

# THE USEFULNESS OF FACILITATING NARRATIVE CAREER COUNSELLING WITH LEARNER-ATHLETES IN A SOUTH AFRICAN SPORT SCHOOL

**L. H. Human\***

e-mail: lourens.human@up.ac.za

**M. Human\***

e-mail: monja.human@hpc.co.za

\*Department of Psychology

University of Pretoria

Pretoria, South Africa

## ABSTRACT

Psychologists can play an important role in supporting learner-athletes who opt to pursue dual careers by rendering services that are relevant to both the careers of learner-athletes. This study explored the usefulness of facilitating narrative career counselling with learner-athletes in a South African sport school as opposed to traditional career counselling, as the latter has shortcomings in addressing the needs of adolescents within a diverse South African context. Three participants from previously disadvantaged backgrounds were purposively selected for this study. Narrative career counselling by means of the Career Interest Profile (CIP) (Version 4) was used to facilitate the process. The usefulness of narrative career counselling was illustrated in meeting the career counselling goals of these learner-athletes. Furthermore, it was found that the CIP can deconstruct role engulfment, where either the learner-career or the athlete-career is accentuated at the cost of the other.

**Keywords:** career counselling; Career Interest Profile (CIP) (Version 4); learner-athlete; narrative career counselling; postmodern; student-athlete

## INTRODUCTION

The TuksSport High School (TSHS) and TuksSport Academies are linked to the High Performance Centre (hpc) of the University of Pretoria (UP), South Africa (SA). This unique learning and sporting environment accommodates adolescents who have opted to pursue dual careers; one being an athlete within the domain of sport, while the other falling outside the sphere of sport (De Swart 2015, 6–7). In the scholarly literature the phenomenon of dual careers refers to student-athletes undergoing secondary schooling (Borggreffe and Cachay 2012, 57) or

tertiary education (Caput-Jogunica, Ćurković and Bjelić 2012, 21). The term ‘learner-athlete’ will be used in this article, as the participants in this study form part of the SA secondary schooling system.

Dual careers encapsulate ‘the requirement for athletes to successfully initiate, develop and finalise an elite sporting career as part of a lifelong career, in combination with the pursuit of education and/or work’ (European Union 2012, 6). The athlete-career unfolds through various phases: initiating phase, development phase, mastery phase and retirement phase (Wylleman and Lavelee 2004, 520). Besides the athlete-career, athletes also engage in a learner/student-career, by means of secondary and/or tertiary education, or in an employer/employee-career. In the sphere of dual careers equal importance is afforded to both careers, with the overlap between the dual careers of a person being on average 15–20 years of age (European Union 2012, 6).

Balancing these two careers is often a complex endeavour, as both careers require time, energy and commitment (Baron-Thiene and Alfermann 2015, 42). The athlete-career demands continuous preparation with the purpose of competing in provincial, national and international competitions, while the learner-career requires learners to be dedicated to their secondary schooling (Borggreffe and Cachay 2012, 57). To accommodate the learner-athletes at the TSHS, a typical school day runs from 09:15 to 15:15. Training sessions are scheduled before and after the school day, allowing for academic development and adequate recovery time between training sessions (H.E. de Villiers, pers. comm.). Since the school’s inception in 2002 the school has had a 100 per cent pass rate for Grade 12 learners with the exception of one year, while learners have excelled in various sporting codes on provincial, national and international levels (De Swart 2015, 6).

One of the problems of being a learner-athlete is career engulfment, where one of the careers is emphasized at the expense of the other (Gayles and Baker 2015, 47). Usually the athlete career is given prominence, as it can bring instant stardom and immediate financial relief, while the learner career is often seen as a ‘post-sport goal’ (Haslerig and Navarro 2015, 3). Therefore, the TSHS has a ‘no pass – no train’ policy. Failure to perform in both the careers can lead to learner-athletes voluntarily dropping out of the TSHS and TuksSport Academies. However, learner-athletes who struggle to cope with the demands of having dual careers can be placed back into mainstream schooling, as keeping them in the TSHS can be detrimental to their progress as learner-athletes, as well as their general well-being (H. E. de Villiers, pers. comm.).

It is within this context where psychologists can play a prominent role in supporting these adolescents in being learner-athletes (Stambulova, Engstrom, Franck, Linner and Lindahl 2015,

12), thereby countering career engulfment (Baron-Thiene and Alfermann 2015, 48). Psychologists can assist athletes according to the Multi-Classification System for Sport Psychology (MCS-SP) (Gardner and Moore 2004, 92), while learners can be assisted through study methods, career counselling and therapeutic counselling. This study focuses on the usefulness of facilitating narrative career counselling with learner-athletes who have opted for dual careers.

Traditional career counselling in SA has primarily made use of psychometric instruments in forming an objective image of a person's interests, abilities, personality and values, with the aim of matching that person to the requirements of a specific career. However, with the dawn of democracy in SA in 1994, it became apparent that these psychometric instruments had severe limitations, as they were not developed for a diverse South African society, primarily favouring white South Africans (Maree 2009, 444).

These shortcomings cannot be seen as culture fair in SA, and calls have been made for an alternative career counselling process, by for example adopting a more postmodern perspective to career counselling. This entails focusing on the entire person within his/her context, including historical background, personal functioning and social contexts (Maree and Pollard 2009, 169). Career counselling within a postmodern perspective calls for career counselling within a multiple-faceted South African society (Maree 2009, 445).

The postmodern approach referred to and used in this study focuses on narrative career counselling. It promotes personal responsibility, own growth and development with increasing self-awareness on personal strengths, weaknesses, hopes and dreams (Maree and Molepo 2007, 63). It further includes working with personal meanings, assisting learners to be authors of their life and career stories (Cockran 2007, 10). For the purpose of this study the Career Interest Profile (CIP) (Version 4) with its 'Narrative Supplement' was used.

Narrative career counselling seems very promising in helping disadvantaged learners by integrating their past, present and future life stories with their career choices, thereby enabling career development (Maree 2012, 671). This process also helps learners to manage their major life and career transitions (Maree and Molepo 2007, 63). As the learner-athletes in this study were all from previously disadvantaged communities, the researchers had to pursue a different avenue to career counselling as opposed to the traditional career counselling process.

Maree (2009, 448) proposes that every student at every institution of higher education (and every learner in the secondary schooling system) in SA should have access to career counselling and advises practitioners to consider narrative career counselling as alternative to the trait-and-factor career counselling (Maree 2009, 447). Research on narrative career

counselling with previously disadvantaged learners has been conducted by Tinsley-Myerscough and Seabi (2012, 742), who found that writing life stories and using art materials is an effective method to be used with disadvantaged Grade 12 learners. Maree and Molepo (2007, 69) also indicated that writing life stories as part of narrative career counselling is successful with traditionally disadvantaged learners. It is for this reason that the researchers of this study opted for narrative career counselling by means of the CIP with learner-athletes from previously disadvantaged backgrounds.

## **AIM**

The aim of this study was to explore the usefulness of narrative career counselling by means of the CIP with learner-athletes who are part of the TSHS and TuksSport Athletics Academy.

## **METHOD**

### **Participants**

At the TSHS the Differential Aptitude Test (DAT) is completed by all Grade 11 learner-athletes. A more in-depth career counselling process is available for learner-athletes who request this services on a voluntary basis. However, additional criteria are set in that the participants have to be learner-athletes at the TSHS and also form part of the TuksSport Athletics Academy. Furthermore, they have to be 16–17 years old and from previously disadvantaged communities.

Purposive sampling was therefore used as sampling method, as it entails a conscious selection of a small, homogenous number of participants. It is particularly useful in selecting participants who can provide rich data that will enable the researcher(s) to conduct an in-depth study (Russell and Gregory 2003, 36). Three participants (PP1–PP3), two males and one female, participated in this study, as they met the above-mentioned requirements.

The TuksSport Athletics Academy defines disadvantaged communities as communities suffering from financial difficulty, with limited access to good educational institutions and formal coaching and/or training facilities (F. Hlobo, pers. comm.). These limitations can inhibit the academic and athletic talent of potential learner-athletes. It is for this reason that the TSHS and TuksSport Athletics Academy focusses on creating opportunities for the actualization of academic and athletic talent of learner-athletes.

## Measures

The CIP was used as measure in this study. It consists of four parts (PT): PT1: Biographical Details, PT2: Career Category Preferences, PT3: Career Choice Related Questions and PT4: Career-Story Narratives (Di Fabio and Maree 2013, 112; Maree 2013, 72). Each part has a number of questions (QS), while PT4 also has three sections (SC). The CIP shows adequate psychometric properties in a South African context in terms of test-retest reliability, content and criterion-related validity (Di Fabio and Maree 2013, 112).

## Procedure

The participants completed the CIP, PT1–PT3, which was followed by one of the researchers facilitating a three hour interview with each participant, based on the CIP, PT4. This encouraged reflections in order to facilitate construction, deconstruction, reconstruction and co-construction of their stories (Maree 2013, 71). These interviews were conducted in an office at the hpc. All the information obtained through the CIP, PT1–PT4, was studied by the researchers. Quantitative data analysis of the CIP, PT2, entailed determining the participants' five career category preferences and their five career category dislikes. Qualitative data analysis of the CIP, PT4, was performed inductively based on the guidelines of Braun and Clarke (2006, 83).

As the researchers wanted to construct the life portraits of the participants based on the guidelines of Maree (2013, 81–82) and Savickas (2011, 117–133), the researchers paid specific attention to the CIP, PT4, SC (B), QS (6), QS (9), QS (10), QS (11) and QS (14), with other questions being used to validate the information given in these questions. Constructing the life portraits of the participants entailed weaving 'the numerous micro-stories or micro-narratives into a consistent, systematic, grand macro-story or life portrait' (Maree 2013, 82).

## Ethics

Written permission was obtained from the TSHS principal, as well as the technical director of the TuksAthletics Academy. As the participants were all minors, informed consent was obtained from their parents, while informed assent was obtained from the participants. Participation in this study was entirely voluntary and the participants could withdraw from this study at any point without any negative consequences. The CIP was administered by one of the researchers, a counselling psychologist registered with the Health Professions Council of South Africa (HPCSA). Participants were informed to share experiences they were comfortable with sharing. Information shared by the participants was treated with confidentiality.

## RESULTS

In this section the results from the CIP are portrayed, as well as the life portraits of the participants.

### Career Interest Profile (CIP)

#### Goals

The participants shared their expectations of the possible value of the narrative career counselling process that they were going to embark on through their career counselling goals (CIP, PT4, SC (A)):

- PP1: She stated that 'I think if this program [narrative career counselling process] can give me clarity on my career, so that I have something to work towards because sometimes I have unrealistic goals or dreams, and I have to be more specific'.
- PP2: He said that 'I think you can be of use if you tell me if I am on the right path, and you tell or guide me towards that right path. You have to tell me if the career will be right for me'.
- PP3: He wanted confirmation on 'I want to go into sport psychology, I think I should. I don't know if you're a sport psychologist, or in another field. I want you to tell me more on what sport psychology focuses on'.

#### Challenges

The participants described challenges they experienced before they were six years of age (CIP, PT4, SC (B), QS (14)):

- PP1: She was let down by her parents, as there was 'instability in my home', and she was disempowered by other children, as she was bullied 'when I was very young'.
- PP2: He was degraded over a period of time, as he was 'a victim of bullying'. Due to this, he perceived himself as being a problematic person, as he believed that 'something was wrong with me'.
- PP3: He experienced inferiority, as he was 'smaller than the other kids', and everyone 'was faster than me'. The theme of 'inferiority' was validated, as he viewed overcoming inferiority as one of his biggest successes (CIP, PT4, SC (B), QS (12a)). He also perceived himself as being abandoned, as he was not able to be 'around my mom a lot ... she was always working'.

#### Self-Concept

The learner-athletes described pertinent characteristics of their role models that appealed to them (CIP, PT4, SC (B), QS (6a) and QS (6b)):

- PP1: Before six years of age, she admired the 'Power Puff Girls', as they were 'ordinary kids

doing extraordinary things to help other people', and her 'Sunday school teacher because of her joyfulness' and the 'way she cared for us'. Currently, her role models are Shelly-Ann Fraser (an elite athlete from the United States of America (USA)) 'because of the way she honours God through her talent and also her humility', and Will Smith (a Hollywood actor) 'because of his work ethic'. The theme of 'work ethic' was validated as one of her greatest strengths (CIP, PT4, SC (B), QS (1a)). Her current athletics coach is also a role model 'because of his attitude and passion'.

- PP2: Before six years of age, he admired his grandmother, as 'she taught me how to love', and 'Spiderman' because 'he always found a way to get through certain challenges'. The theme of 'overcoming challenges' was validated as one of his greatest strengths (CIP, PT4, SC (B), QS (1a)). Another role model was his pre-school teacher, as she made him 'feel as if I belonged and that I did matter'. The themes of 'accepting' and 'belonging' were validated in that he accepted himself and affirmed that he belonged in this world (CIP, PT4, SC (B), QS (13a)(ii)). Currently, he sees Adam Gemili (an elite athlete from Great Britain) as his role model because he is 'humble, respectful towards other athletes, and he not only focuses on athletics, but also on his studies, and he is disciplined in all aspects of his life'.
- PP3: Before six years of age, he admired 'Spiderman' because 'he made the impossible things possible', Ronaldinho (an elite football player from Brazil), as he provided 'entrainment on the soccer field, he was just brilliant', and the talent of 'Flash Gordon', as 'he was really fast and I wanted to be fast'. Currently, his role models are Anaso Jobodwana (an elite athlete from SA), as his 'school didn't have coaches, but he made it on his own until he got to the USA', and Akani Simbine (an elite athlete from SA), as 'he worked hard to get where he is'. The theme of 'hard work' was validated, as he stated that other people also see him as hard working (CIP, PT4, SC (B), QS (2)). Another role model is Henricho Bruintjies (an elite athlete from SA) who 'showed that nothing is impossible; he went from 10.4 seconds to 9.97 seconds, the SA record; he shows that nothing is impossible'.

## **Interests**

The participants described their interests through their favourite magazines, television shows and websites (CIP, PT4, SC (B), QS (10a), QS (10b) and QS (10c)):

- PP1: She enjoys reading 'The Puzzle' magazine, as 'it contains puzzles such as Sudoku that challenges my brain' and 'fights boredom.' Her favourite television show is 'medical ER because it is a reality TV show that shows her what happens in reality'. Although she doesn't have a favourite website, she prefers engaging with 'Instagram, a social media platform that enables me to keep in touch with the sport stars' such as Alison Felix (athlete from the USA), 'what she does, eats, does for fun ... photo shoots and community service'.

She indicated her career category preferences as (CIP, PT2): (1) Medical and Paramedical Services, (2) Sport, (3) Arts, (4) Social, Caregiving and Community Service, and (5) Musical. In particular, her dream career is being a Paediatrician (CIP, PT3, QS (4)), as well as being an Olympian in 2020 (CIP, PT4, SC (B), QS (12a)). In relation to becoming a Paediatrician she stated 'I want to tell you about my motive behind choosing the career; being a medical doctor specializing in Paediatrics. Firstly, I think that no child deserves to feel pain. They should be innocent buggers of joy. Secondly, I feel like my purpose is to honour God, and I like miracles to be done. He needs to work his miracles through me' (CIP, PT4, SC (C), QS (c)).

- PP2: His favourite television programme is the 'Ellen De Generes show because she is always committed to doing good deeds. She uses humour to engage with communities and other countries that suffer'. The theme of 'caregiving' was validated by indicating that what he valued most was caring for others (CIP, PT4, SC (B), QS (4)). He engages on 'Twitter as a

social media platform, where people can express themselves and their perspective on life because I find people's minds and actions to be fascinating'. He validated this theme by indicating that he is interested in studying human behaviour (CIP, PT4, SC (C), QS (c)).

He indicated his career category preferences as (CIP, P2): (1) Social and Community Service, (2) Sport, (3) Research, (4) Word Artistry, and (5) Musical. In particular, he stated that 'after school I am going to do both; being a sprinter and following a course in psychology ... my mom she told there are two ways to live your life. Live like a king now, but live like a slave for the rest of my life, or live like a slave now and then be a king for the rest of your life. She meant I should work hard in the earlier part of my life to get to where I want to be. Once you have worked hard and done everything you want to do, then you will be the king of your own life and have joy. I want to become a research psychologist. The main thing they do is study human behaviour' (CIP, PT4, SC (C), QS (c)).

PP3: He reads 'The Sports Illustrated' magazine, as prior to coming to the hpc 'I didn't have a coach. So I used to do the section [in the magazine] consisting of workouts.' His favourite television programme is 'The Boondocks'. This is 'a cartoon with real and funny people. I find it relaxing.' He watches 'soul music videos or sport related things on YouTube and then shares it with friends'.

He indicated his career category preferences as (CIP, PT2): (1) Sport, (2) Marketing, (3) Word Artistry, (4) Social, Caregiving and Community Service, and (5) Tourism, the Hospitality and the Tourist Transport Industry. In particular, his dream career is being a sport psychologist (CIP, PT3, QS (1a) and QS (4); CIP, PT4, SC (A)).

## **Problems**

The participants described how they intended solving the current career transition problem by referring to their favourite book, movie, or book turned into a movie (CIP, PT4, SC (B), QS (11a), QS (11b), QS (11c) and QS (11d)):

PP1: She stated that 'Dear Mr Knightling' was her favourite movie. To her 'Dear Mr Knightling is about a girl who finds freedom. She could have done it herself, but she didn't, so it means she needed somebody. This means that we all need to help one another'. The theme of 'freedom' was validated by indicating that her ultimate purpose in life was to find freedom for herself and fellow human beings (CIP, PT4, SC (B), QS (13a) and QS (13b)).

PP2: His favourite movie was 'August Rush' because 'it is a story of a young boy who is on a mission to find his parents through his music and the things that he needs to endure in order to get there ... I learned from this movie that no matter what life throws at you, you can always find happiness and joy. You can drive yourself to get there'. The theme of 'sacrifices' was validated, as he described making sacrifices as one of his greatest strengths (CIP, PT4, SC (B), QS (1a)). The themes of 'happiness' and 'joyfulness' were validated, as these were depicted as prominent themes in his life story (CIP, PT4, SC (B), QS (13a); CIP, PT4, SC (C), QS (c)).

PP3: His favourite story was 'The Perks of Being a Wall Flower'. To him 'the guy was an underdog in a way. He was neither a social person nor interacted with others. He preferred to look at things from a distance, and then he managed to get the prettiest girl in the school.' The theme of being the 'underdog' was validated in various questions throughout the CIP (CIP, PT4, SC (B), QS (12a), QS (13) and QS (14)).



## Advice

The participants gave themselves advice in dealing with their current situation by means of their favourite quotations (CIP, PT4, SC (B), QS (9)):

- PP1: (i) Spirituality is important, as seen in the quote ‘acknowledge God in all your ways, and He will direct your path’.
- (ii) Being a spirited person supersedes being a talented person, as depicted in the quote ‘there is strength, speed, but the greatest of all is spirit’.
- (iii) Unity amongst people is of utmost importance, as portrayed in the quote ‘when you run alone you run fast, but when you run together you run far’.
- PP2: (i) Perseverance is important, as seen in the quotes ‘be courageous enough to give it one more chance and another one after that’ and ‘it is not about how hard you can hit, it is about how many times you can get hit and keep on moving forward’.
- (ii) Emotional connections with others is more powerful than behavioural actions towards others, as depicted in the quote ‘people don’t always remember what you do for them, they remember how you make them feel’.
- PP3: (i) Having a dream, working hard and patience are important, as seen in the quote ‘dream chaser keep chasing, grind will turn into your shine, be patient’.
- (ii) It is important to be prepared and embrace new opportunities, as depicted in the quote ‘get ready, it’s a new day’.
- (iii) Working hard will never let a person down, while talent alone can let a person down, as portrayed in the quote ‘hard work beats talent when talent doesn’t want to work’.

## Outcomes

The participants gave the following reflective feedback after they completed the narrative career counselling process:

- PP1: She shared that ‘this career counselling helped me because sometimes you have a dream, but when you find reasoning behind it, it can become realistic. This is not only with your career, but it is also with finding out more about you as a person because we don’t address these things often.’
- PP2: He stated that ‘I honestly think we achieved this; guiding me towards the right path. The two of us worked together to discover that I am on the right path, and I got to learn attributes about myself that do supplement the career that I want to pursue. Thank you for the opportunity and spending time with me and allowing me to discover more about myself.’
- PP3: He acknowledged that ‘the career counselling process opened my mind and enabled me to become aware that I will be faced with challenges and how to deal with them’. It confirmed that ‘I want to become sport psychologist’.

## Participant’s life portraits

- PP1: *‘Being an ordinary person doing extraordinary things’*

I have decided to make medicine and sport companions in my life. I want to be a Paediatrician and an Olympian. This will allow me to live my motto of 'being an ordinary person doing extraordinary things'. Although experiences of disempowerment and instability have tagged along throughout my life, I have not allowed them to keep me hostage. I have triumphed over these experiences through living my motto in my studies and sport. I don't want do limit my motto to only my life. I also want to live my motto towards other people. Therefore, I want to become a Paediatrician, striving to assist vulnerable children in being triumphant over painful experiences. This will open up the possibility of joy entering their lives. I also want my motto to be part of my sport by becoming an Olympian, thereby creating hope in the lives of other people. There are certain values that will assist me in my pursuit of my motto. First, I shall always honour God by allowing him to direct my life. Second, I shall be a spirited person who will endeavour to work hard with attitude and passion in my studies and sport. In following these values, I shall create my personal freedom.

PP2: *'From being a problematic person to being a valuable person'*

I am interested in human behaviour and want to become a research psychologist. I want to be part of the research community that brings forth knowledge of human behaviour. I also want to be a professional sportsperson. In the early stages of my life I was bullied to believe that I was a problematic person. Viewing myself in this manner was dangerous territory, and breaking free from this chain was not an easy route. However, my one role model, 'Spiderman', made me believe that I could overcome this obstacle. I overcame this obstacle by allowing myself to be loved by another person and to embrace the idea that I am a valuable person. I have learnt that my value as a person is not determined by how others view me, but by my humbleness, being respectful towards myself and fellow human beings, as well as being a disciplined person in all aspects of my life. Viewing myself as a valuable person allows me to connect emotionally to other people, as well as being involved in the well-being of communities. My participation in sport has also entrenched the idea that I am a valuable person. I shall always maintain hope, be prepared to sacrifice to achieve my goals, and despite the discomforts of life choose to be joyful about being a valuable person.

PP3: *'Making the impossible, possible'*

I want to be a sport psychologist and a sportsperson, as both of these roles will afford me the opportunity of 'making the impossible, possible'. This is my personal mantra. I want to base my life on it and assist other people in experiencing this mantra in their lives as well. Abandonment and inferiority entered my life at a very early stage. They made me believe that I am the underdog; not being on the same level as other people. However, I have continuously endeavoured to minimize their negative impact on my life. I have turned being the underdog into an advantage, in that I had to develop my own perspective on life and did not always follow the masses. This can be seen as living my mantra; not being caught up in the belief advocated by abandonment and inferiority that I was not good enough. I have witnessed other people also living my mantra, like my sporting heroes Ronaldinho (football), Anaso Jobodwana (athletics), Akani Simbine (athletics) and Henricho Bruinjies (athletics). They have all made the impossible, possible. To honour my mantra through my studies and sport, I shall need to be a dreamer and a worker, be prepared and embrace opportunities, and to remember that talent without hard work will let me down, while hard work without talent will not forsake me.

## DISCUSSION

In this section the usefulness of narrative career counselling will be discussed with reference to (1) the learner-athletes who participated in this study, and (2) the researchers who conducted this study.

### **Usefulness of narrative career counselling for learner-athletes**

The CIP draws on narrative career counselling which promotes personal responsibility and development through self-awareness of personal strengths and weaknesses, as well as hopes and dreams (Maree and Molepo 2007, 63).

This study illustrated that narrative career counselling was useful for the learner-athletes. Participants' feedback, as discussed in the results section of this study, illustrated how this process was useful to them in meeting their career counselling goals. PP1 got clarity and direction towards making her career choice of being a Paediatrician and an Olympian. PP2 got confirmation on whether he is on the right path in choosing his dual career of being a research psychologist and a sportsperson (athletics sprinter). PP3 also got confirmation on becoming a sport psychologist and a sportsperson (athletics sprinter) and experienced the process as useful and opening his mind. The participants therefore became active authors of their own life and career stories through the narrative career counselling process by integrating their past, present and future life stories with their career choices, thereby enabling career development. This process also helped the participants to manage one of their major life and career transitions as proposed by Maree and Molepo (2007, 63).

### **Usefulness of narrative career counselling for the researchers as practitioners**

The usefulness of narrative career counselling by means of the CIP lies in combining quantitative and qualitative approaches to stimulate learner-athletes' reflections on their career stories (Maree 2013, 71).

The quantitative section of the CIP, PT2, has 19 career categories where clients can choose career preferences and dislikes. One of the career categories, 'Sport', provides a comprehensive description of being a professional sportsperson in the 21<sup>st</sup> century. This appears to differ from the interest field of 'Sport', as described in the 19-Field Interest Inventory (19-FII), which portrays the interest field of 'Sport' as an 'indication of the extent to which a person displays an interest in outdoor types of sport' (Fouche and Alberts 1971, 9). Therefore, the CIP, PT2, allows for learner-athletes to indicate an interest in becoming a professional sportsperson, while it appears that within the 19-FII the interest category 'Sport' makes reference to recreational sport. This is a relevant aspect of the CIP and in line with sport being a profession in the 21<sup>st</sup> century.

The qualitative section of the CIP, PT4, gives learner-athletes an opportunity to narrate their career stories, making it an inclusive career counselling process. This is in opposition to traditional career counselling's reliance on psychometric instruments that have not all been

standardized for the South African population, thereby excluding many learners from adequate career counselling (Maree 2013, 71). As the majority of learner-athletes in the TuksSport Athletics Academy are from previously disadvantaged communities, the CIP, PT4, is useful as it allows learner-athletes to narrate their career stories, thereby allowing them access to career counselling. This is seen as enhancing the usefulness of narrative career counselling within the TSHS and TuksSport Athletics Academy.

As mentioned in the introductory section of this article, one of the problems experienced by learner-athletes is career engulfment (Gayles and Baker 2015, 47). This implies that either the athlete-career or the learner-career is emphasized at the cost of the other. Psychologists working with learner-athletes need to assist learner-athletes in managing both careers, as dual careers can on average overlap for 15–20 years (European Union 2012, 6). The researchers found that the narrative career counselling process by means of the CIP assisted in deconstructing career engulfment.

For example, the researchers found the CIP, PT4, SC (B), QS (6a) and QS (6b) particularly useful as these questions inquired about role models before six years of age (QS (6a)) and current role models (QS (6b)). The former question, QS (6a), refers to choosing role models before making a choice to be a learner-athlete, while the latter question, QS 6(b), allows for the possible identification with role models from the sporting world. Therefore, these two questions open up the possibility to allow learner-athletes to choose role models from contexts outside of sport, as well as within the sport setting. This can allow researchers to identify themes from the role model stories within sport, as well as outside the sport domain, thereby obtaining thicker descriptions and the ability to validate themes pertaining to role models from two different contexts. Psychologists facilitating a narrative career counselling process by means of the CIP with learner-athletes need to be sensitive to sport-related stories and non-sport-related stories, as this will portray the message to learner-athletes that the psychologist acknowledges their two worlds, and two careers.

## **CHALLENGE**

Due to the full programme of learner-athletes at the TSHS and TuksSport Athletics Academy, the danger exists that the narrative career counselling process can be rushed, which can impact the results of process in a negative manner. It is therefore imperative that ample time is available when doing narrative career counselling with learner-athletes. This is also valid for the research process pertaining to narrative career counselling. Allowing for more time can lead to an in-depth analysis of the rich data obtained by administration of the CIP.

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