

Careers in applied psychology

Johann Louw

This document addresses the question: "What can I do with a major or an Honours or a Master's degree in Psychology"? It argues that the full range of opportunities available is best understood if one approaches it from an applied psychology perspective. You can read the document as one integrated piece, or you can click on the buttons below to access various sub-sections.

There are more opportunities out there than you think

“What can I do with a major or an Honours or a Master’s degree in Psychology”? This is a question all of us who teach psychology face on a regular basis. Often one detects a note of despair in this question, as if the answer is already known, and that the options are limited. Or that apart from two answers, do clinical work or do research, there just is not much else. I would like to convince you that people with psychological training do not have to (and do not) work only in traditional counselling and mental health care service jobs, or in the academy, but that there are excellent opportunities in what we can call “applied psychology”.

The strange thing is that if one looks at what people with training in psychology actually do, the range or variety is amazing. This is why I thought it might be useful to write about jobs in psychology in a very general sense, to show students (and others) what is possible with a degree in psychology. I hope that the information will alert you to career options and educational pathways that you may not have known about or thought to consider.

I am not going to write about two categories of employment for psychologists: as academics, and as private practitioners. I believe most people know enough about these two possibilities. Also, I am not going to write about the different categories of psychologists in South Africa: almost all students of the discipline will know that there are five professional categories in this country: industrial/organisational, clinical, counselling, educational, and research psychology. And that you need at least a Master’s degree in an accredited programme to be able to register as a psychologist in this country.

Instead, I would like to take a look from the other side, from where people end up in terms of the jobs they do, not in terms of their professional training. Because the point is that training in psychology prepares you for so many possibilities, that it is impossible to predict where you might find yourself in a few years’ time. In the examples of young people in jobs I give later on, you will see that I don’t say what kind of psychologist they were trained as. Because it is clear that the specific training did not matter so much in terms of what they do now, and I assure you that their training background includes all five the professional categories. And not to forget: for the majority of people it does not matter that they are not professionally registered psychologists. Certainly, for the jobs I give examples of, none required professional registration. If they did, I will indicate that. Indeed, this is perhaps the most important message of this piece: that professional registration is required for very few of these jobs.

My approach is to write about jobs in what we can call applied psychology, as I said above. Of course, one of the major, if not THE major area of application of psychology is in mental health - hence the fact that clinical psychologists dominate the field in most countries. But clinical psychologists themselves frequently use their knowledge and skills to work outside the mental health field.

What I have done is to identify interesting and personally rewarding career opportunities that involve psychological knowledge and its application.

The many varieties of applied psychology

What are the practical or applied fields in which you will find psychologists? There are too many to mention here, but the International Association for Applied Psychology has the following divisions, and this will give you a very good idea of broad fields of work psychologists are active in.

- Organisational Psychology
- Psychological Assessment and Evaluation
- Psychology and National Development
- Environmental Psychology
- Educational, Instructional and School Psychology
- Clinical and Community Psychology
- Applied Gerontology

Health Psychology
Economic Psychology
Psychology and Law
Political Psychology
Sport Psychology
Traffic and Transportation Psychology
Applied Cognitive Psychology
Counselling Psychology

A field in which psychologically-trained people are making an increasing impact, is **programme evaluation and monitoring**. Because training at all levels of psychology usually include quite a lot of attention on research methodology, psychology graduates move into this field quite easily. Many social, health, and community programmes and interventions furthermore are based on psychological theories and research. In fact, departments of psychology nowadays often run postgraduate courses in programme evaluation. Here at UCT the Department of Psychology offers a Master's course in programme evaluation methods. In the Section for Organisational Psychology, in the Commerce Faculty, there is in fact a strong concentration in training evaluation, and human resources programme evaluation.

Donaldson and Christie (2006) identified a broad range of settings where psychologists doing programme evaluation work: non-profit organisations, educational settings, health-care settings, government settings, and corporate settings. The situation in South Africa is not very different - advertisements for programme evaluation specialists appear on a weekly basis. I give only a few recent examples.

Government sector:

Deputy Director for Policy Evaluation and Research in the Eastern
Cape Department of Education

Deputy Manager: Monitoring and Evaluation, KwaZuluNatal
Department of Agriculture and Environment

Deputy Director-General, Monitoring and Evaluation, Office of the
Public Service Commission

Deputy Director, Programme Performance Monitoring, Department
of Land Affairs

Non-government sector:

Senior Researcher in Monitoring and Assessment of Human Rights
for the South African Human Rights Commission

Monitoring and Evaluation Officer, World Vision of South Africa
Director of Strategy and Evaluation, The Global Fund, Geneva

Senior Technical Specialist in Evaluation and Research for Jet
Education Services.

Corporate settings:

Monitoring and Evaluation specialists for a Johannesburg-based
management consulting firm

One indicator of the importance given in South Africa to programme evaluation is in the kind of high level appointments made in the field. For example, recently a director of monitoring and evaluation was appointed in the State President's office - a very high visibility indeed. A similar position was filled recently in the office of the Premier of the Western Cape.

Given South Africa's **HIV/AIDS** crisis, this is a field where many psychologists find work locally, as counsellors, researchers, programme managers, and such. You will find them in settings like the Health Systems Trust, the Human Sciences Research Council, various government departments, at universities (for example the Institute for Social Science Research at the University of Cape Town), and non-governmental organisations (for example, the Western Cape AIDS Training, Information and Counselling Centre).

The Human Capital Initiative of the American Psychological Society predicted that these six areas of concern would be where applied psychologists could make substantial contributions. One can look at these broad fields as predictors of where opportunities for growth and employment are going to be in the future.

- Productivity in the workplace
- Schooling and literacy
- Aging
- Drug and alcohol abuse
- Health
- Violence

You learn more than you think

Students, even after they have graduated with a bachelor's, honours or master's degree, say that they don't know what they actually have learnt what they can do; what they can offer to prospective employers. Perhaps because psychology graduates find such a variety of jobs, they often consider their work unrelated to psychology. But it is more likely that many graduates, or current students, underestimate psychology's relationship to their work. And we at universities contribute to that, because we don't tell students explicitly what knowledge and skills they are acquiring via their psychology degrees. We often fail to recognize what skills psychologists have, or find it very difficult to articulate what these are. Yet psychology majors gain a range of skills that are asked for by, and can be applied to, almost any job.

It is not a bad idea to take a skills orientation to both your studies and your later career. Think of your courses not only as ways of learning about particular subjects but also as learning experiences which refine a variety of specific skills. So let us look at "skills", as something a little different from "knowledge". First, we look at the skills that employers seek in graduates, as suggested by the American Psychological Association (APA), and by a South African study.

The skills and knowledge that employers seek - the APA

General skills:

- Action oriented, take initiative
- Bright, energetic, learn quickly
- Understand and know how to deal with people
- Are good team workers
- Are dependable and get things done
- Can negotiate effectively

Information gathering and reporting skills:

- Literature searches (paper and electronic)
- Structuring conversations (e.g., interviews) to obtain information
- Designing instruments (e.g., questionnaires) to obtain information
- Observational techniques for obtaining information
- Preparing and delivering oral and written reports

General analysis and synthesis skills:

- Reading critically
- Synthesizing and summarizing information from multiple sources
- Interpret both qualitative and quantitative data
- Imposing structure on ambiguous, messy data
- Structuring and evaluating arguments

Project planning skills:

- Identifying the steps in a project from beginning to end
- Identifying potential problems ahead of time

Problem definition:

- Identifying central issues and key questions
- Can both solve general problems and focus on details
- Understanding that there may be more than one route to problem solving

Understanding that people may have different perspectives:

- Realising the advantage to understanding the different perspectives
- Having the ability to take the different perspective (e.g., of clients)
- Ability to coordinate or facilitate action among individuals with diverse perspectives

Methodological skills:

- Ability to detect confounded variables
- Ability to conceptualize in terms of cause and effect

Statistical and inferential skills:

- Statistical reasoning skills
- Statistical analysis skills
- Ability to draw appropriate inferences from numerical data
- Computer literacy/familiarity with appropriate software
- Ability to present data to non-technical audience

Knowledge of the capabilities and limitations of people:

- E.g. cognitive, perceptual, social, personality differences

Go to <http://www.apa.org/science/nonacad-skills.html>

Linda Richter and her colleagues at the University of KwaZuluNatal studied job advertisements in South African newspapers toward the end of the 1990s, and established a list of skills and duties required for advertised jobs for graduates.

South African advertised skills and duties

Training or teaching
Administration or management roles
Research (broad)
Data analysis - access, analyse, interpret
Labour/industrial relations
Social scenario interpretation (interpret social trends)
Counselling/group facilitation
Person evaluation/testing
Advocacy and public relations
Recruitment
Organisational development
Community organisation
Welfare activities
Understand labour environment

You can find this out easily for yourself, by looking at the job advertisements in the weekend newspapers, to see what knowledge, skills, and abilities employers require. A little further on I give some recent examples to illustrate this point for you. (You can find another, complementary, list at <http://www.psywww.com/careers/skills.htm>).

But Richter and colleagues draw our attention to a number of important conclusions, all still valid today I believe:

- o When graduates enter the workforce, many are going to be expected to train and/ or teach people; take on administrative and managerial tasks and roles; be numerate; and understand the labour environment and the changing social environment.
- o Most jobs were advertised in human resources, manpower, organisational development, and industrial relations, followed, in descending order, by education, research, social development, welfare, and health.
- o The finding that the majority of jobs advertised ask for a generalist tertiary qualification, or one in the social sciences (and later the human sciences), and not professional registration, contains an important lesson. It is that the employment environment in South Africa reflects a need for more generalists, where students are able to adapt to changing skills demands, and be innovative in the way they position themselves in the job market. Preoccupation with the five professional registration categories and the territorial marking that accompanies it might be injurious to the profession, and more importantly, less beneficial to graduates in psychology.

By now I am sure you have sensed that the skills that employers want are exactly the things that an education in psychology delivers. Below is a list of such skills, which I drew from a number of sources, as you will see. Of course, many of those skills are generic to university education, but psychology is unique in the number and variety of skills it imparts. The British psychologist, Nicky Hayes (1996), had this to say about it: "One of the important factors that makes psychology special is not the psychological skills themselves, which are often relevant to other disciplines as well, nor the specific items of knowledge. It is

the sheer *number* of skills and range of knowledge that makes psychology special. Psychology is distinctive in that it equips its graduates with an extremely rich and diverse portfolio-providing a variety of forms of expertise, which are found in few other disciplines and which can equip psychology graduates to undertake many different types of work".

The distinctive skills of a psychology graduate - from Nicky Hayes (1996)

Literacy

- Highly literate
- Trained to write in more than one literacy format
- Concise writing within a pre-set format

Numeracy

- Highly numerate
- Interpret data summaries
- Understand probability statements
- Familiar with a wide range of statistical procedures and processes

Computer literacy

- Generally computer literate
- Relevant statistical packages for the tasks they are required to carry out.

Information-finding skills

- Trained to search through a range of ways of obtaining information

Research skills

- Explicitly trained in research methods
- A range of different techniques:
 - experimental methods
 - observational methods
 - survey and sampling techniques
 - qualitative analyses

Measurement skills

- Learn how to operationalise the measurement of complex process
- Principles of psychometric measurement
- Questionnaire design
- How to develop other measurement tools

Environmental awareness

- Know how someone's environment can influence their behaviour, such as
 - stimulus-response perspectives
 - nonverbal signalling
 - habit formation
 - social appropriateness

Interpersonal awareness

- Learn about
 - the mechanisms of social communication
 - the potential sources of interpersonal conflict

Problem-solving skills

- Systematically trained in problem-solving skills
- Ability to tackle a range of different types of problems
- Learn how to apply different strategies and approaches to understanding problems
- Learn how to identify the practical steps to implement a solution
- Operate on a macro-level, or at a more basic level in terms of choosing appropriate methods and techniques

Critical evaluation

Training in skepticism:
to appraise evidence
to evaluate the quality of an argument
to identify the shortcomings and pitfalls of a particular line of action
to anticipate problems or difficulties

Perspectives

Ability to examine issues from multiple points of view
Explore phenomena using different schools of thought

Higher-order analysis

Skilled at spotting recurrent patterns in human activity
Notice similarities between situations that seem to be quite different
Able to extract general principles

Pragmatism

A pragmatic approach to work and problem-solving

To repeat a point that should be obvious by now: the skills imparted by a degree in psychology can be valuable for many types of work apart from the profession of psychology itself. Perhaps the most generalizable of those are:

- o *information gathering* skills
- o *analysis and synthesis* skills (for example, figuring out why a certain problem occurs and how to minimize or eliminate it),
- o *methodological* skills,
- o *statistical reasoning* skills (for example, using statistics, tables, and graphs to analyze problems and communicate relevant findings),
- o "*people skills*" (for example, communicating with and relating to individuals from diverse backgrounds), and
- o *writing skills* (for example, writing a logically developed report).

Although all of these skills may not be acquired by all graduate students in the course of their study, graduate students may acquire these skills by a thoughtful selection of courses and experiences. Here is what a group of young Australian psychologists had to say about the value of their psychology degrees (have a look at the web site of the University of New South Wales - <http://www.psy.unsw.edu.au/study/careers/>):

- o *"I constantly draw on the knowledge and skills I learnt from university. I would not be as effective as I am without my degrees."*
- o *"Most important in maximising my career prospects would be skills in psychological assessment and intervention, interpersonal skills, report writing and the ability to work effectively as part of a team."*
- o *"Working within a university environment was instrumental in developing analytical, problem solving and research skills. It was enormously beneficial to have also gained such a breadth and depth of theoretical and statistical knowledge"*
- o *The psychology degree has provided me with essential research and communication skills, which have enabled me to work in a job for which I had no prior content knowledge"*
- o *"The quality of the grounding which I received during my Psychology degrees has provided a solid foundation to enable me to succeed in an entirely new field."*
- o *"The psychology degree provides a much stronger theoretical basis on which to understand what organisational psychologists do and why, the limitations and the contributions that we can make. It provides a set of ethical principles within which to work and a scientist-practitioner perspective."*

Jobs and careers

Earlier I said that it is useful to study the job market, or careers, from the point of view of people who already hold jobs in which they use the knowledge and skills imparted by an education in psychology. It is now time to look at such jobs.

The first thing you will notice is the immense variety that exists. This should not come as a surprise, given what I have said so far about skills. In the USA, even the CIA regularly advertises for psychologists, and they ask for areas of expertise like these: research methodology and experimental design, attitudinal survey development and implementation, advanced statistical analysis, test validation and development, job performance measurement and evaluation, personnel selection and placement, human-computer interface issues, organisational analysis and development, database design, development and manipulation.

Second, keep in mind that these people landed in their current jobs via a very circuitous route. In future, we will try and update this document by also including a few case studies of how people arrived at their present jobs. Starting out, you can expect to move in and out of jobs and organisations. Your degree therefore is a platform to start off from, but it is almost impossible to predict where you are going to end up.

Third, the jobs, and job advertisements, mentioned below, are a mixture of high level, senior posts, and posts that require little experience. I don't discuss entry level posts much, because what I want you to see is the end point. But the skills I referred to above are exactly the kinds of generic skill entry level jobs typically ask for. Psychologists (and other professionals and graduates too) are expected to perform tasks and duties that go beyond narrow job functions and specialist applications.

A sample of jobs held by South African psychology graduates is presented below.

Jobs held by South African psychology graduates

Vice-chancellor of a university

In at least three cases, deputy vice-chancellors of universities

Director-general of the national Department of Education

Director in the National Intelligence Agency

Consultant to Investec Bank

Applying psychological principles to health and sport at the Sports Science Institute

Human resources specialist in the South African Breweries

Change management consultant MAC Consulting

Recruitment officer - Truworths

Project writer Stellenbosch Foundation, University of Stellenbosch

Researcher, Braxton Group Consulting

Manager, Organisational Development, SANLAM

Executive Director and Director, of the Child, Youth, Family and Social

Development research programme of the Human Sciences Research Council

Director, Social Aspects of HIV/AIDS and Health research programme of the Human Sciences Research Council

Researcher for the South African Parliament

Project Manager: People Development, Ackermans

To expand on this, and give you an up-to-date idea what jobs are available, and what the job requirements are, I give a list of jobs recently advertised. I give the job title, the employer, and a brief list of requirements the applicant ideally should meet.

Deputy Director: Research Management, in the Department of Home Affairs. A postgraduate degree, knowledge of research methods, project management skills, writing skills, analytical skills, knowledge of organisational research.

Manager, Department of Housing, Human Resource Management, HR Development and Transformation. Appropriate bachelor's degree, knowledge of the appropriate legal framework, interpersonal skills, communication skills, and competence in Human Resource Management, HR Development, Transformation, Employee Wellbeing, and Labour Relations.

Deputy Director, Department of Housing, Policy formulation, Research and Best Practice and Monitoring. Appropriate bachelor's degree in the human sciences, knowledge of housing legislation, high-level liaising and communication skills, computer literacy.

Assistant Director, Department of Housing, Education, Training and

Development. Appropriate bachelor's degree in social or human sciences, experience in the field of capacity building, knowledge of housing operations.

Human Resource Officer, Labour Liaison, KwaZuluNatal Government. Qualification in the human sciences, computer literate, knowledge of human resource related matters, fluent in English.

Manager, Psychological Services, all provinces. Master's degree in psychology and registration with the SAMDC as a psychologist.

Training and Awareness Coordinator, for the Flemish Food Security Programme in KwaZuluNatal. University degree, knowledge of training and communication to rural communities, expertise in adult training, planning and implementing training programmes.

Director, Monitoring and Evaluation, Department of Social Services and Poverty Alleviation, Western Cape. Knowledge of monitoring and evaluation on national and provincial level; knowledge of HRM; of labour relations, and financial management. Computer literate, and skills in human resource planning and analytical thinking.

Interns (Monitoring and Evaluation) in the Health Systems Trust, to assist with the implementation of projects that aim to support the development of effective and efficient health information systems. A degree in a social science, computer literate, good writing and communication skills, facilitation skills.

Assistant Director, Human Resources, Office of the Public Service Commission. Degree in Human Resources, experience in human resource development, labour relations, transformation interventions, job evaluation, performance management, knowledge of relevant acts, such as the Labour Relations Act.

Clinical Psychologist at Tara Hospital. Registration as a clinical psychologist. Supervisory experience, and of inpatient psychiatric contexts.

Student Counsellor, University of Johannesburg. Registration as an educational psychologist, computer literacy, experience in research.

Research Specialist, Surveys, Analyses, Modelling and Mapping, Human Sciences Research Council. A master's degree in the social sciences, research experience, refereed research publications, knowledge of quantitative and qualitative methodologies.

Researcher, Mpumalanga Tourist Authority. Bachelor's degree with research and statistics, report writing skills, analytical thinking, communication, presentation and computer skills.

Research Coordinator: Policy and Research, Commission on Gender Equality. Master's degree in public administration or the humanities. Qualifications in Gender Studies. Sound research methodology and monitoring skills. Experience in drawing up research and funding proposals. Computer literacy.

Research Executive, Bluchick (Pty) Ltd, a qualitative market research agency. Strong background in psychology or sociology, qualitative research experience, analytical skills.

Psychometrist, Department of Defence. Honours degree in psychology, registered with the SAMDC as a psychometrist, communication skills, interviewing and report-writing, computer literacy.

Assistant Director, Employee Wellness Programme, Department of Environmental Affairs and Tourism. Appropriate bachelor's degree in the social sciences, sound knowledge of research, analytical skills, knowledge of HIV/AIDS, of the Occupational Health and Safety Act, computer literacy.

Deputy Director: Youth Development, Department of Social Development. Bachelor's degree in social science, monitoring and evaluation skills, project management skills, facilitation skills, financial management, communication skills, computer literacy.

Coordinator of in-house research, the Cancer Association of South Africa. Qualification in research and statistics, epidemiology requirement, proposal writing, data input, analysis and write-up.

Counselling Centre Manager, Lifeline South Africa. Relevant tertiary qualification, experience in training, management and mentoring of counsellors.

Human Resources Coordinator, SouthDeep Mining. HR-related degree, knowledge of HR information systems, of Microsoft Excel, Word, and Powerpoint. Analytical ability.

Manager, Organisation al Wellness, Parliament of South Africa. Degree in Behavioural Sciences or Organisational Psychology. Registration with an HR statutory body. Knowledge of HR administrative and information systems, compensation and benefits, employee relations, health and safety.

Skills Development Officer, Construction Education and Training Authority. A relevant degree or diploma, with exposure to quality assurance, education, training, and development of persons. Good communication skills, computer literacy, ability to generate technical reports.

Transformation Manager, PriceWaterhouseCoopers. BA or BComm degree.

Monitoring and reporting on social responsibility projects, liaising with stakeholders, monitoring of CSI budget.

Marketing Manager, BHPBilliton. Bachelor's or Master's degree in a business, commercial or technical discipline. Fluent English. Computer literate with SAP experience.

Behavioural Scientist for the Desmond Tutu HIV Centre, South African AIDS Vaccine Initiative. Minimum a degree in the social sciences, ability to plan, design and implement projects, research experience, interest in community work, report writing.

Project manager, SANGONet. Project management skills, understand the Internet and its potential use in the workplace. Information management skills, communication skills.

Deputy Director: Gender and Disability, in the Department of Science and Technology. An Honours degree, research project management skills, gender mainstreaming knowledge, involvement with projects dealing with disability issues, knowledge of government policy environment.

Manager: Knowledge Management, Department of Science and Technology. Some managerial experience, a postgraduate degree, ability in research management and report writing, communication skills, and administrative skills.

Training and Social Development Coordinator for the South African National Biodiversity Institute, on the Working for Wetlands programme. An appropriate degree, experience in training and social development, competence in training management, skills development, assessment, and evaluation.

On the APA website (http://www.apa.org/science/nonacad_careers.html), they list what they call interesting careers, and they give details of what it is that each person does, and how they got there.

Non-Academic Careers for Scientific Psychologists

Acquisitions Editor
Research Psychologist in a Medical School
Research Director for a Non-Profit Organization
Experimental Psychologist in a Behavioral Science Research Firm
Medical Error Consultant
Social Psychologist in Rehabilitation Technology
Psychology Emerges in a Multimedia World
Engineering Psychology in Research and Development
Becoming a Science Writer
Technology Consultant in the Telecom Industry
Social Science Analyst in the Public Sector
Research Psychology at Microsoft
Human-Computer Interface Designer
Cognitive and I/O Psychologists in the Technology Industry
Highway Safety Research Analyst
Policy Scientist as an Independent Consultant
International Market Research Consultant
Human Factors Expert
Statistical and Methodological Consultant
Psychologist in the White House
Police Psychology in the Federal Government
Clinical Neuropsychopharmacologist
Market Research Consultant
Human Factors Psychologist in Aviation
Academic Research Administrator
Science Museum Education and Research Specialist
Chemical Senses Scientist
Chemical Senses Scientist
NASA Research Psychologist
Design Psychologist
Forensic Psychologist in the FBI
Human Resources Research Organization
Corporate Investment Strategist for the Military
Federal Drug Science Specialist
Executive Search Consultant
Organizational Development Consultant
Trial Consultant
Expert Witness in Employment Discrimination Cases

The same APA website also lists tasks that psychologically-trained people perform in these jobs. I am sure that a survey of South African psychologists will produce a very similar picture; indeed, if you look at the list of skills and duties from Richter et al.'s study (1998), you will see the similarities. This is not surprising, because psychology in this sense is truly an international discipline, so that one gets qualified to do very similar things, no matter where you qualified.

Tasks performed

Administration

Advising

Analysis Performance Evaluation

Assessment

Business Process Engineering

Computer/Human Interface

Consulting

Counseling

Data Analysis

Design Software Engineering

Editing

Ergonomics

Exper. Design

Evaluating

Facilitation

Focus Groups

Forensics

Market Research

Motivation

Negotiation

Polling

Public Policy

Recruiting

Rehabilitation

Research

Safety

Sensory Evaluation/Perception

Statistics

Strategic Planning

Stress Evaluation

Teaching/Training

Time-Motion Study

Work Design

Writing

Interviewing

In conclusion

There are large-scale changes happening in the world that affect all of us in the jobs that are available to us, and what we do. This is especially true for psychologists, because two of those fundamental shifts apply directly to psychology: one is a shift to the services industry, and the other is the reliance on knowledge, what people generally refer to as the knowledge economy. (In the advertisements listed above you saw for example jobs related to knowledge management, a job category unheard of until recently). A consequence of these shifts, and other I have mentioned, is that students find it difficult to identify and understand what the career opportunities available to them are in this regard. And not just students - all of us find it difficult! If you look at the job advertisements in the newspapers, it certainly does not seem as if there is much for the psychologically-trained graduate to go for.

But it is all in the way you look. You have to look first at the job title, normally a pretty good indication whether it is something for you. Then of course you look at the job requirements - and here is where the surprises lie for you. Hopefully I have convinced you the kinds of skills now required by jobs advertised in South Africa (and elsewhere of course) are exactly the skills that a degree in psychology provides you with. These are skill-sets and expertise that are highly valued by employers in many spheres of working life.

There certainly is a trend toward more diverse careers, also and perhaps especially so involving psychology. In short, "a range of rewarding and exciting new career opportunities for those with bachelor's, master's or doctorate degrees in psychology await you" (Donaldson & Berger, 2006, p. 17) Indeed, these authors say that "opportunities for students entering the field of psychology have never been greater than today" (p. 6).

References

I have referred in the text to the websites and publications I found useful in drawing up this document. Here I list them all again, plus a few extra.

Donaldson, S.I., Berger, D.E., and Pezdek, K. (Eds.). (2006). *Applied psychology: New frontiers and rewarding careers*. Mahwah, NJ: Erlbaum Associates.

You can access the two chapters I referred to in the text on the web:

http://www.cgu.edu/include/Rise_Applied_Psych_Chap1.pdf (Donaldson and Berger)

http://www.cgu.edu/include/Evaluation_Careers.pdf (Donaldson and Christie)

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