negotiate their respective career pathways. The students described how they developed a clear sense of self and embarked on their careers while being unsure of where they were headed. The authors note that disability can influence students' career goal-setting behaviour in terms of how high, quickly, and realistically they set these goals. They further note that it is critical that career practitioners reach out to students with disabilities to help them make informed decisions and provide career path materials in accessible formats.

An article by Nieman (2010) investigates South African students' perceptions of how a gap year helped prepare them for higher education. She found that most students took a gap year due to being uncertain of what to study, suffering from burnout, or needing money to finance their own studies. She notes that such a gap year helped the students get clarity on a career choice, which, in turn, led to improved motivation and a focused approach to their studies. She further indicates that the gap year helped the students recover from burnout, improved their relational skills, assisted with their adjustment at university, and aided in their personal development.

In another article focused on career planning, Cosser and Nenweli (2014, p. 333) investigate students "consistency of choice between programme preference, enrolment, and graduation". The study present a revision of an earlier model and pathway technique between programme preference, enrolment, and graduation data. They found that three out of five graduates failed to indicate a programme preference before initial enrolment. This finding supports the observation of initial uncertainty regarding career choices among many students. Thus, this data can help advisors understand the possible implications for students who are either uncertain of their career choices or not accepted into their initial degree of choice.

Evidenced above, literature on career services focus on, amongst others, employability and skills, work integrated learning, and career planning. Some of the publications on employability and skills focus on developing employability in general, whereas others focus on specific aspects, such as developing career management skills. Furthermore, literature on career services emphasises the importance of work integrated learning to assist with opportunity awareness, self-awareness, and transition learning. In terms of extant literature on job placement, authors advocate for career services to assist students with job placements. In addition, literature on career services also investigate career advising (career planning), which includes literature on the career development of students with disabilities, how a gap year helped students prepare for higher education, and the consistency of choice between programme preference, enrolment, and graduation.

This section described career advice as a concept, the historical development of career services, current practices of career services and advice internationally and nationally, as well as literature on career services and advice. The next section explains the importance of integrating career advising into academic advising to provide holistic support.

2.4. Importance of Integrating Career Advising into Academic Advising

Despite progress in improving student success rates in South Africa, there are many challenges still to overcome. For example, only approximately a third of students graduate within the minimum timeframe of three years (DHET, 2019); 11% of these graduated are unemployed (Centre for Risk Analysis, 2021). Furthermore, the vast majority (at least 70%) of students who enter higher education in South Africa are also the first in their generation to do so (Universities South Africa, 2018). This implies that most students might not be familiar with the options available to them when they access higher education, nor are they familiar with how things work at university. These and similar challenges imply that higher education institutions' responsibility to help students succeed should not end with assisting students to graduate. Instead, students also need to be guided in postgraduate career-related matters

(Gordon, 2006; McCalla-Wriggins, 2009). Research shows that quality career advice (guidance and coaching), which will enhance clarity about students' career ambitions and interests, personal development plans, and employability, should be considered at all institutions (Okolie et al., 2020). In addition, as students' decisions regarding their academic programme choice and future planning are seldom made without considering how it relates to possible careers, it is vital to include career advice into academic advice (Gordon, 1984; Nkomo, 2018). Portland State University (2016) agrees, when it notes that students not only want help with course planning, but also someone to help them align life goals with academic and career goals.

In addition, degrees are often suggested for students without acknowledging their individual needs, personality, or motivation (Gordon & Steele, 2003). Career advice integrated into academic advising would assist in helping students understand how their individual needs, personality and motivation fits with the various degrees. There are also careers for which students may have an unrealistic idea of what it entails or the amount of coursework needed for that career (Tudor, 2018). Furthermore, "in today's uncertain job market, university students who show positive attitudes in their career planning have an advantage" (Stoeber, et al., 2016, p. 2). As Gordon (2006) notes, if advisors do not assist with this integration between academic programmes or majors and careers, students will tap into other sources that may not be as accurate, timely, or reliable. Thus, academic advisors are in an excellent position to facilitate a more integrated and career-oriented approach to academic advising. In doing so, they assist students in developing academic goals and career plans congruent with their interests and values for them to succeed (Hughey & Hughey, 2009). Academic advisors are then able to help students plan a successful career from entry into higher education with continued support until graduation, while students are not left to figure out their careers on their own (Tudor, 2018).

2.4.1. *Integrating academic and career advising: The International Context*

Due to conversations around the benefits of the integration of career advising into academic advising, many international campuses have invested in resources such as training, collaboration, and revising organisational structures (Lynch & Lungrin, 2018). Burton Nelson and McCalla-Wriggens (2009) noted how the integration of academic and career advising can be achieved. They mentioned that this integration can be informal – where individual advisors implement career components into their work with students – or formal, where career and academic advice are integrated in a unit or institution. They further noted that the informal integration of career and academic advising has the disadvantage of inconsistency of

implementation by all advisors, and that formal integration has the highest potential to influence retention and graduation rates.

The integration of career advice and academic advice can take place in several forms across higher education institutions internationally. For some institutions, such as Arizona State University and the University of Texas at Austin, career and academic advice still take place in separate units. For example, academic advice with career information and concepts integrated into the advice can take place in faculties (at Arizona State University) or in a centre (at the University of Texas at Austin), while more in-depth career counselling, advice, and services can be obtained place in a separate centre (Arizona State University, 2017; Arizona State University, 2020; University of Texas at Austin, 2020a; University of Texas at Austin, 2020b). It is important to note that these different units collaborate to provide career advice, as can be seen in references to other services on these websites.

Other universities in the UK, USA, and Liberia provide these integrated services in a single unit or centre. For example, the University of Salford in the UK hosts career advisors in a career services centre (University of Salford, 2020). Wartburg College in the USA is another example of academic (including academic success and advising), personal (including counselling), and professional (including career services) services being hosted in the Pathways Student Success Center (Wartburg College, 2020). In a study on academic advising in Liberia, Williams Sy (2017) described the integrated services at the Student Academic Advisement and Career Counselling Center. In the latter study, it is noted that career advice is informally integrated into academic advice, as some advisors focus on career advice, while others focus on academic requirements and course sequences (Williams Sy, 2017).

2.4.2. *Integrating academic and career advising: The South African Context*

At national level, as noted earlier, academic advising in South Africa is still developing. As such, career advising integrated into academic advising is still a relatively new concept. When searching the comprehensive database EBSCOhost (accessed on 25 September 2021) for "career advice" in "South Africa", only 73 publications were found. These results were expanded to also search within the full text of the articles and apply equivalent subjects. The total results are the number of articles after exact duplicates were removed. Those seen as applicable also include articles that do not focus on career advising in South Africa, but mention career advising practices at least once. From these, eight publications mentioned career advising integrated into academic advising in South African higher education institutions. Nevertheless, various articles and reports confirm the need for career advice integrated into academic advice from students' perspectives. Chetty and Vigar-Ellis (2012)

found career advice as one of the two most important needs identified by students in a science access programme. Similarly, Manik (2015) noted in her study that numerous students requested continuous career advice throughout their studies.

To argue for the use of different forms of student voices to inform how institutional support is designed, Strydom and Loots (2020) drew on academic advising and a tutorial programme as practices to illustrate how the student voice informs the design of these practices. One of the findings mentioned related to academic and career advising is that students expressed a need to have career advising incorporated into academic advising to align academic programmes with options after they graduate. Similarly, Loots (2020) described a student journey mapping project that aimed to engage with students about what facilitates their success during different stages of their university journey. She found that "the majority of students entering the UFS are the first in their families to study at a university, with limited access to career or academic advice" (Loots, 2020, p. 1). She further notes that, as academic experiences change over time, support structures should also adapt to students' changing needs. Thus, academic advising will need to "initially focus on providing basic information on study paths and related careers", and later move to a more developmental approach in helping set career goals and developing plans to achieve these goals (Loots, 2020, p. 2). She further notes that students felt that including a broader perspective in academic advising is important. First-year students indicated a need to link academic advising and degree courses to careers beyond merely choosing modules. Senior students also indicated a need for deeper engagement with academic and career advising. One of her recommendations is that academic advising should become more career-oriented to help students with their post-graduation options based on their needs. Thus, when looking at student needs expressed, there is a need to integrate career advising into academic advising to support students more holistically.

In another publication, Nkomo (2018) determined the possibility of incorporating career advice into academic advice at a private South African higher education institution. She notes that education and training providers can benefit when students are assisted to identify learning programmes aligned with their aspirations. Further benefits could be reaped through the integration of academic and career advising, where students' needs are addressed more completely to connect their prospective careers with their current academic state. Academic advisors therefore need to be able to assist students to understand how the ever-changing career fields they are interested in relate to the various educational decisions they make. She further found that the majority of academic advisors believed that career advice integrated into academic advice would be beneficial to their students, and that they would want to be able to

assist their students with career-related concepts and information. They mention, however, that additional training and development are required.

At the University of Fort Hare, the Counselling Centre aims to provide holistic support to students (University of Fort Hare, 2021). As such, personal, academic, and career counselling are done through this centre. Part of academic counselling includes a peer help programme and study skills resources. This unit also provides career guidance and graduate placement programmes, as well as a career centre with resources, and a career mentor programme. Similarly, the University of the Witwatersrand has the Counselling and Careers Development Unit that offers holistic support through a team of professionals (University of the Witwatersrand, 2020). This team of professionals include "psychologists, social workers, careers educators, life coaches and administrators who offer supportive services" (University of the Witwatersrand, 2020).

Integrating career advice into academic advice is deemed important both internationally and nationally. Although not as many South African publications address the topic of integrated academic and career advising, those studies that do so found that, from both staff and student perspectives, there is a need for such integration to ensure holistic student support. However, the application of such an integration varies from institution to institution. In some institutions, the services still take place in separate units, but collaboration takes place, whereas other institutions combine these services in a single unit.

2.5. Chapter Summary

This chapter attempted to describe academic advising and career advising, as well as the importance of integrating career advising into academic advising. Academic advice as a concept developed from an undefined and unexamined activity to a defined and rigorously examined activity in the USA, but only recently professionalised in South Africa. As noted earlier, several limitations exist when career advice is not integrated into academic advice. It is shown that students may struggle to integrate career information received when advisors focus on academic advising separately from looking at career-related information and concepts. In addition, students expect advisors to help them integrate their career and academic choices. It is also noted that the academic advising frameworks discussed in this chapter have limitations, in that they do not explicitly help students integrate career concepts and information into their academic choices to set appropriate goals and work toward these. The next chapter provides information on a useful theoretical framework for assessing the integration of career advising into academic advising.

CHAPTER 3: THEORETICAL FRAMEWORK

3.1. Introduction

Chapter 2 affirmed the evolution of academic advising and career advising as separate concepts, and emphasised the need for the integration of career-related information, concepts, and theories (i.e. career advice) into academic advising. As mentioned in the previous chapter, the frameworks often used in academic advising (namely the Skilled Helper Model and the Appreciative Advising Model) do not help the advisor to integrate career-related information, concepts, and theories into academic advising to help students holistically. With academic disciplines multiplying, the increasing complexity of the world of work, and the unfailing belief from students that the university should prepare them for a career, renewed thinking is needed on the integration between academic and career advising (McCollum, 1998; Gordon, 2006). Flowing from the need to integrate academic and career advising, this chapter will first reflect on current career advising frameworks and then further explore the 3-I Process as a useful theoretical framework to use as a lens for assessing the integration of academic and career advising, using the UFS as a case study. The 3-I Process will be explored by focusing on its conceptualisation and its specific phases and steps.

3.2. Frameworks Integrating Career Advising and Academic Advising

A few frameworks can be found in literature that mention career-related information and/or concepts together with academic advising. The first framework is an academic advising framework put forward by Terry O'Banion (1994). In this particular framework, academic advising is a process that includes the following:

1. Exploration of life goals;
2. Exploration of vocational goals;
3. Programme choice;
4. Course choice; and
5. Scheduling courses (O'Banion, 1994).

With this framework, the process of academic advising stops with "scheduling courses", and advisors are not practically guided on how to further advise and assist students implement their career goals (McCalla-Wriggins, 2009).

Another framework is a career advising framework for college students developed by Vivian J. Carroll McCollum (1998). McCollum's career advising framework is a developmental approach based on Super's developmental theory of career counselling (1998). In this

framework, career advising is a process that takes place over four years in a similar fashion to Super's developmental theory of career counselling. The first year is known as the Growth stage, the second year as the Exploration stage, the third year is known as the Establishment and Maintenance stage, and the fourth year is the Decline stage (McCollum, 1998). Each stage is associated with certain tasks the advisor and student should achieve and aim for. For example, in the Growth stage, the aim is to build trust between the advisor and student, which is done when the advisor shows genuine concern and discusses general education requirements with the student. In the Exploration stage, the aim is to assist the student with decision making to choose academic major(s) and develop the programme of study through providing the necessary resources. In the Establishment and Maintenance stage, the focus moves to supporting the student's progress through monitoring; here, the student needs to start researching jobs. In the final stage, Decline, the aim is what McCollum termed "confirmation" through continuous monitoring of the student's progress. In this final stage, the student is tasked with preparing for graduation and job placement. Although this framework seems promising, research on its implementation and effectiveness could not be found on the comprehensive, multidisciplinary database, EBSCOhost.

Virginia Gordon also presented a framework for such an integration between academic and career advising, namely the 3-I Process. No other well-known theory of integration between academic and career advising is continually recommended by the largest global community of academic advising, NACADA. Due to this continuous endorsement of the 3-I Process by NACADA as an effective integrative approach of academic and career advising, and the framework's practicality, the 3-I Process is proposed for this study.

3.3.   Conceptualising the 3-I Process

The 3-I Process consists of three main phases, namely Inquire, Inform, and Integrate (Gordon, 2006). These phases occur naturally in the academic and career decision-making process, and, although it resembles a few decision-making models, it most closely resembles Tiedeman and O'Hara's decision-making paradigm in the publication of their book *Career Development: Choice and Adjustment* (1963). The decision-making paradigm proposed by these theorists includes a planning stage and an action stage, which they claim students go through when distinguishing between, and integrating, various forms of information received (Tiedeman & O'Hara, 1963). The 3-I Process centres around the planning stage of Tiedeman and O'Hara's paradigm (Gordon, 2006).

Tiedeman & O'Hara's (1963) planning stage consists of three phases, namely the exploration-, crystallisation-, and choice stage. Students move through the exploration stage,

a stage where they have vague ideas, but no action plans or choices, to the crystallisation stage. During this stage, progress is made towards a choice, and alternatives are recognised. Finally, students reach the choice stage, when a definite commitment is made and satisfaction and relief is experienced by students (Gordon, 2006). In an interview with Olson and Roberts (1985), Tiedeman explains that the decision-making paradigm seeks to help people focus on the process of choice forming. Tiedeman further explains this means that the paradigm focuses on exploration and clarification phases as opposed to only on choice solving (Olson & Roberts, 1985). He also notes that he and O'Hara view exploration as a part of inquiry and that they "attempted to turn the inquiry process into an informing, a forming inside, capacity" for the decision-maker (Olson & Roberts, 1985, p. 602). In a similar fashion, Gordon's 3-I Process consists of the phases Inquiry, Inform, and Integrate. In the Inquire phase, the focus is broadly on exploration, and the Inform phase is similar to Tiedeman and O'Hara's crystallisation stage, where alternatives are recognised (Gordon, 2006). Also, similar to Tiedeman and O'Hara's focus to move from an informing to a "forming inside" capacity, the Integrate phase focuses on helping the student internalise the alternatives and information to make a decision and plan (Gordon, 2006).

Gordon (2006) notes that there are several basic principles of career advising, which include the following.

1. Choosing and maintaining a career is a lifelong process.
2. Effective career decision-making skills are learned and used over a lifetime.
3. Career decision-making centres on knowledge of oneself, information about education opportunities, and facts about the world of work.
4. Career decisions are based on values; therefore, in order to have a satisfying career, one needs to clarify a set of beliefs and act upon them.

Consistent with the first principle (that choosing and maintaining a career is a lifelong process), and the second principle (that effective career decision-making skills are learned and used over a lifetime), the 3-I Process views the choice of an academic programme relative to a possible career as only one decision point in a long series of career choices and transitions (Gordon, 2006). In accordance, the 3-I Process is thus an ongoing process. This becomes evident when Gordon (2006, p. 45) asserts:

> …all students are in some stage of academic and career planning; that is, they are in various phases of exploration and decision making. Some are just beginning to think about the career and life decisions they will need to make, while others are taking action to implement the ones to which they have made a commitment.

This principle of career as a lifelong process is not unique to Gordon's framework. This is clear in other foundational theories and practices including Super's Life-Span Life-Space theory and Narrative Career Counselling.

The third principle – that career decisions are made in accordance with knowledge about oneself, information about education opportunities, and facts about the world of work – becomes apparent when students usually want to choose a career based on what they think would work for them in terms of their self-knowledge, the academic programmes available, and their assumptions on the job possibilities related to the chosen career (Gordon, 2006). This principle is similar to Parsons' person-environment theory (1909, as cited in Savickas, 2013). Parsons matched a person's understanding of self (including abilities and interests) to an understanding of work (including the occupation's requirements and rewards) (Savickas, 2013). In accordance with this principle, and as mentioned earlier, the Inquire phase of the model focuses on exploration of self and of the programmes available, as well as assumptions on job possibilities related to careers (Gordon, 2006).

The fourth principle, namely that career decisions are based on values, is noticeable in Gordon's (2019, pp. 69-70) suggestions of questions regarding self-knowledge to ask during the Inquire phase, such as "What do you value? What is important to you in a job?" Choi, et al. (2013) agree with this principle, as they note that it has been found that acting on intrinsic work values assists an individual's career development.

We see that the 3-I Process incorporates the principles of career advising identified by Gordon. The framework was further developed with the specific aim of assisting academic advisors to incorporate academic and career information, concepts, and theory when providing advice to students.

3.4. Phases and Steps of the 3-I Process

The 3-I Process was developed by Gordon (2006); however, over the years, others have built on this framework. Damminger (2009) further elaborated on these phases by providing seven steps for the career advising process. Although these steps seem to occur in a sequence, it is important to note that regression is possible. Figure 3 below provides a brief overview of these steps that are expanded on in this section of the chapter.

Inquire	
1. Establish rapport	2. Determine knowledge and needs

Inform		
3. Help student understand connections	4. Select appropriate intervention	5. Set career advising goals

Integrate	
6. Review & integrate information & create a career plan	7. Evaluate plans & accomplishments & determine follow up
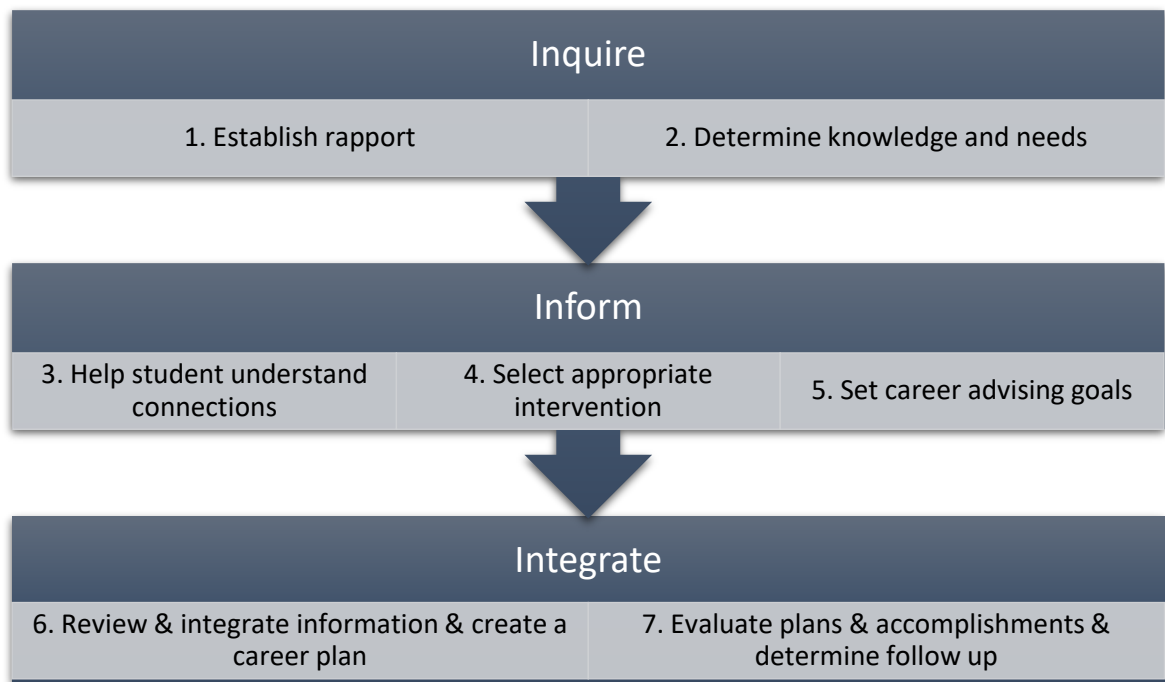
Figure 3: Phases and Steps of the Career Advising Process (Damminger, 2009)

3.4.1. Inquire

During the Inquire Phase of the 3-I Process, the advisor identifies the student's academic and career concerns, clarifies needs, and makes appropriate responses that help them move to the next phase of the framework (Gordon, 2006). Damminger (2009) further suggests two steps to help students move through this phase into the next. These steps are, first, building rapport and, second, determining what the student knows, the specific needs of the student, and preparing students to collect and receive information (Damminger, 2009).

3.4.1.1. Establish Rapport

The first step in the Inquire phase is to establish rapport and build a working relationship with the student. Damminger (2009) states that a working relationship between advisor and student is one of the most valuable building blocks for effective career advising. This kind of relationship is grounded in mutual respect and shared responsibility (Damminger, 2009; Lim, et al., 2013; McClellan, 2014). Establishing rapport is essential for a variety of reasons, including that it facilitates student motivation for learning, enhances the student's receptivity to what is being taught, encourages open and holistic conversations throughout the process, and facilitates the building of trust (Hughey, 2011; McCarthy & LaChenaye, 2017; McClellan, 2014; McGill, 2016; Wilson, et al., 2010). Establishing rapport is also a characteristic of effective teaching, as it engages students more in the learning process, is

needed when the advisor has to challenge the student's perceptions at a later stage, and is positively correlated with students' satisfaction, loyalty, and positive word-of-mouth communication (Hughey, 2011; Lim, et al., 2013; Nguyen, 2007). Damminger (2009) also notes that the career advising relationship allows a student to feel comfortable enough to share his/her thoughts and value the career advisor as a professional.

To establish rapport, the advisor needs to be able to comfortably make light conversation with the student, listen with empathy, understand the student's academic and family background, use appropriate nonverbal behaviour, and have a willingness to engage in dialogue about the situations, issues, or questions presented (Benson, et al., 2005; Damminger, 2009; Lim, et al., 2013; McCarthy & LaChenaye, 2017; Nguyen, 2007).

3.4.1.2. Determine Student Knowledge and Needs

The second step in the Inquire phase is that the advisor needs to determine the student's knowledge base and assess the student's career advising needs. Once a working relationship is established, the advisor can easily lead the discussion to ascertain the student's thoughts, questions, and concerns, and determine what the student is asking and what is needed (Damminger, 2009). Guidelines for this step include that the advisor should avoid leading questions, try to use open-ended questions to facilitate a discussion, listen actively, and use reflective skills (Hughey, 2011; McCarthy & LaChenaye, 2017; McClellan, 2014; Nguyen, 2007). By using such open-ended questions, advisors can ascertain how much students genuinely know about themselves and their major, and how that awareness can assist in the decision-making process (Damminger, 2009). The student's thoughts about interests, abilities, and values can often provide the advisor with insight into whether there are issues that might affect that student's ability to make informed decisions. Damminger (2009) notes that students' current ideas about the courses they enjoy, the electives they want to explore, and what they want to do with their major are instrumental in integrating career advising in advising sessions. Such discussions also assist the advisor in understanding more about where the student is in terms of their decision-making in order to meet them there. This understanding is instrumental in effective advising, as Damminger (2009, p. 186) notes:

> Advising is most productive if it meets students where they are in the advising process, and helps them recognize what is needed to get where they want to go. In working with students, advisors need to consider students' developmental level, maturity, preparedness, and decision-making competencies.

After the advisors followed the first two steps, they prepare the student through conversation for the following phase of the 3-I Process, known as the Inform Phase.

3.4.2. Inform

Gordon (2006) notes that acquiring and effectively using educational and career information is an integral part of advising. She further identifies three areas where students need to gather career information (Gordon, 2006). These areas include:

1. Personal attributes, such as the student's likes and dislikes, and their strongest abilities and values;
2. Educational information, including how their academic decisions relate to possible career directions and the acquisition of marketable skills; and
3. Occupational information related to the student's academic situation and career goals.

Reardon, et. al. (2000, p. 6) note that "Becoming informed is [a person's] way of becoming powerful in making career decisions and in shaping [his/her] own career path*".*

Although students may find information from various sources, Gordon (2006, pp. 63-64) emphasises the importance of academic advisors when she notes:

> Advisors play a critical role in providing information and helping students learn how to
> use it when scheduling courses, choosing majors, and exploring a wide array of career
> fields related to their academic interests*.*

Building on the 3-I Process' Inform phase, Damminger (2009) suggested three steps to follow. Firstly, students need help to understand the connections among their self-awareness, educational choices, occupational information, and academic and career planning. Secondly, advisors need to help students select interventions to assist in self-, major-, and career exploration and career planning. Finally, the advisor needs to set career advising goals with the student. The sections below further elaborate on these steps.

3.4.2.1.   Help Students Understand Connections

During the first step of the Inform phase, the advisor helps the students realise how the choices they make in the semester impact their future (Damminger, 2009). The advisor's role is mainly to help the students become aware of the need to connect information about themselves and their study programme with occupational information gathered. The advisor thus helps the students see how the decisions they make during the semester relate to their short- and long-term goals for university and thereafter. However, it is imperative to know that this step does not occur naturally. Although students go to university in order to obtain better jobs, in many cases they have not considered specific academic and career goals (Damminger, 2009; Reader & Atamturktur, 2018; Streufert, 2019). This step is also often what

is missing in academic advising, as once students are assisted with making a course choice, the conversation ends (Damminger, 2009). However, this step is critical in helping students see that the answers about well-matched majors and occupations are often found within themselves and what they know and learn about themselves. This view correlates with the perspective of developmental academic advising, where the advisor serves as a guide and the student is central to the process (as discussed in Chapter 2).

Activities during this step of the process can centre on assisting students to verify that their choice of majors is congruent with their interests, values, abilities, and strengths (Damminger, 2009; Nero Ghosal, et al., 2018). One way of taking this step would be through assisting the student with reflective practices (Reardon, et al., 2000). During these practices, the advisor can also make use of summarisation to help capture the cognition, emotion, and meaning-making processes of the student (McCarthy & LaChenaye, 2017).

3.4.2.2. Help Students Select Appropriate Interventions

During the second step of the Inform phase, the advisor helps students select appropriate interventions. This is done to assist students in self-, major-, and career exploration and planning (Damminger, 2009). As part of this step, the advisor helps the student find resources and interventions recommended in exploring information about the student's self, majors, and career aspirations, aiding the student in making informed choices (Damminger, 2009; Reardon, et al., 2000). These resources are useful for short-term decision-making around courses and majors, as well as for setting long-term goals for postgraduate studies or the world of work (Damminger, 2009). Several types of resources are suggested, which start at exploring the self (through inventories for example) and then assisting with exploring majors and careers (for example online career planning systems and labour market and occupational information) (Damminger, 2009; Reardon, et al., 2000). Resources surrounding raising awareness about the world of work include on- and off-campus experiences (Damminger, 2009). Some of these resources can include introducing students to the career services office, should the university have one. One of the most crucial roles of the advisor during this step is to help the student turn data into information and career action plans (Damminger, 2009).

3.4.2.3. Set Career Advising Goals

The third step in the Inform phase of the 3-I Process involves setting career advising goals with the student (Damminger, 2009). Three important developments take place during this stage, the first of which is that advisors assist students to set attainable goals that they

are willing to commit to. Next, advisors determine what actions need to be taken to attain these goals, and, finally, follow-up sessions are arranged. Several aspects of goals are important to take cognisance of for effective goal-setting. These include that goals need to address both academic and future career planning decisions, need to be SMART (specific, measurable, attainable, realistic, and timely), and should be student-driven (Damminger, 2009). Goal-setting is vital for effective advising, as it allows students to accept responsibility and commit to their decision-making process. It would be useful for advisors to summarise the agreed-upon goals at the end of the session to affirm the accuracy of the goals and the student's willingness and commitment to work towards these goals.

After the five steps of the Inquire and Inform phases have been followed, the advisor prepares the student for the final phase, Integrate, of the 3-I Process.

3.4.3. Integrate

During the Integrate phase of the 3-I Process, the advisor and student determine what additional assistance is needed to help the student organise and make meaningful connections between the various sources of information collected (Gordon, 2006). This phase can further be divided into two steps that need. These steps include reviewing and integrating information to create a career plan, as well as evaluating plans and accomplishments to determine short-term and long-term follow up (Damminger, 2009). This section explains these steps in more detail.

3.4.3.1. Review and Integrate Information; Create a Career Plan

The first step in the last phase of the 3-I Process is that the advisor assists students in reviewing and integrating information, as well as in creating a career plan to achieve their previously identified goals. Advisors must ensure that data is turned into information and that the student can make sense of this information (Niles & Harris-Bowlsbey, 2009; Lowman & Carson, 2001). This step is further concerned with the interpretation of information gathered on the self, major, and career, and may involve a follow-up session after the students were able to reflect on their learning (Damminger, 2009). Gordon (2019) notes that students are often unable to relate occupational information to academic majors, or that they struggle to choose between two career fields. The advisor thus has the responsibility to guide the student in integrating integrate the knowledge gained to select courses or majors that fit his/her self-identified interests, values, and personality, and to determine future career possibilities (Damminger, 2009; Lowman & Carson, 2001). The use of the information the students

reviewed can be compared to a funnel, in that the students gather a great deal of information from various sources, then determine and use the most relevant for their future. This funnel allows the students to narrow their focus and arrive at informed decisions (Damminger, 2009).

It is useful for the advisor and students to note the students' current skills and experience, interests, values, abilities, goals, and planned action in terms of a career plan to stay on track to accomplish their goals (Damminger, 2009; Rolfe, 2020). According to Plasman (2018), completing a plan allows students to address learning activities and significantly increases engagement. This is strongly associated with self-efficacy and helps students identify their career interests and aspirations more clearly. Student engagement is also increased when these individual career plans help students make a connection between their studies and later life. In addition, students' self-efficacy is improved when they achieve shorter-term goals along the path toward long-term goals.

3.4.3.2.   Evaluate Plans and Accomplishments and Determine Follow-Up

The last step of the Integrate phase involves evaluating the career plans made along with accomplishments, as well as determining the necessary follow-up. It is essential to understand that students' needs will differ. Some may require additional assistance or revisiting previous steps, while others may only require a follow-up when they have to choose courses for the following semester. During this step, the students evaluate the extent to which they accomplished their goals. After this step, the students should feel a sense of accomplishment and have a sense of direction for their academic programme and career (Damminger, 2009).

3.5.   Chapter Summary

This chapter reflected on current career advising frameworks, the conceptualisation of the 3-I Process, and its specific phases and steps. The 3-I Process is the only framework that integrates academic and career advising that is continuously endorsed and proposed as an effective framework for this integration by NACADA. The next chapter will explore academic and career advising within the context of the UFS, as well as the methodology for studying how academic and career advising can be integrated in the South African context.

CHAPTER 4: METHODOLOGY

4.1. Introduction

Previous chapters highlighted academic advising and career advising as separate concepts, asserted the need to integrate career advising into academic advising, and discussed the 3-I Process as a theoretical framework for assessing the integration of academic and career advising. This chapter is concerned with explaining the methodology employed for this study regarding integrating academic and career advising at a South African higher education institution. Firstly, the context of academic advising and career advising at the UFS is discussed. Thereafter, the research questions, aim, and objectives are revisited, an overview of the study design is provided, and the data collection procedure is explained. The data analysis procedures, methods to ensure quality of the research, and ethical considerations are also described in this chapter.

4.2. Context of academic advising and career advising at the UFS as a case

At the UFS, various divisions deliver academic advising, and career advising. This section is concerned with the delivery of academic and career advising at the UFS.

4.2.1. Delivery of Academic Advising at the UFS

At the University of the Free State (UFS), career advising is a developing discipline; thus, academic advising practices have changed from before the establishment of CTL in 2012. After 2012, more focus was placed on researching, planning, implementing, and evaluating high impact teaching and learning practices (including academic advising) to advance student engagement and success (Central Academic Advising Office, 2017; CTL, 2017).

Various divisions within the UFS provide academic advice. Students receive some form of academic advice within the seven faculties and from the Central Academic Advising office at CTL. In addition to advising students, the Central Academic Advising office has developed the only academic advising training programme in the country accredited by SAQA. This training programme takes the form of a short course presented over four to five days, called the Academic Advising Professional Development (AAPD) programme. This programme was launched in 2018, and has since trained more than 174 academic advisors in South Africa between 2018 and 2021. The AAPD is divided into five units aligned with international training units. These units include the conceptual (i.e. the concept of academic

advising), the informational (which includes the type of information academic advisors need to know and disseminate), the relational (focuses on the relationships between stakeholders), the technological (differentiates between the various technological tools and practices), and personal development (addresses professional development and ethics) elements of academic advising. In the AAPD, four categories of academic advisors are outlined. These categories include peer advisors, whose primary responsibility is to connect their peers to the institution through referral. Another category that fulfils some form of academic advice is student support services, which include all support services on campus whose primary function is to be experts in their field and refer students, given the limited academic advice that they provide. Only those in the third and fourth categories are considered professional academic advisors, as they provide academic advice as part of their daily responsibilities. These two categories are Faculty Advisors (FAs), including faculty managers, persons appointed as faculty officers, as well as programme directors, and Central Advisors (CAs), who are academic advisors found in the Central Academic Advising office in CTL (Central Academic Advising Office, 2018). The Central Advisors collaborate with various Faculty Advisors to support students. Between faculties, one can observe dramatically different approaches to and applications of academic advising. In some faculties, persons are appointed with the primary role of academic advising; in other faculties, programme directors serve as coordinators for the different degrees, working along with FAs, who provide advice to students.

Academic advising at the UFS has grown exponentially over the last few years. One example of this is seen in the number of CAs appointed on the Bloemfontein campus since 2016. In 2016, only three Central Advisors were appointed (at the time of data collection). This has grown to six senior CAs, two CAs on contract, and four junior advisors completing an internship. In addition, a consensus has been reached on a definition of academic advising at the UFS. This definition has been published in the university's general rules since 2018. This definition reads:

> Academic advisement at the UFS is an ongoing and intentional teaching and
> learning process to support and encourage advisees in aligning and fulfilling their
> personal, academic and career goals. It is a high-impact practice directed at
> connecting, empowering, and supporting student to achieve academic success.
> As a shared responsibility between central advisors, faculty advisors and advisee,
> advising aims to maximise students' potential by facilitating a conceptual
> understanding, sharing relevant information, and developing a relationship
> focused on promoting academic success. The envisaged result is that students
> have a meaningful academic experience while at the UFS and feel a sense of
> belonging to the UFS. (University of the Free State, 2021, p. 6)

In addition to academic advising, career advice is also offered at the UFS. The following sub-section provides more information on services offered in this field.

4.2.2. Career Advice Delivery at the UFS

The academic advising definition above illustrates the aim of the UFS – to include career advising in some form into academic advising practice through the recognition that advisors support students in aligning and fulfilling not only their personal and academic goals, but also their career goals.

In addition to academic advisors, career advice is also provided by the Career Services office. This office provides certain career services to registered students. Such services mainly focus on graduate employment and the labour market through workshops on résumé writing, interview skills, and career fairs that introduce possible employers to students (UFS, 2016; UFS, 2020). In addition, Career Services also helps students explore their careers. The services provided by this office is especially valuable, as it is aimed at informing students of employability skills and the labour market through a Graduate Career Guide that it publishes annually (University of the Free State, 2016). This Graduate Career Guide first appeared in 2016, containing articles addressing what students can expect from the job market as well as the value of postgraduate studies.

Although these two separate divisions within the UFS provide valuable services related to academic and career advice, as mentioned in Chapter 1, academic and career advising is not always formalised and consciously integrated. This is an important oversight, as the integration of academic and career advising should assist students more holistically to help them integrate academic and career information and to make more informed choices.

4.3.   Research Questions, Aims, and Objectives

The research problem for this study relates to academic advice and career advice not being formalised and consciously integrated. As such, the primary research question for the study asks how academic and career advising can be integrated at a South African higher education institution. From this primary research question, several secondary research questions are identified. These questions are:

1. What are the current perspectives on academic and career advising internationally and nationally?
2. How do the advisors at the institution describe academic and career advising?

3. What steps do advisors currently follow when providing academic and/or career advice?
4. What are some of the challenges advisors currently face when providing advice to students?
5. How can current practices at the UFS change to integrate academic and career advising?

To address the primary research question, this study aims to make a case for the integration of academic and career advising in a South African higher education institution. To achieve this aim and in line with the secondary research questions, the following objectives identified.

1. Determining the current perspectives on academic and career advising in the international and national context.
2. Investigating the views at the institution regarding academic and career advising.
3. Exploring advisors' current steps when providing academic and/or career advice.
4. Considering the challenges advisors currently face when providing advice to students.
5. Determining how current practices at the UFS can be adapted to integrate academic and career advising.

The research design outlined in the next section follows on these research questions, aim, and objectives.

4.4. Research Design

The current study follows the ontology of the constructivist paradigm, which can be described as the belief that social reality does not exist in an observable sense, but is rather the product of an individual's subjective experience (Hoss & Ten Caten, 2013). Thus, the human's capacity for consciousness with regards to the self, others, and the world is what makes humans humane (Humphrey, 2013). Using interpretivism as an epistemology, human behaviour is interpreted in terms of the meaning that the actor assigns to it (Gerring, 2012). Thus, in the current study, the experiences of the participants are interpreted to understand the views of the participants.

No ultimate 'truth' or 'reality' exists in constructivism, but knowledge and meaning are culturally and historically situated and contextually bound (Humphrey, 2013; Ward, et al., 2015). In the current study, knowledge about reality is thus constructed and reconstructed by the particular participants; however, the influence of the researcher on how the participants construct their knowledge is also taken into consideration.

With the study following the constructivist paradigm, it uses a qualitative case study design, as it is based on in-depth analysis of a specific case. John Gerring (2012) states that a case implies a spatially enclosed phenomenon that can be observed at one particular point of time or over a period of time. Different types of case studies exist, including exploratory, explanatory, descriptive, intrinsic, and instrumental case studies. An instrumental case study approach is suitable for this research, as a case is used to provide insight into an issue or to expand a theory, with the actual case being of lesser importance to the broader study (Hancock & Algozzine, 2015; Stake, 1995; Wasburn, 2007). In the current study, the case referred to is that of academic and career advising at the UFS.

4.5. Sampling and Data Collection Procedures

The data collection procedures for a study include three important aspects, namely sampling methods, participants, and data collection methods. This section aims to describe these aspects in detail.

4.5.1. Sampling Methods

Qualitative research questions lend themselves to non-probability sampling methods; thus, the current study makes use of non-probability sampling methods (Berndt, 2020). With non-probability sampling, the sample is not selected based on random selection, but on the judgement of the researcher (Elfil & Negida, 2017). These sampling methods are useful, especially in exploratory and descriptive types of research (Berndt, 2020). Various non-probability sampling methods, including purposive sampling, snowball sampling, quota sampling, or convenience sampling, exist (Ritchie, et al., 2013). With purposive sampling, the techniques used to obtain a sample are based on the researcher's judgement for selecting persons that would bring the most value to the particular study – whether that includes obtaining maximum variation, experts, or persons that can act as typical cases (Elfil & Negida, 2017). These participants are purposively chosen based on their experience with and knowledge of the phenomenon under investigation (Gerring, 2012; Ritchie, et al., 2013). Snowball sampling refers to a strategy in which current participants recruit future participants and is useful for hard-to-recruit populations. With quota sampling, the population is divided according to shared characteristics, and the participants selected are proportionate to the population. Convenience sampling refers to methods in which participants are selected due to their convenience based on proximity to the researcher or other characteristics (Elfil & Negida, 2017).

This research study makes use of purposive sampling methods, where participants are selected due to their experience with and knowledge of academic and career advice. The benefits of using purposive sampling include that the participants can act as knowledge creators together with the researcher, and that the participants bring valuable insight into the study (Gerring, 2012; Ritchie, et al., 2013). In addition, Elfil and Negida (2017) note that this sampling method is especially useful in multi-phased qualitative research. Nevertheless, one limitation regarding the use of purposeful sampling is that the outsider's perspective is not explored (Gerring, 2012; Ritchie, et al., 2013).

4.5.2. Participants

This study makes use of various participants from different divisions within the institution. The participants were selected for the study were recruited through informal telephonic conversations followed by formal invitations sent by e-mail. These formal invitations included an information letter regarding the study, as well as an informed consent letter that the participants needed to sign and return on the day of the various interviews. The invited participants included various advisors from faculties (referred to as Faculty Advisors), those from CTL (referred to as Central Advisors), and those from Career Services.

The invitations were sent out to sixteen Faculty Advisors, two Central Advisors (apart from the researcher), appointed at the time in the Central Academic Advising office, and the Career Services Advisor (CSA). At the time, the CSA mentioned during informal conversation that Career Services provides career advice. Hence, I included this advisor to gain another perspective on career advice.

Six of the faculty advisors scheduled appointments with me at their offices. These six advisors included at least one advisor per faculty, except from the faculties of Theology and Religion, and Health Sciences, which are the institution's smallest faculties. Only one of these advisors was appointed within her faculty for less than a year. All other Faculty Advisors were appointed in academic advising for two years or longer at the time of the interviews. The two Central Advisors agreed to a group interview. One of the CAs had been appointed more recently, and only had one and a half years' experience in academic advising; the other CA had worked in academic advising for more than six years at the time of the interview. In addition, the Career Services Advisor also agreed to be interviewed at a time that was convenient for her. This particular advisor had worked in academic advising and career development for more than six years at the time of the interview. Furthermore, the two more recently appointed academic advisors were not new to student admissions and development, and had more years' experience in the higher education context. All the advisors who agreed

to interviews can thus be considered knowledgeable in terms of higher education in general, and academic and career advising in higher education specifically. In addition, the advisors were also diverse in terms of race, but, due to the appointment of mostly female advisors within the various faculties and divisions, the participants were all female.

4.5.3. Data Collection Methods

Various collection methods could be employed in a study like this, one that mainly depends on the research methodology and the availability of research participant groups. These data collection methods fall under the broader categories of interviews, observation, and focus group discussions (Moser & Korstjens, 2018; Nicholls, 2009).

During interviews, the researcher asks the participants questions in a face-to-face, online, or telephonic manner (Moser & Korstjens, 2018). Interviews are especially valuable when the research centres on understanding the respondents' lived experience, such as with interpretivist studies. Interviews are further classified according to structures as structured, semi-structured, and unstructured; likewise, participants are categorised as individual and group interviews (Nicholls, 2009). Nicholls (2009) notes that participant observation takes place through participation in and observation of an individual or a group over a comprehensive period of time. Another category of data collection method is observation, which can take the form of non-participant observation, where the researcher remains entirely detached or marginal to the participants observed. With participant observation, the researcher recognises bias and participates with the participants in the research (Nicholls, 2009). According to Moser and Korstjens (2018), focus group discussions include a small group of people who are guided by a moderator through questioning to discuss a given topic.

The current study makes use of semi-structured individual interviews with FAs due to the varying viewpoints on academic advising from the different faculties. The advisors' diverse viewpoints are too dissimilar to be combined as a group. In addition, these advisors' schedules do not easily allow for a group interview. I decided to make use of semi-structured interviews, as these allow for more flow of thought, with interviewees oftentimes being led by one question to provide answers for previous questions. Semi-structured interviews still provide enough structure for a novice researcher to be consistent and retrieve in-depth information. Furthermore, since the function of the Career Services office is different from that of faculties and CTL, and the office only had one full-time employee, an individual semi-structured interview was conducted with the CSA. Due to the similarity in function of the two Central Advisors, I decided to make use of a semi-structured group interview in order to obtain rich data, and to allow the participants to build on each other's ideas when answering the

questions. I asked all the various participants the same five open-ended questions so as to triangulate the data. These questions comprise the following:

1. How do you see the role of career advising in relation to academic advising?
2. What steps do you follow when you provide academic or career advice, and which conceptual framework is this based on?
3. What are some of the challenges you currently face when providing advice to students?
4. Would you describe how the ideal advising framework would look like practically?
5. Do you have any further comments that you would like to share?

These questions were included in the information sent to the participants through e-mail to help them prepare for the interviews, should they wish to do so. I decided to provide these questions prior to the interviews, as I wanted the advisors to think about the answers they would give and to receive more in-depth information. These questions also inquire as to the conceptual frameworks their advising is based on, and advisors are not necessarily always aware of the specific frameworks they use in practice.

4.6. Data Analysis Procedures

Data analysis procedures follow on the data collection procedures. The data collected went through two cycles of coding in order to gain the most value from the data. This section describes these data analysis procedures.

The data firstly goes through a first cycle coding process. These first cycle coding methods are those processes that take place during the initial analysis after obtaining the data. There are seven subcategories under first cycle coding processes. These subcategories are:

1. Grammatical coding methods, which refer "to the basic grammatical principles of a technique" (Saldaña, 2009, p. 55);
2. Elemental coding methods, employing basic, focused filters for reviewing a body of texts;
3. Affective methods examine subjective qualities such as emotions, values, and conflicts by acknowledging and naming these;
4. Literary and Language coding methods, according to Saldaña (2009), make use of current approaches to analysing oral communication in combination with established approaches to analysing literature;
5. Exploratory coding methods, which take place when preliminary assignments of codes to the data are added before more refined systems are developed;
6. Procedural coding methods consist of very specific techniques of analysing data; and

7. 'Theming the Data' refers to when researchers analyse portions of data with extended thematic statements as opposed to shorter codes (Saldaña, 2009).

Each of these subcategories comprise several coding procedures.

In this study, structural coding was used, as it is designed to organise data around specific research questions (Saldaña, 2009). During this process, data is deductively analysed in order to determine how the framework of 3-I Process could be applied. The data is imported into the data-organiser software NVIVO, and nodes are created for the three phases of this process, Inquire, Inform, and Integrate (*cf.* Chapter 2). Child nodes are then created according to the steps under these phases. The nodes and child nodes thus look as follows:

1. Node: Inquire
    1.1. Child node: Establish rapport
    1.2. Child node: Determine knowledge and needs
2. Node: Inform
    2.1. Child node: Help student understand connections
    2.2. Child node: Select appropriate intervention
    2.3. Child node: Set career advising goals
3. Node: Integrate
    3.1. Child node: Review and integrate information and create a career plan
    3.2. Child node: Evaluate plans & accomplishments & determine follow up

The data then goes through a second cycle coding process. The different possible coding procedures for second cycle coding include pattern coding, focused coding, axial coding, theoretical coding, elaborative coding, and longitudinal coding. For the purpose of this research, I decided to make use of pattern coding, as it allows for the identification of emergent themes or explanations (Saldaña, 2009). The data imported to NVIVO is then re-examined for other emerging themes than those already coded during the first cycle coding process. The data is thus inductively analysed for themes beyond the 3-I Process framework.

Therefore, the data is analysed in NVIVO according to two cycle processes, namely structural coding followed by pattern coding. This section of the chapter served to explain these analysis procedures.

4.7.   Methods to Ensure Quality of Research

As mentioned in Chapter 1, I am positioned as a central advisor within CTL, which proved helpful in this research. However, I also needed to ensure that my position does not influence the quality of the research, as I understand that the data represents other advisors'

perspectives as well as valuable insights. In addition, several methods for ensuring the quality of the research are employed. According to Shenton (2004), the trustworthiness of qualitative research can be ensured through addressing the credibility, transferability, dependability, and confirmability of the study.

The credibility of the research was ensured through adopting well-established research methods, having an early familiarity with the culture of the various divisions that formed part of the study through earlier informal discussions with persons from those divisions, and triangulations. The credibility of the research was further enhanced through tactics that help ensure honesty in participants, as the participants were given opportunities to refuse to participate in the research. In this way, those who participated were willing and prepared to offer data freely. In addition, I had frequent debriefing sessions and feedback from my supervisor and co-supervisor that provided a sounding board to test my developing ideas and interpretations. I also had opportunities for peer scrutiny of the research when I presented the preliminary findings at the Postgraduate Students' Research Conference held by the UFS Faculty of Education in 2017, and when the research was presented at the UFS 3-Minute Thesis competition in 2018.

Although there are questions regarding the transferability of any qualitative study, this thesis aimed to provide all the necessary context of the particular case study. In doing so, readers can evaluate transferability to other South African higher education institutions with similar divisions that may provide academic advice. In addition, limitations to the study and recommendations for future studies are also mentioned in Chapter 6.

One technique for ensuring the study's dependability was to make use not only of individual interviews, but also a group interview and literature study. In addition, the confirmability of the research was ensured through critical reflection throughout the study, and constantly reminding myself to not give my opinions when the participants answered the questions or when reporting the participants' answers. I thus ensured that my views did not influence the data, as I understand that the data represents other advisors' perspectives and their valuable insights. These perspectives provide more insight into the issue of academic and career advising at the UFS.

As an insider, possible conflict of interest may have arisen if I did not prepare myself for such ethical considerations. The next section discusses how I prepared myself for this and other ethical considerations.

4.8.   Ethical Considerations

Within any study, ethical concerns need to be considered to ensure the integrity of the research study. In this particular study, I divide the ethical considerations into two categories, namely possible foreseeable risks and matters of confidentiality. These two categories are discussed in this section.

I identified two possible foreseeable risks that could have influenced the study's integrity, should risk mitigation methods not have been used. These foreseeable risks are the possible loss of work time and the researcher's potential conflict of interest. To mitigate the risk for the possible loss of work time, I ensured that I took leave to perform the interviews so as not to complicate working and fulfilling research obligations. In addition, to guarantee that participants do not lose work time, I arranged the interviews with them according to the times they chose, and conducted the individual interviews in their offices. Since the offices of the central advisors at CTL are open, I arranged that we could make use of the boardroom for privacy and confidentiality. In terms of mitigating the risk for potential conflict of interest regarding my roles as both researcher and academic advisor, I constantly kept the aim of the interviews and data in mind, namely that I want to obtain my colleagues' perspectives. I also constantly reflected critically throughout the study to ensure that I did not influence any of the data obtained. I understood that my role as researcher was merely to facilitate the discussion; consequently, I ensured that I did not indicate any opinion that could influence the data.

In addition to the possible foreseeable risks, matters of confidentiality are also ethical concerns that need consideration. These confidentiality matters include the storage of data and the possible identification of participants through inferences. In terms of the storage of data, I ensured that all hard copies of data were kept in a locked cabinet only myself and my supervisor had access to. Electronic copies of data were stored on a password-protected computer and backed up to a secure server to which only I could gain access. Moreover, to guarantee that participants could not be identified through inferences, the data was anonymised. Where only one participant existed for the study, I ensured that the participant was aware of the possibility of being identified before commencing the interview. The respondent elected to proceed with the interview.

4.9.   Chapter Summary

In this section, I discussed the different ethical concerns that needed to be considered in the study, and explained the risk mitigation for each. In addition to the risk mitigation mentioned above, this study also went through ethical clearance at the UFS Faculty of

Education before the commencement of any data gathering (see page iii for the Ethics Statement with ethical clearance number UFS-HSD2016/1163). This chapter was consequently concerned with the context of academic advising and career development at the UFS, the research problem, questions, aim, and objectives, the study design, the sampling- and data collection procedures, data analyses procedures, positionality of the researcher, and ethical considerations of the study. The next chapter provides the results and discussion of the study.

CHAPTER 5: RESULTS AND DISCUSSION

5.1. Introduction

This chapter reports the key findings from the interviews conducted with the various advisors. It does so according to the research questions stated in earlier chapters. After this discussion, the chapter reflects on how academic and career advising can be integrated at a South African higher education institution.

Since advisors at the UFS differ in terms of the specific roles they play, the results are reported according to the different types of advisors found at the UFS. As mentioned, these advisors include Faculty Advisors (FAs), a Career Services Advisor (CSA), and Central Advisors (CAs) working at CTL. In the interest of keeping the identities of the advisors anonymous, pseudonyms are used. Table 2 below summarises the pseudonym names according to the type of advisors.

Table 2: Participants in the Different Divisions

Participant	Type of Advisor
Candice	Central Advisor
Corlia	Central Advisor
Emily	Faculty Advisor
Elizabeth	Faculty Advisor
Lucy	Faculty Advisor
Tracy	Faculty Advisor
Nandi	Faculty Advisor
Ntombi	Faculty Advisor
Carol	Career Services Advisor

Key findings from the interviews are reported according to the research questions stated.

Please note that male forms such as *he* and *his* refer to all genders among students for the sake of this study.

5.2. Question 1: What are the Current Perspectives on Academic and Career Advising Internationally and Nationally?

Question one was explored in Chapter 2. This section summarises Chapter 2 in terms of the current perspectives on career- and academic advising both internationally and nationally. This is done by briefly summarising how academic advising developed internationally, what the practice entails internationally, and how it is seen in South Africa. Career advising is then summarised as a concept, attention is given to the historical development of career services internationally, and current career services and advice practices are summarised. In addition, Chapter 2's findings in terms of the importance of integrating career advising into academic advising and ways in which these integrate in practice are summarised.

Academic advising developed from an undefined and unexamined activity to a rigorously examined, defined activity in the USA, but in South Africa it has only recently been professionalised. It is thus important, now more than ever, that the quality of academic advising in South Africa is established; practice needs to be evaluated and recommendations made. Several approaches exist within academic advising. Chapter 2 discusses proactive-, developmental-, and prescriptive academic advising as broad approaches for providing academic advice. Some studies suggest that a combination of approaches can be followed. In addition, two frameworks, namely The Skilled Helper Model and the Appreciative Advising Model, are discussed. Both frameworks are helpful for practically advising students, but neither assist the advisor in consciously integrating career-related information and concepts (career advice) into advising sessions. From South African literature on the subject, it becomes clear that, although academic advising is a relatively newly formalised practice in South Africa, many other practices, now employed by academic advising practitioners, have been used over the years to support students in key functions.

From Chapter 2 gathers that career advising as a concept has its roots in academic advising, but that it also forms part of career development practices. Various terms are often used interchangeably with career advising, including career guidance, vocational guidance, career planning, and occupational placement. For the purpose of this study, career advising entails assisting students in understanding how their academic and personal interests, abilities, and values might relate to their envisioned career fields, and how to form academic and career goals accordingly (Gordon, 2005). Career services (including career advising) have evolved from vocation bureaus to a connection point to career communities in the USA and other countries. Chapter 2 notes that career services, both internationally and nationally, involve providing employability services to and liaising with students, graduates, alumni,

faculty, and employers. The literature on career services internationally and in South Africa focuses on employability and skills, work integrated learning, job-placement, and career planning.

In Chapter 2, I established that, based on literature, career advising needs to be integrated when advisors provide academic advice in order to assist students more holistically. In international literature, such an integration takes place in different forms. For some institutions, academic and career advice still take place in separate units, but collaboration between the units takes place to assist students. Academic and career advising takes place in a single unit or centre in other international institutions. South Africa is no exception to this, as some institutions have separate units that provide academic and career advising, whereas others have single units that provide these services and advice.

5.3. Question 2: How Do the Advisors at the Institution Describe Academic and Career Advising?

The advisors were asked how they see the role of career advising in relation to academic advising, and were also probed to identify components of academic advice and what they perceive as career advice.

Figure 4 below briefly illustrates the advisors' responses when asked how they see the role of career advising in relation to academic advising.

Academic Advice Defined

Information around the curriculum & progression of degree

Teaching/support to develop academic success skills (including goal-setting, study methods, time management, etc.)

It is a continuous process

Information around transferability between degrees

Faculty focus on academic advising

Links between academic– and career advice

Recognise a link between 2 concepts to different extents

Both concepts are important at point of entry

Career Advice Defined

Uncertainty regarding career advising components

Information & assistance around employability

Explains the degree-career link

Opportunities in world-of-work / careers

Figure 4: The Relation of Career Advising to Academic Advising

These results are presented by first looking at what the advisors defined as academic advice, then what they defined as career advice, and, finally, how they view the relation between the two concepts.

5.3.1. *Academic Advice Defined by Advisors*

To better understand the relationship between academic advice and career advice, the advisors were probed around what they define as academic advice as opposed to career advice. Several themes arise from the advisors' answers. These themes relate to the curriculum and progression of a degree or programme, academic success skills, transferability between degrees or faculties, and that academic advice is a continuous process. In addition to the components identified, FAs also noted that they focus only on academic advice.

5.3.1.1. *Curriculum and Progression of a Degree or Programme*

All advisors agree that one of the components that defines academic advice is information around the curriculum and progression of a degree. Carol (CSA) notes:

> …to physically give academic advice is to tell a student about the modules that they're going to have, what does it entail, and how does it link into the bigger qualification that they're for instance going to have… [and] academic advice, literally the components like you call it is academic, it's modules, it's what am I going to do now while I'm studying.

Corlia (CA) notes that academic advice is

> …academic things that happen in the educational plan… like setting goals and you know planning your curriculum and making your credits and progression… [and] you might look at the criteria for an honours degree in psychology.

Emily (FA) agrees when she says that "It's curriculum-specific and […] the academic progress". Nandi (FA) also states that "…academic advising is more related to the curriculum […] and the content of what the student is going to study". In addition, Elizabeth (FA) says that academic advice is

> …basically laying down the curriculum [and] telling the student what it is that [he] is going to do in the four years of his study […] by giving them the modules, and the whole curriculum of everything that the curriculum entails.

Tracy (FA) also notes that "academic advising […] is the modules or the subjects that you need to take in order to graduate successfully with this degree". There is thus consensus that

academic advising entails information around the curriculum, like specific modules that the student needs to study, and information regarding progressing within a degree.

Academic Success Skills

Another theme identified in the interviews is that academic advice relates to certain academic success skills that the student would need. Advisors from CTL and faculties indicate that academic advice entails teaching or assisting students in developing specific academic success skills. Some of the comments include that academic advising is "…setting goals…" (Corlia, CA), "… part of it is the motivational [and] all that other stuff that goes with it…" (Lucy, FA) and "… my advice will be around his academic life that could include his study methods, […] time management, […] academic advice is in a certain sense more preparing students to obtain a qualification…" (Ntombi, FA). Academic advice is thus seen, by CTL and some of the faculties, as entailing more than providing modules; it also includes teaching or assisting students in developing academic success skills.

Process and Transferability Information

Other emerging themes when advisors were questioned around specific components of academic advice include that academic advice is a continuous process, along with the provision of information around transferability of one degree to another. Corlia (CA) observes that "…academic advice is something that actually is continuous and there's continuous contact with the student from the beginning to the end". Ntombi (FA) states:

> …with us academic advising becomes really a journey between the [advisor] and the students and sometimes you know we say to the student 'you are OK, you can register on your own now you don't have to come for academic advising', but they still sit in the queue of five hundred people, because they want that personal pat on the back 'great you are on the right way' […] [and entails the] possible portability for them from our faculty to another faculty…

The advisors thus also express the belief that academic advising is continuous, and that it involves providing information to help the student transfer between degrees or faculties.

Faculties Tend to Focus Exclusively on Academic Advice

In addition to noting the components of academic advice, some faculty advisors indicate that faculties primarily focus on providing academic advice, for example:

> I don't really see it as separate, I know there are links, but it's just that we… solely concentrate on academic advice, because it's important for us that students know what they have to register for, what they have to pass and those kind of things (Emily, FA).

Tracy agrees: *"So I think our jobs are purely academic advising, but yes, there's a link definitely to career advice as well".* In addition, notes that "… I think the two are related, but I never saw my role as an academic advisor as also per se a career advisor". When probed, some of these advisors allude to not feeling equipped enough to provide career advice: "… I don't think we really have at this moment all of the skills to do it…" (Emily, FA) and

> …I'm not doing it at all because I'm not an expert in that and I see myself as an expert in academic life and in what students need to do to obtain specifically a degree within our faculty…" (Ntombi, FA).

The consensus is thus that faculties focus on academic advice, which may be due to advisors feeling unequipped to provide career advice, and not because they feel strongly about only providing academic advice.

From the above subsection, it becomes evident that advisors agree regarding the components of academic advice. These components include information regarding the curriculum and progression of a degree or programme, assistance for students to develop academic success skills, information to help students transfer between degrees or faculties, and that academic advice is continuous. In addition, faculty advisors note that they focus exclusively on academic advice, but allude to this as possibly being due to not feeling equipped enough to provide career advice. It is also worthy to note that different types of advisors have similar functions which may border on the functions of others. For example, in some faculties, advisors allude to helping students develop academic success skills, which is one of the core functions of central advisors. Central Advisors again mention helping students look at postgraduate options – which means that these advisors should be familiar with curriculums, the core function of faculty advisors – to guide the student.

5.3.2. Career Advice Defined

When investigating the components of academic advice, advisors were also asked what they believe the components of career advice to be. An observation is that some of the advisors seem uncertain regarding the components of career advice, evidences by their use of more filler words, like "uhm", than at other times in the conversations. The advisors identify various definitions or components of career advice. A high level of consensus was reached among six advisors. Even though the advisors do not necessarily agree on the components, a few themes emerged. These themes include information and assistance around

employability, explains the degree-to-career link, and opportunities in the world of work or careers.

A theme that emerged from the interviews is that the advisors view career advice as information and assistance around employability. Carol (CSA) indicates that "… career advice is really like the way forward…" and "…career advice also entails things like the skills that you will need". Nandi (FA) also indicates that career advice entails information or assistance on "how can [they] get work experience […] how [do they] present [themselves] in order to get that opportunity…" and "…advice on how to write a CV…" Ntombi (FA) further notes that "…career advising [is] much more related to specific jobs in specific companies who have specific requirements". Some of the advisors thus view career advice as information and assistance around employability.

The Career Services Advisor, the Central Advisors, and four Faculty Advisors conveyed that the components of career advising include the link between a degree and possible careers. The CAs and two FAs alluded to career advice being information or assistance in how to pursue a specific career. When defining career advice, Corlia (CA) mentions:

> Career advice per definition for me is advice on the link between a student's choice of career, occupation, [and] profession, with the chosen degree […] [and] advice on how to pursue a specific degree or career, or advice on how to pursue a specific occupation.

Tracy (FA) also says that career advice includes information on "…what will be the more suitable degree, what is a different way [of] getting there, not necessarily a degree but other ways of bettering or educating yourself."

The CSA and two FAs also mentioned the degree to career link, but focused more on what can be done in terms of a career based on what the student is studying. Some of the comments include: "If you take these two modules, say for instance Criminology and Sociology, that's the only two options that you will then have as a career" (Carol, CSA), "…career advising is more on what can I do with what I'm busy with studying […] so what career paths are there" (Nandi, FA), and "We've got a list of careers that the student can do afterwards when he finishes his degree" (Lucy, FA). Therefore, the general consensus is that career advice alludes to the link between a career and a degree.

The last theme that emerged from the interviews is that career advising relates to opportunities in the world of work or career. Carol (CSA) states that career advising requires the student to think about if "…this company [will] give [the students] the opportunities that [they] want". Emily (FA) also says that they

> …arrange in the faculty itself on a yearly basis for companies to come and visit the campus where [they] have a career advising day and introduce students to the different companies and possible employers.

Nandi (FA) further notes that career advice is "…clear guidance on if [a student goes] into this career path, what [are] the opportunities that there's available".

The advisors thus view career advice as including the degree to career link, information and assistance around employability, and opportunities in the world of work or careers. The differing views around the components of career advice between the various advisors reflect the complexities and uncertainties around what career advice should be. As mentioned in Chapter 2, there are overlapping aspects between career advice and career counselling, as well as development, like the issues related to career planning and activities related to setting goals. The issues related to career planning is loosely reflected in the advisors' understanding that career advice includes the degree to career link, and opportunities in the world of work or career. Although some of the advisors allude more to the function of the Career Services office at the institution (that focuses on employability) to assist students with CV writing as employability skills, it is important to note that – as mentioned in Chapter 2 – students' career aspirations should also feature in career advice. Advisors also need to understand career development aspects in order to provide career advice. It is further important to note that, contrasting with academic advice, there is no single component that all the advisors attribute to career advice. This may account for advisors' caution around integrating academic and career advice.

5.3.3. Links Between Academic and Career Advice

When advisors were asked how they view career advice, specifically in relation to academic advice, two themes were identified. These are that they recognise a link to various extents, and that there is some consensus that both academic and career advice are important at the point of entry into university.

As seen in Figure 4, advisors recognise a link between academic and career advising, but to various extents. One advisor indicates that academic advising cannot be separated from career advising:

> … you can't separate the two at all [and] […] academic advising and career advising goes hand in hand from school up until where we are now […] you can't even give academic advice without knowing what careers this person wants to go into, so you can't separate the two (Carol, CSA).

Candice (CA) also shares the same sentiment when stating that "…academic and career advising [are] first of all […] parallel process[es] that cannot be separated from each other". Further, Elizabeth (FA) comments that academic and career advising are closely "intertwined", and Nandi (FA) said that "I feel both of them are equally important". Emily (FA) further notes:

> So, I think it is quite important, because you know these days as it is, you can't afford to study something that you don't know there's a possible job outside.

However, other advisors in CTL and the faculties indicate that, although the two are related, career advice should not always be prominent, but rather occur only at certain times: "I almost feel as if career advice is something that should occur sporadically in a student's journey through the university" (Corlia, CA), and

> …career advising is a part of academic advising, but it does not always go hand in hand with academic advising, so it's not necessarily that when a student comes… for… advising that you do career advising… So, it's not necessarily part of the academic advising with each student (Lucy, FA).

5.3.3.2.   Both Academic and Career Advice Are Important at The Point of Entry into University

In addition to recognising the link between the two concepts, some consensus was reached that career advising and academic advising are both important for students when they enter university, and have a presence throughout students' study careers. This is reflected in comments such as the ones cited below:

> So, prior to higher education, there's almost a seventy-thirty ratio of academic and career advice and then academic advice. So, it channels and as you progress by the time the student enters, for me the progression should find a student at an equilibrium in terms of academic and career advice […] so that as they progress through higher education, they move towards career development as opposed to career advice, so it should be solidified at the point of entry and the advising

should be a supportive mechanism that helps the student progress and as they progress it moves to more [a] career developmental process and progression to the world of work (Candice, CA).

So, it's basically intertwined and I feel both of them are equally important, because […] most of the students currently […] just study because they need to study. They don't understand… what career paths come out of the field of study […] so students must be advised accordingly like for instance they should be told what the opportunities are for them, what types of opportunities there are for them to gain work experience in order for them to see what they would like to do one day […] s0 I think that also starts at the beginning so in the academic advisement process that can be touched upon and from there career advising would spring forth (Nandi, FA).

…career advising, it's actually a bit different. We've got a list of careers that the student can do […] they have to know where they want to go to […] they have to have a plan when they start, because they have to know. Sometimes you can change a plan when you find that it's not what you thought it would be, but you at least have to have some kind of an idea [of] where you are going and how to get there (Lucy, FA).

It is thus clear that there is some consensus that academic and career advice are both important at the point of entry into higher education and spring forth from there.

From the discussion, it is noted that the advisors perceive a link between academic and career advice to different extents. Some advisors understand that academic and career advice cannot be separated, while others only allude to a loose connection between the two. Together, all the advisors reached some consensus around the components of academic advice, but there was no single component attributed to career advice by all the advisors. This might explain the reason why all the advisors knew that career advice is important, but that some of the Faculty Advisors indicated that they did not provide career advice, or that it is not part of their job as advisors.

5.4.   Question 3: What Steps Do Advisors Currently Follow When Providing Academic and/or Career Advice?

Advisors were questioned the steps they currently follow when providing academic and/or career advice. I analysed the advisors' answers inductively by ascribing themes to the steps the advisors indicated. The advisors were also probed to think about which framework(s) their advising processes or steps were based on. The results of this research question are

provided according to the analysis described above by first describing the frameworks the advisors identified, and then labelling the steps the advisors indicated.

5.4.1. Conceptual Frameworks

When the advisors were probed around what framework(s) they base their way of providing advice, two themes emerged. The first theme alludes to there being no specific theoretical framework that the advisors use; rather, they use the rulebooks that outline the degree programmes to guide them, together with experience. This notion is found within answers from the FAs and the CSA. For example: "The only thing that I get, is the rulebook which guides me […] you have to figure [it] out…" (Elizabeth, FA), "… the experience I have, I use that, not a specific framework" (Lucy, FA), and "... there are no formal steps…" (Carol, CSA).

The second theme that emerged is that the advisors do not only use one framework when they provide academic and/or career advice. Ntombi (FA) mentions combining rules and regulations with a pedagogy of caring by stating:

> A pedagogy of caring […] is my framework […] [and the] rules and the frames [sic] is very important for me, but it's also important for me to create a space into which students feel that they've been taken care of…

The CAs also each had their own way of combining frameworks. Candice (CA) mentions a combination of O'Banion's work (briefly mentioned in Chapter 2) and Habley's (1987) framework[2] when stating:

> So from my side, I use a combination of two specific which is O'Banion's work from 1972, I have components from him, and of most recent times a more combined framework which is Habley's framework […] so the specific framework has the informational component, the conceptual component, the relational component […] because it is more accommodating to today's type of student which is the blend with technology and trying to bring into the space of everything the technology.

Candice (CA) also sees advising more as a problem-solving process by stating that "… then work out the problem with the student". Corlia (CA) mentions a combination of theories from academic advising, counselling, Habley's framework, and action research by saying that

> The content and the background theory that I use in advising is basically also Habley's framework [with] conceptual elements about university expectations, the […] viewpoint

---

[2] Habley developed a framework for training academic advisors that consists of conceptual, informational and relational components that should feature in trainings.

on what's the expectations of the student is the learning outcomes that we have for the students based on Habley, informational also and relationship elements as well, but then I thought also there [are] also […] other theories that stand in the background of what we do for example student development theories, theories around transition […] [and] a lot of the very practical principles that I apply in my sessions with students are from counselling theories, counselling background and principles. And then there's also an element of action research actually, because you explore with the student [and] do problem identification with the student, and […] I actually realised it's very closely [related] to [an] action research perspective".

The above shows that there is no single, specific conceptual framework used by the various advisors when they provide academic and/or career advice. Rather, advisors use faculty rulebooks to guide them, along with a combination of theories and practices from their own experience, academic advising, and counselling.

5.4.2. Advisors' Current Steps

The advisors' answers are first labelled to gain an overview of how they provide advice to individual students. The results are presented according to the different types of advisors, by first looking at the Central Advisors' practices, followed by those of the Faculty Advisors, and, lastly, that of the Career Services Advisor.

5.4.2.1. Central Advisors

The advisors in CTL each have her own process to provide academic advice. Figure 5 below illustrates the steps Candice, one of the CAs, follow.

Inquire
Gather information & determine what information is

↓

Problem solving	
Determine the problem	Inform: Select appropriate intervention (referral / process)

↓

Relationship building
Follow up (as the student navigates through the process and checks in regularly with the student)
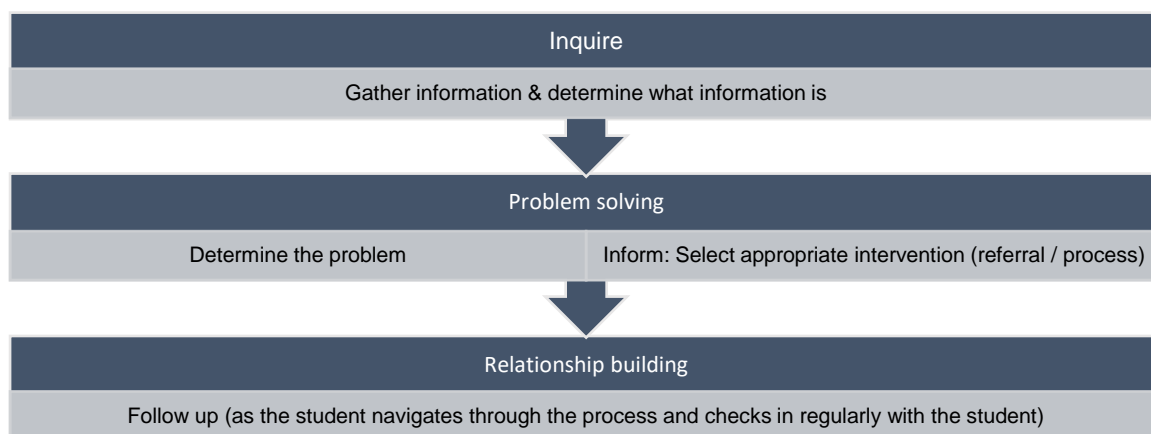
Figure 5: Steps Followed by Candice (CA) When Advising

Candice (CA) explains that she starts with an inquiry by gathering information and determining what the information is: "… when a student comes […] [I] gather all information [and] determine what the information is". She then moves into a problem-solving process by determining the problem and selecting the appropriate intervention – whether it is a referral or process. This is seen in Candice's observation that

> [I] then work out the problem with the student. So it may be through working out and explain[ing] to the student that this matter has to be addressed in such and such a way […] [and] dependent on whether it is […] within the advising parameters or not, then it's either the revolving of a referral or a process.

Candice then moves more into a relationship building phase through regular follow-up. She indicates:

> From that is where the relational part is reinforced, so from when the student walks in, it's not immediately that the student and the advisor connect. But, providing information, explaining the concepts, explaining the processes to solving the matter that the relationship is then fostered […] as the student navigates through the process and [the advisor] checks in regularly with the student…

It is clear that Candice (CA) follows an inquiry phase, which leads to a problem-solving phase, and then moves into a relationship-building phase.

Corlia, the other Central Advisor, follows a process more closely related to an action-research process. Figure 6 below provides a visual representation of this process.

Problem identification	
Build rapport	Determining needs

⬇

Informational component (Habley)	
Explore possibilities	Share knowledge

⬇

Joint action planning
Determine next step

⬇

Implementation
Independently implement plan

⬇

Follow up & Reflection	
Evaluate implementation	Reflect on learning & decisions
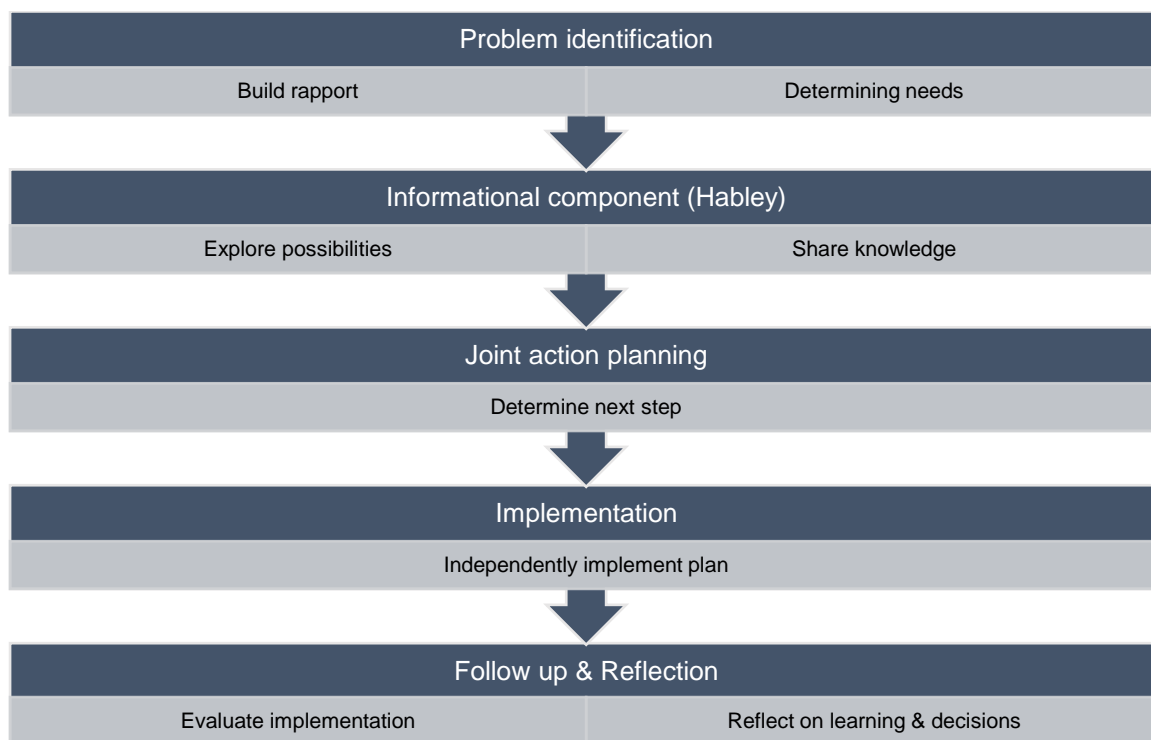
Figure 6: Steps Followed by Corlia (CA) When Advising

Corlia begins with a problem-identification phase through establishing rapport and determining the advising needs. She mentions that she "…build(s) rapport […] (and) determine(s) the needs which is closely related to problem identification…" She then moves into an informational phase – like the informational component of Habley's (1987) framework – by exploring possibilities and sharing knowledge with the student. She notes that she "…explores possibilities with a student, [and] share(s) knowledge with the student, that's also [like] Habley's informational [component]". Corlia (CA) then goes into "…joint action planning where [she] sit[s] with a student [and determines] what's the next step". She indicates that she then moves into an implementation phase, during which the student independently implements the plan when she mentioned that "the student goes and implements by themselves and self-actualises…". She then moves into a final phase of follow-up and reflection during which the implementation is evaluated, and the student reflects on learning and decisions. This is seen when she notes that "… when they (the students) come back […] the student(s) reflect on their learning (and) their decisions". Therefore, Corlia (CA) follows a more elaborative approach than Candice, in that it involves the phases of problem identification, informational component, joint action planning, implementation, and follow-up and reflection.

The Faculty Advisors were also each asked what steps they follow when they provide advice. The answers provided below are in no specific chronological order to provide anonymity to the advisors.

Figure 7 below visually represents the phases Emily (FA) moves through when providing academic advice to an individual student.

Acquire information	
Print verification form (student information)	Print curriculum

Explain information & requirements	
Explain modules & prerequisites	Provide information on classes etc.

Determine if referral is needed	
If student presents with poor academic performance, refer to appropriate resources	
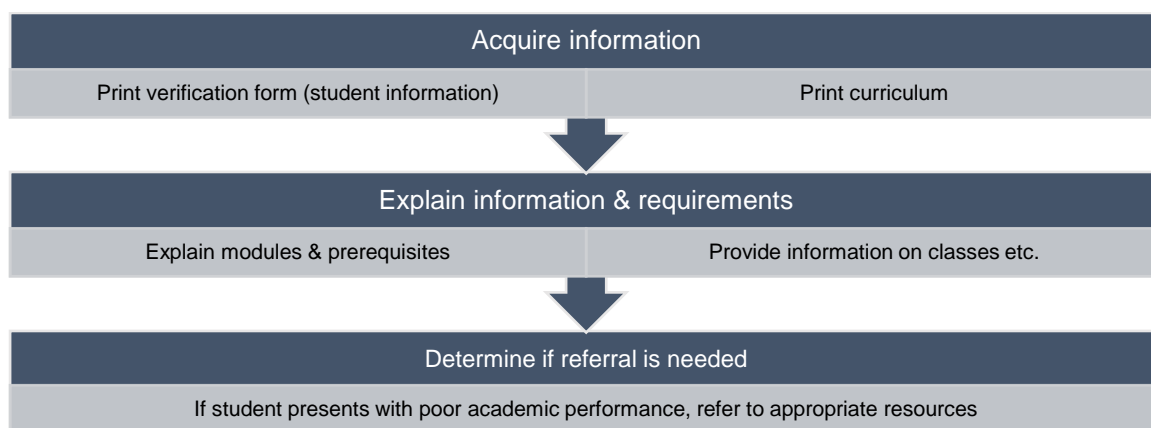
Figure 7: Steps Followed by Emily (FA) When Advising

Emily's (FA) process starts with acquiring information. She mentions that she "…usually print[s] their verification registration document[3] and then [she] print[s] the curriculum of the year…", which provides broad information to guide her interaction with the student. She then explains the information and requirements of the programme to the student by explaining the modules and prerequisites and providing information on classes. This is seen in comments such as that they (advisors in this faculty) "… explain to them (students) this module is a prerequisite for that one, this one is a year module and it works like this. Then we give them a bit of information of how it works, classes and things…" and that she "…went with them (students) to check together what they have done [and] what they are still doing…" She also alludes to a phase during which she determines whether a referral is needed, by noting that "… if there is any problem or whatsoever, we (advisors) refer them […] for instance if we see on their record that they [are] academically struggl[ing]…" Emily thus moves through three phases or stages, namely acquire information, explain information and requirements, and determine if a referral is needed.

---

[3] A document with information of a student including basic demographic information, matric marks, programmes applied for and accepted into, current academic performance, and brief financial information.

Figure 8 below visually represents the phases another advisor, Nandi (FA), moves through when providing academic advice to an individual student.

| Acquire information |
| Draw student's study record / history / background |

| Inquire |
| Determine interest & passion |

| Inform |
| Understand connections & subjects | Explain rules & regulations | Provide information around faculty | Provide suggestions |

| Research / Implement |
| Student needs to do more research or implement suggestions made |

| Follow up / Reflection |
| Student provides feedback |
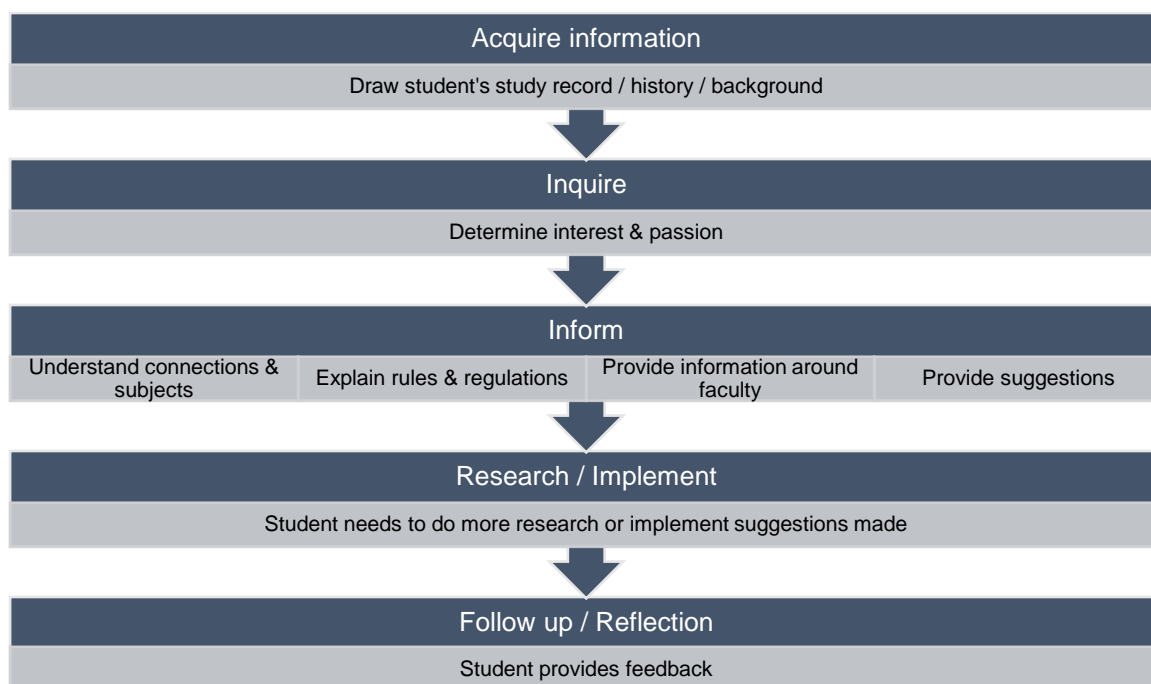
Figure 8: Steps Followed by Nandi (FA) When Advising

Nandi (FA) begins the process by first acquiring information of the student. She indicates:

> I would firstly draw the student's study record to see what the student's study history looks like, where the student is in their study period […] [to] get a whole picture of who the student is […] because then it's easier for me to prepare myself in order to give them better advice.

She then moves into an inquiry phase, as she notes that "…then I can listen to exactly what the student's […] story [is]". In this phase, she may determine the student's interest and passion. In a sense, her next phase is an informational one, where she helps the student understand the connections and subjects in the faculty, explain the rules and regulations, provide information around the faculty, and provides suggestions. This is seen in comments like the following, where she would ask the student: "Do you understand what (this subject) and (that subject) is all about?" She also mentions that she

> …[makes] them understand that there's rules and regulations and [gives] them all the necessary details, […] giving them information about the faculty, […] and then based on their results provide them with suggestions…

She then moves into a phase where the student needs to do more research or implement the suggestions made by noting that she then "…let(s) them (students) then go and read about it

or visit the different departments where those courses are situated…" After the student does research or implements the suggestions, the student will have a follow-up or reflection session. She notes this through mentioning that "… then based (on) those discussions then come back and say 'OK, this is what I would really like to do…" Therefore, Nandi (FA) follows an advising process based on the following phases: acquiring information, inquiry, informing, research or implementation, and follow-up or reflection.

The following figure visually presents how Ntombi (FA) provides advice.

| Inquire |
| Understand student's background & reason for visit |

| Inform |
| Explain rules & regulations | Provide alternatives |

| Integrate |
| Integrate information (including alternatives & consequences) & help develop a plan |

| Decision / Implementation |
| Student makes decision & bares consequences |
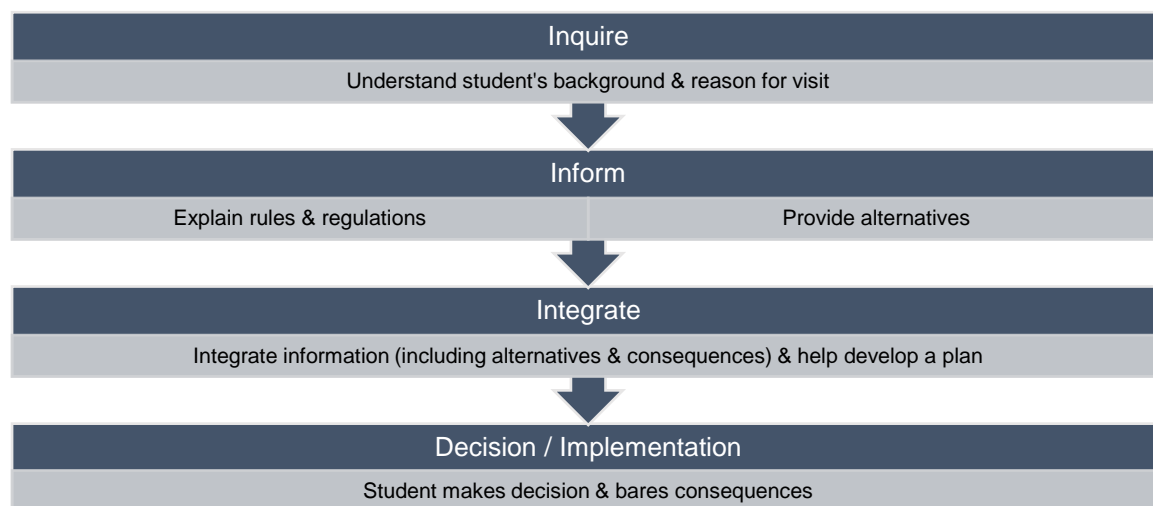
Figure 9: Steps Followed by Ntombi (FA) When Advising

Ntombi (FA) indicates that she starts the process with an inquiry to understand the student's background and the reason for the visit. She mentions*:* "I normally start with the students from where they are […] [and ask] why are you here" and "…I will start with their problem or their question". She then moves into an informing phase, during which she explains the rules and regulations, as seen in comments like:

> I make sure that students understand that there's a specific set of rules in a specific discipline and that you have to cope within that specific set of rules […] [and] I will always take them back to the reality of the rules […] in which they must move…",

She then provides alternatives; for example, "What I also always try is to give students alternatives…" She then helps the students integrate the information and helps them develop a plan. She notes:

> I would say to him this is what you can choose and if you choose that, what do you think will be the consequences […] [and] can you bear with the consequences and […] will you be able to afford it […] do you need to consult with people sponsoring you? So it becomes a longer discussion…

The process then moves into a phase where the student makes decisions and bear the consequences. She states that "I think we've got the luxury in that journey to let them sometimes make decisions, bear the consequences and start weighing actually what that means in their decision(s)". Ntombi thus goes through the following phases when providing advice: inquire, inform, integrate, and decision or implementation.

Lucy's (FA) process is visually presented in Figure 10 below.

Inquire
Determine reason for visit / Problem identification

Inform		
Provide overview of degree	Provide information on assessments	Explain Expectations of UFS
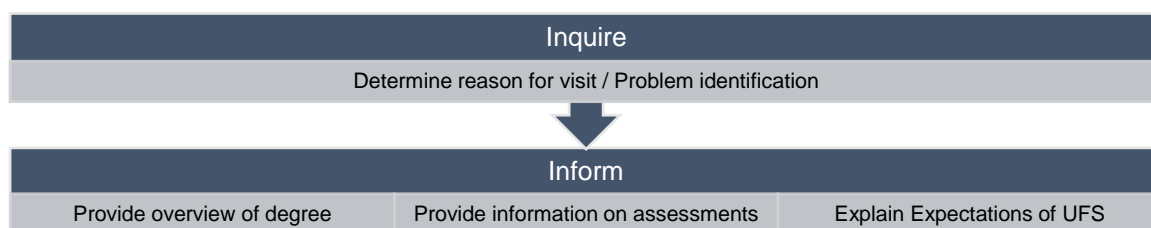
Figure 10: Steps Followed by Lucy (FA) When Advising

Lucy initiated the process with an inquire phase, by identifying the reason for the visit or identifying the problem. This is seen in her comment "When a student comes to my office, I first find out (what) the problem is, or why they came here". The process then moves into an inform phase, during which she provides an overview of the degree, information on assessments such as "… how many tests they are going to do…", and explain "… what is expected of them". Lucy's advising process thus consists of only two phases, namely inquire and inform.

Figure 11 below indicates the steps Elizabeth (FA) follows when providing advice.

Explain degree	
Who will the student work with	Ensure student signed up for the right degree

Explain curriculum choices	
Provide information on the options	Check if student meets the requirements where applicable between the options

Explain expectations of UFS
Explain the rules & regulations

Provide overview of curriculum
Show student which modules will be done when during the years

Explain importance of academic advice
Explain how academic advice helps check if student is on the right path and credits

Figure 11: Steps Followed by Elizabeth (FA) When Advising

When asked what steps Elizabeth (FA) follows, she indicated that she starts by explaining the degree to the student. She would thus indicate what the degree works with and ensure that the student is signed up for the right degree. She next explains the curriculum choices by providing information on "… the subject choices [the student] has", and checks whether the student meets the requirements, where applicable, between the options. Afterwards, she explains the expectations of the university by noting that she "… take[s] them through the rules and regulations in what is expected of them". She then provides an overview of the curriculum by showing the student which modules will be done during which years: "Then I give them an overview of the whole curriculum as it is from year one up to year four". She lastly explains the importance of academic advice when she notes that she "… explains to them why it is important to always come for academic advice, to check whether (they are) on the right path, to make sure that (their) credits and everything are OK". The advising process Elizabeth (FA) follows can thus best be summed up by the following phases: explain degree, explain curriculum choices, explain the UFS' expectations, provide overview of the curriculum, and explain the importance of academic advice.

Tracy's academic advising process is represented in Figure 12 below.
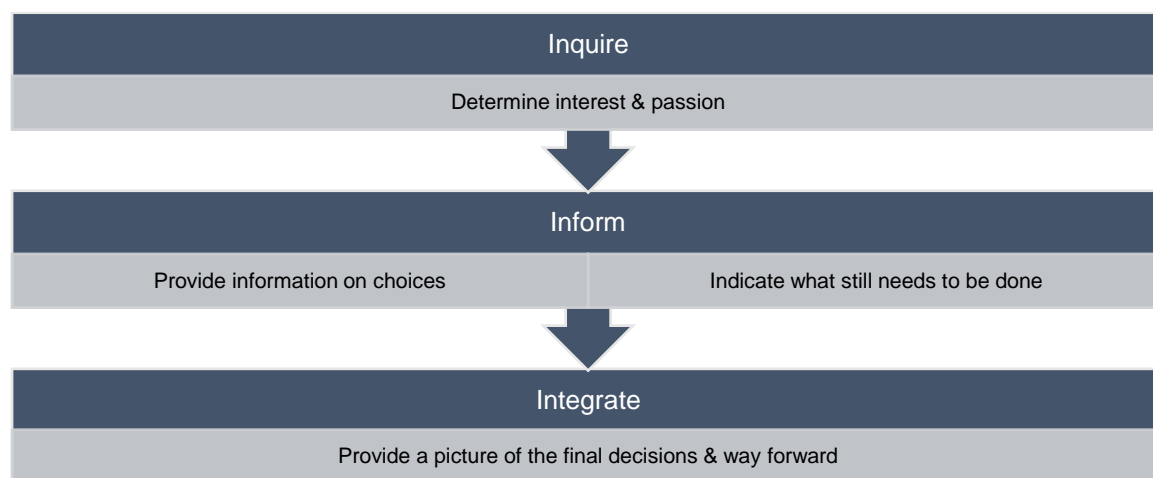
Figure 12: Steps Followed by Tracy (FA) When Advising

Tracy (FA) indicates that she first inquires as to what the student is interested in and has a passion for. She would thus ask the student: "… what would you want to do, what would you like to do (and) what is your passion?" Then she moves into a phase where she informs the student by providing information on the possible choices, and indicates which modules still need to be completed. This becomes clear in her observation that "Then we can look (at) what do we offer and what can we do, (and) what will best lead you to that direction" and that she indicates "…what (module) is still outstanding". She then moves into a phase where all of the

information is integrated, and provides a picture of the final decisions and the way forward. In Tracy's word:

> … then they've got like a big, colourful picture to see exactly, this is done, this is what I need to do, […] or this is done and this is what I need to do. If I meet these requirements, I know I will graduate.

Tracy (FA) thus moves through the inquire, inform and integrate phases when providing advice to individual students.

From the above discussion and visual representations, it is evident that each Faculty Advisor has her own way of advising students and that each follows different phases. The curriculums of some of these faculties are set (i.e. students do not have many options for electives), whereas those of other faculties are open-ended (i.e. students have various options for electives). An argument might have been made that this difference in curriculums accounts for the different phases followed. However, one of the advisors in a faculty with the most open-ended curriculums follows similar phases to an advisor in a faculty with set curriculums. I thus conclude that, since these two faculties from opposite sides of the spectrum in terms of curriculum can follow similar phases, it would be possible for Faculty Advisors to adapt to a more formalised, standardised process.

5.4.2.3.   Career Services Advisor

Carol (CSA) was also asked how she provides career advice to an individual student. Figure 13 below presents the phases she follows.
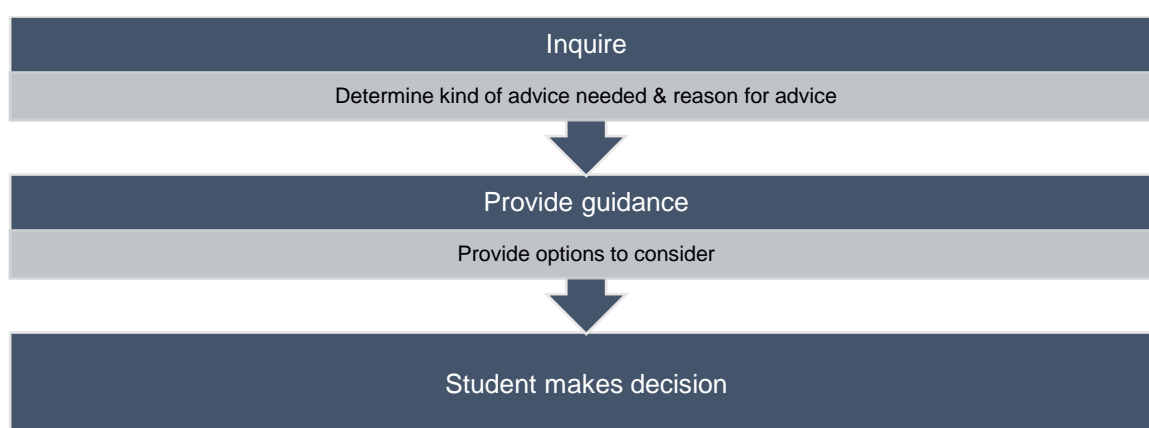

Figure 13: Steps Followed by Carol (CSA) When Advising

Carol (CSA) indicates that she first goes through an inquiry phase, where she determines the kind of advice needed and why the student wants advice. She states that she "…first want[s] to know what kind of career advice do they seek, because [she has] seen many types of

people or questions come into [her] office", and that she would ask the student "why". From there, she "…will give [the student] some guidance […] some options that [the student] can consider…" She further emphasises that the student makes the final decision. In short, she goes through an inquire phase, a phase providing guidance, and the student then makes a decision.

5.4.3. Summary of Advisors' Current Steps

One of the secondary research questions for this study interrogates the steps advisors currently follow when providing academic and career advising. In answer to this question, the advisors were asked: "What steps do you follow when you provide academic or career advice and which conceptual framework is this based on?" Reporting on this question confirms the research problem that academic advice and career advising is not always formalised. Many advisors indicate that their steps of providing advice are not based on a specific conceptual framework; a few others mention that they do not use a single framework, but rather a combination of frameworks.

This section further provided an overview of the current steps the advisors follow. Each advisor follows different steps to provide advice, and, even within the same type of advisor categories, different advisors follow different steps to provide advice to individual students. As the function of the different advisors in a category is the same, it should be reasonable to expect that the advisors would follow a similar process. In addition, none of the FAs or CAs mention including career advice or concepts into their advising practice. The fact that this is not the case confirms the research problem that academic and career advising are not always formalised and consciously integrated. Furthermore, all types of advisors similarly define academic advice as providing information regarding the curriculum and progression of a degree or programme, in addition to providing student with assistance in developing academic success skills. Further, the provision of information to help students transfer between degrees or faculties is mentioned, as well as acknowledgement of it being a continuous process. This confirms that it is reasonable to expect the different types of advisors to follow similar steps when they provide academic advice. It is also found that the different types of advisors have similar functions where boundaries are often enmeshed. This implies that it can also be expected that the different types of advisors should be able to follow similar steps when they provide advice. However, from the results described above, this is not the case. Nevertheless, there are similarities, not just between advisors in the same category, but also across categories.

5.5. Question 4: What are Some of the Challenges Advisors Currently Face When Providing Advice to Students?

The challenges faced by advisors can have an impact on the success of integrating academic and career advising at the institution. The advisors were thus asked: "What are some of the challenges you currently face when providing advice to students?" I categorise the challenges according to student-centred challenges (which refer to challenges they experience while advising students), and broader systemic challenges.

5.5.1. Student-Centred Challenges Advisors Face

Advisors mention current challenges that could hinder the formalised integration of career advising into academic advising. One of these challenges includes that building rapport is important, yet keeping a lasting relationship can be challenging. Another challenge is students' lack of understanding of careers and career aspects. In addition, advisors also indicate that they face a challenge when students become too dependent on them and do not take responsibility.

Three FAs (Elizabeth, Lucy, and Ntombi) mention that building rapport is important and should take place. In particular, Elizabeth notes:

> When the student sit[s] in front of you, you make them […] feel free to be able to
> speak to you with whatever needs they have or whatever challenges they might
> also have concerning school work or whatever. They should be free to come to
> [you] at any time, to ask for further advice or if you cannot help them maybe refer
> them to Kovsie counselling or whatever […] Whatever path, each step that the
> student takes should be such a step [that] they feel welcome, that they feel
> appreciated that they want to, they have that urge to study and that they do the
> best to their ability to reach their goals.

Lucy agrees that relationship building (or building rapport) during "… that first contact […] is very important". She indicates that students will then see that the advisor is approachable and return if needed. Ntombi also shares this sentiment when she says:

> So it is important for me that the student feel[s] that it's OK to come and ask the
> question. It's OK to admit that I'm struggling. It's OK to admit that I am even
> feeling totally hopeless.

It is interesting to note that these Faculty advisors mention the importance of rapport building, yet that none of the Faculty Advisors overtly mention building rapport when they

practically advise students. Only the Central Advisors, Corlia and Candice, mention that they build rapport with students. However, Candice mentions that it can sometimes become challenging to keep a working relationship with students.

> Students' commitment to academic advising [is a challenge]. I suppose they don't […] understand the urgency. They're here for the now, they don't see that it's a process. With the fact that the system is so fluid, they can't really, nothing holds them accountable. So they come to you for time management, because they need time management today, if you phone them and follow up in six weeks, they don't care anymore, because the tests are over, the assignments are over, they're on holiday now. And the relationship ends there, so the commitment to advising, to build a relationship is very difficult.

Thus, although it can become challenging to keep a working relationship with students, the advisors still recognise that an advising framework or formalised model needs to include building rapport, the first step in the 3-I Process.

Several advisors also iterate challenges in terms of students' understanding of careers and career aspects. Some of these challenges include that students do not understand the urgency of career advice, or the multifaceted links between careers and degrees. Another challenge is that there is a bigger perceived need for career advice in some faculties than in others. Furthermore, students face employment uncertainty after graduation, and exhibit a prevailing perception that graduates do not necessarily have the skills needed for the world of work. All these uncertainties and challenges reinforce the need for integrating career advice in academic advice, now more than ever before.

Corlia (CA) indicates that it is a challenge when students do not recognise the urgency of career advice, and that, consequently, advisors tend to overcompensate. This is seen in her statement:

> Students do their homework for academic advice, but they don't do their homework for career advice. If you tell a student "Go and apply this timetable this week" for them it's an urgency, it's a here and now thing [so] they do it […] But if you tell a student, "Go research about careers and bring me three job opportunities as a criminologist..." they don't, they never do that for me. So, I want to say maybe the problem is […] that students don't understand the urgency of career advice related activities, because it's a tomorrow thing. They live for the here and now. And I think that also leads to overcompensating, so we're overcompensating to make up for the lack of career advice that they have.

Corlia also mentions that students do not understand that the link between degrees and careers is multifaceted and not linear:

> They (students) want us to say "With this degree, you are going to be a journalist one day, or an accountant, you're going to earn R70 580 a month and you're going to work for this company. They don't understand that finding a career is an explorative journey that you have to do yourself and that […] it's a lucid process. It's not a fixed thing I do degree A at Kovsies, I go into occupation B, at company C and I earn salary D. That's how they think. They think in boxes, they don't understand that although I do an accounting degree […] I might end up being an academic advisor one day. Which is something totally different. They don't understand a career is something that you build. That's what I mean by lucid, it changes the whole time, it's flexible […] it's something they have to develop for themselves. They don't get that concept. They don't understand that it's not a linear process […] They don't understand that it's a multifaceted process to find your way to a career […] [They think:] "When I leave university, I'm going to work for SA Breweries, I'm going to buy my shining Mercedes, and I'm going to wear this".

Two advisors also mention the perceived larger need for career advice in some faculties as opposed to in other faculties. Corlia (CA) mentions that

> I think some faculties have a bigger need for career advice than others. For example [with] Health Sciences they're going to turn you into a doctor, there is not much change. That is an "A" leads to "B" programme, but within the humanities I think it's essential that they also provide career advice from the faculty side.

Tracy (FA) notes in turn that

> Career advising, I think with our students, currently is very important. Students come here for supposedly academic advice, but then it's actually more career advice what they are seeking. They come and sit in front of us, [with] no idea what they want to do where they want to go, and then we need to get […] some kind of direction for them.

In addition, advisors find it challenging when students express uncertainty regarding employment after graduation. Lucy (FA) states:

> What's also difficult with the students, [is that] a lot of students and parents ask you about employment. So [with] the economic situation of the country [it] is also a problem. Sometimes students come to study […] and they don't know if they would get a job […] That makes it difficult to motivate them sometimes.

Carol also indicates that it is challenging when graduates do not necessarily have the skills needed for the world of work, as expressed in her observation that

> We are picking it up that they're not [ready for the world of work]. They get the qualification, they walk on that stage, but they're not where they're supposed to be. They lack skills, they lack the motivation [and] sometimes they have no idea what time management is.

Elizabeth (FA) mentions a possible solution to the challenges related to understanding careers. She remarks that students should see the bigger picture of studying towards a degree, by noting that students should see more opportunities that a degree offers and not get stuck in viewing a degree as a linear development towards a specific job. Rather, a degree can prepare a student for different kinds of jobs. As she is not situated in the Faculty of the Humanities, like Corlia, and the faculty that Tracy mentioned as having a larger need for career advice, it can be deduced that career advice is important for all faculties. In addition, the fact that all types of advisors indicate that they experience challenges in students' understanding of careers and career aspects reinforces the importance of career advice integrated into academic advice in practice. Thus, it can be posited that the framework should include helping the student see the bigger picture. This already takes place during the first step of the Inform phase in the 3-I Process, when advisors help students understand connections. Nevertheless, suppose the framework is meant to be used as career advice integrated into academic advice. In that case, it is worthwhile to note that advisors need to clarify the link between degrees and careers.

5.5.2. Broader Systemic Challenges

The advisors raise many challenges and recommendations for the formalised integration of academic and career advising. The challenges voiced include their perception that the system (nationally and institutionally) does not allow career advice to take place, and a lack of awareness regarding the existence of career services. They also note that advising is not yet professionalised, and that collaboration is challenging. Some advisors mention that they find it challenging when they need to help students find alternative directions, and when they need to advise students across faculty or year borders.

Various faculty and central advisors (Candice, Elizabeth, and Ntombi) note that it is challenging that the national and institutional system does not allow career advice to take place. Candice (CA), for example, mentions that

> The system doesn't allow it. For academic and career advising to take place coherently. System meaning nationally and institutionally. Some institutions go deeper than others, but the system doesn't allow, for instance career advice should start in school. Now the system previously called what is closely linked to career advice, career guidance or the guidance subject that was once upon a time, then they rolled it to life orientation, because they were trying to now embrace the holistic learner. And you know, the system has never allowed, so by the time a student comes to the institution, we first give them a word of career advice that they've never heard of, because all they have done is body parts and life orientation […] they never focused on where their progression is leading them to what careers. By the time they get to an institution of higher learning, it's a whole new foreign concept that now it's academic advice and curriculum advice and they're bombarded with all of these things, which hinders the process of actually allowing career advice and academic advice to be facilitated […] And I think that also leads to overcompensating. So we're overcompensating to make up for the lack of career advice that they have […] Well, the thing is, the system is currently speaking a different language and that's why it's a disjointed thing, that we can talk career advice, but the system is currently talking student success. We need to get throughput rates, so instead of funding, we need to find a funder that is willing to explore the cycle while the natural thing is to investigate how we get students through the system.

Elizabeth (FA) also shares the notion that students do not receive career advice or guidance at school by stating:

> Although there's marketing going out and information being sent out, but the student comes here, and they are like blank they do not know what it is that they're going to do.

Ntombi (FA) agrees that students do not obtain career advice at school. This is evident in her comment that

> I think it's a challenge that exists that is pre- the system, is the total lack of advice that students get through the schooling system in which they are first generation students, who don't know. [The] student arriving in say[s] I just want to study but

> they don't have an idea what they want to study, what it will cost, [and] all those
> things. I think that is a challenge.

In addition, Carol (CSA) also notes that there is little awareness of career services. She says: "I think the biggest thing is that we are not known…".

When asked for recommendations on how to overcome challenges, several advisors provide answers that may address these specific challenges. These suggestions include that academic advice and career advice should start in school already, that there should be mobile apps that start channelling career advice to academic advice, that there should be learning/social communities based on occupations, academic and career advice should be integrated, as well as a somewhat contradictory suggestion to appoint an advisor that works solely with career advice.

Carol (CSA), Candice (CA), and Elizabeth (FA) indicate that academic and career advising should start at school. Specifically, Carol states that

> To let them get this kind of advice in school to have schools have, instead of life
> orientation […] to have a formal sort of thing in schools where you can go through
> [and] really think about your career […] You could […] take them to some
> companies, local companies so they can literally see 'oh, you know that you don't
> only get a doctor you get a radiologist, and this is what a radiologist does' […] We
> used to come in with five ideas of careers and that's it, but your parents believe
> there's only those five areas, but we know now that we are teaching these
> students and scholars and train them for jobs that don't even exist yet. So, to get
> those kinds of things in school already […] I really hated that schools would still
> give their academic advice - which I call academic advice – to leave math and to
> take math literacy just because they see you struggle with it… and then really they
> have this career idea, like I want to become a pilot, but you don't have math like
> how did your teacher not know that you want to become a pilot? And the whole
> time you still believe 'I'm going to become a pilot' […] So there needs to be some
> sort of like a formalised process, you know that gives them that academic real
> advising that goes on.

Candice (CA) also shares this recommendation that academic and career advising should start in school when she states that "…career advice should start in school […] Then embed career advice in the Department of Basic Education's syllabus. So, embed components of it as students progress through the different grades". Elizabeth (FA) also says:

> I am trying to find a way whereby the information could be disseminated as early
> as grade nine, where before they do their career choices they know 'ok, there's a

site or whatever or career guidance[4] like in the old days where they would tell you
OK when you do education these are the certain groups these are the certain
subjects that you should expect to take and you need to take these subjects in
order to qualify…

Moreover, Candice (CA) states that, when academic and career advising are viewed as two parallel processes, there should be apps that start channelling career advice to academic advice, by noting that

> [There should be] Apps that start teaching them the blend of career and academic
> advice, that start channelling them from career advice, so that they can
> understand, because […] learners grow with a lot of technology, so the gadget
> people can put something that start [teaching] certain words […] From high
> school, there should be an integration of something that introduces them to
> careers, so that they transition much easier between career advice and academic
> advice.

However, it is important to note that, when looking at career advice as part of everyday academic advising practice, like with the 3-I Process, such suggested apps can still assist with specific language and career concepts. However; it would not necessarily help to channel from career advice to academic advice, but would rather serve to integrate the concepts.

In addition, Corlia (CA) mentions that having learning or social communities based on occupations may help bridge the challenge of the system not allowing career advice to take place, along with the lack of advice at school when, by noting that

> [In a perfect world] there is a learning community/ social community that functions
> like LinkedIn, but it's not based on a person's profile, it's based on the occupation.
> So, there's a network where buyers connect to other buyers and scientists connect
> to other scientists and share best practice in work, but not in an academic space
> where you have to publish an article and go to a conference, it's a social space
> where young people can connect with professionals […] So, I open a career
> profile as a Grade 9 student and I can read what people do in their everyday job
> what they do, I can see what does a psychologist do every day. I can connect to a
> psychologist in Taiwan if I want to and ask him, look at his profile, his job profile,
> I'm not talking about the person, like his job environment and I can learn about his
> environment. And I can shadow him online.

---

[4] At the time of this interview, the Khetha site of the DHET was not yet as developed as it currently is, where this information is now available to learners.

Another recommendation to assist with the abovementioned challenges is to integrate academic and career advising to assist the student holistically. If academic and career advising are integrated, students do not need to go to advisors specifically for career information or just for success strategies (and be bombarded with different concepts). Instead, career information and advice would be integrated into the advice provided. It is noteworthy that the advisors' different definitions of career advising mentioned earlier influence how they view the integration of academic and career advising. Carol (CSA) indicates that academic and career advising should be completely integrated and needs to be with face-to-face sessions. This is clear in the following comment:

> Both of them will have to run together […] With career advice, I need to have a discussion with you, I need to see you sitting in front of me, see the whole package not that I'm a body language expert, […] but I need to see […] the expressions. Is it fear that I see, is it really just [that], you're not coping…

Elizabeth (FA) also shares the notion that academic and career advising should be integrated. Candice (CA) notes that the advisor should guide the student towards graduation in advising, but that academic advising should reflect career advising. She also suggested that it should be mandated in the academic advising cycle[5] for students to go to career services, which would address the challenge that career services are not known. These recommendations are clear from her comment below:

> In an advising session, you're there to guide the student towards graduation, so your job is to monitor the student, so that they constantly have that support that they require […] [So the practical work would be] Academic advice [that] reflect that career advice […] In the career path throughout the academic advising cycle there's a time where it is mandated of the student to go to the World of Work Office. Even if it's to attend a career fair, or go to a CV writing workshop which should be for senior students, or, I don't know, one can argue that one. That's then, what I would say, should happen.

However, Central Advisors Candice and Corlia also note:

> That there should be a person that ONLY does career advice, nothing else, no curriculum advice, no changes. That person should just focus on having exploratory conversations with students, doing the research [and] providing the resources to equip the student with proficient career advice.

---

[5] The academic advising cycle includes different student learning outcomes according to the specific quarter.

This view is contradictory to the previously stated notion that academic and career advising should be integrated. This may be linked to the various understandings of what career advising is per definition, as mentioned in a previous section. It is noted earlier that the different advisors have relatively clear and similar definitions of academic advising, but vastly different definitions of what career advising entails.

In addition, Ntombi (FA) proposes that academic advisors in the faculties can also provide career advice with academic advice; however, she cautions that the role or definition and function of career advice should then be clear. She states that

> The faculties and the programme directors also have knowledge on where a
> student [with] what they study in which different career paths it can take them.
> They can then also provide somewhat career advice when they do academic
> advisement. So, the role of what career advising then should be, how it links in,
> what will the function be of that should then also be clear.

The statements shared here point to possible solutions that might include starting academic and career advising in school, as well as using apps for advising. In addition, creating learning/social communities based on occupations, and integrating academic and career advising, could also address the challenges that the system does not allow for career advising to take place and that career services are largely unknown.

5.5.2.2.   Advising is not yet Professionalised

Another challenge raised by advisors is that academic and career advising are not yet professionalised. Thus, Elizabeth (FA) notes that she feels ill-equipped for her job due to not receiving formal training before she started. This verifies the research problem that formal training efforts do not necessarily result in uniformed application. She observes that

> When I came over to academic advising, it's like you're thrown in a pit, you are
> going to do academic advice they give you the yearbook… You don't know what
> the curriculum entails you have to go through to know 'OK the first year these are
> the modules' […] It seems as if we do not know what we are doing, what our work
> entails because I feel that if a person is here I should not be sending them from
> post to pillar […] The only thing that I get is the rulebook which guides me as
> according to your first year the subject according to different groupings. You have
> to figure [it] out […] And there's no specific training or whatever for you to make
> sure that you're in the right path if you don't ask them, you are in the dark.

As advising is not yet professionalised, Ntombi (FA) notes that there is no common understanding of academic advising. This is seen in her comment below:

I think there's a big misunderstanding in the mind of many people on what academic advising [is]. Academic advising is not the registration help, because many people think academic advising is registration help… and that's how many faculties approach it, but with us academic advising becomes really a journey between the [advisor] and the students. Sometimes you know we say to the student 'you are OK. You can register on your own now you don't have to come for academic advising', but they still sit in the queue of five hundred people, because they want that personal pat on the back 'great you are on the right way you've got the right modules just go' […] I think the students also […] actually want that one-on-one interaction and that reinsurance that it's OK, 'you are on the right track'… Then we don't have a common understanding of academic advice in SAS officials who work with registration, CTL, programme directors, faculty managers, deans all [of which] have a different idea of academic advice […] So I think we need to get the common ground that there is also an academic advice […] rule of honesty… and I don't think we are there. I don't think we have a set of common principles from which we work and that we have cleared out with each other… If you have a set of principles you could say in [this faculty] the students feel that you don't treat them with enough respect, because you only have ten minutes for each one of them […] then you can say 'OK we need to work on that principle or that principle'.

In addition, Candice (CA) and Elizabeth (FA) also note the lack of understanding of different advisors' divergent roles. Candice articulates the problem as follows:

I think the understanding of, and this is among staff in the faculties, understanding the role of advising vs general academic advice. I think there's still some blurred lines, and generally the advisors in the faculties not understanding the overall network. So they are unable to do the basics of advising, to determine where the student is. They found that the easiest is to just send them to CTL, instead of just sitting with them, spending ten minutes to understand the situation and referring the student accordingly, because sometimes the student actually wants to change a module and they were told to come to CTL and sometimes it's just a module within the parameters of a set programme, of a set curriculum.

Elizabeth (FA) also says that she does not understand the difference between what the faculty does and what CTL does, and asks: "What is it that you are doing different […] that we are doing different?" She also notes:

So that we all work to have the same goals same achievement and to understand what we're doing our jobs better, in what is my part, what is your part and how does the student fit in in whatever we are doing. I would like to see that...

In addition, Ntombi (FA) expresses the concern that there is no coherent system for academic advice. She declares that

> I think as much as […] CTL try to have a coherent system for academic advising, we don't have that. And we still find that instead of people trying to provide quality advice they want to find someone to blame if something went wrong…

In accordance with the previous statement regarding a lacking coherent system, Ntombi (FA) also explains that there is a lack of proper record-keeping by saying that

> One of the challenges is the lack of a proper [record-keeping system since at] the stage our only way to record is the verification document comment and as much you know what you can put in there […] that it is a document for public consumption almost where you wouldn't like necessarily to write down that the student is battling with severe major depression…

In addition, advisors find it challenging when they need to refer students, specifically in terms of when and how to refer. Three Faculty Advisors, namely Lucy, Nandi, and Ntombi, mention referral challenges. Lucy and Ntombi mention the struggle when the support the student needs is out of the scope of an academic advisor. This is best observed in Ntombi's (FA) observation that

> I think there's parts on which students desperately need support and advice that is out of our scope because of our job description or out of our scope because we can't know everything. A typical example would be students struggling with financial aid. Although you can refer them to NSFAS (National Student Financial Aid Scheme) or you can refer them to Eduloan or so, we don't have the time or the expertise to know everything about that and to explain that in-depth to the students and I think it's hard for the students to open up to more than one person… It takes some courage to come to me and to admit 'yeah, I don't have any money, I don't have any food, my parents can't support me, my father[is] in jail' and then I say 'I can also not help you, because this is a financial problem you would have to go and sit in front of another person, spill your beans again in front of someone else' […] I think it's a problem.

Nandi (FA) also mentions referrals, but notes that it may pose difficulties to others, by saying that

> Because of what I studied, that makes it easier for me to immediately then recognise when a student needs to be referred somewhere else. So I think that's a challenge [for some]…

Although these challenges with regard to academic advising and its professionalisation are not directly linked to this study, addressing these challenges can indirectly assist in streamlining advising and smooth out the integration of a formalised integrated framework.

It is noteworthy that the institution has developed an accredited short course for the professionalisation of academic advice. This short course aims to address most of the aforementioned challenges. Nevertheless, before this course was launched, the advisors mentioned a few recommendations on how these specific challenges can be addressed. Some of these recommendations include that advisors should have common ground or principles to advise from, as iterated by Elizabeth and Ntombi, who are both Faculty Advisors. Corlia (CA) and Elizabeth (FA) both mentioned that efforts can be made to help clarify the different roles of the various types of advisors. Nandi and Ntombi, both Faculty Advisors, stated that rigorous records of interactions should be kept and made available to appropriate persons.

In addition to the previously mentioned challenges and recommendations, which can be influenced by the professionalisation of advising, another challenge raised by Corlia (CA) may also be addressed through the professionalisation of advising, but will require more in-depth exploration first. Corlia (CA) notes that it is a challenge that the most knowledgeable people are not willing to provide career advice, as evidenced in her statement below.

> From my perspective, faculties are shunning away of providing career advice
> completely and they are sending it over to CTL advisors which are actually not as
> clued up in the […] vast differences between one subject and
> another. Humanities example we can still do because the advisors here are from
> Humanities background coincidently. But, for example Natural and Agricultural
> Sciences, the faculty advisor often send the student […] for career advice to
> decide the difference between two modules which, then I don't
> know the difference. So, what I'm trying to say is that the people who are the
> actual… knowledgeable people are referring students away, because they do not
> have the willingness to provide career advice […] And the students are asking me:
> "What can I do with a Chemistry B.Sc. one day?", how am I supposed to know, I'm
> just going to say research or lab-work, because I never studied that and you get
> career exposure by being in the field.

When probed as to why she thinks that the 'most knowledgeable' people shy away from career advising, Corlia posits:

> Because they're not willing to give that extra time to the student. They don't see it
> as part of their job, they see it as "I'm a programme director, it's my job to tell you
> what modules to take and you must pass. It's not my job to find a job for you." […]
> "It's not my job to lay out your career path, it's my job to get you through this B.Sc.,

that's it." They don't see it as their responsibility and scope of practice […] I don't think they shift [the responsibility] away, I think they never had the responsibility, so they don't assume the role, because it's never been given to them.

However, looking at the FAs' comments regarding providing career advice, it is notable that they do not feel equipped to provide career advice, and to not consider it as part of their job description. Emily, Lucy, and Ntombi indicate that they do not feel equipped to provide career advice. Emily noted hesitantly:

Regarding career advice; we don't really specialise in this although we have like a summary for each degree to say: Ok, if you study [this degree], you will be able to go and work as [this type of occupation]. So we kind of just give them an indication […] I don't think we really have at this moment all the skills to do it [provide career advice].

Lucy exhibits an eagerness to learn more about careers by explaining that "I know the basics and certain careers I know how to get there, but there are some others that I would love to know exactly how it works and so on". Ntombi says: "I see career advising as much more related to specific jobs in specific companies who have specific requirements and that I'm not doing at all, because I'm not an expert in that…"

In addition, Emily and Ntombi (FAs) note that they feel that career advising is not part of their job. This is best seen in Ntombi's words: "I think the two is related, but I never saw my role as an academic advisor as also per se a career advisor".

To address this challenge, so that the "most knowledgeable" people become willing to provide career advice, Corlia (CA) proposes that "we can work on trying to implement an attitude change in the most knowledgeable people in the faculty so that they will be willing to at least to some extent help with career advice". However, the 3-I Process is developed so that not only some advisors – like the 'most knowledgeable' people – provide career advice, as the argument is that career advice should be integrated into everyday academic advising practice, and not just occur occasionally. Gordon (2006) notes that all students require career advising, and suggests that the 3-I Process provides a model to do that. Thus, Lucy's (FA) recommendation of training advisors in career advising seems more applicable. All types of advisors would then have to be trained in the formalised 3-I Process, as well as applicable theoretical constructs related to careers. In addition, Ntombi (FA) notes that the role and function of career advising in academic advising needs to be clear.

Another challenge mentioned by advisors, and that can influence the successful integration of the 3-I Process, is collaboration between different stakeholders. Some of the collaboration challenges mentioned include a lack of collaboration between different stakeholders, miscommunication, other faculties' perception of certain faculties' degrees, students' perception of certain faculties' degrees, and that the system does not appear to allow collaboration.

Both Central Advisors (Corlia and Candice) and two Faculty Advisors (Emily and Elizabeth) note a lack of collaboration or limited collaboration between different stakeholders on campus. This is most notable in Candice's statement:

> It's the institution, or all internal stakeholders, there's a lack of collaboration. For one… an example is, we have, for instance in the UFS1 core curriculum, it was a case where they used advising principles and they almost stood away and they were like "We don't need the advising team to continue the process" If you look at Student Counselling and Development, they understand that there's a point where we feature in them, but they don't want to be skilled. Marketing are[sic] in denial that they actually [need us and] […] that there is a space for collaboration. So generally there's a disjointed process going on across the institution, because this one feels this and this one feels this and I definitely agree that with Career Development it's so difficult because of what the institution defines as career development and what the institution defines as academic advising and the synergies where career advising actually then features at that, because the academic advisor overcompensates for the career advising and by the time the student gets to the Career Development Office (Career Services), they're expected to the notion that advising has taken place and that they can just proceed with the student into CV writing and all of these things without the background knowledge that this was a student that struggled with time management and then suddenly they say that they work well under pressure type of thing.

Emily (FA) also notes that "we don't always utilise CTL as we should", while Elizabeth (FA) indicates that she would appreciate more interaction between CTL and her faculty.

Another collaboration challenge is miscommunication, or lack of communication, as mentioned by Elizabeth (FA) and Tracy (FA). Elizabeth states that

> The same like with the student that we're referring now to UNISA (University of South Africa) that it's a problem, because the lecturers don't know what the

module equivalents are for UNISA. And I am that person I do not know what the content is, what is taught within the module that I can say to the student but this is the equivalent so somewhere somehow along the lines there is some miscommunication […] Admissions would tell people to ask us where they should have made the decision already to say you do qualify or you don't, but they send them to us especially with foreign qualification and stuff. They send them to us for us to approve the students and we are no longer a selection course, the decision should already be made by them… they know that the student will qualify or they won't qualify.

Tracy (FA) also mentions that

We are here as advisors in the faculty we are trained. And now you've got a separate division for student administration. Student administration send out letters without consulting the faculty or the advisors: "Dear student. We see you do not qualify for a degree to obtain your degree". Students would rush in here big eyes, stressed out, freaked out. They say I can't get my degree, what's wrong what's going and then we are still busy with the process this side, maybe there's certain deviations that we discussed with the students or it's something that we're already resolved and… administration have no idea because they do not consult with us. And then they totally go rattle the students and now you have to work again with the student just to calm them down, ensure them "but you are on the right track, you will obtain your degree". The communication processes between the different entities that work with the students or the lack of communication causes the frustration…

She further notes that collaboration is difficult due to other faculties' perceptions of certain faculties' degrees, by saying:

Other faculties that's just sending students to us, it's as if […] like they see our degrees as below, that they're just the dumping ground for students that don't meet the requirements. Like go and do a Bachelor of [name] degree and then come and try again.

In addition, Elizabeth (FA) observes that students have a similar perception of her faculty as mentioned by Tracy (FA). She notes that students often view degrees in her faculty as a last resort if they do not get in anywhere else. Although this is a student perception, and not necessarily that of staff, staff can influence students' perceptions. Effective collaboration cannot take place when such views exist.

Ntombi (FA) also feels that the system does not allow for collaboration between different divisions. She states:

I think it's really hard to get to that point of collaboration because of the pressure in the system because, academic advisors at CTL are academic advisors that's what they're doing. Academic advisors [in] my faculty [have various responsibilities in addition to advising]. So it is very hard to get that collaboration but what I think you can do on collaboration you can't necessarily have collaboration on the spot when you need to give the advice, but if we really start doing proper research and profiling of students and doing factors of success and we start developing almost that I would say, a repertoire of role models of different people who started in different ways and find careers and also people who stepped out and that take another option and do something there and we can then collaboratively work with that examples and understand that examples and work through it so that we have a common ground from which to advise, it will help a lot.

Despite these challenges, advisors express the belief that better collaboration can take place through various routes. Elizabeth (FA) posits that "…if we know each other's work, then we can help each other in helping the student to make better choices". Corlia (CA) also notes that institutional marketing divisions should perhaps be trained in academic advising to understand various divisions' work:

Mandate the school marketers to undergo academic advice, from an institutional perspective, because we don't have much control over the teachers' expertise […] Just to get an understanding, so it's training for understanding, not training for practice.

Emily (FA) also notes that

I think maybe we, where I also think maybe can improve, like I said I have a very good relationship all of us with the CTL staff members is if we just have the time maybe from our side to […] utilise CTL if I can say that. I know that they are [there] and they are available and they contact us, it's not as if they are there and we are there, but just maybe just again have a nice meeting with them and see if we can't maybe just work something out or use, make use of them much more effectively.

Suppose an institutional model for advising practice (like the 3-I Process) is to be integrated. In that case, it is important that there is effective collaboration among the different divisions to get institutional buy-in.

5.5.2.4.   *Helping Students Find Alternative Directions is Challenging*

Advisors also find it challenging when they need to help students find alternative directions, or when the advice provided is not realistic. Tracy (FA) mentions that she finds it

difficult to help students find alternative directions when they do not qualify for the programme they are interested in. She explains:

> [It is challenging when] students who want to do a certain degree, mostly out of our faculty, and then do not meet the requirements and now they are forced to come to one of our degrees with a lower admission requirements and then to help them find a way to make this work for them as well. The career [seems closed now] they're devastated, they feel their dreams are shattered. What now, where now, I'm here on campus, I have to come and study, I can't do B.Sc. […] or whatever the case might be, and the other faculties say go to the [this faculty] and now you're in [this faculty], but "now what must I do? I don't know what to do" […] To help the student find an alternative that will still feel that they are doing something worthwhile [is a challenge].

On the other hand, Ntombi (FA) finds it frustrating when students are not provided with realistic advice, as expressed in her observation below.

> I really think that the kind of advice that is provided during, the registration in the Callie Human that advice very much boils down to not being realistic. Students will sit there with a[n] AP (Admission Points) score of [in the 20's] and a maths three… that person perfectly qualified for coming to the extended programme, but what is the success of persons with that profile? What I found is most of those people are just referred to the faculty, you can fit into the extended programme while I think that would be the time to really […] engage and ask the student: "Do you realise what the consequences will be if you choose it because if I look at the profile you know everything, all the odds is against you" […] but then engage […] A student coming with an AP of 20 telling you that he want[s] to become a medical doctor and you just said "ja go for the […] [alternative access] programme and then you can do it" I don't think that is advice that took the student closer to a solution for his specific problem…

Some of the solutions to these challenges suggested by advisors include conducting profile studies on potential indicators of success, and including aptitude testing and career counselling in university application, so that students end up studying what they have a passion for. Ntombi (FA) suggests that profile studies on potential indicators of success should be done in order to show students these indicators in order to provide realistic advice:

> I think we must do much more profile studies on potential indicators of success, so that we could sit with facts in front of that students and say: "Listen, in the past twenty five years we only got one student with a maths one who could do this and this is all the things that you have to put in the effort for"…

Tracy (FA) suggests that aptitude testing and career counselling should be included in applications in order to ensure that students end up studying what they have a passion for. As she explains,

> My ideal I would say students who apply to university, part of the application must be something like an aptitude test. That is my ideal world how I see it. I see a university degree not as the be all and end all. There is so many other opportunities, careers and not necessary all students that have a degree pursue a job in that specific direction or they see students don't even get a job. I would see the student get to do their aptitude test and based on that they must go for like career counselling session with a professional counsellor who can tell them ok, but with the results this is where your strong points are this is the direction according to your strong points will best suitable. So when I get a student in front of me I know this student is in the right space.

It is noteworthy that, although the suggestion for career counselling can be an ideal solution, the reality of South Africa's socio-economic status makes this impractical, as the majority of the university students would not be able to afford such counselling. However, the 3-I Process aims to bridge this gap by providing advisors with a practical model of integrating such career advice (integrating information around the self and careers) into academic advising to better help students find alternative, but realistic, options to pursue. In addition, investing in student profile studies would not replace the model, but rather inform advisors on more indicators of success to help students with their decision-making.

5.5.2.5. Advising Students Across Faculty or Year Borders is Challenging

Two Faculty Advisors, Emily and Nandi, mention that advising students across faculty or year borders is challenging for the advisors. Emily mentions that students are often "…partly third year, partly second year…", and that this often complicates advising. Nandi states that she often has to advise students across faculties - as some programmes have majors in more than one faculty - which is a challenge for her. The recommendation is thus that the framework for advising should take such progression in mind. This is clear in Nandi's (FA) observation that "Keeping in mind the progression that students in certain faculties need to do, also keeping in mind the students that get advising across faculties."

However, the 3-I Process does not dictate the information that should be provided to students; it rather includes providing an overall idea of the student's progression as well as work with the student to plan details after setting goals. Thus the formalised 3-I Process may

assist advisors with how to approach challenges where they need to advise across faculty or year borders.

In sum, the advisors raised many challenges and provided recommendations that may assist in the integration of the adapted 3-I Process. Advisors noted that the national and institutional system do not allow for career advice to take place, and that the availability of Career Services is not widely known of. The advisors thus suggested that career and academic advising should ideally start in school. They also suggested apps for career advising, which can teach career-related concepts to students. In addition, the advisors suggested that learning/social communities based on occupations can be created. The advisors also realised that integrating academic and career advising can assist in these matters. However, there should be a clear understanding and definition among all the advisors of career advising for the integration to take place effectively.

Advisors also voiced the challenge that advising is not yet professionalised. Thus, some advisors felt ill-equipped to carry out their jobs; advisors perceived that there is not a common understanding of academic advising, as well as a lack of understanding different stakeholders' roles. Advisors also noted that there is no coherent system for academic advising, combined with a lack of proper record-keeping. Making appropriate referrals may also be a challenge. The accredited professional development short course can help with streamlining academic advising to make integration of a formalised 3-I Process a smoother process. There is also a perception that the 'most knowledgeable' people are not willing to provide career advice. However, the 3-I Process allows for career advice to take place in everyday advising practice. Thus, it is expected that all advisors provide career advice integrated into academic advice. The advisors noted that they were unwilling to provide career advice due to feeling ill-equipped to do so, and because they felt that it is not part of their job. To overcome these difficulties, awareness of what career advising is should be raised; applicable theoretical constructs and resources should be shared when providing training on career advising and the use of a formalised 3-I Process.

In addition to these challenges, advisors also noted that collaboration is often challenging. However, despite collaboration difficulties, advisors believe collaboration can improve by understanding each other's work, education around the advising network (e.g. who is involved in what type of advising), and faculties making use of CTL more intentionally. Effective collaboration among divisions is necessary for institutional buy-in of an adapted 3-I Process.

The advisors further noted that helping students find alternative directions can be challenging. As the 3-I Process aims to bridge the gap to help students align their studies and career paths with a practical model of how to integrate such career advice to help students find and understand alternative realistic options, it is important to educate and empower advisors to use the model. In addition, the suggested student profile studies would enhance understanding and inform advisors on indicators of success when they are advising students.

Advising students across faculty or year borders is also challenging for the advisors. Since the adapted 3-I Process includes steps during which the advisor provides an overall idea of the student's progression, before helping the student plan the details, it may help alleviate this difficulty. Thus, it is important to help the advisors understand how to do this effectively when training is provided.

5.6. Question 5: How Can Current Practices at the UFS Change to Integrate Academic and Career Advising?

In addition to understanding the advisors' current steps and frameworks, their answers are also analysed deductively through the lens of the 3-I Process as a framework; this framework integrates academic and career advising to determine how academic and career advising can be integrated through a formalised framework applied. Figure 14 below provides a recap of the 3-I Process steps.

Inquire

| 1. Establish rapport | 2. Determine knowledge and needs |

Inform

| 3. Help student understand connections | 4. Select appropriate intervention | 5. Set career advising goals |

Integrate

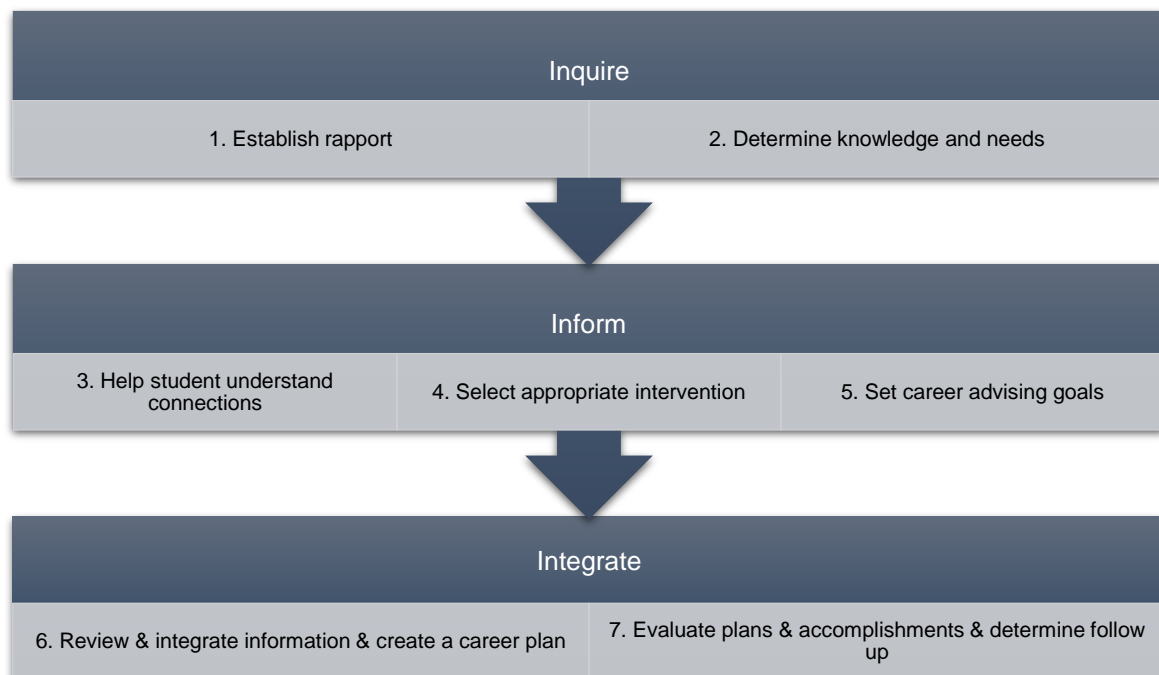| 6. Review & integrate information & create a career plan | 7. Evaluate plans & accomplishments & determine follow up |

Figure 14: Phases and Steps of the 3-I Process as an Integrated Academic and Career Advising Framework (Damminger, 2009)

5.6.1. Advisors' Current Steps Compared to the 3-I Process

As mentioned earlier, I analysed the advisors' answers on how they advise deductively by ascribing their answers to the various steps in the 3-I Process. The results are provided according to the three phases and various steps under each phase. These phases are Inquire, Inform, and Integrate.

5.6.1.1. Inquire

In answer to the research question on how the advisors practice can change to integrate academic and career advising, the steps advisors take in their approach to advising were mapped out. Table 3 shows how these steps correlate with the Inquire phase of the 3-I Process.

Table 3: Advisors' Steps Fit to the Inquire Phase

Inquire		
Advisor	*1. Establish rapport*	*2. Determine knowledge and needs*
Candice (CA)	Relationship is fostered later after information has been given	First step: gather all information and determine what information is
Corlia (CA)	Building rapport	Determining needs / problem identification
Tracy (FA)		Inquire around interests and passions
Lucy (FA)		Identify problem / reason for visit
Nandi (FA)		Inquire around interests and passions
Ntombi (FA)		Understand student's background and reason for visit
Carol (CSA)		What kind of advice is needed and determine reason for advice

As mentioned in Chapter 3, the Inquire phase of the 3-I Process is when the advisor identifies the student's academic and career concerns, clarifies the advising needs, and makes appropriate responses to assist the student in moving to the Inform phase. Thus, the advisor can follow two steps: establishing rapport and determining the student's knowledge and needs.

As seen in the table above, only the Central Advisors (Candice and Corlia) explicitly mentioned that they establish rapport and build a relationship. None of the Faculty Advisors, nor the Career Services advisor, mentioned completing this step. Although they did not

mention this, it might be that they either forget about this crucial step when they advise students, or they simply omitted to mention this step. Furthermore, Candice (CA) mentioned that the relationship is only fostered later, after the information is given, and not at the starting point of her advising process. This is seen in her comment:

> From that (the information given), is where the relational part is reinforced. So when the student walks in, it's not immediately that the student and the advisor connect, but providing information, explaining the concepts, explaining the processes to solving the matter that the relationship is then fostered.

Furthermore, Corlia (CA) indicated that she starts off with "… building rapport – which is the relational element from Habley…", before continuing with the process. It is crucial for the advisor to establish rapport to build a working relationship based on mutual trust and respect. When a working relationship is established, the student is also more open to listen to the advisor's advice and value the information provided. Thus, although only central advisors explicitly state establishing rapport and building a working relationship, it is essential for all types of advisors to establish rapport before the students will value the information provided or advice given.

The second step in the Inquire phase is determining the student's knowledge base and the specific needs of the student while preparing the student to collect and receive information. All types of advisors already incorporate this step in one way or another. Candice (CA) "… gather(s) all information, (and) determine(s) what the information is", while Corlia (CA) determines the students' needs or identifies the problem. Both Tracy (FA) and Nandi (FA) indicated that they usually inquire after the student's interest and passion. Tracy indicated that she asks the student "What would you want to do, what would you like to do [and] what is your passion". Nandi noted: "I normally ask them around what their passion is [and] where their interest lay". Other faculty advisors identified the problem or the reason for the visit similarly to Corlia (CA). Some of these comments include: "I first find out […] the problem, or why they came here" (Lucy, FA), and "So I normally start with: 'where are you, why are you here, what do you want from me?' and obviously that will steer the way that I'm going to work" (Ntombi, FA). Carol (CSA) similarly determines the kind of advice that is needed, as is evident in her comment: "… first [I] want to know what kind of career advice do they seek, because I've seen many types of people or questions come into my office". She also determines the reason for asking this advice when she notes: "Then first of all, why, you know. So I really take it from person to person, but I need to know the basics before I can just give you advice". It is thus clear that all types of advisors already incorporate this second step in their advising process.

Therefore, as part of the Inquiry phase, it is important that advisors start (or continue to) establish rapport with the students. All types of advisors also already incorporate different forms of step two to determine the students' knowledge base and needs. It is noteworthy that two FAs did not mention following either step of the Inquiry phase, and only start with informing students. This serves as more evidence that academic advice and career advising are not always formalised, as some faculties start with a process similar to the Inquiry phase, whereas others do not. Nonetheless, it seems feasible to include an Inquiry phase in advising students, as all the categories of advisors make use of steps similar to the second step found in the Inquiry phase. The importance of rapport building is established in Chapter 3.

5.6.1.2.   Inform

Table 4 below provides a brief summary of how the advisors' steps fit in under the Inform phase of the 3-I Process framework.

Table 4: Advisors' Steps Fit to the Inform Phase

Inform			
Advisor	*1. Help student understand connections*	*2. Select appropriate intervention*	*3. Set career advising goals*
Candice (CA)	Continue problem-solving with the student	Select appropriate intervention as a process or referral	
Corlia (CA)	Explore possibilities	Share knowledge	
Emily (FA)	Explain curriculum information and requirements to student	1. Indicate what still needs to be done; 2. Determine whether referral is needed.	
Elizabeth (FA)	1. Explain degree; 2. Explain curriculum choices; 3. Explain rules and regulations; 4. Provide curriculum overview	Explain importance of academic advice	
Tracy (FA)	Provide information on choices	Indicate what still needs to be done	
Lucy (FA)	1. Provide overview of degree; 2. Provide overview of and assessments; 3. Explain rules and regulations; 4. Clarifies UFS expectations		

Nandi (FA)	1. Understand connections and subjects; 2. Explain rules, regulations, and expectations; 3. Provide information around faculty	Provide suggestions	
Ntombi (FA)	Explain rules and regulations	Provide alternatives and consequences	
Carol (CSA)		Provide guidance / options to consider	

The Inform phase of the 3-I Process centres on the advisor providing information and helping students learn how to use this information when they make decisions. As seen in Table 4 above, there are three steps to follow in the Inform phase, namely helping students understand the connections among their self-awareness, educational choices, occupational information, and academic and career planning, helping students select appropriate interventions to assist in self- major-, and career exploration and career planning, and setting career advising goals with the student. This phase focuses on more than merely educational choices, and includes career information and concepts, but only two faculty advisors explicitly state using occupational information. This confirms one part of the research problem as advisors do not deliberately integrate career information and concepts when advising students. Nevertheless, to be able to see if the 3-I Process may work as a framework that advisors use to integrate academic and career advice, the advisors' answers are loosely placed into the broader objectives of the three steps in the Inform Phase.

When focusing on the first step's objective to help students understand various connections between their educational choices like subjects or modules and the broader degree or between a degree and career, most types of advisors follow this step. The CAs and FAs all help students understand connections, but the Career Services Advisor did not state that she focuses on helping students understand connections.

Both Central Advisors mentioned helping students understand connections in different ways. Candice does this by continuing with problem-solving started in the first phase. Corlia mentioned "…exploring possibilities with a student". All Faculty Advisors take part in this step in various ways. Four of the Faculty advisors indicate that they provide information around the curriculum. Emily (FA) mentioned that she explains the curriculum information and requirements to a student:

> … we go through the form (curriculum outlined), then we would explain to them: 'This module is a prerequisite for that one, this one is a year module and it works like this', then we give them a bit of information of how it works, classes and things like [that].

Another FA, Elizabeth, tells the students that "… these are the subject choices you have, you only have two career paths…", and then explains the prerequisites for these paths. Tracy (FA) indicated that she provides information on possible choices for the student based on information obtained in the previous phase. She notes that "If we get that answer (what the student's interests and passion are), then we can look [at] what do we offer and what can we do; what will best lead [the student] to that direction". The last of these four Faculty Advisors, Nandi, mentioned that she helps students understand connections and subjects. Furthermore, four of the Faculty Advisors mentioned that they explain the rules, regulations and expectations to the students. This theme is seen in comments like: "So I take them through the rules and regulations (and) what is expected of them" (Elizabeth, FA), and "… making them understand that there's rules and regulations, and giving them all the necessary details" (Nandi, FA). In addition, both Elizabeth (FA) and Lucy (FA) provided an overview of the degree to the student, *viz*: "… then I give them an overview of the whole curriculum as it is from year one up to year four". Other themes that emerged that could be categorised under the first step of the Inform phase include that the advisor provides information around assessment (Lucy, FA) and faculty information (Nandi, FA). Thus, all Faculty Advisors follow this step to different extents in order to help students understand connections. However, only two Faculty Advisors link the information or connections between educational- or academic and career information.

The discussion above shows that both Central Advisors and Faculty Advisors follow the first step of the Inform phase to an extent, and help students understand various connections. However, I argue that both academic and career advising should be integrated to holistically advise students. In addition, the Career Services Advisor indicated the link between career and academic advice earlier in her interview, by saying that that "you can't separate the two at all". I thus would have expected that the CSA also helps students understand the connections between their academic life or choices and career options. Considering this, it seems viable that this step of the 3-I Process seems to loosely fit in with what advisors are already doing.

The second step in the Inform phase takes place when the advisor helps students select appropriate interventions to assist in self-, major-, and career exploration and career planning. In accordance with the research problem that career information is not deliberately included in academic advising; this step is no exception. The advisors' answers are thus assigned to this step when it refers to helping students select appropriate interventions or actions in general. All three types of advisors follow this step in their advising process.

Both Candice (CA) and Corlia (CA) indicated that they help students select the appropriate intervention. This is done through explaining the necessary process or following the necessary process or referring a student, as is evident from the following comment:

> [I] explain to the student that this matter has to be addressed in such and such a way, provide clarity for the student for that matter that is outside the boundaries of advising… then refer accordingly. [If] it is within the advising parameters or not, then it's either the revolving of a referral or a process (Candice, CA).

Corlia (CA) also mentions that after "…exploring possibilities with a student", she goes into "sharing knowledge with the student…"

All the Faculty Advisors, bar one, follow a similar step to help students select the appropriate intervention or action. Within this step, the Faculty Advisors use different means to assist students. Two of the FAs mentioned that they indicate to students what modules still need to be completed, as evidenced below:

> What I do with all the students – and to me it helps me [because] I can see the students come in here quite confused and when they walk out, a light went on – the academic advising templates that we use really helps […] I work in colours. So, I would block out for all the students the modules that they already completed and make it one colour, and the modules that they register for the current year – in whatever year they are on – make it a different colour, and then show them that this is still what you need to do in the following year or years (Tracy, FA).

Emily (FA) similarly reflected on advising during registration and noted that "…then I went with them to see, to check together what they have done (and) what they are still doing…" Two other Faculty Advisors mentioned that they provide suggestions or alternatives and their consequences to the students. "[I] provide them with suggestions based on what their interests are", says Nandi (FA), and "I will give him certain alternatives and say to him this is what you can choose and if you choose that, what do you think will be the consequences… [and] can you bear with the consequences…" (Ntombi, FA). Other aspects of this step that advisors also mentioned include that they determine whether a referral is needed (Emily, FA) and they explain the importance of going for regular academic advice to the student (Elizabeth, FA). One Faculty Advisor does not indicate assisting students to select the most appropriate intervention. This may be simply because the curriculum is quite set with only a few options and does not explicitly consider this step.

In addition, Carol (CSA) also seems to follow this step of the Inform stage. She helps students select appropriate interventions to assist in self-, major-, and career exploration and

career planning. She noted: "I will give you some guidance. I can give you some options that you can consider before you make that final decision".

All types of advisors thus admit to helping students select appropriate interventions. It will thus not be such a leap to more deliberately integrate career information when they are in the Inform phase.

The final step of the Inform phase involves setting career advising goals with the student. As mentioned in Chapter 3, the goals set need to address both academic and future career planning; they need to be specific, measurable, attainable, realistic, and timely. Since goal-setting is vital for effective advising by allowing students to accept responsibility and commit to their personal decision-making process, it is alarming that no advisor indicated addressing this process during advising session, or when they mentioned the steps they take. However, Corlia (CA) briefly mentioned in a previous answer how she sees the role of academic advising in relation to career advising; that "there are certain academic things that happen in the educational plan that is more important for a certain time, like setting goals…". Thus, goal-setting is not excluded from advising practice, but referred to as more important at only certain times and not part of every session, like the 3-I Process assumes.

Examining the various advisors' steps, it seems that all types of advisors use the Inform phase in one or another method. Nevertheless, observing the advisors' steps more closely, it seems that the first two steps of the Inform phase are followed, but no type of advisor explicitly includes the last step (setting goals) in their everyday practice with all students. Considering the research into the importance of goal-setting stated in Chapter 3, this step should not be disregarded in the 3-I Process if advisors integrate academic and career advising.

5.6.1.3. Integrate

Table 5 below provides a brief summary of how the advisors' steps fit in under the Integrate phase of the 3-I Process framework.

Table 5: Advisors' Steps Fit to the Integrate Phase

Inquire		
Advisor	*1. Review and integrate information; create a career plan*	*2. Evaluate plans and accomplishments; determine follow-ups*
Candice (CA)		Regular check-in
Corlia (CA)	Joint planning of needed action	Follow up & Reflection
Tracy (FA)	Provide a plan of the way forward	
Nandi (FA)		Follow up / Reflection
Ntombi (FA)	Integrate information & help develop a plan	

The Integrate phase of the 3-I Process centres on the process during which the advisor and student determine what additional assistance is needed to help the student organise and make meaningful connections by reviewing and integrating the information to create a career plan. In addition, the advisor and student evaluate the plans created, accomplishments and determine follow up needed. From the table above, it is clear that not many advisors follow the Integrate phase.

Only three advisors indicated that they review and integrate information and create a plan. Corlia (CA) indicated a joint planning of needed action with a student as evident in her comment: "… then joint action planning where you sit with a student (and determine) what's the next step…". Only two (2) Faculty advisors mentioned similar steps. Tracy (FA) mentioned providing a plan of the way forward when she stated that "… then they've got like a big colourful picture to see exactly, this is done, this is what I (the student) need to do… If I (the student) meet these requirements, I know I will graduate". Ntombi (FA) also indicated that she helps students integrate the information and develop a plan. This is seen when she asks the student: "Will you be able to afford it, how are you going to make means with this, do you need to consult with people sponsoring you?". Then she continued: "So, it becomes a longer discussion if I'm having a one-to-one". Therefore, only a few advisors explicitly indicated helping students integrate information to create a plan. Although this does not necessarily mean that the other advisors did not accidently omit this step in the interviews, it still raises questions. One such a question is if the advisors assume that students can do this on their own and therefore do not consider it part of their job or if they view academic advice as merely providing information. The second question is answered earlier in this chapter in terms of advisors' indication that academic advice includes academic success skills and that it is continuous or a process. Thus, a possible explanation for why not many advisors mentioned

that they help students integrate information and create plans might be that the advisors forget this step or assume that students can do this independently.

The last step of the 3-I Process is to evaluate plans created, accomplishments and determine follow up. As observed in Table 5 above, it is clear that only the Central advisors and one (1) Faculty advisor mentioned helping students with steps. The advisors mentioned helping students reflect on their learning and they focus on follow-up. Candice (CA) indicated that "… as the student navigates through the process and checks in regularly…" confirming again that academic advising is a continuous process. Corlia (CA) also focuses on follow up and reflection in this step by stating: "… then when they come back, reflection (takes place) with the student where the student reflects on their learning (and) their decisions…". Nandi (FA) is the only Faculty advisor that indicated this step when she mentioned that the student will come back after reflecting. She noted: "… then based [on] those discussions [or research done], then come back and say 'OK, this is what I would really like to do'".

The findings show that not many advisors make use of the 3-I Process' Integrate phase. Nevertheless, both Faculty advisors and Central advisors see the value and make use of this phase in one way or another. It is thus reasonable to expect that other advisors from CTL and other faculties should be able to make use of this phase.

From the above discussions that analyse the advisors' current steps deductively into the structure of the 3-I Process, a few conclusions can be drawn. Ascribing advisors' steps to the two steps in the Inquiry phase, it seems that advisors are already making use of the second step of this phase. It would also benefit the advising process if all advisors and not only central advisors include the first step – Rapport building – when providing advice. In terms of the three steps found in the Inform phase, all types of advisors make use of the first two steps. Furthermore, no advisor mentioned overtly making use of goal-setting, but research highlights the importance of goal-setting. Thus, goal-setting can be a valuable addition in the advising process. Not many of the advisors make use of the two steps in the Integrate phase, but both types of academic advisors (Central and Faculty) make use of this phase differently.

The advisors' answers were analysed deductively and inductively by matching steps to the 3-I Process and ascribing themes to answers respectively. Ascribing themes to the various advisors' methods of advising shows that each advisor follows different steps to provide advice and even within the same type of advisor categories, different advisors follow different steps. Nonetheless, to capture the similarities between the advisors in the same categories and across categories, the advisors' steps are integrated into the structure of the 3-I Process. In doing so, it is clear that all types of advisors make use of similar steps to the first two phases: Inquire and Inform. In terms of the last phase, Integrate, only Central advisors

and some Faculty advisors make use of steps in this phase. This may be due to assumptions that students are able to integrate information without the help of advisors or simple omission from the Faculty advisors and the Career Services Advisor.

5.7.   Chapter Summary

This chapter focused on the key findings from interviews with the different advisors. According to the research questions stated earlier, these findings were reported, and possibilities and challenges were also considered. The next chapter will conclude the study, summarising the findings, mentioning limitations to the study and providing recommendations on the way forward.

CHAPTER 6: CONCLUSION

6.1. Introduction

In this dissertation, it is established that academic advising in South Africa has only recently been professionalised. As such, academic advice and career advising are not always formalised and consciously integrated to assist students in making informed choices holistically. As Gordon (2006) notes, if advisors do not assist with this integration, students may rely on less accurate and reliable sources to guide them. This dissertation explored how academic and career advising takes place in a South African higher education institution, and reflects on how these practices could be integrated for a more holistic form of student support. The study draws on the 3-I Process as a theoretical framework for arguing for the integration of academic and career advising.

In this study, Chapter 1 provided an overview of the study, my positionality as a researcher, what I aimed to achieve through this study, and why this study is important. In Chapter 2, I provided an extensive literature review on two concepts namely academic advising and career advising, and highlighted the importance of integrating career advising into academic advising to assist students holistically. I distinguished between the various concepts and how they developed over time. I also discussed how these are currently practised internationally and nationally. A key point deduced from the literature is that while the lines that separate the concepts are often blurred, many advisors do not intentionally merge them to provide holistic support to students. This is where career advice is useful when it is integrated into academic advice. Chapter 3 of this study described the 3-I Process as a framework for determining how career advice can be integrated into academic advice at a South African higher education institution. This was done by interviewing the various advisors at the institution. This chapter provides a brief summary of the findings based on the research questions, a general conclusion of the study is drawn, limitations are reviewed and recommendations for further studies are made.

6.2. Summary of Research Findings

The results obtained from the data analysis are organised and provided according to the secondary research questions.

6.2.1. Research Question 1: What are the Current Perspectives on Academic and Career Advising Internationally and Nationally?

Question 1 concerns the current perspectives on academic and career advising of students at international and national levels. The need for all students to be constantly guided and monitored on their academic and career paths gave birth to the concept of career advising. From previous chapters, it is clear that academic and career advising are well established in countries such as the UK and USA, but only recently professionalised in South Africa. The literature, however, shows that the responsibilities of academic advising, including sharing information or mentorship (among others), have been taking place in different forms in South African higher education, albeit not conceptualised within a singular intervention such as academic advising. Both international and national literature acknowledge the value of career advice integrated into academic advice. The next section explores the various advisors' perspectives on the role of career advising in relation to academic advising at the institution.

6.2.2. Research Question 2: How do the Advisors at the Institution Describe Academic and Career Advising?

When asked how advisors see the role of career advising in relation to academic advising, the advisors acknowledged a link to different extents. Some advisors understood that academic and career advising cannot be separated, while others acknowledged only a loose connection between the two. When further probed to understand this variance, advisors reached consensus on the components of academic advising, but no clear consensus on the components of career advising. The components of academic advising that the advisors identified are: information regarding the curriculum and progression of a degree; assistance concerning studies to develop academic success skills; and information to help students change degrees or faculties. There is also agreement that academic advising is a continuous process. Furthermore, the Faculty advisors noted that they exclusively provide academic advice – possibly due to not feeling equipped enough to provide career advice.

In contrast to academic advising, no single component is attributed by all advisors to career advising. Although some advisors were uncertain, there is some consensus that career advising includes the degree-to-career link and information and assistance around employability and opportunities in the world of work or careers. In light of this, it is noteworthy to remember that career advising as defined in this study includes information and assistance in understanding and planning possible careers (including considering employability aspects), and aligning the degree with this planning. However, career advising integrated into academic

advising is still academic in nature. As such, specific opportunities in the world of work or careers and activities around employability such as assistance with writing CV's (which some advisors characterised as career advising) might not form part of career advice according to this particular definition. I thus conclude that to integrate career advising into academic advising, training for career advising should include a clear definition of career advising and contrast against similar career development practices such as career counselling and career services.

6.2.3. Research Question 3: What Steps do Advisors Currently Follow in Providing Academic and/or Career Advice?

Advisors were asked to elaborate on the steps that they take when providing academic and/or career advice to understand their practice and whether they base it on specific conceptual frameworks. Key findings for this question include that no single advising framework is used uniformly. Each advisor follows different steps to provide advice and even within the same advisor categories, different advisors follow different steps. Nevertheless, there is overlap between various advisor categories' steps which indicates that it would be possible to suggest a framework to use uniformly that integrates academic and career advising.

6.2.4. Research Question 4: What are Some of the Challenges Advisors Currently Face When Providing Advice to Students?

Advisors were queried around the challenges they face in advising to better understand what might hinder the integration of academic and career advising. I identified two categories of challenges the advisors indicated, namely student-centred challenges, and broader systemic challenges.

Some of the student-centred challenges advisors face, include that they view building rapport as important, yet keeping a working relationship can be challenging if students only go to advisors once. Another challenge is students' lack of understanding of careers and career aspects. With this challenge, advisors note that students do not understand the urgency of career advice or the multifaceted links between careers and degrees. Another aspect of this challenge, is the uncertainty of employment after graduation for students and the perception that graduates do not necessarily have the skills needed for the world of work. These uncertainties and challenges reinforce the need to integrate career advice into academic advice more now than ever before.

The advisors also mentioned broader systemic challenges that they face. Some of these include that they view the national and institutional system to not allow career advice to take place. One of the recommendations that they also provide to possibly overcome this challenge is to integrate academic and career advising, but the role or definition and function of career advice should then be clear. Another broad challenge that the advisors face, is that they find it challenging when they need to help students find alternative directions, advise students across faculty borders, and that collaboration is challenging. One of the recommendations to overcome this challenge, is to understand the roles and functions of the various categories of advisors.

6.2.5. Research Question 5: How can Current Practices at the UFS Change to Integrate Academic and Career Advising?

To understand how current practices could change to integrate academic and career advising, the advisors' current steps of advising, was analysed through the 3-I Process lens to see how their practice can fit. Although there were variation, it was seen that most of the current steps could loosely fit with the three phases, Inquire, Inform, and Integrate. It is further determined that despite none of the advisors indicating setting career goals, due to the importance of goal-setting, setting career advising goals during the Inform stage is an important aspect of the integrated framework.

6.3. Value of This Study

This study is valuable for several reasons. As academic and career advising integration is not necessarily formally practised at South African higher education institutions, this study can be valuable in guiding the future contextualisation of an integrated academic and career advising model. Furthermore, this study's findings can be added to the body of knowledge and resources specifically for integrated academic and career advising at ELETSA. The study's findings can also be used to improve academic and career advising practices at the UFS and add to the professionalisation of academic advising through the standardisation of practices. In addition, the findings can also be used to start building on or adapting the 3-I Process to the UFS context and the broader South African higher education context. The findings of the study has assisted in starting conversations around career advising and improved collaboration within the UFS. For example, Career Services in collaboration with CTL has started a pilot career development programme to help students on their career journeys. At various points in this programme, the students are encouraged to speak to an advisor to assist them with academic and career advising. Although the programme is not based on the

specifics of this study, improved collaboration between CTL and Career Services is possible as the roles that each play in academic and career advising is recognised after viewing this study's findings. In addition, findings of the study can theoretically be valuable for assisting students to succeed through improving the effectiveness of existing academic advising practices. The study can theoretically also contribute to future developments of the AAPD.

6.4.   Limitations and Recommendations

There are a few limitations to the study as well as some recommendations for future studies. One such a limitation is that the study involved only a few advisors. Although the advisors represented most faculties, the Faculty of Health Sciences has different structures and no advisors from the faculty of Theology and Religion participated. Not all of the advisors from the faculties were recruited as the sample represented the faculties adequately. However, future studies can delve deeper and ask all the advisors, since the findings indicate that even within the same division, advisors have different views and methods of advising. In addition, the study's focus was on the Bloemfontein campus's advisors to get a clear picture. However, in future, the study can be replicated for the other two campuses to compare the different findings. To help with contextualising academic and career advising integration further, future studies can also include students as participants. Future studies can also be done at other South African universities to compare results and gain a bigger picture of academic and career advising in South Africa. The study's focus was on understanding how academic and career advising can be integrated at a South African university. In future, the results from the advisors' current steps and their steps applied to the 3-I Process, can provide more insight into how the 3-I Process can be contextualised for a South African university. The need for such an adaptation is seen in the fact that the various advisors at the UFS had additional steps to those of the 3-I Process. Inviting more advisors within the UFS to also take part in a similar future study may provide more insight for the contextualisation of the 3-I Process at the UFS and the replication of this study at other South African universities will pave the way for contextualising the 3-I Process to the broader South African higher education context.

References

Akers, R., Carter, J. & Coder, D. (2021). Academic advising at a distance: Proactive programming to assist with student success. *Online Journal of Distance Learning Administration*, 24(2).

Ali, M. S. & Jalal, H. (2018) Higher education as a predictor of employment: The world of work perspective. *Bulletin of Education and Research,* 40(2), pp.79-90.

Allen, R. (2012). *The accidental career advisor: Triage career advising.* [Online] Available at: https://nacada8.files.wordpress.com/2013/03/allen-nacada-career-advising-pres.pdf [Accessed 14 May 2016].

Aluko, F. R., Fraser, W. J. & Hendrikz, J. (2008) Some interfaces in conventional and distance education programmes in a postmodern context. *South African Journal of Higher Education,* 22(3), pp. 484-497.

Amador, P. & Amador, J. (2014). 'Academic advising via Facebook: Examining student help seeking'. *Internet and Higher Education,* 21, pp. 9-16.

Amponsah, S., Torto, B. A. & Badu-Nyarko, S. K. (2018) Ghanaian mature students' motivation to pursue degree programmes through distance education. *International Review of Education*, 64, pp. 585-606.

Angulo-Ruiz, L. F. & Pergelova, A. (2013). The student retention puzzle revisited: The role of institutional image. *Journal of Nonprofit & Public Sector Marketing,* 25, pp. 334-353.

Arizona State University (2017). *Advising Syllabus.* [Online] Available at: https://cisa.asu.edu/sites/default/files/parent_advising_syllabus_2017.pdf [Accessed 3 August 2020].

Arizona State University (2020). *ASU Career and Professional Development Services.* [Online] Available at: https://career.asu.edu/get-career-advice [Accessed 3 August 2020].

Arnold, L. (2016) Student feedback on an adapted appraisal model in resource-limited settings. *African Journal of Health Professions Education*, 8(2), pp.148-151

Asamoah, M. K. & Mackin, E. E. (2016) Phd year 1 students' experience with the educational technology and innovation course. *Africa Education Review*, 13(2), pp. 31-47

Bailey, T. R. & Alfonso, M. (2005). Paths to persistence: An analysis of research on programme effectiveness at community colleges. *Lumina Foundation for Education New Agenda Series,* 6(1), pp. 1-34.

Banta, T. W., Hansen, M. J., Black, K. E. & Jackson, J. E. (2002). Assessing advising outcomes. *NACADA Journal,* 22(1), pp. 5-14.

Benson, T. A., Cohen, A. L. & Buskist, W. (2005). Rapport: Its relation to student attitudes and behaviors toward teachers and classes. *Teaching of Psychology,* 32(4), pp. 237-270.

Berndt, A. E. (2020). Sampling methods. *Journal of Human Lactation,* 36(2), pp. 224-226.

Bloom, J., Hutson, B. & He, Y. (2008). *The Appreciative Advising Revolution.* Champaign: Stipes Publishing.

Bloom, J. L., Hutson, B. L. & He, Y. (2013). Appreciative advising. In: J. K. Drake, P. Jordan & M. A. Miller, eds. *Academic Advising Approaches: Strategies that Teach Students to Make the Most of College.* San Francisco: Jossey-Bass, pp. 83-99.

Brits, H. J. (2018). Assessing employer satisfaction: An attempt to enhance graduate employability at an institution of higher learning. *South African Journal of Higher Education,* 32(5), pp. 39-53.

Broadbridge, A. (1996). Academic advising - traditional or developmental approaches?: Student perspectives. *British Journal of Guidance & Counselling,* 24(1), p. 97.

Brown, J. L., Healy, M., McCredie, T. & McIlveen, P. (2019). Career services in Australian higher education: Aligning the training of practitioners to contemporary practice. *Journal of Higher Education Policy and Management,* 41(5), pp. 518-533.

Brown, T. & Rivas, M. (1994). The prescriptive relationship in academic advising as an appropriate developmental intervention with multicultural populations. *NACADA Journal,* 14(2), pp. 108-111.

Burgess, J. & Cisneros, J. (2018). The semester of struggle: Male junior college transfer student-athletes' experiences. *Journal of Issues in Intercollegiate Athletics,* 11, pp. 266-286.

Burton Nelson, D. (2006). *Career Advisors: A new breed.* [Online] Available at: http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Career--advisors.aspx
[Accessed 8 September 2015].

Burton Nelson, D. (2015). Career advising: The intersection of internal and external information. In: P. Folsom, F. Yoder & J. E. Joslin, eds. *The New Advisor Guidebook: Mastering the Art of Academic Advising.* San Francisco: John Wiley & Sons, pp. 143-155.

Burton Nelson, D. & McCalla-Wriggins, B. (2009). Integrated career and academic advising programmes. In: K. F. Hughey, et al. eds. *The Handbook of Career Advising.* San Francisco, CA: Jossey-Bass, pp. 200-216.

Case, J. M., Marshall, D., McKenna, S. & Mogashana, D. (2018). *Going to University: The Influence of Higher Education on the Lives of Young South Africans*. Cape Town: African Minds

Cassells, L. (2018) The effectiveness of early identification of 'at-risk' students in higher education institutions. *Assessment & Evaluation in Higher Education*, 43(4), pp. 515-526.

Cate, P. & Miller, M. A. (2015). Glossary of conceptual terms. In: P. Folsom, F. Yoder & J. E. Joslin, eds. *The New Advisor Guidebook: Mastering the Art of Academic Advising.* San Francisco: Jossey-Bass, pp. 95-103.

Cele, N. (2021). Big data-driven early alert systems as means of enhancing university student retention and success. *South African Journal of Higher Education*, 35(2), pp. 56-72.

Central Academic Advising Office (2017). *High Impact Practices: Academic Advising.* [Online] Available at: http://www.ufs.ac.za/ctl/home-page/focus-areas/high-impact-practices-academicadvising
[Accessed 25 March 2017].

Central Academic Advising Office (2018). *Academic Advising Professional Development Short Learning Programme: Manual,* Bloemfontein: Centre for Teaching and Learning; University of the Free State.

Centre for Risk Analysis (2021). *Socio-Economic Survey of South Africa*, Melville: s.n.

Centre for Teaching and Learning (2017). *The Centre for Teaching and Learning.* [Online] Available at: http://www.ufs.ac.za/ctl/home-page [Accessed 25 March 2017].

Centre for Teaching and Learning (2018). *Creating Pathways for Student Success: Academic Advising and Student Engagement,* Bloemfontein: University of the Free State.

Chadha, D. & Toner, J. (2017). Focusing in on employability: Using content analysis to explore the employability discourse in UK and USA universities. *International Journal of Educational Technology in Higher Education,* 14(33), pp. 1-26.

Chetty, Y. & Vigar-Ellis, D. (2012). Understanding the needs of science access students for university support services. *South African Journal of Higher Education,* 26(5), pp. 908-925.

Chikoko, V. (2010). First year Masters of Education (M.Ed.) students' experiences of part-time study: A South African case study. *South African Journal of Higher Education*, 24(1), pp. 32-47.

Chi, X., Liu, J. & Bai, Y. (2017) College environment, student involvement, and intellectual development: Evidence in China. *Higher Education*, 74, pp. 91-99.

Choi, B. Y. et al. (2013). An individual's work values in career development. *Journal of Employment Counseling,* 50, pp. 154-165.

Coetzee, M. (2012). Archetypal life themes, career orientations, and employability satisfaction of higher education students: A postmodern career counselling perspective. *South African Journal of Higher Education,* 26(4), pp. 691-716.

Cooperrider, D. L., Whitney, D. & Stavros, J. M. (2008). *Appreciative Inquiry Handbook: For Leaders of Change.* 2nd ed. Ohio: Crown Custom Publishing.

Cosser, M. & Nenweli, S. (2014). "We've got you pegged": Programme choice in the transition to and passage through, higher education. *Higher Education*, 67, pp. 333-348.

Crookston, B. B. (1994). A Developmental View of Academic Advising As Teaching. *NACADA Journal,* 14(2), pp. 5-9.

Daly, M. E. & Sidell, N. L. (2013). Assessing academic advising: A developmental approach. *The Journal of Baccalaureate Social Work,* Volume 18, pp. 37-49.

Damminger, J. K. (2009). Career advising: A framework for practice. In: *The Handbook of Career Advising.* San Francisco: Jossey-Bass, pp. 182-199.

Department of Higher Education and Training [DHET] (2015). *Competency Framework for Career Development Practitioners in South Africa,* Unknown: Department of Higher Education and Training.

Department of Higher Education and Training [DHET] (2019). *2000 To 2016 First Time Entering Undergraduate Cohort Studies for Public Higher Education Institutions,* Pretoria: Department of Higher Education and Training.

DesJardins, S. L., Ahlburg, D. A. & McCall, B. P. (2002). A temporal investigation of factors related to timely degree completion. *Journal of Higher Education,* 73(5), pp. 555-581.

Dey, F. & Cruzvergara, C. Y. (2014). Evolution of career services in higher education. *New Directions for Student Services,* 148, pp. 5-18.

DHET and SAQA (2012). *Framework for Cooperation in the provision of Career Development (Information, Advice and Guidance) Services in South Africa,* s.l.: DHET and SAQA.

Dogan, T. (2012). A long-term study of the counseling needs of Turkish university students. *Journal of Counseling & Development*, 90, pp. 91-96.

Donaldson, P., McKinney, L., Lee, M. & Pino, D. (2016). First-year community college students' perceptions of and attitudes toward intrusive academic advising. *NACADA Journal,* 3(1), pp. 30-42.

Dos Reis, K. M. & Yu, D. (2018). Peer mentoring: Enhancing economics first years' academic performance. *South African Journal of Higher Education*, 32(6), pp. 234-250.

Dwayi, V. V. (2011). *eLearning Strategy Implementation in a Selected Comprehensive University. A Systems Perspective*, s.I., University of British Columbia.

Dwayi, V. V. (2017). *Academic Monitoring for Sustainable Higher Education Leadership, the Dialectical Relationship of Structure and Agency.* Johannesburg, Academic Conferences & Publishing International Ltd.

Earl, W. R. (1987). Intrusive advising for freshmen. *Academic Advising News,* 9(3).

Egan, G. (2010). *The Skilled Helper: A Problem Management and Opportunity-Development Approach to Helping.* 9th ed. United States of America: Brooks/Cole, Cengage Learning.

Egan, T. M. & Lancaster, C. M. (2005). Comparing appreciative inquiry to action research: OD practitioner perspectives. *Organization Development Journal,* 23(2), pp. 29-49.

Elfil, M. & Negida, A. (2017). Sampling methods in clinical research: An educational review. *Emergency,* 5(1), pp. 1-3.

Emekako, R. & Van der Westhuizen, S. (2021). Progressive and developmental pathways for student retention and academic success: Lessons from one-on-one student academic advising. *South African Journal of Higher Education*, 35(6), pp. 64-82.

Erikson, E. H. (1958). *Young man Luther: A study in Psychoanalysis and History.* New York: Norton.

Erikson, E. H. (1963). *Youth: Change and Challenge.* New York: Basic Books.

Essack, S. Y., Naidoo, I. & Barnes, G. (2010). Government funding as leverage for quality teaching and learning: A South African perspective. *Higher Education Management and Policy*, 22(3), pp. 93-105.

Ewing-Cooper, A. & Merrifield, K. (2019). The eight crises of college students: Advising with Erikson across a student's academic lifespan. *Academic Advising Today,* 42(2).

Faulconer, J., Geissler, J., Majewski, D. & Trifilo, J. (2014). Adoption of an early-alert system to support university student success. *Delta Kappa Gamma Bulletin,* Winter, pp. 45-48.

Feldman, D. C. (1996). The nature, antecedents and consequences of underemployment. *Journal of Management*, 22(3), pp. 385-407.

Fielstein, L. L. (1994). Developmental versus prescriptive advising: Must it be one or the other?. *NACADA Journal,* 14(2), pp. 76-79.

Fynn, A. & Janse van Vuuren, H. (2017). Investigating the role of non-academic support systems of students completing a Masters Degree in Open, Distance and e-Learning. *Perspectives in Education*, 35(1), pp. 186-199.

Gardner, P. D. & Liu, W. Y. (1995). *Success of On-Campus Recruiting: Establishing an Accountability Measure for a Career Service Activity,* East Lansing: Michigan State University Collegiate Employment Research Institution.

Geber, H. & Bentley, A. (2012). Can low-cost support programmes with coaching accelerate doctoral completion in Health Science Faculty academics? *Perspectives in Education*, 30(3), pp. 30-38.

Gerring, J. (2012). *Case Study Research: Principles and Practices.* New York: Cambridge University Press.

Gordon, V. N. (1984). *The Undecided College Student: An Academic and Career Advising Challenge.* Springfield, Illinois: Charles C Thomas.

Gordon, V. N. (1994). Developmental advising: The elusive ideal. *NACADA Journal,* 14(2), pp. 71-75.

Gordon, V. N. (2005). What is your career advising I.Q?. *Academic Advising Today,* 28(4), p. N.P..

Gordon, V. N. (2006). *Career Advising: An Academic Advisor's Guide.* 1st ed. San Francisco: Jossey-Bass.

Gordon, V. N. (2019). The 3-I Process: A career-advising framework. *NACADA Journal,* 39(2), pp. 64-71.

Gordon, V. N. & Steele, G. (2003). Undecided first-year students: A 25-year longitudinal study. *Journal of the First-Year Experience & Students in Transition*, 15(1), pp. 19-38.

Gray, M. A. & Crosta, L. (2019). New perspectives in online doctoral supervision: A systematic literature review. *Studies in Continuing Education*, 41(2), pp. 173-190.

Green, M. E. (1992). Academic advisement and the career connection. *The Academic Advising News,* 14(4), p. N.P..

Grites, T. J. (2013). Developmental academic advising: A 40-year context. *NACADA Journal,* 33(1), pp. 5-15.

Habley, W. R. (1987). *Academic Advising Conference: Outline and Notes.* Iowa City, IA: ACT, pp. 33-34.

Hagen, P. L. & Jordan, P. (2008). Theoretical foundations of academic advising. In: V. N. Gordon, W. R. Habley & T. J. Grites, eds. *Academic Advising: A Comprehensive Handbook.* 2nd ed. San Francisco: Jossey-Bass, pp. 17-35.

Hamid, S. & Singaram, V. S. (2016). Exploring the relationship between demographic factors, performance and fortitude in a group of diverse 1st-year medical students. *African Journal of Health Professions Education*, 8(1), pp. 99-103.

Hancock, D. R. & Algozzine, B. (2015). *Doing Case Study Research: A Practical Guide for Beginning Researchers.* 2nd ed. New York: Teachers College Press.

Harris, T. A. (2018). Prescriptive vs. developmental: Academic advising at a historically black university in South Carolina. *NACADA Journal,* 38(1), pp. 36-46.

Hartung, P. J. & Niles, S. G. (2001). Established career theories. In: D. A. Luzzo, ed. *Career Counseling of College Students.* Washington: American Psychological Association, pp. 3-21.

Hartung, P. J. et al. (1998). Appraising cultural identity in career-development assessment and counseling. *The Career Development Quarterly,* 46, pp. 276-293.

Hayden, S. C. & Ledwith, K. E. (2014). Career services in university external relations. *New Directions for Student Services,* 148, pp. 81-92.

Heisserer, D. L. & Parette, P. (2002). Advising at-risk students in college and university settings. *College Student Journal,* 36(1), pp. 69-83.

Henning, M., Manalo, E. & Taugalu, I. (2012). A comparison between Asian and Pacific Islands students in their use of academic advising services. *The Asia-Pacific Education Researcher*, 21(1), pp. 141-150.

Herr, E. L., Cramer, S. H. & Niles, S. G. (2004). *Career Guidance and Counseling through the Lifespan: Systematic approaches.* 6th ed. Boston: Pearson Education.

Hollis, L. P. (2009). Academic advising in the wonderland of college for developmental students. *College Student Journal,* 43(1), pp. 31-35.

Hones, S. A. & Sullivan-Vance, K. (2005). Liberal arts in the 21st Century. *Academic Advising Today,* 28(4), pp. 5-7.

Hora, M. T., Benbow, R. J. & Oleson, A. K. (2016). *Beyond The Skills Gap: How The Lack Of Systemic Supports For Teaching And Learning Undermine Employer, Student And Societal Interests.* [Online] Available at: http://www.wcer.wisc.edu/publications/workingPapers/papers.php [Accessed 21 August 2019].

Hoss, M. & Ten Caten, C. S. (2013). Lean schools of thought. *International Journal of Production Research,* 51(11), pp. 3270-3282.

Houman, K. M. & Stapley, J. C. (2013). The college experience for students with chronic illness: Implications for academic advising. *NACADA Journal,* 33(1), pp. 61-70.

Hughey, J. K. (2011). Strategies to enhance interpersonal relations in academic advising. *NACADA Journal,* 31(2), pp. 22-32.

Hughey, K. F. et al. (2009). *The Handbook of Career Advising.* San Francisco: Jossey-Bass.

Hughey, K. F. & Hughey, J. K. (2009). Foundations of career advising. In: *The Handbook of Career Advising.* San Francisco: Jossey-Bass, pp. 1-18.

Humphrey, C. (2013). A paradigmatic map of professional education research. *Social Work Education,* 32(1), pp. 3-16.

Hurt, R. L. (2007). Advising as teaching: Establishing outcomes, developing tools, and assessing student learning. *NACADA Journal,* 27(2), pp. 36-40.

Hustler, D. et al. (1998). *Developing Career Management Skills in Higher Education. NICEC Briefing,* Cambridge, England: National Institution for Careers Education and Counselling.

Hutson, B. L. & He, Y. (2011). Appreciative advising inventory: Identifying college student assets for successful transition. *The Journal of College Orientation and Transition,* 19(1), pp. 23-36.

Iannucci, B. A. (2017). Creating a sustainable nationwide career services model: Meeting students' needs in a changing employment environment. *Independent Association of Business Scholars Journal,* 1(2), pp. 9-19.

Iriam, J., Pienaar, L. & Reid, S. (2016). On being agents of change: A qualitative study of elective experiences of medical students at the Faculty of Health Sciences, University of Cape Town, South Africa. *African Journal of Health Professions Education*, 8(1), pp. 41-44.

Jackson, D. & Tomlinson, M. (2020). Investigating the relationship between career planning, proactivity and employability perceptions among higher education students in uncertain labour market conditions. *Higher Education*, 80, pp. 435-455.

Jama, M. P. (2016). Academic guidance for undergraduate students in a South African medical school: Can we guide them all? *Journal of Student Affairs in Africa*, 4(2), pp. 13-24.

Janse van Vuuren, E. C. (2020). Development of a contextualised data analytics framework in South African higher education: Evolvement of teacher (teaching) analytics as an indispensable component. *South African Journal of Higher Education*, 34(1), pp. 137-157.

Jones, E. A. (2013). *An Examination Of The Effects Of Intrusive Advising And Support Services On Academically At-Risk Students,* Lynchburg: Liberty University.

Joubert, C. & Hay, J. (2019). Capacitating postgraduate education students with lay counselling competencies via the culturally appropriate bibliotherapeutic Read-me-to-Resilience intervention. *South African Journal of Education*, 39(3).

Kalinowski Ohrt, E. (2016). Proactive advising with first-generation students: Suggestions for practice. *Mentor: An Academic Advising Journal,* p. 1.

Karp, M. M. (2013). *Entering a Programme: Helping Students Make Academic and Career Decisions,* New York: Community College Research Center.

Keane, M. (2016). Coaching interventions for postgraduate supervision courses: Promoting equity and understanding in the supervisor-student relationship. *South African Journal of Higher Education*, 30(6), pp. 94-111.

Kher, N., Juneau, G. & Molstad, S. (2003). From the southern hemisphere to the rural south: A Mauritian student's version of "Coming to America". *College Student Journal*, 37(4), pp. 564-568.

Khine, A. A. & Hartman, N. (2021). Significance of relationships in the cognitive apprenticeship of medical specialty training. *African Journal of Health Professions Education*, 13(1), pp. 36-40.

Kraft-Terry, S. & Kau, C. (2019). Direct measure assessment of learning outcome-driven proactive advising for academically at-risk students. *NACADA Journal,* 39(1), pp. 60-76.

Kuh, G. D. (2004). Student engagement in the first year of college. In: M. L. Upcraft, J. N. Gardner & B. O. Barefoot, eds. *Challenging and Supporting the First-Year Student: A Handbook for Improving the First Year of College*. San Francisco, CA: Jossey-Bass, pp. 86-107.

Kuh, G. D. (2006). Thinking DEEPly about academic advising and student engagement. *Academic Advising Today,* 36(2).

Kuhn, T., Gordon, V. N. & Webber, J. (2006). The advising and counseling continuum: Triggers for referral. *NACADA Journal*, 26(1), pp. 24-31.

Kuhn, T. L. (2008). Historical foundations of academic advising. In: V. N. Gordon, W. R. Habley, T. J. Grites & Associates, eds. *Academic Advising: A Comprehensive Handbook.* San Francisco: Jossey-Bass, pp. 3-16.

Kumar, P., Keppell, M. J. & Lim, C. L. (2020). *Preparing 21st Century Teachers for Teach Less, Learn More (TLLM) Pedagogies*. Pennsylvania: IGI Global.

Lenz, J. G. (2000). *Paraprofessionals in Career Services: The Florida State University Model,* Tallahassee, Florida: Florida State University Career Center.

Lim, C. S., Tang, K. N. & Tan, S. F. (2013). Building rapport with pupils to enhance teaching: Implications from observing three primary excellent teachers. *Pertanika Journal of Social Sciences & Humanities,* 21(3), pp. 1093-1105.

Lock, E. & Kelly, K. (2020). Ignorance is risk: An exploratory investigation of Australian higher education students' perceptions of their education-employment pathways. *Journal of Teaching and Learning for Graduate Employability*, 11(1), pp. 22-36.

Loots, S. (2020). *Mapping UFS Students' Journeys: What Works for Student Success*, Bloemfontein: Centre for Teaching and Learning.

Lowman, R. L. & Carson, A. D. (2001). Integrating assessment data into career counseling. In: *Career Counselling of College Students: An Empirical Guide to Strategies That Work.* Washington, DC: American Psychological Association, pp. 121-136.

Lynch, J. & Lungrin, T. (2018). Integrating academic and career advising toward student success. *New Directions for Higher Education,* 184, pp. 69-79.

Makondo, L. (2014). Academic advising in universities: Concept paper. *Journal of Sociology and Social Anthropology*, 5(2), pp. 179-186.

Manik, S. (2015). 'As a person you need help every now and then': Accessing students' support needs in a higher education environment. *South African Journal of Higher Education,* 29(3), pp. 101-117.

Manjooran, G., Scribante, J., Perrie, H. & Redelinghuys, C. (2021). Career choice of anaesthetists in a department of anaesthesiology at a tertiary institution in South Africa. *South African Journal of Anaesthesia and Analgesia*, 27(2), pp. 92-98.

Marcia, J. E. (1966). Development and validation of ego-identity status. *Journal of personality and social psychology,* 3(5), p. 551.

Marcia, J. E. (1980). Identity in adolescence. In: J. Adelson, ed. *Handbook of adolescent psychology.* New York: Wiley & Sons, pp. 159-187.

Masehela, L. M. & Mabika, M. (2017). An assessment of the impact of the mentoring programme on student performance. *Journal of Student Affairs in Africa*, 5(2), pp. 163-182.

Masengeni, M. (2019). Building trust between academic advisers and students in the Academic Advising Centre at a private higher education institution. *Educor Multidisciplinary Journal*, 3(1), pp. 153-172.

Mason, H. D. (2017). Sense of meaning and academic performance: A brief report. *Journal of Psychology in Africa,* 27(3), pp. 282-285.

Mason, H. D. (2019). Personal Growth Initiative: Relation to hedonia and eudaimonia happiness among South African university students. *Journal of Psychology in Africa*, 29(3), pp. 260-264.

Mayet, R. (2016). Supporting at-risk learners at a comprehensive university in South Africa. *Journal of Student Affairs in Africa*, 4(2), pp. 1-12.

McBurnie, G. (2000). Pursuing internationalization as a means to advance the academic mission of the university: An Australian case study. *Higher Education in Europe*, 15(1), pp. 63-73.

McCalla-Wriggins, B. (2009). Integrating career and academic advising: Mastering the challenge. *NACADA Clearinghouse of Academic Advising Resources.*

McCarthy, S. & LaChenaye, J. (2017). Adopting an ethic of empathy: Introducing counseling best practices as qualitative best practice. *Journal of Ethnographic & Qualitative Research,* 11, pp. 188-198.

McClellan, J. L. (2011). Beyond student learning outcomes: Developing comprehensive, strategic assessment plans for advising programmes. *Journal of Higher Education Policy and Management,* 33(6), pp. 641-652.

McClellan, J. L. (2014). Developing trusting relationships in academic advising: A review of the literature with recommendations for practices. *Mentor: An Academic Advising Journal,* p. N.P..

McCollum, V. J. (1998). Career advising: A developmental approach. *NACADA Journal,* 18(1), pp. 15-19.

McGill, C. M. (2016). "Cultivating ways of thinking": The developmental teaching perspective in academic advising. *New Horizons in Adult Education & Human Resource Development,* 28(1), pp. 50-54.

McGill, C. M. (2016). Perspectives in AE - "Cultivating ways of thinking": The developmental teaching perspective in academic advising. *New Horizons in Adult Education & Human Resource Development,* 28(1), pp. 50-54.

McIlveen, P. (2014). *Career Development, Management, and Planning from the Vocational Psychology Perspective.* [Online]
Available at: https://www.researchgate.net/publication/265038256 [Accessed 1 May 2019].

McIlveen, P. et al. (2011). Perceptions of career development learning and work-integrated learning in Australian higher education. *Australian Journal of Career Development,* 20(1), pp. 32-41.

McInnis, C., Delaney, B. & Brown, J. (2008). *Review of Career Development Services in Australian Tertiary Institutions,* s.l.: Department of Education, Employment and Workplace Relations.

McMillan, W. (2013). Transition to university: The role played by emotion. *European Journal of Dental Education*, 17, pp. 169-176.

Michalski, J. H., Cunningham, T. & Henry, J. (2017). The diversity challenge for higher education in Canada: The prospects and challenges of increased access and student success. *Humboldt Journal of Social Relations*, 1(39), pp. 66-89.

Michau, A. & Louw, W. (2014). Tuesdays with an open and distance learning mentor. *Africa Education Review*, 11(2), pp. 133-145.

Miller, A. (2013). Institutional practices that facilitate bachelor's degree completion for transfer students. *New Directions for Higher Education,* 162, pp. 39-50.

Miller, N. et al. (2019). An advising initiative for online students on academic probation. *NACADA Journal,* 39(1), pp. 5-21.

Mkonto, N. (2018). Monitoring student (dis)engagement: Retention officers' experiences at the Cape Peninsula University of Technology. *Journal of Student Affairs in Africa*, 6(1), pp. 65-76.

Mngomezulu, S. (2019). Delayed disclosure of disability related needs: Experiences of "at-risk" students in a South African university. *Journal of Psychology in Africa*, 29(3), pp. 270-274.

Moosa, M. & Rembach, L. (2020). Encounters with mentor teachers: First-year students' experiences on teaching practice. *Mentoring & Tutoring: Partnership in Learning*, 28(5), pp. 536-555.

Morillo, J. L. (2012). *Intrusive Advising: A Proactive Intervention For 2nd- And 3rd-year Hispanic College Students,* Fresno: California State University.

Moser, A. & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice,* 24(1), pp. 9-18.

Mthembu, S. Z. & Mtshali, F. G. (2013). Conceptualisation of knowledge construction in community service-learning programmes in nursing education. *Curationis*, 36(1), a69.

Mukwevho, M. H. (2018). Time management challenges on students' academic performance: A case study of a rural university in Limpopo province, South Africa. *Journal of Gender, Information and Development in Africa*, Special Issue, pp. 225-241.

Mulube, S. M. & Jooste, K. (2014). First-year learner nurses' perceptions of learning motivation in self-directed learning in a simulated skills laboratory at a higher education institution. *South African Journal of Higher Education*, 28(6), pp. 1776-1794.

Munje, P. N., Nanima, R. D. & Clarence, S. (2018). The role of questioning in writing tutorials: A critical approach to student-centered learning in peer tutorials in higher education. *Mentoring & Tutoring: Partnership in Learning*, 26(3), pp. 336-353.

Museus, S. D. & Ravello, J. N. (2010). Characteristics of academic advising that contribute to racial and ethnic minority student success at predominantly white institutions. *NACADA Journal,* 30(1), pp. 47-58.

NACADA (2016). *Clearinghouse: Academic Advising Resources.* [Online] Available at: http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Proactive-(intrusive)-advising-resource-links.aspx
[Accessed 11 June 2016].

NACADA (2020). *Clearinghouse: Career Advising.* [Online] Available at: https://nacada.ksu.edu/Resources/Clearinghouse/Career-Advising.aspx
[Accessed 20 September 2020].

Naidoo, A. & Lemmens, J. (2015). Faculty intervention as support for first-year students. *Journal of Student Affairs in Africa*, 3(2), pp. 17-32.

Nel, B. P. (2014). Academic advising as intervention for enhancing the academic success of "at-risk students" at a comprehensive university in South Africa. *Mediterranean Journal of Social Sciences*, 5(27), pp. 732-739.

Nelson Mandela University (2019). *Success Coaches & Faculties*. [Online] Available at: https://ld.mandela.ac.za/Success-Coaches-Faculties
[Accessed 11 December 2021].

Nero Ghosal, L., Bullock, M. & Jones, C. (2018). The career identity programme: Helping students successfully choose their major and create a purposeful career pathway. *Academic Advising Today,* 41(3).

Nguyen, H. T. (2007). Rapport building in language instruction: A microanalysis of the multiple resources in teacher talk. *Language and Education,* 21(4), pp. 284-303.

Nicholls, D. (2009). Qualitative research: Part three - methods. *International Journal of Therapy and Rehabilitation,* 16(12), pp. 638-647.

Nieman, M. M. (2010). South African students' perceptions of the role of a gap year in preparing them for higher education. *Africa Education Review*, 10(1), pp. 132-147.

Niles, S. G. & Harris-Bowlsbey, J. (2005). *Career Development Interventions for the 21st Century.* 2nd ed. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Niles, S. G. & Harris-Bowlsbey, J. (2009). *Career Development Interventions for the 21st Century.* 3rd ed. Upper Saddle River, NJ: Pearson Education.

Niles, S. G. & Hartung, P. J. (2001). Emerging career theories. In: D. A. Luzzo, ed. *Career Counseling of College Students: An Empirical Guide to Strategies That Work.* Washington, DC: American Psychological Association, pp. 23-42.

Nkomo, S. (2018). Determining the possibility of extending the academic advising centre's function to augment students' professional preparedness for employment. *Educor Multidisciplinary Journal,* 1(1), pp. 45-68.

Noordien, I., Hoffman, J. & Julie, H. (2020). Male students' motivations to choose nursing as a career. *African Journal of Health Professions Education*, 12(4), pp. 220-223.

Nsamba, A. & Makoe, M. (2017). Evaluating quality of students' support services in open distance learning. *Turkish Online Journal of Distance Education*, 18(4), pp. 91-103.

Ntombela, S. & Mngomezulu, S. (2018). Crossing disciplinary boundaries: Students' experiences of facilitating a learning support programme at a South African university. *Journal for Transdisciplinary Research in Southern Africa,* 14(2), a487.

O'Banion, T. (1994). An academic advising model. *NACADA Journal,* 14(2), pp. 10-16.

O'Banion, T. (2009). An academic advising model. *NACADA Journal,* 29(1), pp. 83-89.

Ohio Board of Regents (2014). *Pre-K to Jobs: Higher Education's Role in Developing Students for Careers,* Ohio: University System of Ohio.

Olson, S. K. & Roberts, V. F. (1985). David V. Tiedeman: Statistician, scholar, and sage. *Journal of Counseling and Development,* 63, pp. 597-604.

Omed Ali, R., Ross, A. J. & Nkabinde, T. C. (2019). Knowledge of final-year medical students at the University of KwaZulu-Natal about family medicine, and long-term career choices. *South African Family Practice*, 61(1), pp. 5-10.

Page, L. C., Kehoe, S. S., Castleman, B. J. & Aryo Sahadewo, G. (2019). More than dollars for scholars: The impact of the Dell Scholars Programme on college access, persistence, and degree attainment. *Journal of Human Resources,* 54(3), pp. 683-725.

Parker, K. M. (2016). Curriculum renewal as a transformational project at the Durban University of Technology: What do the existing data say?. *Commonwealth youth and development,* 14(1), pp. 129-143.

Parsons, S., Davidowitz, B. & Maughan, P. (2020). Developing professional competence in accounting graduates: An action research study. *South African journal of accounting research,* 34(2), pp. 161-181.

Phiri, L. L. (2019). Mentee perceptions of beneficence of faculty-centred academic mentoring: Reflections from a pilot programme. *South African journal of higher education,* 33(6), pp. 265-282.

Plasman, J. S. (2018). Career/Education plans and student engagement in secondary school. *American Journal of Education,* 124, pp. 217-246.

Pool, L. D. & Sewell, P. (2007). The key to employability: Developing a practical model of graduate employability. *Education + Training,* 49(4), pp. 277-289.

Portland State University (2016). *Academic and Career Advising Redesign: Supporting the Student Journey,* Portland, Oregon: Portland State University.

Poyrazli, S. & Isaiah, J. (2018). International students' journeys from academic probation to academic success. *International Perspectives in Psychology: Research, Practice, Consultation,* 7(2), pp. 62-75.

Rabie, S. & Naidoo, A. V. (2016). The value of the gap year in the facilitation of career adaptability. *South African Journal of Higher Education,* 30(3), pp. 138-155.

Ratcliffe, S. (2015). Building relevancy and influence: A game changer for career services. *NACE Journal,* pp. 23-29.

Reader, C. M. (2018). *The Effectiveness Of Intrusive Advising Programmes On Academic Achievement And Retention In Higher Education,* Terre Haute: Indiana State University.

Reader, S. & Atamturktur, S. (2018). Career and academic forums: A model to connect the college experience to future career options. *Hispanic Educational Technology Services Online Journal,* pp. 6-39.

Reardon, R. C., Lenz, J. G., Sampson, J. P. & Peterson, G. W. (2000). *Career Development and Planning: A Comprehensive Approach.* Belmont: Wadsworth.

Reardon, R. C. & Wright, L. K. (1999). The case of Mandy: Applying Holland's theory and Cognitive Information Processing theory. *The Career Development Quarterly,* 47, pp. 195-203.

Ritchie, J., Lewis, J., McNaughton Nicholls, C. & Ormston, R. (2013). *Qualitative Research Practice: A Guide for Social Science Students and Researchers.* s.l.:SAGE.

Rodgers, K., Blunt, S. & Trible, L. (2014). A Real PLUSS: An intrusive advising programme for underprepared STEM students. *NACADA Journal,* 34(1), pp. 35-42.

Rolfe, A. (2020). *How to: Make a career plan.* [Online] Available at: https://www.reed.co.uk/career-advice/how-to-make-a-career-plan/ [Accessed 16 May 2020].

Rowe, M., Osadnik, C. R., Pritchard, S. & Maloney, S. (2019). These may not be the courses you are seeking: a systematic review of open online courses in health professions education. *BMC Medical Education,* Volume 19, p. 356.

Rule, P. & John, V. (2011). *Your guide to Case Study Research.* 1st ed. Pretoria: Van Schaik Publishers.

Ryser, J. & Alden, P. (2005). Finessing the academic and social-emotional balance: A revised developmental advising model for students with learning disabilities or AD/HD. *NACADA Journal,* 25(1), pp. 51-63.

Sabates, R., Gutman, L. M. & Schoon, I. (2017). Is there a wage penalty associated with a degree of indecision in career aspirations? Evidence from the BCS70. *Longitudinal and Life Course Studies,* 8(3), pp. 290-301.

Saha, N. (2018). *International students' experiences with academic advising at a mid-western public research university,* s.l.: ProQuest.

Saide (2020). *Siyaphumelela: A Saide Project.* [Online] Available at: https://siyaphumelela.org.za/about.php [Accessed 20 September 2020].

Saldaña, J. (2009). *The Coding Manual for Qualitative Researchers.* London: SAGE Publications Ltd.

Savickas, M. L. (2013). *Career Counseling: Theories of Psychotherapy Series.* Washington, DC: American Psychological Association.

Savickas, M. L. (2013). The 2012 Leona Tyler Award address: Constructing careers - actors, agents, and authors. *The Counseling Psychologist,* 41(4), pp. 648-662.

Schlossberg, N. K. (2008). *Overwhelmed: Coping with life's ups and downs.* 2nd ed. Lanham: Lexington Books.

Schreuder, A. M. & Coetzee, M. (2013). *Careers: An Organisational Perspective.* 4th ed. Somerset West, South Africa: Juta and Company Ltd..

Schwebel, D. C., Walburn, N. C., Klyce, K. & Jerrolds, K. L. (2012). Efficacy of advising outreach on student retention, academic progress and achievement, and frequency of advising contacts: A longitudinal randomized trial. *NACADA Journal,* 32(2), pp. 36-43.

Scott, I. (2018). Designing the South African higher education system for student success. *Journal of student affairs in Africa,* 6(1), pp. 1-17.

Scurry, T. & Blenkinsopp, J. (2011). Under-employment among recent graduates: A review of the literature. *Personnel Review,* 40(5), pp. 643-659.

Sefora, S. & Ngubane, S. A. (2021). Career development for students with disabilities in an open distance learning institution: A narrative inquiry. *Disability & society.*

Shaffer, L. S. & Zalewski, J. M. (2011). "It's what I have always wanted to do." Advising the foreclosure student. *NACADA Journal,* 31(2), pp. 62-77.

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information,* 22, pp. 63-75.

Shivoro, R. S., Shalyefu, R. K. & Kadhila, N. (2018). Perspectives on graduate employability attributes for management sciences graduates. *South African Journal of Higher Education,* 32(1), pp. 216-232.

Silva, P. et al. (2016). Stairway to employment? Internships in higher education. *Higher Education,* 72, pp. 703-721.

Smith, J. S. (2002). First-year student perceptions of academic advisement: A qualitative study and reality check. *NACADA Journal,* 22(2), pp. 39-49.

South African Institute of Race Relations (2016). *South Africa Survey 2016.* Johannesburg: Institute of Race Relations.

South African Qualifications Authority (2012). *An Environmental Scan of Career Advice Services in South Africa,* Pretoria: South African Qualifications Authority.

Speckman, M. (2016). First-year village: Experimenting with an African model for first-year adjustment. *New directions for higher education,* Volume 175, pp. 33-39.

Stake, R. E. (1995). *The Art of Case Study Research.* London: SAGE.

Stake, R. E. (2000). Case studies. In: N. Denzin & Y. Lincoln, eds. *Handbook of Qualitative Research.* Thousand Oaks, CA: Sage, pp. 435-454.

STATS SA (2018). *Quarterly Labour Force Survey,* Pretoria: STATS SA.

Stebleton, M. J. (2011). Understanding immigrant college students: Applying a developmental ecology framework to the practice of academic advising. *NACADA Journal, 31(1),* pp. 42-54.

Stoeber, J., Mutinelli, S. & Corr, P. J. (2016). Perfectionism in students and positive career planning attitudes. *Personality and Individual Differences,* Volume 97, pp. 256-259.

Streufert, B. (2019). Career advising: A call for universal integration and curriculum. *Academic Advising Today,* 42(2).

Strydom, J. F. & Loots, S. (2020). The student voice as contributor to quality education through institutional design. *South African Journal of Higher Education,* 34(5), pp. 20-34.

Swanzy, P. & Potts, A. (2017). Quality assurance strategies in higher education: The case of Ghanaian polytechnics. *Education Research and Perspectives: An international journal,* Volume 44, pp. 100-127.

Tang, K. N. (2019). Beyond employability: Embedding soft skills in higher education. *The Turkish Online Journal of Educational Technology,* 18(2), pp. 1-9.

Taylor, J. M. & Savickas, S. (2016). Narrative career counseling: My career story and pictorial narratives. *Journal of Vocational Behavior,* 97, pp. 68-77.

Terzaroli, C. (2019). Career services as an institutional approach to employability. *Form@re - Open Journal per la formazione in rete,* 19(2), pp. 161-177.

Terzaroli, C. & Oyekunle, Y. (2019). Career service as a measure to support employability: A comparison between the University of Florence and the University of Lagos. *Andragoška spoznanja/Studies in Adult Education and Learning,* 25(1), pp. 89-110.

Thomas, G. (2016). *How to do your Case Study.* 2nd ed. London: SAGE Publications.

Tiedeman, D. V. & O'Hara, R. P. (1963). *Career Development: Choice and adjustment.* New York: University of Michigan.

Tinsley-Myerscough, S. & Seabi, J. (2012). The effect of a postmodern career life story intervention on disadvantaged grade 12 learners. *South African Journal of Higher Education,* 26(4), pp. 742-764.

Tladi, L. S. (2013). Factors affecting examination attrition: does academic support help? A survey of ACN203S (Cost accounting and control) students at Unisa. *Open Learning,* 28(1), pp. 67-82.

Tonye Dagogo, I., Davidowitz, B. & Taylor, D. L. (2019). Third year university students' accounts for choosing chemistry. *African journal of research in methematics, science and technology education,* 23(2), pp. 135-144.

Tudor, T. R. (2018). Fully integrating academic advising with career coaching to increase student retention, graduation rates and future job satisfaction: An industry approach. *Industry and Higher Education,* 32(2), pp. 73-79.

Underhill, J. & McDonald, J. (2010). Collaborative tutor development: Enabling a transformative paradigm in a South African university. *Mentoring & tutoring: Partnership in learning,* 18(2), pp. 91-106.

Universities South Africa (2018). *Understanding students: A key to systemic success.* [Online] Available at: http://www.usaf.ac.za/wp-content/uploads/2018/04/Understanding-students_WEB.pdf
[Accessed 3 October 2021].

University of Cape Town (2020). *Career Service.* [Online] Available at: http://www.ched.uct.ac.za/ched/careerservices
[Accessed 11 July 2020].

University of Cape Town (2021). *Career Services.* [Online] Available at: http://www.careers.uct.ac.za/
[Accessed 3 December 2021].

University of Fort Hare (2021). *Student Counselling.* [Online] Available at: https://www.ufh.ac.za/StudyUFH/Pages/StudentCounselling.aspx
[Accessed 5 December 2021].

University of KwaZulu-Natal (2021). *Career Development Services.* [Online] Available at: https://aessupport.ukzn.ac.za/career-development/
[Accessed 3 December 2021].

University of Pretoria (2021). *Career Services.* [Online] Available at: https://www.up.ac.za/career-services
[Accessed 3 December 2021].

University of Salford (2020). *Getting Started with Career Planning.* [Online] Available at: https://www.salford.ac.uk/askus/careers-jobs-and-my-future/getting-started-career-planning
[Accessed 20 September 2020].

University of Texas at Austin (2020a). *Texas Career Engagement.* [Online] Available at: https://careerengagement.utexas.edu/students-alumni/
[Accessed 3 August 2020].

University of Texas at Austin (2020b). *Vick Center for Strategic Advising.* [Online] Available at: https://ugs.utexas.edu/vick/academic
[Accessed 3 August 2020].

University of the Free State (2016). *Career Development: Students.* [Online] Available at: http://www.ufs.ac.za/supportservices/departments/career-development-home/career-development-services/students
[Accessed 17 September 2016].

University of the Free State (2017). *Student Counselling & Development: Kovsie students.* [Online] Available at: http://www.ufs.ac.za/supportservices/departments/student-counselling-development-home/general/kovsie-students
[Accessed 25 March 2017].

University of the Free State (2019). *University of the Free State Annual Report to the Department of Higher Education and Training,* Bloemfontein: University of the Free State.

University of the Free State (2020). *Prospectus 2021.* Bloemfontein: University of the Free State.

University of the Free State (2020). *UFS at a Glance.* [Online] Available at: https://www.ufs.ac.za/about-the-ufs/ufs-in-focus/ufs-in-figures [Accessed 25 January 2020].

University of the Free State (2020). *UFS Career Services.* [Online] Available at: https://www.ufs.ac.za/supportservices/departments/career-services-home [Accessed 11 July 2020].

University of the Free State (2021). *General Rules for Undergraduate Qualifications, Postgraduate Diplomas, Bachelor Honours Degrees, Master's Degrees, Doctoral Degrees, Higher Doctorates, Honorary Degrees and the Convocation,* Bloemfontein: University of the Free State.

University of the Western Cape (2021). *Careers Service 5 Facts.* [Online] Available at: https://www.uwc.ac.za/news-and-announcements/news/careers-service-5-facts-1107 [Accessed 3 December 2021].

University of the Witwatersrand (2020). *The Counselling & Careers Development Unit.* [Online] Available at: https://www.wits.ac.za/ccdu/about-us/ [Accessed 5 December 2021].

Van der Merwe, A. (2011). Earnings expectations of typical South African university of technology first-year students. *Education economics,* 19(2), pp. 181-198.

Van der Westhuizen, G. J., Pretorius, A. J. M. & Tillema, H. H. (2020). Learning trouble in mentoring conversations. *Southern African linguistics and applied language studies,* 36(2), pp. 167-181.

Varney, J. (2012). Proactive (intrusive) advising!. *Academic Advising Today,* 35(3).

Waghid, Y. (2006). Reclaiming freedom and friendship through postgraduate student supervision. *Teaching in higher education,* 11(4), pp. 427-438.

Wagner, C. & Du Toit, J. (2020). Developing research skills for the future workplace through interdisciplinary near-peer mentoring. *Africa education review,* 17(1), pp. 181-196.

Wait, M. & Govender, C. M. (2016). Multi-stakeholder work integrated learning model for higher education - A transdisciplinary approach. *South African Journal of Higher Education,* 30(2), pp. 279-293.

Ward, K., Hoare, K. J. & Gott, M. (2015). Evolving from a positivist to constructionist epistemology while using grounded theory: reflections of a novice researcher. *Journal of Research in Nursing,* 20(6), pp. 449-462.

Wartburg College (2020). *Pathways Student Success Center.* [Online] Available at: https://www.wartburg.edu/pathways/ [Accessed 20 September 2020].

Wasburn, M. H. (2007). Mentoring women faculty: an instrumental case study of strategic collaboration. *Mentoring & Tutoring,* 15(1), pp. 57-72.

Washburn, M. (2015). Peer mentors use narrative storytelling as an advising tool to facilitate major/career exploration with first-year students. *Mentor: An Academic Advising Journal,* p. 1.

Watts, A. G. (1997). *Strategic Directions for Career Services in Higher Education. NICEC Project Report,* Cambridge, England: Association of Graduate Careers Advisory Services/CRAC.

Watts, A. G. (2006). *Career Development Learning and Employability,* York: The Higher Education Academy.

Wei, C., Akos, P., Jiang, X. & Harbour, S. (2016). A comparison of university career services in China and the United States. *Journal of Asia Pacific Counseling,* 6(1), pp. 51-61.

Wiid, J. A., Cant, M. C. & Du Bruyn, M. (2020). The relevance of traditional personal teaching theories in a technological advanced educational environment. *Pertanika Journal of Social Sciences & Humanities,* 28(3), pp. 1663-1674.

Williams Sy, J. (2017). The advising palaver hut: Case study in West African higher education. *NACADA Journal,* 37(1), pp. 51-65.

Williams, S. (2007). *From Theory to Practice: The Application of Theories of Development to Academic Advising Philosophy and Practice.* [Online] Available at: http://www.nacada.ksu.edu/Resources/Clearinghouse/ViewArticles/Applying-Theory-to-Advising-practice.aspx

Wilson, J. H., Ryan, R. G. & Pugh, J. L. (2010). Professor-student rapport scale predicts student outcomes. *Teaching of Psychology,* 37(4), pp. 246-251.

Workman, J. L. (2015). Exploratory students' experiences with first-year academic advising. *NACADA Journal,* 35(1), pp. 5-12.

Yang, M. Y., Liao, Y. Y. & Chou, Y. P. (2015). The vocational maturity and career choices of female industrial design students in Taiwanese universities. *Art, Design & Communication in Higher Education,* 14(1), pp. 23-37.

Appendix A: Information Sheet and Interview Guide

Information Sheet

Adapting the 3-I Process as an academic and career advising framework: A case study
Principal Investigator Mrs. Monique Schoeman
Phone number(s) 0514013158

INFORMED CONSENT:

Dear Participant

I would like to invite you to participate in a study that I will be conducting for a Master's qualification in Higher Education. The title of the research is: *Adapting the 3-I Process as an academic and career advising framework: A case study*.

The aim of this study is to adapt the 3-I Process in order to practically and effectively advise students on career and academic development, particularly at the University of the Free State. In order to achieve this aim, the following objectives can be identified:

1. To investigate current perspectives on career and academic advising of students on a national and international level.
2. To determine the role of career advising in relation to academic advising.
3. To explore the current practices used by the various advisors when providing academic or career advice to individual students at the institution.
4. To determine additional elements that can be integrated contextually in the 3-I Process.
5. To discuss how the adapted 3-I Process could be integrated into practice.

You are regarded as a key informant based on your first-hand experience of the central phenomenon. You will therefore be able to purposefully inform an understanding of the research problem of the study. All steps will be taken to uphold confidentiality during this study. Participants' data will be anonymised and used for publication of the dissertation.

Interviews will be approximately 1 – 2 hours in duration, utilising prepared, open-ended questions. The interviews will be conducted at a mutually agreed venue where you as potential participant will feel safe and secure.

Your participation is entirely voluntary and you are under no obligation to participate in this study. You will not suffer any consequences or loss for choosing not to participate. Participants will not be rewarded for participating. It is also your right to withdraw at any time with no repercussions.

Yours Sincerely

Mrs. Monique Schoeman

Please fill in and return this page. Keep the letter above for future reference

Researcher:

- I hereby give free and informed consent to participate in the above mentioned research study.
- I understand what the study is about, why I am participating and that I can withdraw from the study at any time.

- I give the researcher permission to make use of the data gathered from my participation.

Signature: _____   Date: _____

Interview Guide

Introduction: Thank you for your willingness to participate in this research. As mentioned in the information sheet, this interview will focus on your current advising methods and the frameworks they are based on, the challenges you are currently experiencing in advising and the ideal advising framework.

Interview questions:

- How do you see the role of career advising in relation to academic advising?

- What steps do you follow when you provide academic or career advice and which conceptual framework is this based on?

- What are some of the challenges you currently face when providing advice to students?

- Would you describe how the ideal advising framework would look like practically?

- Do you have any further comments that you would like to share?

Possible probes:

- Please elaborate a bit more…
- Can you further explain what you mean by…?
- What are the elements of career advising and what are the elements of academic advising?

Appendix B: TurnItIn Summary Report

Integrating Academic and Career Advising in a South African
Higher Education Institution

APPENDIX C: EDITING DECLARATION

Proofreading ● Proeflees
Text Editing ● Teksredigering
Text Layout ● Teksuitleg
Translation ● Vertaling

HANTA HENNING
0824482726
HENNINGJG@UFS.AC.ZA

DECLARATION: 15 DECEMBER 2021

Hereby I, Johanna Gertruida (Hanta) Henning, declare that I completed proofreading of the research dissertation titled ***Integrating Academic and Career Advising in a South African Higher Education Institution*** by Monique Schoeman.

Based on the nature of the services performed, the editor cannot be held liable for any of the following:

  i.   The accuracy of the material contained in the thesis;

  ii.   The accuracy of material as gathered from sources contained in the thesis;

  iii. Any plagiarism that may be present in the thesis;

  iv.   Any factual errors that may occur in the thesis; and/or

  v.   Any changes made by the candidate after editing was completed.

A full report of the edited document can be provided upon request.

henningjg@ufs.ac.za

082 448 2726