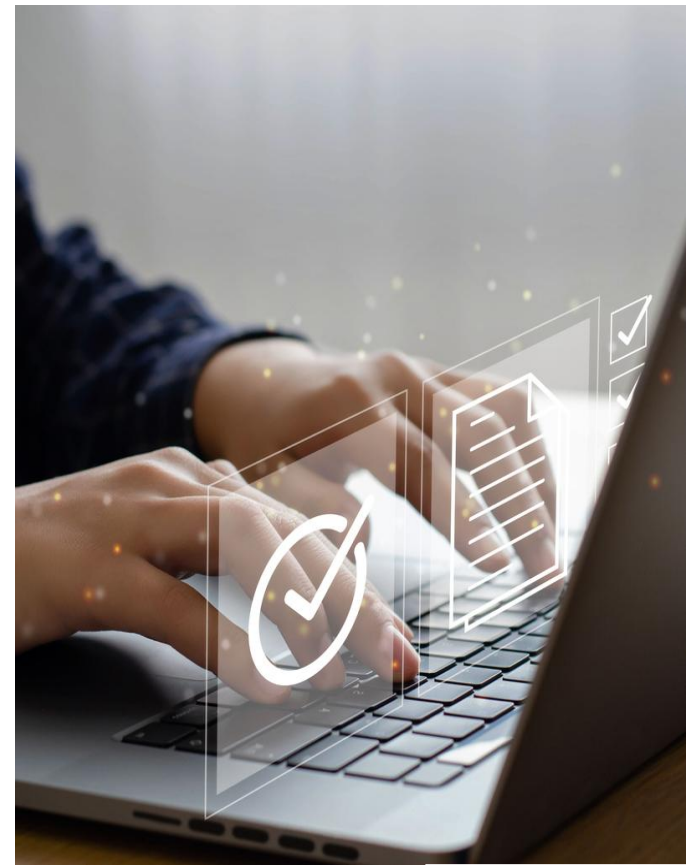


# Authors

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# Enhancing Employability and Workplace Readiness Through the International Career Coaching Programme (ICCP) in South African TVET Colleges



**JBS**  
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**Our Future  
Reimagined**



# PRESENTATION OVERVIEW

- 01 Background & Problem Statement
- 02 Theoretical Framework
- 03 Research Design & Participants
- 04 Key Findings
- 05 Discussion & Implications
- 06 Conclusion & Recommendations

# The Problem South African TVET Faces

**>50%**

**Youth unemployment rate**

persistently above threshold  
(Stats SA, 2024)

**Gap**

**Curriculum ↔ Industry**

TVET graduates lack transferable skills  
demanded by employers

**Thin**

**Evidence on coaching in TVET**

especially in African vocational  
education contexts

The ICCP was designed to bridge this gap: internationally accredited career coaching embedded within vocational education.

# Dual Theoretical Lens

## Human Capital Theory

*Becker (1993)*

Investment in knowledge and skills enhances individual productivity and labour market competitiveness.

Positions the ICCP as a mechanism for developing transferable competencies:

- ▶ Communication
- ▶ Teamwork
- ▶ Adaptability
- ▶ Entrepreneurial capacity

## Career Construction Theory

*Savickas (2005)*

Emphasises career adaptability, self-awareness, and proactive career planning for dynamic labour markets.

ICCP supports development of:

- ▶ Career identity development
- ▶ Career goal clarity
- ▶ Professional readiness
- ▶ Long-term resilience

**Together: understand the ICCP as an intervention that builds employability skills AND promotes career identity in complex employment environments.**

# Cross-Sectional Mixed-Methods Study

## DESIGN

Cross-sectional mixed-methods

## QUANTITATIVE

5-point Likert scales; SPSS descriptive analysis

## QUALITATIVE

Open-ended items; inductive thematic coding

## COLLEGES

Majuba · Vhembe · Central Johannesburg

## PARTICIPANT SNAPSHOT

160

Pre-programme participants

68

Post-programme (42.5% return)

79.4%

Students pre-programme

20.6%

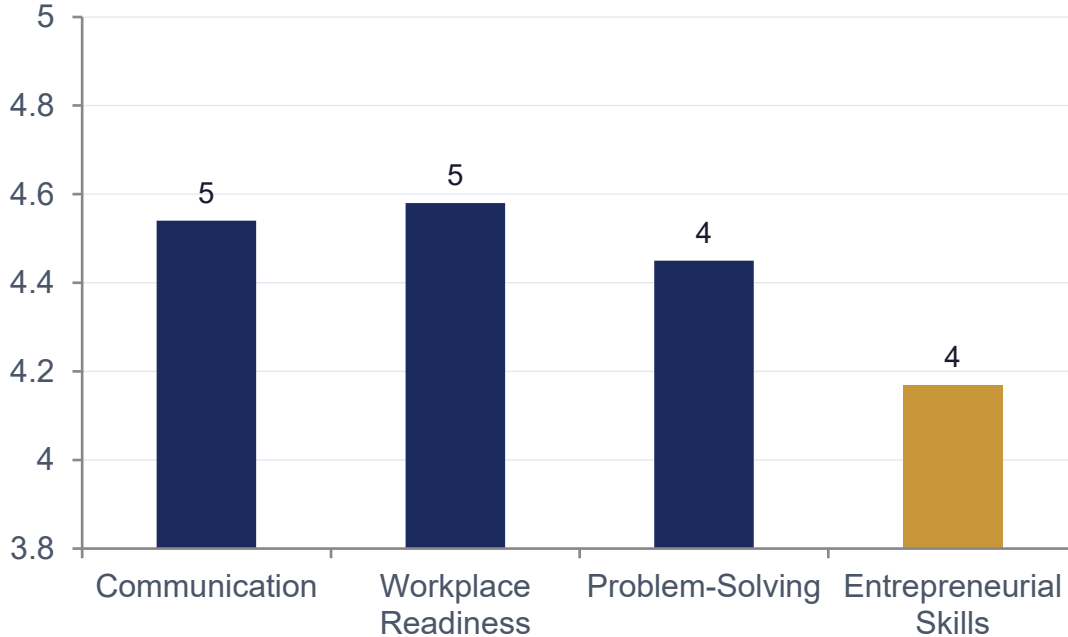
Lecturers pre-programme

~32%

Student completion of pre-cohort

⚠ Differential attrition (students 32% vs lecturers 82%) is treated analytically as a structural finding — not a measurement inconvenience.

## Pre-Programme Baseline: Already High — But Entrepreneurship Lags



### Teamwork peak

Highest confidence domain  
M = 4.74 (SD = 0.53)

### Entrepreneurship outlier

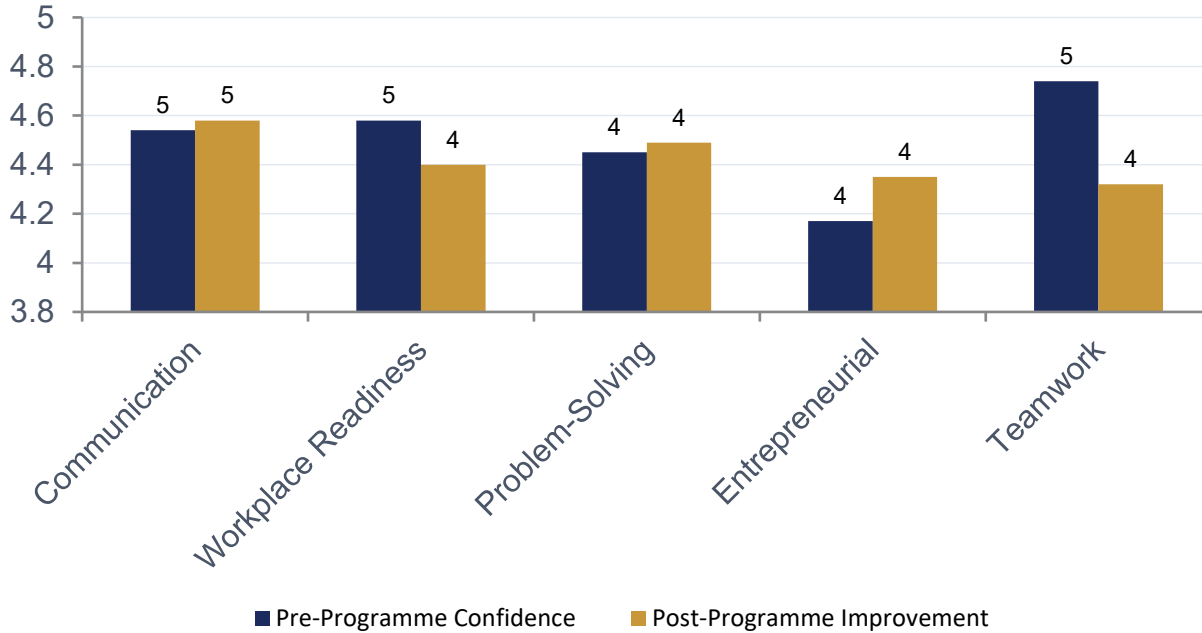
Lowest mean (M = 4.17)  
Widest spread (SD = 0.93)  
Modal response = 4, not 5

### Implication

Even confident cohorts show entrepreneurial uncertainty — the ICCP targets exactly this gap.

Source: Pre-programme survey (N = 160); Authors' own compilation

# Post-Programme: Broadly Positive — Entrepreneurial Confidence Stands Out



## Entrepreneurship: Most notable shift

Pre: M = 4.17 (SD 0.93)  
Post: M = 4.35 (SD 0.82)

SD narrowed — previously less-confident participants report the largest gains.

No respondent reported zero improvement across any domain (min = level 2–3)

Source: Post-programme survey (N = 68); Authors' own compilation

# Qualitative Themes: Legitimacy, Aspiration & the Structural Ceiling

## Theme 1

### Global Career Reorientation

- Participants reframed job-search horizons from local to international
- Multiple students described advising peers not to limit themselves to SA
- UK CPD accreditation perceived as conferring 'professional legitimacy'

## Theme 2

### Entrepreneurial Confidence Activation

- Shift in willingness to contemplate entrepreneurial activity
- Awareness of funding ecosystems; team formation; sector research
- Some participants reported starting a side venture during the programme

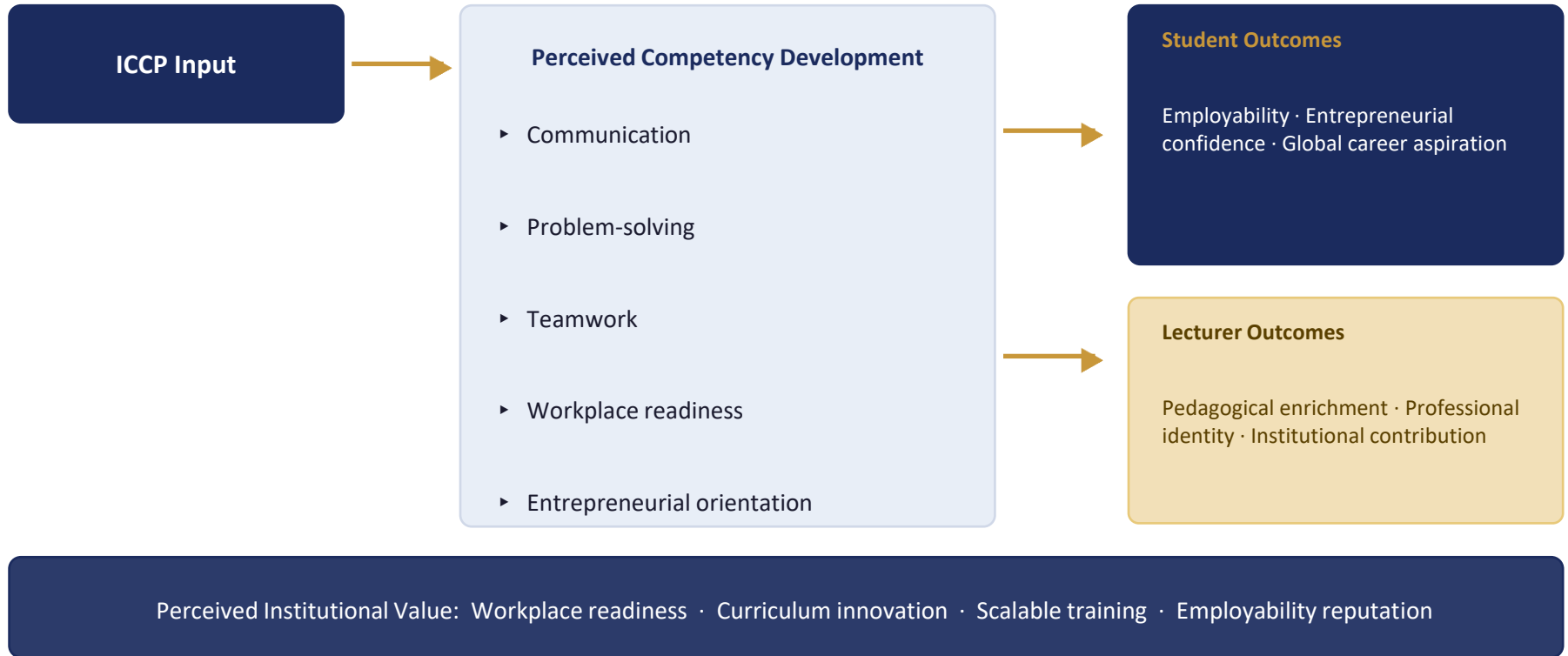
## Theme 3

### Lecturer as Institutional Multiplier

- Lecturers framed benefit through pedagogical enrichment
- Multiple accounts of sharing ICCP learning with students & colleagues
- Multiplier logic: lecturer coaching capacity = downstream institutional gain

*Caveat: Qualitative data support perceived orientation shift — not verified venture creation or labour market outcome.*

# ICCP Perceived Career Coaching Outcome Pathway



# What the Findings Mean

1

## Coaching works — for those who complete

Self-reported improvement across all domains. Entrepreneurial confidence shows the most distributional gain. Mentored coaching structure supported goal formation and capability development.

2

## International accreditation activates aspiration

UK CPD framing conferred credential legitimacy beyond ordinary college activity. Participants reoriented career horizons — what Mbeki-era scholars called 'cosmopolitan capability'.

3

## Attrition is a structural signal

Student attrition (~68%) vs lecturer attrition (~18%) reflects digital access gaps, workload pressure, and socio-economic circumstance — not motivational failure. Post-programme data represents completers, not the full cohort.

4

## Lecturers as institutional multipliers

Lecturers extending ICCP learning to students and colleagues amplifies programme reach beyond direct enrolment. Investing in lecturer capacity is a force-multiplier for institutional impact.

# Five Implications for the TVET Sector

1

## Integrate coaching into curricula

Embed ICCP-type coaching in academic programmes — not extracurricular add-ons — for accessibility and sustainability.

2

## Strengthen digital support

Address connectivity, platform access, and digital literacy gaps that drive student attrition.

3

## Workload-sensitive design

Flexible scheduling, blended learning, and extended timelines for students juggling multiple responsibilities.

4

## Invest in lecturer capacity

Lecturers with coaching competencies serve as institutional multipliers — expanding reach beyond direct enrolment.

5

## Longitudinal tracking

Graduate tracking systems to evaluate long-term employability, entrepreneurial activity, and workplace integration.

# What This Study Contributes

## Empirical contribution

Grounded evidence on participant perceptions of internationally accredited career coaching in South African TVET — a context where such evidence is scarce.

## Structural reframing

Differential completion rates reframed as structural finding — not measurement inconvenience. Attrition reflects system barriers, not participant deficiency.

## Practical model

The ICCP provides a replicable model for integrating structured coaching into TVET curricula, provided structural investment accompanies implementation.

Future Research: Longitudinal designs · Non-completer perspectives · Verified labour market outcomes

Questions???

**Grazie for your attention!**



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