

Exploring life-design counselling as a career counselling intervention for the industrial psychology profession

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COMMENTS

The reader is reminded of the following:

- The American Psychological Association (APA) reference and editorial format, which is prescribed by the publication manual (6th edition), was used in this dissertation. This practice is in line with the policy of the Industrial Psychology programme of the North-West University (Potchefstroom) to use the APA guidelines and writing style in all scientific documents as from January 1999.
- The mini-dissertation is submitted in the form of a research article (Chapter 2), with Chapters 1 and 3 being the introduction and conclusion of the study. The editorial style specified by the South African Journal of Industrial Psychology (which agrees largely with the APA style) is used, but the APA guidelines were followed in constructing tables.

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DECLARATION

I, Lize Kriek, hereby declare that this mini-dissertation titled: *Exploring life-design counselling as a career counselling intervention for the industrial psychology profession*, is my own work and that the views and opinions expressed in this work are those of the author and relevant literature references as shown in the references.

I further declare that the content of this research will not be submitted for any other qualification at any other tertiary institution.

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Please feel free to contact me should you have any enquiries.

Kind regards

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SUMMARY

Title: Exploring life-design counselling as a career counselling intervention for the industrial psychology profession

Keywords: Life-design counselling, career construction theory, career counselling, industrial psychology

The rise of 21st century work has drastically brought about changes to the nature of work and organisations. The revolutions of globalisation, technological and economical changes, organisational transformations, digitalisation and automation are the factors that create continuous new demands and challenges for the workforce. Initially, the workplace of the 20th century was characterised by security and stability; however, now, the 21st century consists of an unpredictable and ever-changing workplace. As a result, the workforce is faced with continuous work changes, career transitions, remote work and increased unemployment. Moreover, the current workforce can no longer rely on organisations for their career development, as the contemporary workplace requires from employees to be primarily responsible for managing their own work-life and career paths. Consequently, these dynamics created a demand on employees to be equipped with skills of adaptability, lifelong learning and transition management skills to successfully manage their career life.

The demands and challenges of the 21st century raise a demand of change and relevance to the practitioners responsible for aiding the current workforce in managing the changes effectively. Industrial psychologists focus on aiding the workforce in functioning optimally within their work environments, while also aiming to optimise the wellbeing of employees. Therefore, it is required from industrial psychologists to stay up-skilled and implement interventions that are relevant and adequate. Specifically, industrial psychologists in the role of career counsellors are called upon in aiding the workforce in the above-mentioned demands and challenges. Therefore, this calls on the profession to adopt post-modern career counselling interventions, which are relevant and suitable. More specifically, research indicates that practitioners need to employ career construction and self-construction counselling approaches for the 21st century work challenges.

Indeed, in the present study, life-design counselling as post-modern career construction intervention was explored as career counselling intervention for the industrial psychology profession. A qualitative research design was employed, which was based on a social constructivism paradigm. The research approach utilised to thoroughly describe the participants' experiences was an interpretive description strategy. The target population was industrial psychology practitioners and interns registered at the HPCSA ($n=18$).

The overall results of the research study indicated that the participants experienced a positive association with life-design counselling and that it provided the industrial psychology profession with a new perspective and an alternative career counselling tool for 21st century work challenges. It was found that life-design counselling is perceived as an adequate career counselling intervention for the industrial psychology profession based on contextual considerations, adjustments and modifications to elements of the approach. The results showed that industrial psychologists will employ life-design counselling in combination with alternative approaches within their practice. However, a feeling of cautiousness in applying the approach was identified, as participants experienced a lack of self confidence in their counselling skills to facilitate the approach and expressed a need to be sensitive towards a client's age and life stage in the life-design counselling process. Consequently, the participants emphasised that they felt a cautiousness of avoiding doing harm toward clients in their career counselling sessions with LDC.

However, in conclusion, the participants found valued significance in the exposure to life-design counselling. Based on the study, they recommended that post-modern career counselling skills and approaches should be incorporated in tertiary training institutions' curriculums for the training of Industrial Psychology students. Moreover, it is recommended that the evidence-based practice of life-design counselling should be focused on in future research. In conclusion, these findings and recommendations will enhance the skill set and relevance of industrial psychologists within the 21st century of work.

OPSOMMING

Titel: Verkenning van lewensontwerp-berading as 'n loopbaan-beradingsintervensie vir die bedryfsielkunde-professie

Sleutelwoorde: Lewensontwerp-berading, loopbaanbouteorie, loopbaanvoorligting, bedryfsielkunde

Die opkoms van die werk in die 21ste eeu het die aard van werk en organisasies drasties verander. Die rewolusies van globalisering, tegnologiese en ekonomiese veranderinge, organisatoriese transformasies, digitalisering en outomatisering is die faktore wat voortdurend nuwe eise en uitdagings vir die arbeidsmag skep. Aanvanklik is die werkplek van die 20ste eeu gekenmerk deur veiligheid en stabiliteit; die 21ste eeu bestaan egter uit 'n onvoorspelbare en voortdurend veranderende werkplek. As gevolg hiervan word die arbeidsmag gekonfronteer met voortdurende werkveranderinge, loopbaanoorskakeling, afstand-werk en verhoogde werkloosheid. Boonop kan die huidige arbeidsmag nie meer op organisasies staatmaak vir hul loopbaanontwikkeling nie, aangesien die hedendaagse werkplek van werknemers vereis om hoofsaaklik verantwoordelik te wees vir die bestuur van hul eie werkslewe en loopbane. Gevolglik het hierdie dinamika 'n eis geskep dat werknemers toegerus moet wees met vaardighede van aanpasbaarheid, lewenslange leer en oorgangsbestuur om hul loopbaan suksesvol te bestuur.

Die eise en uitdagings van die 21ste eeu bring 'n eis na verandering en relevansie vir die praktisyns wat verantwoordelik is vir die huidige arbeidsmag om die veranderinge effektief te bestuur. Bedryfsielkundiges fokus daarop om die arbeidsmag te help om optimaal binne hul werkomgewings te funksioneer, terwyl hulle ook poog om die welstand van werknemers te optimeer. Daarom word van bedryfsielkundiges verwag om op hoogte te bly en intervensies wat relevant en voldoende is, toe te pas. In die besonder word bedryfsielkundiges in die rol van loopbaanadviseurs versoek om die personeellede te help in die bogenoemde eise en uitdagings. Daarom word 'n beroep op dié praktisyns gedoen om postmoderne loopbaanadvies-intervensies aan te neem, wat relevant en geskik is. Meer spesifiek dui navorsing aan dat praktisyns benaderings moet gebruik vir beroepsbou en selfkonstruksie vir die uitdagings van die 21ste eeu.

Gevolgt is in die meegaande studie lewensontwerpberading as post-moderne loopbaanbou-intervensie ondersoek as loopbaanvoorligtingintervensie vir die beroepsbedryfsielkunde. 'n Kwalitatiewe navorsingsontwerp is gebruik, gebaseer op 'n sosiale konstruktivisme-paradigma. Die navorsingsbenadering wat gebruik is om die deelnemers se ervarings deeglik te beskryf, was 'n interpretatiewe beskrywingstrategie. Die teikenpopulasie was bedryfsielkundiges en interns wat by die HPCSA geregistreer was (n = 18).

Die algehele resultate van die navorsingstudie het aangedui dat die deelnemers 'n positiewe assosiasie met lewensontwerpberading ervaar het en dat dit die beroepspersoon van die bedryfsielkunde 'n nuwe perspektief en 'n alternatiewe hulpmiddel vir loopbaanvoorligting vir die 21ste-eeuse werksuitdagings bied. Daar is bevind dat lewensadviesberading beskou word as 'n voldoende intervensie vir beroepsvoorligting in die bedryfsielkunde-professie op grond van kontekstuele oorwegings, aanpassings en wysigings aan die elemente van die benadering. Die resultate het getoon dat bedryfsielkundiges advies sal gee oor lewensontwerp in kombinasie met alternatiewe benaderings binne hul praktyk. Daar is egter 'n gevoel van versigtigheid by die toepassing van die benadering geïdentifiseer, aangesien deelnemers 'n gebrek aan selfvertroue in hul beradingsvaardighede ervaar het om die benadering te vergemaklik en dat hulle 'n behoefte het om sensitief te wees teenoor die ouderdom en lewensfase van 'n kliënt in die lewensontwerp-beradingsproses. Gevolgt het die deelnemers benadruk dat hulle in hul loopbaanberadingsessies met LDC 'n versigtigheid voel om te vermy om skade aan kliënte te doen.

Ten slotte het die deelnemers egter gewaardeerde belang gevind in die blootstelling aan lewensontwerp-berading. Op grond van hierdie studie het hulle aanbeveel dat postmoderne beroepsvoorligtingsvaardighede en -benaderings opgeneem moet word in die kurrikulum van tersiêre opleidingsinstellings vir die opleiding van Bedryfsielkundestudente. Daarbenewens word aanbeveel dat die toekomstige navorsing op die bewysgebaseerde praktyk van lewensontwerpberading gefokus moet word. Ten slotte sal hierdie bevindings en aanbevelings binne die 21ste eeu die vaardigheid en relevansie van bedryfsielkundiges verbeter.

CHAPTER 1

INTRODUCTION

1. INTRODUCTION

1.1 Problem statement

More than ever before, employees are challenged with constant change, uncertainties and transformations in their careers (Maree, 2015; Leonhard, 2019). This is a reality that many employees are facing in our current era, as a result of the emergence and presence of globalisation, economic changes, technology, re-engineering of business processes and companies that employ fewer employees (eNCA, 2019; Sparks, Faragher, & Cooper, 2001). These changes and challenges are affecting the world of work and its employees in a significant way, resulting in immense pressures and uncertainty for those entering and moving through the labour market (Bimrose & Hearne, 2012; Blossfeld, Klijzing, Mills & Kurz, 2005). All the more, the challenge of an uncertain and unpredictable labour market becomes evident and even emerging employees facing that uncertainty, are increasing (Blossfeld et al., 2005). Therefore, employees are facing the requirement of adjusting to these challenges for them to be successful in their working environment (Maree, 2009; Maree, 2015). According to Symonds, Schwartz, and Ferguson (2011), it appears as if graduates and employees are not prepared and do not hold the necessary skills to manage and flourish in this new century of work. This statement raises a concern. In a whole, employees and emerging employees are required to face a world of work that comprises of protean careers (Hall, 2002). As a result, this means being faced with a self-directed working environment, where the individual is responsible for the development and creation of their own career and can no longer depend on the organisation for career development (Hall, 2002). The above literature raises a big concern and priority for the attention of graduates and employees' preparedness to function in this uncertain, ever changing work environment (Symonds et al., 2011).

The 20th century world of work was characterised by organisational stability and security, enabling graduates and employees to construct their life upon a firm foundation (Savickas, 2012). Therefore, employees and emerging employees had the opportunity to envision a secure future for their employment. However, the 21st century world of work does not allow stability and security anymore. The workplace that awaits employees now is a world characterised by insecurity and instability, as the global economy resulted in a worker that is insecure and faces temporal

employment (Savickas, 2012). The workplace that employees now enter is all the more becoming a gig economy workplace, which is a labour market that is flexible, boundaryless and on-demand work (Graham, Hjorth, & Lehdonvirta, 2017). It is a workplace that hires a temporary workforce under flexible circumstances for the purpose of completing a certain task (Friedman, 2014). This causes an increase in feelings of anxiety and insecurity among those searching for work, selecting jobs and constructing careers (Savickas, 2012). These findings require a re-evaluation of how careers are perceived.

The contemporary workplace is therefore leaving no other option to the workforce than to become adaptable, employable, lifelong learners, who are able to manage continuous transitions and transformations in their careers (Maree, 2015; Savickas, 2012). Schabracq and Cooper (2000) and Cooper (2018) state that the key for employees is the pace at which individuals are able to adapt to this continuous changing world of work. Furthermore, Ohme and Zacher (2015) support this by stating that the continuous adaptation of individuals in these current social, economic and technological changes is crucial. Similarly, Brown and Lent (2005) indicate that career adaptability is paramount for individuals to successfully engage in the tasks imminent in transitions and cycles of life and work, which employees continuously face, as seen above. Researchers emphasise the importance thereof by indicating that this is necessary for successful work transitions, coping effectively in the workplace and managing the current employment environment that employees now have to face all the more (Coetzee & Harry, 2014; Savickas & Porfeli, 2012).

It becomes clear that there is a significant need to aid and/or prepare the workforce of today for the contemporary careers and working environment they find or will find themselves in (Leanhord, 2019). This raises questions and a need for changes for those who are responsible for helping individuals in developing their life of work (Savickas et al., 2009). Most specifically, it calls for the attention and specialisation of the industrial psychology profession, as Bimrose and Hearne (2012) state that this century raises more demands for industrial psychologists, particularly in the domain of career counselling, as many of the 21st century's challenges and demands fall within the scope of the industrial psychology field.

1.2 Research purpose and objectives

The general objective of this study is to explore life-design counselling as a career counselling intervention for the industrial psychology profession.

From the above, the following research objectives were posed to address the research purpose and objective:

- To conceptualise life-design counselling according to literature.
- To explore the content and methodology of life-design counselling according to literature.
- To explore the perceptions industrial psychologists hold of life-design counselling as a career counselling intervention, presented during the workshop.
- To explore the suitability of life-design counselling as a career counselling intervention for industrial psychologists in their profession.
- To determine what recommendations can be made for future research.

1.3. Literature review

Industrial psychology as a profession is one of the areas of specialisation in psychology, which studies the behaviour of humans in their work environment (Muchinsky, 2006; Riggio, 2012). It is also defined as a practice that applies psychological knowledge and principles to the workplace, which results in changed work behaviour of individuals (Landy & Conte, 2004). Therefore, it becomes clear from the scope of industrial psychology that it is a primary profession with the potential to address many concerns among the workforce of the 21st century, through specialised practices and interventions. Industrial psychology in South Africa is regulated by a professional body called the Professional Board of Psychology within the Health Professions Council of South Africa, to regulate health-related professions and protect the public (HPCSA, 2019). According to the HPCSA, industrial psychologists practice in psychological research and within organisational contexts. The key of the practice is to focus on individuals' wellbeing in their work environment and aiding them to operate effectively within the workplace, by applying psychological knowledge and principles (HPCSA, 2019). Therefore, industrial psychologists need to take action on the changes and challenges of the 21st century of work and the influence thereof on the workforce (Bimrose & Hearne, 2012; eNCA, 2019).

The profession consists of a variety of domains, whereby industrial psychologists can address these challenges and promote work-related wellbeing. According to Benjamin and Potgieter (2008) and the HPCSA (2019), these domains are career counselling, organisational behaviour, personal management, psychometrics, and areas of ergonomics and consumer behaviour. It is specifically within the domain of career counselling where the workforce is prepared, developed and assisted in their ability to become more adaptable in their careers (Symonds et al., 2011). The changes in the careers and working environment of employees are changing the theory and practice of career counselling worldwide (Maree, 2015). Furthermore, Symonds et al. (2011) raise a great demand for the career counselling domain in the 21st century. Wendlandt and Rochlen (2008) and Maree (2015) have already, years ago, identified the need for career counselling in the profession of industrial psychology, to address and develop solutions for the workforce of the 21st century.

A focus point of career counselling is to issue psychological models and interpretations for organisational career-related actions and behaviour of employee development (Schreuder & Coetzee, 2010). The domain of career counselling plays a key role in preparing and aiding individuals in the effective planning and management of their careers (Barkhuizen, Jorgensen, & Brink, 2015). It is fortunate that the domain of career counselling, as Savickas (2012) states, is all the more starting to place a focus and emphasis on the identity, adaptability, intentionality and stories of people for effective career development. It builds on the proposition that there is a significant need for the attention and priority of career counselling training in utilising appropriate and effective models for the development of career adaptability (Bimrose & More, 2012; Symonds et al., 2011), thereby enabling industrial psychologists to function more sufficiently in their scope of practice, addressing the need and wellbeing of the workforce as required from them.

Scholars also identified that new approaches and models to career counselling are needed, as the demands, characteristics, required skills and knowledge of the world of work differ significantly from that of the 20th century (Kenny, Blustein, & Meerkens, 2018; Savickas et al., 2009). Most of the current career counselling models are developed and based upon the stability and predictability of the 20th century, which may not be appropriate anymore (Savickas et al., 2009). These changes in careers call for changes in the career counselling interventions and models of career counsellors, whereby career counsellors have to embrace narrative models and self-construction practices

(Maree & Symington, 2015; Savickas, 2012). Savickas et al. (2009) support this by stating that models now need to focus on flexibility, adaptability and lifelong learning. Moreover, industrial psychologists need to act on this demand and become acquainted with such career counselling interventions. Therefore, this study has, through research, identified a new postmodern counselling model called life-design counselling, which addresses some of the core issues of the 21st century's workforce, and specifically emphasises the importance and development of career adaptability, lifelong learning and employability, which need to be addressed (Savickas et al., 2009).

The proposed study will aim to explore life-design counselling of Savickas (2012) as potential career counselling intervention for the industrial psychology profession. This enables them to answer and act upon the urgent call of their profession (Bimrose & More, 2012; Symonds, Schwartz, & Ferguson, 2011). The life-design counselling intervention was proposed in 2009 for the first time (Nota & Rossier, 2015). Moreover, it was a new counselling paradigm to be explored by counsellors. The primary purpose of life-design counselling is to promote career adaptability, lifelong learning and employability of individuals (Savickas, 2012). Life-design counselling is based upon the postmodern theory of Savickas (2012), called career construction for career development and career counselling, which addresses the new challenges of this century (Savickas, 2012). The theory states that “we construct representations of reality, but we do not construct reality in itself” (Brown & Lent, p. 43, 2015). It views careers through a contextualist lens, perceiving the management and development in careers as adapting to the changing environment (Brown & Lent, 2015). According to the construction theory, careers are not something that just happen. It is something that gets constructed through an individual making choices, whereby they convey their self-concepts in their work roles (Brown & Lent, 2005). Therefore, life-design counselling highlights the importance that individuals need to construct their own careers and life, to foresee and manage transitions, and to develop optimism and a state of hope for a meaningful future (Santilli, Marcionetti, Rochat, Rossier, & Nota, 2017). In addition, it is a career counselling model that places emphasis on stories and activities of individuals, rather than test scores and evaluated interpretations of their profiles (Savickas et al., 2009). It facilitates a process where the client, following with reflection, is enabled to develop meaning in their work, new career interventions and the execution of planned activities in their world of work (Savickas et al., 2009). The focus of this intervention is on decision-making, career development and career construction

of the individual's life, through a career counselling process of six steps (Maree, 2015; Savickas et al., 2009).

It becomes clear from the above-mentioned that all of the changes and challenges of the 21st century have a major impact on the career guidance of individuals. Therefore, industrial psychologists must be sufficiently and appropriately equipped with relevant interventions, to face and manage these career changes, and to be successful in supporting and aiding the workforce (Nota & Rossier, 2015). For this purpose, industrial psychologists may benefit greatly from being trained in the life-design counselling intervention for their profession, as it may enable them to address some of the significant needs and requirements among the workforce. According to Savickas et al. (2009), training for industrial psychology graduates in life-design counselling will typically emphasise and comprise four components necessary for sufficient training. The components are: (a) active participation of the practitioners being trained, (b) aiming to close the gap between theory and practice through adult learning, (c) counsellors will have to model the life-design counselling and be supervised, and lastly, (d) collaboration between different guidance professions. The training will enable industrial psychologists as career counsellors to aid a client in exploring their life, helping them to make sense of it, and reconstructing their life stories, which lead to clarity of their next phase in their careers (Do Céu Taveira, Ribeiro, Cardoso, & Silva, 2017). Consequently, the industrial psychology profession may experience life-design counselling as helpful and efficient for their scope in the career counselling domain. Therefore, the proposed research study will aim to explore life-design counselling as a career counselling intervention for the industrial psychology profession.

2. EXPECTED CONTRIBUTION OF THE STUDY

This research will have the following theoretical and practical contributions for the individual, for the organisation and for the industrial psychology field.

2.1. Contribution to the individual

The proposed study will afford employees assistance in managing the 21st century's demands more optimally within the 21st century workplace. Life-design counselling is shown to provide

contemporary career guidance that addresses some of the key skills and needs that are required from employees to be successful in the changing careers of today (Savickas et al., 2009). It is a career counselling intervention that promotes the career adaptability, continuous learning and employability of individuals (Savickas, 2012).

2.2. Contribution to the organisation

The proposed study will make a contribution to organisations by providing organisations with exposure and insight into the effectiveness and value of life-design counselling as a career counselling intervention for industrial psychologists. Organisations that implement life-design counselling will enable their employees to receive career counselling, which will enable them to manage career transitions and protean career challenges successfully (Savickas & Porfeli, 2012).

2.3. Contribution to the industrial psychology field

By means of exploring a contemporary career counselling intervention for industrial psychologists as career counsellors, new knowledge about life-design counselling and career counselling in a whole has been added to the field of industrial psychology. Furthermore, the exploration of life-design counselling indicated that LDC is a potential career counselling intervention for industrial psychology practitioners, which may lead to future opportunities of training industrial psychologists in life-design counselling and increase their effectiveness in addressing and managing 21st century challenges of the workforce.

3. RESEARCH DESIGN

3.1. Research approach

The study employed a qualitative research method for the purpose of this study. A qualitative research method enables the researcher to comprehend a specific issue in detail and gain a deeper understanding about a phenomenon (Tavallaei & Abutalib, 2012). Creswell (2014) also describes qualitative research as an approach that explores and aims to understand individual meanings of certain situations. If you take into consideration the nature of this study of exploring the experiences of industrial psychologists, a qualitative research approach is the most appropriate for the specific research objectives of the research study.

Furthermore, the research study was informed by a social constructivism paradigm. Social constructivism assumes that the interpretation of reality should be formed through the meaning that participants give to their life world on a specific concept, through the interactions they have with others (Fouché & Schurink, 2011). To simplify this definition, social constructivism examines the understanding and knowledge of concepts that are developed in collaboration among people (Amineh & Asl, 2015). It is an approach that guided the researcher to focus on the participants' experiences and viewpoints of the specific phenomenon that is studied (Creswell, 2014). It has also assisted the researcher to understand the experiences and views of the practitioners (Creswell, 2014). This approach was considered to be most appropriate and ideal for the purpose of the study, as the research study focused on exploring the experiences of industrial psychologists of life-design counselling for their profession.

3.2. Research strategy

The research strategy that was utilised for the purposes of the current study is an interpretive description strategy. An interpretive description strategy gives a clear description of a specific phenomenon from the view and perspective of other individuals (Magilvy & Thomas, 2009). It is a method that is used to explore the what, when, who or where questions of a specific phenomenon through the experiences and feedback, and to collect information of certain individuals' experiences regarding a concept (Kim, Sefcik, & Bradway, 2017). Therefore, this method was most ideal, as the researcher had to obtain the experiences that industrial psychologists hold of life-design counselling. It has served the purpose of obtaining a comprehensive summary of life-design counselling as career counselling intervention for the industrial psychology profession.

3.3. Research method

The research method consists of a literature review, research setting, entrée and establishing researcher roles, sampling, data collection methods, recording of data, data analyses, and strategies employed to ensure data quality and integrity, reporting style, and ethical considerations.

3.4. Literature review

An in-depth literature review was conducted regarding life-design counselling as career counselling intervention for the industrial psychology profession. The key concepts that were emphasised throughout the literature review are life-design counselling, career construction theory, career counselling and industrial psychology. The various search engines that were utilised to gather information on these concepts are databases such as EBSCOhost, Emerald, Sabinet Online, and Google Scholar. Furthermore, a variety of accredited academic journals and books within the Ferdinand Postma Library of the North-West University will be used by making use of the Catalogue and LibGuide functions of the NWU. Additionally, the journals that were consulted included journals such as: *South African Journal of Industrial Psychology* and *Journal of Counseling Psychology*.

3.5. Research setting

Data was collected within the Gauteng and North West Provinces. Employed and registered intern and industrial psychologists from various organisations within these provinces were approached and selected for the purpose of this research study. Various industrial psychologists in different organisations were approached, with no specific industry in mind, thereby approaching diverse industrial psychologists from various industries. Moreover, the participants involved in the research study partook in a one-day LDC workshop, which took place in a private venue independently from their various organisations. The venue consisted of a conference room for the presentation of the workshop and focus group discussions. Additionally, two separate focus groups were held after the workshop; one was situated in the same conference room in which the workshop was presented, and the other focus group in a separate private conference room situated at the same venue. The venues of the workshop were ensured to be private, well ventilated, comfortable and appropriate for the participants and served the objectives of the workshop sufficiently. Lastly, the participants received tea break with refreshments throughout the day, accompanied by all required stationery to effectively partake in the data collection methods.

Life-design counselling workshop:

The participants of the research study partook in a one-day workshop on life-design counselling. The workshop consisted of detailed theory and application of life-design counselling, thereby

enabling them to adequately understand and perceive the research phenomenon, with the aim to ensure reliable and rich data during the data collection methods in the study. The participants were welcomed and received a pre-paper-and-pencil interview regarding their experience in LDC. These interviews were accompanied by the completion of a biographical form for detailed sample description purposes for future research. Hereafter, the LDC content and methodology followed in a workshop presentation format, where the workshop was concluded with a post-paper-and-pencil interview and focus group discussion. Following is the presented life-design counselling workshop programme in Table 1 below.

Table 1: *Life-design counselling workshop programme*

No	Topic	Method of presentation	Duration
	<i>Welcome (coffee and snacks)</i>		20min
	Pre-paper-and-pencil questionnaire	Paper-and-pencil questionnaire	10 min
1	Introduction to life-design counselling. <ul style="list-style-type: none"> • What is life-design (LD) counselling? • The four core elements of LD counselling • Construction theory 	Presenter (researcher)	1 hour
2	Session 1: Transition narrative and career construction interview	Presenter (Researcher) Case studies Group work	1 hour
	<i>Tea break</i>		15 min
3	Post session 1: Reconstructing a life-portrait	Presenter (researcher) Case studies Group work	1.5 hours
4	Session 2: Share life-portrait and narrative counselling and co-construct action plans	Presenter (researcher)	1.5 hours
	<i>Lunch</i>		30 min

5	Session 3: Follow-up	Presenter (researcher) Case studies Group work	30 min
	<i>Tea break</i>		15 min
6	Focus group discussion	Facilitated group discussion by the facilitators	90 min

Source: Savickas, M. (2015).

Take note, that each participant has received an informed consent form (informing them of the workshop, focus group and paper-and-pencil interviewing procedures) via email prior to participation in the workshop (as stated previously). There was also no counselling applied to any of the participants in any manner and each case study has been objectively discussed among the participants.

3.6. Entrée and establishing researcher roles

Initially, the researcher proposed the research study to the EMS-REC (Economic and Management Sciences Research Ethics Committee) to obtain permission and approval to continue the study. Hereafter, participants were approached for the study, consisting of various industrial psychologists located within the Gauteng and North West Provinces, who are registered at the Health Professions Council of South Africa (HPCSA). Contact details of the various participants were obtained via various referrals from applicable and acquainted industrial psychology practitioners. Following, the referrals were approached and contacted via a personal phone call from the researcher, or via email, based on the available information received in the referrals. Each phone call and email contained a detailed description of the research study, its aim, the process (workshop, focus group and pre- and post-paper-and-pencil interviews) and also the advantages it may hold for the participants.

Following the phone call or email, the participants were invited to voluntarily partake in the study via email. An informed consent letter was sent to each participant via email, which included the request for participation, based on all the details given of the study. Within the informed consent letter, all aspects of the research and ethical considerations were stated (information about

participation in the workshop, focus group and pre- and post-paper-and-pencil interviewing). Furthermore, they were informed that the information obtained through the focus group discussion and their responses on the pre- and post-pencil-and-paper interviews, will be used for academic and research purposes only. Moreover, they were also informed of the confidentiality of the data obtained and their participation and identification. It was also clearly stated that they had the right to withdraw at any given moment, if they wish to, during the research process. Lastly, post-consent was obtained by each participant, and the date and time of the workshop, as well as the venue were communicated to each participant via email.

The researcher's roles

The researcher *planned and compiled* the life-design counselling workshop material. The focus was on sufficiently informing and exposing the participants on the life-design counselling approach. Prior and post the workshop, the researcher fulfilled the role of *data collector*, as pre- and post-paper-and-pencil questionnaires were administered, and the administration of focus group discussions by independent facilitators. Moreover, the researcher also fulfilled the role of *presenter* of the workshop, as she presented the life-design counselling material in a workshop, in collaboration with her supervisor as co-presenter. Lastly, the researcher interpreted the analysed data in cooperation with additional researchers, and reported the findings, resulting in the fulfilment of the role of *data interpreter and reporter*.

3.7. Sampling and participants

The population consisted of employed industrial psychology practitioners and interns registered at the HPCSA and working in the Gauteng and North West Provinces. The primary inclusion criterion applied in the identification of the specific sample consisted of the following characteristics:

- Industrial psychologists or intern industrial psychologists registered with the HPCSA;
- Employed as industrial psychologist or intern industrial psychologist within the North West or Gauteng in the field of industrial psychology;
- Committed to a one-day life-design counselling workshop.

The data collection and sample size were governed by data saturation to ensure rich and trustworthy data. The method that was utilised to select the specific participants was purposive sampling, combined with snowball sampling. Purposive sampling is the most appropriate method to include the necessary participants for the specific study. The reason is that this method selects a sample composed of key aspects, characteristics and attributes that are required from the participants to serve the objectives of the study best (Strydom, 2011). Consequently, this approach enabled the researcher to select participants who adhered to the necessary requirements as described above, for the purpose of the study.

Additionally, the researcher also implemented snowball sampling, as it enabled her to select the most appropriate and relevant participants necessary to obtain the objective of the research study. Snowball sampling consists of approaching a suitable participant for the objective of the study, who will then refer the researcher to other relevant participants who adhere to the requirements/criteria of participation for the study (Strydom & Delport, 2011). As industrial psychologists were required from the Gauteng and North West Provinces from no specific industry or organisation, it may have raised limited access to the participation of registered industrial psychologists/interns. Therefore, purposive sampling, combined with snowball sampling, was perceived as the most appropriate sampling method for the objective of the proposed study.

3.8. Data collection methods

The study has two methods to collect the necessary data for the purposes of the study. The methods employed for the data collection were focus group discussions, together with pre-and post-paper-and-pencil interviewing.

Focus group discussions

Focus group discussions are planned discussions in a safe environment, designed to gather perceptions and experiences a group of individuals hold about a specific phenomenon (Greeff, 2011). It is an interactive discussion that will be held between the participants focusing on the life-design counselling approach. Based on the focus group discussions, the researcher has been able to obtain in-depth experiences and perspectives of industrial psychologists regarding LDC and its appropriateness as career counselling intervention for the industrial psychology profession

(Greeff, 2011). Greeff (2011) states that it is most optimal when a focus group will consist of approximately six to ten participants, as it serves as the most effective size that will enable all the participants to participate (Greeff, 2011). Therefore, the focus group discussion was divided into two different focus groups, which consisted of nine participants each and are managed by trained facilitators. Each facilitator also recorded the session, while skilfully facilitating the focus group questions.

The focus group discussion had taken place during the last session of the life-design counselling workshop, where the participants were asked to share their experiences of LDC as career counselling intervention for the industrial psychology profession. The following semi-structured questions served as the focus group interview guide:

1. How did you experience life-design counselling in the workshop?
2. What is your opinion on the content of life-design counselling?
3. How did you experience life-design counselling as a career counselling approach?
4. How did you experience life-design counselling from the view as industrial psychologist?
5. According to you, how appropriate is life-design counselling as career counselling approach, for career counselling as industrial psychologist?
6. According to you, what influence can life-design counselling have on the industrial psychology profession?
7. Would you consider life-design counselling as an adequate career counselling approach to conduct workplace career counselling as an industrial psychologist?
8. Any recommendations for utilising life-design counselling as industrial psychologist?
9. What is your opinion on the method that was used to present the workshop?

Take note: The researcher did not form part of the focus group discussions for ethical purposes (conflict of interest). The focus group discussions were facilitated and managed by trained facilitators throughout the focus group discussion.

Paper-and-pencil interviewing

Before and after the workshop, the experiences of the participants on the life-design counselling approach as potential career counselling intervention for the industrial psychology profession, were also being explored through paper-and-pencil interviewing. Paper-and-pencil interviews are a qualitative data collection method that will be utilised for the purpose of the research study. Moreover, paper-and-pencil interviewing can be a printed document, which consists of questions that can also be provided to individuals via email, on which their answers must be recorded (Greeff, 2011). Prior to the workshop (the first session of the workshop), the participants conducted a pre-paper-and-pencil interview in the workshop venue. Following the workshop, participants partook in the post-paper-and-pencil interview prior to the focus group discussion sessions. Each paper-and-pencil interview consisted of open-ended questions relating to the participant's experience of life-design counselling as potential career counselling intervention for their profession. This data collection method served as support to the focus group discussion. The objective of this method was to ensure rich and reliable data obtained from the focus group discussions.

The pre-paper-and-pencil interviewing questions follow:

1. How often do you provide career counselling?
2. Briefly describe the approach you utilise.
3. Have you had any exposure to life-design counselling before?
 - a. If yes, where did you receive the exposure from?
4. What is your understanding of life-design counselling as career counselling approach?

The post-paper-and-pencil interviewing questions follow:

1. What is your experience of life-design counselling as a career counselling approach?
2. To what extent do you consider the life-design counselling approach as an adequate career counselling intervention for the industrial psychology profession?
3. Would you consider using life-design counselling as a career counselling approach?

3.9. Recording of data

The responses of the focus group discussions were electronically recorded, based on consent given by each participant. Furthermore, each participant recorded their own answers on the pre-and post-paper-and-pencil interviews, which were conducted on the day of the LDC workshop.

During the focus group discussions, each participant responded under a confidential identity as they were provided with a unique number in the recording of the sessions, thereby ensuring adequate confidentiality and privacy of each participant's identity. It was also ensured that the recording equipment was functioning optimally to ensure clear and accurate data during the focus groups. Furthermore, the paper-and-pencil documents were securely stored in the office of the researcher to which only the researcher had access. Additionally, the focus group discussions were securely transcribed and displayed onto an Excel spreadsheet, combined with the paper-and-pencil interview responses. Following, these transcriptions were furthermore organised in the Excel spreadsheet for analysis purposes. This enabled the researcher and her supervisor to extract themes and sub-themes and generate conclusions of the research study. Throughout the research study, all the obtained data was cautiously handled and safely stored with additional backed-up electronic copies of the focus group discussions.

3.10. Data analysis

The transcribed data of the recorded focus group discussions, together with the post-paper-and-pencil interview responses, were processed and analysed by means of thematic analysis. Thematic analysis is the identification, analysis and interpretation of meaningful patterns in qualitative data (Braun & Clarke, 2006). The specific thematic analysis of the data was based and regulated on the six phases of Braun and Clarke's (2006) thematic analysis method;

Firstly, the data analysts familiarised themselves with the data obtained from the focus group discussions and the paper-and-pencil interview responses. As the study progressed the researcher discovered that the pre-paper and pencil questionnaire delivered irrelevant data in regard to the research study's objectives, thus only the post-paper-and-pencil responses were processed as it deemed relevant data. Throughout the revisitation of the obtained data, the analysts made notes to utilise in the following analysing phases. Secondly, the analysts generated codes for the data,

which occurred as significant and meaningful. As a result, possible meaningful patterns were identified within the data. Thirdly, the coded data were evaluated and categorised in specific main themes and sub-themes. Following, the above-mentioned themes and sub-themes were revised and redefined where necessary. Hereafter, the core of each theme was established, in combination with the refinement and definition of the data. Additionally, all the sub-themes were evaluated and also refined. Finally, conclusions and recommendations were drawn from the subtracted themes, and recorded in the form of a research report. The above-mentioned process enabled the exploration of the experiences that industrial psychologists hold of the life-design counselling approach, as an intervention for the industrial psychology profession.

3.11. Strategies employed to ensure quality data

The researcher ensured quality data throughout the reporting and presenting of the data obtained in the specific research study. Consequently, the researcher aimed at quality and trustworthiness of data by means of credibility, transferability, dependability and confirmability.

Credibility

Credibility refers to accuracy in identifying and describing the specific research study at hand (Schurink, Fouché, & De Vos, 2011). Therefore, the researcher ensured peer debriefing and the utilisation of formalised qualitative methods to ensure the credibility of the data (Schurink et al., 2011).

Transferability

Transferability refers to the degree to which the data and results can be generalised and transferred into additional other environments and groups (Elo et al., 2014). Moreover, it displays the applicability of the research findings within other contexts (Schurink et al., 2011). The researcher ensured an adequate description of the research process and sample to ensure the applicability of the research findings.

Dependability

Dependability determines the accuracy of the research and the stability of the data under various conditions, and over a period of time (Elo et al., 2014). It ensures that the research process is conducted in a logical manner, and thoroughly documented (Schurink et al., 2011).

Conformability

Lastly, confirmability is the objectivity of the data; moreover, the potential congruence among various individuals, regarding the accuracy and relevance of the data obtained in the research (Elo et al., 2014). It focuses on ensuring that the research findings can be confirmed by independent researchers (Shenton, 2004). In the specific study, the researcher ensured confirmability by auditing the research processes and findings. Moreover, the data coding and analyses were conducted in cooperation with various independent researchers.

3.12. Reporting

The obtained research data and findings were reported in the most appropriate way for the specific data obtained. The format presents compiled themes and sub-themes that were identified, developed and defined during the data analysis stage. Additionally, it includes the quotes of the direct responses of participants, as evidence and support of each theme and sub-theme that has been extracted.

3.13. Ethical considerations

Flewitt (2005) states that every researcher is faced with some degree of ethical issues that may arise throughout research and need attention. Ethics is seen as a set of moral guidelines and principles that guides the researcher's behaviour in conducting research in the most correct manner towards research participants (Strydom, 2011). Therefore, the study proceeded based on the Ethics in Commerce Research Committee (ECRC) approval of the research proposal. Furthermore, the researcher adhered to the following ethical considerations:

Firstly, the researcher ensured the elimination of *conflict of interests*, by ensuring a separation in roles as the workshop presenter and data analyst. The data analysis was conducted in cooperation with various independent researchers to ensure objectivity and quality of findings. Moreover, the researcher ensured that she was *qualified* in the research process by obtaining the adequate competence and skills to undertake the current research study (Strydom, 2011). Thirdly, all the participants *voluntarily partook* in the research as they were fully informed that they could also withdraw from the research at any given time. Additionally, *informed consent* was ensured regarding the details of the whole research process and full nature of participation (Struwig &

Stead, 2013). The participants gave both verbal (telephonically) and written (email) consent, prior to partaking in the research workshop and data collection processes.

In addition, the researcher ensured that no participant was misled or misinformed by communicating any incorrect facts regarding the research study (de Vos et al., 2011). Moreover, the researcher ensured that no information regarding the study was withheld from any participant. Furthermore, *confidentiality* was highly prioritised and ensured as far as possible, as all the data obtained in the paper-and-pencil-interviews and focus group recordings were kept safe and confidential. However, the focus group facilitators informed the participants about the limitation of confidentiality and stated the importance of not disclosing any information of the focus group discussion. Moreover, each participant's identity was kept anonymous throughout the whole research study and publishing thereof. Lastly, the researcher ensured that no participant was exposed to any physical or emotional harm throughout the research and data collection.

4. CHAPTER DIVISION

The chapters in this mini-dissertation are presented as follows:

Chapter 1: Introduction

Chapter 2: Research article

Chapter 3: Conclusions, limitations and recommendations

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CHAPTER 2

RESEARCH ARTICLE

Exploring life-design counselling as a career counselling intervention for the industrial psychology profession

Orientation: Industrial psychologist practitioners focus on improving and optimising the workforce's functionality in managing challenges and demands through career counselling. Consequently, they need to be equipped with relevant career counselling interventions to effectively address 21st century's career counselling situations that influence the workforce.

Research purpose: The aim of the present research study was to explore the life-design counselling approach as a career counselling intervention for the industrial psychology profession.

Motivation for the study: The study was undertaken to provide the industrial psychology profession with a functional post-modern career counselling intervention, to enhance the profession's relevance and functionality of addressing the workforce's 21st century's work demands.

Research design, approach and method: A qualitative research design, utilising purposive- and snowball-sampling to obtain 18 participants, was followed. The participants consisted of industrial psychology practitioners and interns across various industries from the North West and Gauteng Provinces, who participated in a one-day life-design counselling workshop. Data was collected by conducting focus group discussions, in combination with pre-and post-paper-and-pencil interviews, which underwent transcribing and thematic analysis.

Main findings: From the results it was evident that the majority of practitioners experience a positive association with utilising LDC as career counselling intervention for the industrial psychology profession. They expressed that LDC provides the field with new alternative approaches relevant for the 21st century. Moreover, findings indicated that industrial psychologists will prefer to modify various elements of LDC and utilise the approach in combination with alternative approaches in practice. The participants also expressed that life-design counselling's scientific nature should be further researched to establish the validity, reliability and cultural fairness of the approach. Lastly, they recommended specialised training and practical exposure in post-modern approaches for the industrial psychology profession.

Practical implications: Industrial psychologists are responsible for aiding the workforce in workplace wellbeing and functionality. Therefore, they are required to be adequately equipped in

relevant and appropriate post-modern career counselling interventions to function optimally as practitioner.

Contribution/value add: The research study provides new and relevant knowledge of functional post-modern career counselling approaches to the industrial psychology profession. Furthermore, the research study's exposure of LDC provides industrial psychology practitioners with a new skill set and career counselling intervention. Consequently, the research aims to enhance the relevance and functionality of industrial psychologists as career counsellors, in managing the 21st century workplace demands of employees optimally.

Keywords: Life-design counselling, career construction theory, career counselling, industrial psychology

INTRODUCTION

The purpose of the present research study was to explore the experiences of industrial psychologists, concerning a postmodern career counselling approach called life-design counselling. The approach has been considered as a career counselling intervention for the industrial psychology profession during the specific research study. The IP profession was considered, since it is the profession that is responsible for aiding, preparing and developing the workforce (Van Zyl, Nel, Stander, & Rothmann, 2016). Apart from industrial psychologists assisting the workforce, they also function in a variety of roles, such as researcher, strategic partner, counsellor, watchdog and a leader within the world of work, to fulfil their scope (Barnard, & Fourie, 2007; Jorgensen-Graupner & Van Zyl, 2019). For the current research study, specific focus was placed on the industrial psychologist as a career counsellor. The reason being that more than ever industrial psychologists as career counsellors are called forth, as employees are faced with a significantly challenging and unpredictable work environment, which demands great adaptability and employability skills (Leonhard, 2019; Maree, 2015).

The world of work as we knew it in the 20th century is no longer existent, as various economic factors have significantly impacted the nature of work in the 21st century (Kramer & Kramer, 2020; Savickas, 2013; Whorton, Casillas, Oswald, & Shaw, 2017). More specifically, the onset of the COVID-19 pandemic had a rapid transformative impact on the workforce, resulting in significant career transitions, unemployment and remote work for current employees (Brynjolfsson, Horton, Ozimek, Rock, Sharma, & TuYe, 2020). Kramer and Kramer (2020) note that the COVID-19 pandemic may result in the elimination and status changes of occupations, which directly influence the current workforce. Moreover, Hirschi (2018) emphasises that the evolving digitalisation and automation of work also appear to be some of the most significant factors that create a change in the nature of work, career development and career choices. Indeed, work security and predictability are something of the past. Due to the above described postmodern global economy, employees are now primarily faced with an unstable working environment (Brynjolfsson et al., 2020; Maree, 2019). Maree (2019) states that the average employee can now expect to obtain at least ten jobs within their lifetime. Research also portrays clear evidence that organisations are changing in their core nature, as a result of various internal and external forces, while various

careers are being eliminated in the world of work (Brynjolfsson et. al., 2020; Hirschi, 2018; Tyler, Choy, Smith, & Dymock, 2014). Changes and implementation of technology, customer service and globalisation are some of the key economic factors that are continuously changing the nature of the workplace (Hirschi, 2012; Whorton, et al., 2017). It also results in a workplace that consists of continual career transitions (Leonhard, 2019).

Consequently, these changes and transitions result in feelings of anxiety and insecurity among employees, and create an insecure workforce (Miglani, 2015; Savickas, 2012). More specifically, due to the recent COVID-19 pandemic, the workforce is all the more faced with protean and boundaryless career orientations where they are suddenly required to increasingly work in flexible locations and hours (Spurk & Straub, 2020). Protean and boundaryless career orientations are defined as careers that are self-directed and value driven, with the requirement to be physically and psychologically career mobile (Hall, 2004; Sullivan & Arthur, 2006). As a result, the workforce is increasingly responsible for managing their own careers, rather than depending on the employers therefore (Maree, 2015, Maree 2019). Consequently, employees are, more than ever, required to obtain career adaptability and autonomy for the success of their career life (Bimrose & Hearne, 2012; Maree, 2015; Maree 2019). According to Deloitte (2019), there is an expanding gap in the skills required from the workforce of today, to face and manage the demands and challenges of the new world of work. Research showed that the precise skills for the 21st century work are adaptability, employability, lifelong learning and the ability to manage continuous career transitions (Maree, 2015; Savickas, 2012). The significance of the ability to manage one's own career and various career transitions, is a key skill that career professionals emphasise (Council of the European Union, 2008; Maree, 2019).

Based on the above, it becomes clear that there is a primary need to prepare and guide the current workforce in managing and functioning optimally within the 21st century's workplace (Whorton, et al., 2017). According to the Health Professions Council of South Africa, the scope of industrial psychology is described as a "science and practice of professionals who function in organisational and occupational settings with an aim to ethically explain, assess and influence human behaviour and its reciprocity at individual, group and organisational levels, with all efforts directed at human flourishing and the sustainable development of all affected stakeholders" (Health Professions

Council of South Africa, 2020, p. 3). It is based on the above definition that it becomes clear that industrial psychologists are practitioners responsible for addressing and managing some of the 21st century work challenges and demands the workforce faces.

Industrial psychologists play a significant role in the effectiveness, wellbeing and functionality of employees within the workplace, and they are found to be the profession responsible for the identified preparation the workforce is demanding (Barkhuizen, Jorgensen, & Brink, 2014). The Health Professions Council of South Africa (HPCSA, 2020) declares that industrial psychologists are responsible for utilising psychological interventions that will develop and optimise wellbeing and performance on individual, group and organisational level. The HPCSA elaborates by stating that the field of industrial psychology deems to identify and address any factors that influence the wellbeing and optimal functioning of our workforce and organisations (HPCSA, 2020). Referring to the workplace challenges of the 21st century, it becomes clear that the field of industrial psychology has a key role to play in the performance of the workforce's preparedness and skills required for optimal functionality in the midst of the unpredictable workplace challenges and changes.

It has been found that employees are explicitly faced with career counselling situations (Barkhuizen et al., 2014). Therefore, the career counselling domain of industrial psychology is called forth to act upon the challenges, uncertainties and anxieties the workforce experiences (Maree, 2015). Based upon the demands and adjustments required from the current work environment, a fundamental change in the perspective of career counselling interventions is required from the industrial psychology profession (Bimrose & Hearne, 2012; Savickas 2013). Barkhuizen et al. (2014) have also found this reality and indicated that industrial psychologists are being faced with career counselling demands that place attention on the industrial psychology profession's relevance and skills set. Based on their scope, industrial psychologists as career counsellors have to be sufficiently prepared and acquainted with appropriate postmodern approaches as interventions, suited for the current workplace situation. The Health Professions Council of South Africa (HPCSA) supports this by stating that industrial psychologists are required to apply psychological knowledge, theories and techniques to develop and incorporate interventions within the workplace that promote employees' wellbeing and optimal functioning

within the world of work (HPCSA, 2020). Research supports the latter, as researchers concluded that there is a great demand on practitioners to adopt and equip themselves in new post-modern career counselling interventions for relevancy and functionality among the 21st century challenges (Kenny, Blustein, & Meerkins, 2018; Savickas et al., 2009). Specifically, Hirschi (2012) found that self-directed career management through career counselling is the intervention necessary for current workforce challenges. As a result, the goal of the research study is discussed next.

Research purpose and objectives

The general objective of this study is to explore life-design counselling as a career counselling intervention for the industrial psychology profession.

From the above, the following research objectives were posed to address the research purpose and objective:

- To conceptualise life-design counselling according to literature.
- To explore the content and methodology of life-design counselling according to literature.
- To explore the perceptions industrial psychologists hold of life-design counselling as a career counselling intervention, presented during the workshop.
- To explore the suitability of life-design counselling as a career counselling intervention for industrial psychologists in their profession.
- To determine what recommendations can be made for future research.

Literature review

Career counselling

Overall, career counselling facilitates a process of generating self-awareness and revelation with the focus on creating a meaningful and satisfying work-life path (Caputo, Fregonese, & Langher, 2018). It creates a path that aids clients in learning, decisions, work transitions and managing work-life challenges (Caputo et al., 2018). Kidd (2006) defines career counselling as a process consisting of succouring and guiding individuals in making career-related decisions, while overcoming career-related barriers by applying psychological principles. Furthermore, Schreuder and Coetzee (2010) explained that the career counselling domain is respectively responsible for providing

psychological strategies for career-related issues and behaviour of the workforce. Required strategies in the current situations are interventions that focus on aiding individuals in managing their own careers (Maree, 2019). Additionally, Bimrose and Hearne (2012) state that career counselling has the ability to be a turning point in employees' lives. Therefore, it builds on the proposition of the important role the career counselling domain has, and relevance of appropriate career counselling interventions in the industrial psychology profession. Maree (2019) concludes that a transformation in the career counselling profession is needed to meet the needs of the current workforce.

The field of career counselling consists of various career counselling approaches that practitioners can utilise to facilitate career counselling situations. Some of the major career counselling approaches in the field are: trait-and-factor career counselling, client-centred career counselling, psychodynamic career counselling, social cognitive career counselling, cognitive information processing career counselling, career construction counselling and self-construction counselling. According to Schibon (2014), the trait-and-factor approach indicates that individuals have a unique set of aptitudes that can align with a variety of career positions and activities, whereas a client-centred approach is an approach that places the client in an active role to collaboratively partake in career decision-making (Kjellberg, Kåhlin, Haglund, & Taylor, 2012).

The psychodynamic approach focuses on assisting clients in identifying unconscious causes of their situations to enable them to manage future challenges (Martin, 2020, March 15). Rogers and Creed (2011) describe the social cognitive career approach as an approach that assumes that career choices and goals are influenced and directed by contextual factors of clients' lives, whereas, the cognitive information processing approach proposes that a client's emotions and cognitions influence the career choices and problem-solving paths of clients (Osborne, 2014). Lastly, career construction counselling places emphasis on enhancing an individual's meaning he/she holds within his/her occupation, whereas self-construction counselling places specific focus on the changes individuals can implement to enhance work-life meaning (Maree, 2015).

Based on the 21st century's workplace demands, research has indicated that practitioners specifically need to adopt career-construction and self-construction counselling approaches in their

practice (Maree, 2019). As indicated earlier, this study has identified the important role of industrial psychologists as career counsellors in addressing and aiding the current workforce in their work transitions and 21st century work challenges (Bimrose & Hearne, 2012; Savickas 2013). This statement was based on the industrial psychology profession's responsibility to ensure the wellbeing and functionality of the workforce (Barkhuizen, Jorgensen, & Brink, 2014). It was also found that they are responsible for utilising career counselling interventions that are up to date and relevant in providing the necessary assistance to the current workplace demands (HPCSA, 2020). Indeed, for the purposes of this study, a post-modern intervention called the life-design counselling (LDC) approach was identified to be explored for the industrial psychology profession.

The life-design counselling approach

Mark Savickas developed and proposed the postmodern approach called life-design counselling in 2009, based on the significant role career counsellors have to play, the reality of self-constructive careers, and the series of questions and challenges employees face currently (Savickas et al., 2009). He describes life-design counselling as a self-constructive intervention, which aids individuals in work transitions by means of action taking through a storytelling approach (Savickas, 2015). Additionally, life-design counselling can also be conceptualised as an intervention strategy that incorporates career construction and self-construction processes, through a narrative approach (Di Fabio & Maree, 2012). In turn, career-construction and self-construction integrate and focus on an individual's personality characteristics, stories and developmental processes (Di Fabio & Maree, 2012). Moreover, it consists of a process where the counsellor aids the client in forming new narratives of their present, past and future (Savickas, 2015).

Moreover, the life-design counselling approach is based on the career construction theory (CCT) (Savickas, 2013). CCT “explains the interpretive and interpersonal processes through which individuals impose meaning and direction on their vocational behavior” (Savickas, 2005, p.42). It focuses on the way in which the world of careers is formed through personal constructivism and social constructivism (Savickas, 2005). Therefore, life-design counselling is based on the perspective that individuals construct representatives of reality and that development is driven by adaptation (Savickas, 2005). It primarily consists of the construction, deconstruction, reconstruction and co-construction of an individual's life stories, which results in action outcomes

for individuals (Savickas, 2012). Construction refers to the initial phase where the client's tensions are addressed by means of constructing micro-narratives that are symbolic representations of real life experiences. Secondly, the deconstruction phase includes the deconstruction of limiting thought patterns and false beliefs, by means of self-reflection and observation. Moreover, the third phase of reconstruction is where the client reconstructs a macro-narrative, which results in new intentions and realities. Finally, co-construction occurs where the counsellor and client create an action plan consisting of active experimentation of the new realities (Savickas, 2016).

Broadly, the focus of the approach is on decision-making, career development and career construction of the individual's life, through a career counselling process of six phases (Maree, 2015; Savickas et al., 2009). Firstly (1), the counsellor and client collaboratively define the problem, while also identifying goals consisting of what the client hopes to achieve through the session. Additionally, they establish rapport and relationship in the first step. During the second phase (2), the client explores their current system of subjective identity forms, which refers to the manner in which individuals perceive themselves, and the manner in which they relate to others/contexts. In phase three (3), the client's perspective of their situations is opened, establishing objectivity of their stories, while reviewing it from a new alternative perspective. The fourth (4) phase consists of the client putting their problem into their new perspective and story they created in phase three. Hereafter, phase five (5) guides the client to identify and develop a list of activities that promote and enable them to live out his/her new created story and identity. Lastly, phase six (6) consists of short-term and long-term follow-up sessions and strategies with the client (Savickas et al., 2009). The overall process and implementation of the life-design approach consist of three broad sessions, where the counsellor creates a safe environment for clients to analyse subjective experiences, with the aim of resulting in the construction of new self-meanings and career intentions (Savickas, 2015).

According to the work of Savickas (2015), the life-design counselling approach commences with the elicitation of a transition narrative where the client provides an answer on the following opening question "How may I be useful to you?" (Savickas, 2015, p. 16). Hereafter, the counsellor starts exploring and evaluating the client's life story by means of the career construction interview, which Savickas developed (Savickas, 2015). The aim of the career counselling intervention is

assisting a client to identify self-decided objectives, and extract life themes that relate to the client's career concerns (Symington, 2015). This semi-structured interview consists of five topics, which lead to the construction of life themes and have the potential to enable decision-making in the client's current situation (Savickas, 2015). Savickas provides standard questions that practitioners ask to the client in addressing each topic in the interview (Savickas, 2015). Post the first session, the counsellor reconstructs a life portrait, which Savickas describes as combining the stories obtained from the career counselling intervention into one overall story, which creates and portrays a deeper meaning and establishes decision making for the client (Savickas, 2015).

Following is a summarised table with a detailed description of Savickas' career construction interview (CCI), as described in his *Life-design counseling manual* (Savickas, 2015, p. 27-36).

Table 1: *Summary of the career construction interview as described in the Life-design counseling manual of Savickas (Savickas, 2015)*

CCI topic	CCI questions	Goal
CCI 1: Role models	"Who did you admire when you were growing up?"	Identify adjectives the client uses to describe their construction and their self-conception.
CCI 2: Magazines, television, websites	"Do you subscribe to or regularly read any magazines?" "Are there any television shows that you watch regularly?" Is any television show appointment TV for you?" "Which internet websites do you visit regularly?"	Identify the various interested work environments and activities of the client.
CCI 3: Favourite story	"Currently, what is your favourite story from a book or movie? Tell me the story."	This provides one with an understanding of the scripts or paths the client may utilise to envision the outcome of their situation.

CCI 4: Favourite saying	"What is your favourite saying?"	This gives the counsellor insight in the advice the client may provide to themselves.
CCI 5: Early recollections	<p>"What are your earliest recollections? I am interested in hearing three stories about things that happened to you when you were three to six years old."</p> <p>"If you had a photograph of the most vivid part of that memory, what would it show?"</p> <p>"Please give me a headline for each memory. The headline is like that used for a story in a newspaper or a title for a movie. A good headline has a verb in it."</p>	Gaining an understanding and perspective of how the client perceives the present situation they face.

After the counsellor reconstructed the life portrait of the client, the second session commences. Savickas (2015) states that this session provides three segments where the clients are provided with a reconstructed life portrait draft, facilitated by narrative counselling to co-construct actions. Following is a detailed description of the three segments, based on the work of Savickas (Savickas, 2015).

Table 2: *Summary of the three segments of the second counselling session in LDC*

Part	Description
Segment one: Retelling the story	The counsellor presents the client's constructed narratives that have been assembled in the life portrait. Within the life portrait, the client is enabled to reflect upon their implicit experiences, which have not yet been conscious. This process identifies the perspective and thematic issues the client experiences within their transition. Additionally, the client also obtains self-created solutions to their problems.
Segment two: Action planning	A discussion is held regarding the accomplishment of the life portrait. Following, the counsellor and client co-construct strategic changes and actions for the client's transition.

Segment three: Closing session two	The session is closed by reflecting upon the accomplishment of the client's counselling objectives.
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Lastly, the third session of the overall life-design approach process is viewed as optional, as the session commonly consists of only feedback from the client regarding the efficiency of their actions implemented (Savickas, 2015).

Various studies have been conducted on the functionality and appropriateness of LDC within different contexts. In a study conducted in South Africa on grade 12 learners, it was found that LDC enhanced the career adaptability of the students, which indicated a significant influence on the learners' academic achievement (Havenga, 2012). Furthermore, in research done among Italian entrepreneurs, Di Fabio and Maree (2012) found that the effect of group-based LDC resulted in decreased decision-making obstacles individuals face in their work-life. Another study was conducted where researchers explored the effect of LDC on mid-adolescents in Portugal and found that the sessions of LDC provided individuals with enhanced career certainty (Cardoso, Gonçalves, Duarte, Silva, & Alves, 2016). Moreover, a study of LDC on adolescents reflected results of increased self-insight in adolescents' personal experiences, and changed and renewed life perspectives (Maree & Pollard, 2009). From the above-mentioned, it becomes clear that LDC has a positive effect on career adaptability, self-awareness, academic achievement, career decisions and transitions of individuals. The afore-mentioned findings are all found factors that individuals need to successfully manage the career transitions and demands of the 21st century (Havenga, 2012; Maree, 2015; Savickas, 2012). Moreover, as indicated earlier, industrial psychologists are called upon to aid the workforce in obtaining these skills and managing the work-life's demands and challenges of individuals. However, it became evident that no research regarding LDC has yet been conducted and applied in the industrial psychology domain. Consequently, the current research study identified the need of exploring the suitability of LDC as career counselling intervention for industrial psychologists, to enable the profession in obtaining a relevant and functional career counselling intervention for their practice.

In conclusion, it becomes clear that employees are required to be flexible, adaptable and life-long learners, with the ability to create new career paths and manage transitions (Havenga, 2012; Maree, 2015; Savickas, 2012). Therefore, the workforce is in significant need of preparation for the contemporary careers they are faced with (Leanhord, 2019). These demands and challenges raised the question of “who is responsible for the guidance and preparation of employees in the 21st century?” Based on literature, it became clear that the industrial psychology profession is the profession called upon, as industrial psychologists are responsible for utilising adequate interventions to assist and enhance the functionality and wellbeing of employees within the working context (Bimrose & Hearne, 2012; HPCSA, 2020). As a result, the research study aimed to explore the life-design counselling approach as an intervention that may enhance the efficiency of the industrial psychology profession, in addressing the current demands and challenges of the workforce.

RESEARCH DESIGN

Research approach

A qualitative research approach was followed, as the study holds an explorative nature. A qualitative research approach focuses on gathering and exploring descriptive data to obtain an enhanced understanding of individuals’ perspectives, experiences and behaviour regarding a specific phenomenon (Amaratunga, Baldry, Sarshar, & Newton, 2002; Pathak, Jena, & Kalra, 2013). Moreover, Rahman (2017) describes qualitative research as a non-statistical approach that incorporates various realities of individuals’ lives, experiences, behaviours and affect about a specific research topic. The benefits of qualitative research are portrayed in that it generates in-depth descriptions of participants experiences, and it consists of a range of approaches in grasping and becoming familiar with individuals’ experiences (Rahman, 2017). Additionally, qualitative research also provides a flexible nature in generating data and constructing research (Maxwell, 2012).

The present research study was conducted on a social constructivism approach, as the researcher aimed to explore the perspectives and experiences industrial psychologists hold of life-design counselling. Social constructivism proposes that behavior of individuals is socially constructed (Sutton & Austin, 2015). This approach also explains that researchers should interpret reality

through the meaning and experiences individuals create as a result of having interaction with others (Amineh & Asl, 2015; Fouché & Schurink, 2011). Therefore, the approach enabled the researcher to focus on the understanding and knowledge of industrial psychologists' experience of the phenomena, as the approach focused on exploring the meaning industrial psychologists gave to the life-design counselling approach (Creswell, 2014).

Research strategy

As a result of the exploratory nature of the present research study, an interpretive descriptive strategy was employed. The aim of an interpretive descriptive research strategy is to obtain a comprehensive summary of a specific phenomenon, based on the experiences of a group of individuals (Lambert, & Lambert, 2012). Based on this strategy, the researcher was able to obtain rich information through feedback of industrial psychologists' perspective and experiences of the life-design counselling approach as a potential career counselling intervention for their profession (Kim, Sefcik, & Bradway, 2017).

Research method

The research method entails a literature review, research setting, entrée and establishing researcher roles, sampling, data collection methods, recording of data, data analyses, strategies employed to ensure data quality and integrity, reporting style, and ethical considerations.

Literature review

An in-depth literature review of the life-design counselling approach as career counselling intervention for the industrial psychology profession was employed. The key concepts considered as key throughout the literature review were: Life-design counselling, career construction theory, career counselling and industrial psychology. The various search engines that were consulted to gather information on these concepts were databases such as EBSCOhost, Emerald, Sabinet Online, and Google Scholar. Furthermore, a variety of accredited academic journals and books within the Ferdinand Postma Library of the North-West University were also employed through the Catalogue and LibGuide functions of the NWU. Additionally, the journals that were consulted were journals such as, but not limited to: *South African Journal of Industrial Psychology* and *Journal of Counselling Psychology*.

Research setting

The study was conducted based on voluntary consent; registered industrial psychologists and registered intern industrial psychologists across the North West and Gauteng Provinces were approached and selected for the present study. These participants derived from various industries and organisations. A one-day life-design counselling workshop was arranged and presented in a conference room, where the venue was fully equipped with comfort, adequate lighting and privacy. After the workshop, two separate focus groups were held, one in the same conference room as the workshop, and the other focus group in a separate private conference room at the same venue.

Advance arrangements were made to ensure both conference rooms were prepared and provided with all sufficient furniture, comfort, ventilation and adequate lighting. Moreover, all the required presentation technology was provided and set up. Additionally, the participants were provided with all the necessary stationery needed to fully partake in the data collection, and refreshments were freely available during various workshop breaks.

Life-design counselling workshop

On the day of the workshop, the participants were welcomed and received an introduction on the structure of the day. Thereafter, they completed a short pre-paper-and-pencil interview that explored their current functioning as career counsellor, and their experience and knowledge of life-design counselling. Additionally, each participant completed a biographical form, for the purpose of a thorough sample description for future research purposes. After the completion of the interview and biographical form, the workshop on life-design counselling commenced. The full programme of the workshop follows:

Table 3: *Life-design counselling workshop programme*

No	Topic	Method of presentation	Duration
1	Introduction to Life-design counselling. <ul style="list-style-type: none">• What is life-design counselling (LDC)?• The four core elements of LDC counselling• Career construction theory	Presenter (researcher)	1 hour
2	Session 1: Transition narrative and career construction interview	Presenter (researcher)	1 hour

3	Post session 1: Reconstructing a Life-Portrait	Presenter (researcher)	1.5 hours
4	Session 2: Share life-portrait and narrative counselling and co-construct action plans	Presenter (researcher)	1.5 hours
5	Session 3: Follow up	Presenter (researcher)	30 min

Source: Workshop content adapted from Savickas, M. (2015). Life-design counseling manual

The workshop entailed a one-day programme, which aimed to expose and inform the industrial psychologists on life-design counselling as a career counselling intervention. The content of the workshop was based upon the work of Savickas published in the *Life-design counseling manual* of Savickas (Savickas, 2015). The publication was primarily written to enable practitioners to develop the knowledge, behaviours, and skills needed to grasp and use life-design counselling for career construction. Furthermore, the presenter of the workshop was the researcher, accompanied by her supervisor. Throughout the workshop, the presenter assisted the participants to gain a comprehensive understanding of life-design counselling, by means of a PowerPoint presentation and booklets, that contained extra information on life-design counselling. The workshop consisted of the theory, constructs, phases of treatment, session-by-session principles, and a procedural outline of the intervention for everyday practice. Additionally, the information was accompanied by client examples to practically explain and illustrate life-design counselling. Throughout the workshop, the participants were exposed to the application and practical component of the workshop, which consisted of client examples and scenarios. Afterwards, the participants completed a post-paper-and-pencil interview, which further explored their experience and view of life-design counselling.

Finally, the workshop closed with a focus group discussion on the experiences the participants held of the life-design counselling approach. The focus group discussion session was divided into two separate focus groups, each with their own focus group facilitator. Each focus group was guided by the same interview guide as a means of data gathering.

Entrée and establishing researcher roles

The research study obtained ethical clearance, where after the researcher approached the participants. The initial contact with these participants was made via a direct phone call and email from the researcher, which depended on the contact details available for each participant. The researcher obtained the contact information of each participant through referrals of various acquainted and reachable practitioners in the industrial psychology profession. During the initial contact session, the participants were approached to voluntarily partake in the study, where the researcher provided all the information regarding the study (the objectives, process, requirements of participation and the nature of the study). Following, based on consent, the participants were informed and invited to participate in the one-day LDC workshop, where the research data were collected, and the experiences of the participants were explored regarding LDC as career counselling intervention for the industrial psychology profession.

The researcher's roles

The researcher had specific roles during the research study and data gathering that had a significant influence on the research process. As *planner and organiser*, the researcher organised and planned the research study in detail. The planning of the research process has consisted of determining appropriate sampling techniques, data collection methods and how the data needed to be analysed for the specific study. The researcher also planned and developed a life-design counselling workshop based on the publication of Savickas (2015), with the aim to expose and educate the participants on the content and methodology of LDC, to sufficiently reach the objective of the research study. Furthermore, the researcher has identified the participants who partook in the study and ethically approached the participants by thoroughly informing them about the study (Strydom, 2011). Additionally, the researcher has ensured that there is clarity of the whole process among the participants.

Furthermore, the researcher played the role of *data collector*, where she conducted focus group discussions and pre- and post-paper-and-pencil interviews. To ensure rich and quality data, the nature of the questions allowed follow-up questions and probing questions during these interviews. Additionally, the researcher also played the role of workshop *presenter*, as she presented an LDC workshop on the content and methodology found in Savickas work, which was published in the *Life-design counselling manual* (Savickas, 2015). Hereafter, the data obtained from the data

collection methods were *transcribed and analysed* in cooperation with other researchers to ensure objectivity and accuracy. Lastly, the researcher functioned as *data interpreter and reporter*, where she wrote a research article in which the analysed data were scientifically explained. Throughout the whole study, the researcher fulfilled the role of being objective and not biased or subjective in any manner (Strydom, 2011).

Sampling and participants

The present research study employed purposive sampling, combined with snowball sampling in selecting the participants. This combination is shown to be the most appropriate method, as the researcher was able to identify and obtain referrals of specific and appropriate participants for the purpose of the study (Strydom & Delpont, 2011). Purposive sampling occurs when a sample is selected according to specific characteristics required from the research study (Struwig & Stead, 2013), whereas snowball sampling refers to obtaining references of participants who adhere to the characteristics required for the specific research study (Struwig & Stead, 2013). These methods enabled the researcher to approach and select a diverse sample of 18 registered industrial psychologists/interns, who adhered to the research requirements.

Registered industrial psychologists and intern industrial psychologists, practicing in the North West and Gauteng Provinces were included in the sample due to accessibility. The pre-requested criteria of participant selection for the present study were:

- Industrial psychologists or intern industrial psychologists registered at the HPCSA;
- Employed as industrial psychologist or intern industrial psychologist in the North West or Gauteng in the field of industrial psychology;
- Committed to a one-day life-design counselling workshop.

The population consisted of 14 ($n=14$) registered industrial psychologists and 4 ($n=4$) industrial psychologist interns who partook and qualified for participation in this research study. The participants varied according to gender, age, language and race. Table 4 provides an overview of the characteristics of the research participants.

Table 4: Overview of the research participants' characteristics (n=18)

Item	Category	Frequency	Percentage
Gender	Female	14	77.8%
	Male	4	22.2%
Age	20-35 years	9	50.0%
	36-50 years	9	50.0%
Language	Afrikaans	12	66.7%
	English	4	22.2%
	isiXhosa	1	5.6%
	Setswana	1	5.6%
Race	Black	2	11.1%
	Indian	1	5.6%
	White	15	83.3%
Location	North West	9	50.0%
	Gauteng	9	50.0%

Table 4 indicates that there were 18 participants in this research sample. In terms of gender, the sample was divided into 77.8% female and 22.2% male. The ages presented in the population were equally divided between ages 20 and 35 years (50.0%), and 36 and 50 years (50.0%). The participants were mostly Afrikaans speaking (66.7%), with a distribution of English- (22.2%), isiXhosa- (5.6%) and Setswana-speaking (5.6%) participants. Moreover, the population group was represented by 11.1% black participants, 5.6% Indian participants and 83.3% white participants. Lastly, 50% of the population is located in the North West Province, and 50% within the Gauteng Province.

It should be noted that initially 22 participants gave consent to participate in the study, however only 18 participants followed through on their consent to attend the workshop. Four of the participants who gave consent to partake had to cancel on short notice due to emergencies that arose prior to the workshop.

Data collection methods

The study conducted two methods to collect the sufficient data for the purposes of the study. Pre-and post-paper-and-pencil interviewing, together with focus group discussions were utilised as the data collection methods for the specific research study.

Paper-and-pencil interviewing

Pre-and post-paper-and-pencil interviews were conducted on the day of the life-design counselling workshop. The pre-paper-and-pencil interview took place prior to the commencement of the workshop, whereas, the post-paper-and-pencil interview was conducted at the end of the workshop, prior to the focus group discussion session. Consequently, this enabled the researcher to obtain the in-depth experiences of the participants on the Life-design counselling approach as an intervention for the industrial psychology profession. Paper-and-pencil interviewing refers to a printed document, consisting of predetermined questions, on which respondents have to record their answers (Greeff, 2011). Both pre-and post-paper-and-pencil interviews consisted of open-ended questions, which explored the opinions and experiences of the participants regarding the life-design counselling approach as intervention for the industrial psychology profession.

The pre-paper-and-pencil interviewing questions follow:

1. How often do you provide career counselling?
2. Briefly describe the approach you utilise?
3. Have you had any exposure to life-design counselling before?
 - a. If yes, where did you receive the exposure from?
4. What is your understanding of life-design counselling as a career counselling approach?

The post-paper-and-pencil interviewing questions follow:

1. What is your experience of life-design counselling as a career counselling approach?
2. To what extent do you consider the life-design counselling approach as an adequate career counselling intervention for the industrial psychology profession?
3. Would you consider using life-design counselling as a career counselling approach?

Focus group discussions

Focus group discussions as a data collection method enabled the researcher to obtain specific information regarding the experiences and opinions of the participants on the life-design counselling approach. A focus group discussion is a method that aims to obtain in-depth data through a specific selected group of participants, consisting of group discussions about a specific topic provided by the researcher, (De Vos et al., 2011; Nyumba, Wilson, Derrick, & Mukherjee, 2018). Moreover, Struwig and Stead (2013) support this by describing focus group discussions as group interactions that produce data and perspectives of participants regarding a specific topic. Furthermore, they indicate that these groups are optimal when they consist of four to 12 participants (Struwig & Stead, 2013).

Therefore, the research study's focus group discussions were divided into two separate focus groups, consisting of nine participants each, each with an independent trained facilitator. Due to ethical considerations (conflict of interest), the researcher did not form part of these focus group discussions. The facilitators guided, managed and recorded each focus group discussion, by means of facilitating skills. Both the focus groups were based and guided by the same interview guide. The participants were asked to explore and discuss the semi-structured questions, based on the experience of the life-design counselling approach, which they have obtained from the workshop. The interview guide utilised by each facilitator are listed below:

1. How did you experience life-design counselling in the workshop?
2. What is your opinion on the content of life-design counselling?
3. How did you experience life-design counselling as a career counselling approach?
4. How did you experience life-design counselling from the view as an industrial psychologist?
5. According to you, how appropriate is life-design counselling as a career counselling approach, for career counselling as industrial psychologist?
6. According to you, what influence can life-design counselling have on the industrial psychology profession?
7. Would you consider life-design counselling as an adequate career counselling approach to conduct workplace career counselling as an industrial psychologist?
8. Any recommendations for utilising life-design counselling as an industrial psychologist?

Take note: Each focus group discussion was guided and managed by trained facilitators, as the researcher separated herself from taking on a facilitator role, due to ethical considerations such as conflict of interest.

Recording of data

The recording of the research data consisted of pre-and post-paper-and-pencil interviewing, together with the recording of focus group discussions. Each participant independently recorded their own responses on the pre-and post-paper-and-pencil interview documents. These interview documents were both conducted and gathered on the day of the workshop.

Additionally, the focus group discussions of both focus groups were electronically recorded. Each participant received a number, which served as a confidential identity in the obtainment of the data, consequently, ensuring full confidentiality and privacy of each participant's identity. The voice recording equipment was tested and proved adequate prior to the use thereof, which ensured that the data obtained were not influenced in any manner. The recordings of both focus group discussions were transcribed and grouped into an Excel sheet for further analyses, which were only accessible to the researcher and her supervisor. Additionally, the focus group transcriptions, together with the responses of the pre-and post-paper-and-pencil interviews were organised in an Excel sheet for preparation for analysis. Hereafter, themes and subthemes were extracted from the data obtained. Finally, the researcher was able to draw conclusions regarding the research study. All the data obtained during the research study were safely stored and password protected, with additional back-up electronic copies.

Data analyses

A thematic analysis method has been employed for the qualitative analysis of the current research study. Braun and Clarke (2006, p. 6) define thematic analysis as “a method for identifying, analysing, and reporting patterns (themes) within data. It has enabled the data analysts to search and analyse all the data obtained from the interviews to identify significant patterns of meaning in those datasets” (Braun & Clarke, 2006). This analysis technique has enabled the researcher to explore the life-design counselling approach as career counselling intervention for the industrial

psychology profession. The data analyst has conducted thematic analyses according to the stages of Braun and Clarke (2006). These stages of Braun and Clarke (2006) follow:

Stage 1: Familiarising yourself with the data

Firstly, the data analysts familiarised themselves with the data obtained from the focus group discussions, and pre- and post-paper-and-pencil interviews. The data analysts repeatedly and actively read and listened through the data to search for patterns, similarities and meaning. Throughout the reading and listening of the data, notes were made for the following stages. Furthermore, the written data obtained were transcribed into an Excel spreadsheet.

Stage 2: Generating initial codes

This phase commenced when the data analysts were well familiarised with the data. The obtainment of the initial codes commenced by using the data that have been identified as interesting and significant in the first stage. The data analysts developed initial codes by focusing their attention on all the items, and by making notes and identifying possible patterns that were meaningful and interesting. The identified patterns were patterns with the potential to form a foundation for the themes to be developed from the data.

Stage 3: Searching for themes

When all the obtained data were coded, the different codes were evaluated to identify how the codes can be categorised in developing the specific themes for the data. The data analysts combined the different codes into various identified categories. Some of the initial codes were organised into main themes, whereas some of the codes were formed into sub-themes.

Stage 4: Reviewing themes

The selected themes in this stage were revised and redefined. Some of the developed themes were recognised as not being themes, while other themes jointly came together and formed one new theme. In cases where it appeared that there was no coherent pattern in the merging coded extracts, modification proceeded to either remove the themes or the emergence of some of the themes took place. Furthermore, the validity of the themes has been ensured and established.

Stage 5: Defining and naming themes

Here, a satisfactory map of the obtained data is produced, as the data analysts defined and refined the themes by establishing the core of each theme. Furthermore, the data analysts identified if there were any sub-themes present among the themes that needed to be developed. By doing this, the analysts were able to clearly know and understand what each theme and sub-theme were and consisted of.

Stage 6: Producing the report

Lastly, the thematic analysis was recorded in the form of a research report, to present the reader with the validity and reliability, in a way that the reader will grasp the fullness of the data obtained from the study. The writing has portrayed a meaningful and clear insightful story to the reader and has been based upon evidence of the themes and sub-themes developed by sufficient amount of extracted coded data.

Strategies employed to ensure data quality and integrity

There is a significant importance to ensure quality and trustworthy data. Therefore, there was a specific criterion that was considered in the data presented and reported. The criteria that the researcher has adhered to consisted of: transferability, credibility, dependability and confirmability.

Transferability indicates the extent to which the content and context of the research data can be applied to other contexts (Shenton, 2004). Therefore, the research findings must be applicable to other research contexts. Transferability is also called the eternal validity of the research study (Schurink et al., 2011). The context of the research must enable other researchers or readers to feel that some of the components of the research are applicable to their context and experience (Tracy, 2010). As a result, the details of the whole research process were reported and clearly stated, together with necessary details of participants such as gender and race, while keeping their identity anonymous.

Credibility refers to the internal validity of the research data. It shows that the research was conducted in a way that ensures the content has been identified and described in a correct manner (Schurink, Fouché, & De Vos, 2011). The researcher ensured credibility through employing

appropriate and effective research methods and ensuring that the participation of the participants was fully voluntarily, which ensured honesty in the data obtained from participants (Shenton, 2004).

Dependability refers to whether the research is logically reported and well documented and audited (Schurink et al., 2011). Dependability refers to the reliability of the research study. This ensures and proves that similar results will be obtained by the researcher, if the whole study will be repeated with the use of the same techniques and participants as previously conducted (Senton, 2004). Dependability of the study was ensured by intentionally focusing on accurate coding and recoding, together with peer reviews of additional data analysts (Anney, 2014).

Confirmability captures the concept of objectivity (Schurink et al., 2011). Schurink et al. (2011) state that confirmability refers to the degree to which the findings of the research study can be confirmed by other researchers. Therefore, the researcher had continuous self-reflection and awareness to ensure she stayed objective in the study, in cooperation with the supervisor. Furthermore, the researcher ensured this objectivity and consistency of data by auditing the research processes and the research findings with her supervisor (Zhang & Wildemuth, 2009). This comprised of confirming that the responses were documented accurately, through the supervision of a co-coder.

Reporting

A qualitative reporting approach was followed in reporting on the findings and conclusions of the specific research study. As a result of following Braun and Clarke's (2006) thematic analysis phases, compiled themes and sub themes were presented in the form of tables. The results were extracted and reported in the form of direct quotations from the focus group and paper-and-pencil responses of the participants. Lastly, clarity and understanding of the results were ensured by detailed descriptions of the results obtained from the research study.

Ethical considerations

The study was conducted on the approval of the Ethics in Commerce Research Committee (ECRC). Moreover, the researcher remained mindful in adhering to all ethical considerations and

requirements, applicable to the nature of the specific research study. The researcher ensured an ethical approach by adhering to the following ethical issues.

Informed consent and voluntary participation

It is important that each participant of the research study has voluntarily agreed to take part in the study (Struwig & Stead, 2001). Therefore, the study ensured that the participants were adequately informed that the research study was voluntarily, and they were able to withdraw at any given time with no harmful consequences (Struwig & Stead, 2001). Furthermore, the researcher also ensured that the participants were accurately informed of the details and nature of the research (purpose, processes, participation in the workshop, focus group discussion and pre- and post-paper-and-pencil interviews and nature of recording, the duration and possible advantages) for them to have made a reasoned decision pertaining to participation (Strydom, 2011). Lastly, the participants were requested to give consent prior to participation (Struwig & Stead, 2001).

Confidentiality

All the data obtained from the focus group discussions and pre- and post-paper-and-pencil interviews were kept safe and confidential, while the identity of the participants stayed anonymous throughout the whole study and publishing thereof. Therefore, the researcher aimed to respect the privacy and confidentiality of the participants throughout the study (Struwig & Stead, 2001). The participants were also informed that confidentiality cannot fully be ensured in the focus group discussions, however, the facilitators emphasised the importance to the participants of not disclosing any information of the focus group discussion. Additionally, the participants were informed that their information and identity will stay confidential throughout the research study (Strydom, 2011). Furthermore, they were also notified that all the responses/documents of the focus group discussion and pre- and post-paper-and-pencil interviews are to be deleted post the study and data reporting. Furthermore, the recorded focus group discussions were securely stored on the computer of the researcher and her supervisor. The pre-paper-and-pencil interview documents were also safely secured in a locked cupboard within the office of the researcher. Only the researcher and her supervisor had access to the obtained data.

Deception

The researcher was intentional to portray and share all the details of the research study correctly with the participants. According to Strydom (2011), the researcher must ensure to not withhold any information from the participants or provide incorrect information. Indeed, the researcher disclosed all the appropriate and necessary information (the process, purpose, advantages, human rights, expectations and requirements of participation) of the study to the participants. The researcher also ensured that the communication was clear and honest at all times, which consisted of well-detailed information about their participation and the nature of the study. The researcher also aimed to create a safe and open environment where the participants felt comfortable to ask questions where needed.

Avoidance of harm

It is one of the most important ethical obligations of a researcher to avoid harm of all participants, at all times (Strydom, 2011). Therefore, the participants were sufficiently informed of the nature of the investigation (Strydom, 2011). The researcher also made every effort to protect the participants against any harm, as far as possible, by being proactive in the study and seeking their best interests throughout the whole study. Furthermore, the researcher conducted the research study in an honest, fair and respectful way towards the participants, throughout the whole investigation (Struwig & Stead, 2001). Moreover, the researcher was integral during the whole research process and in every communication and contact session with the participants.

Conflict of interest

The researcher has separated the role of research presenter and data analyst, as the researcher aimed to ensure the elimination of any conflict of interest. The data analysis process of the research was employed with other independent researchers, which enabled the researcher and process to generate objective and reliable findings during the data analyses process.

FINDINGS

The findings of the research study are divided into various categories, themes and sub themes. The above-mentioned are accompanied by direct quotations of the participants' responses (where

applicable) to ensure a comprehensive description and explanation of the obtained findings. Moreover, all the participants partook and communicated in English, and therefore no translation was necessary. Figure 1 presents the overview of the categories that are discussed in the research findings:

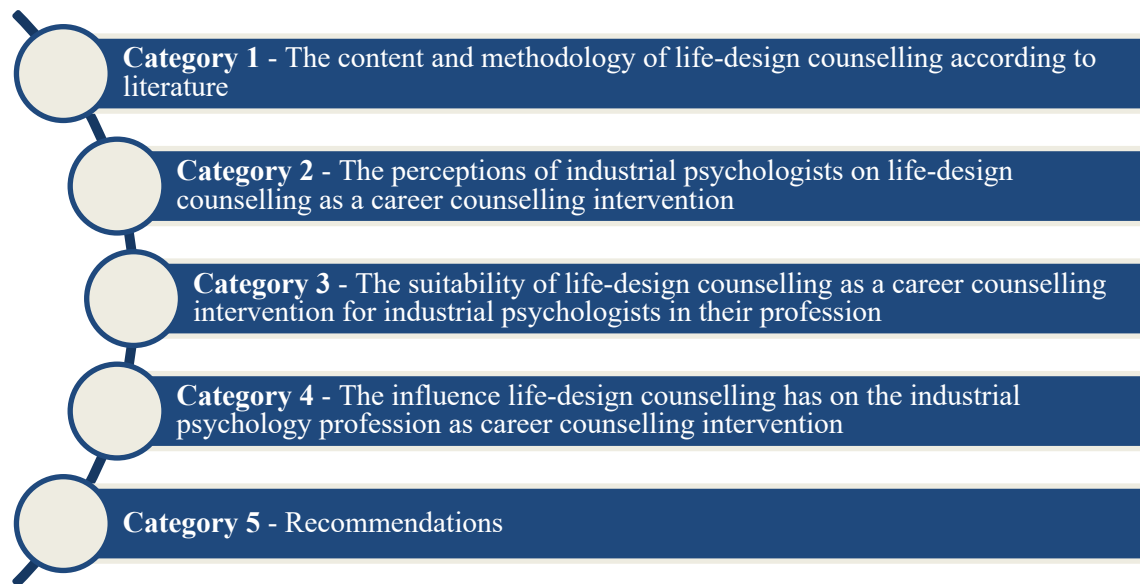


Figure 1: Overview of categories

Category 1: The content and methodology of life-design counselling according to literature

The first category explored the content and methodology of life-design counselling. The workshop containing the content and methodology of LDC is presented in Table 5 below.

Table 5: *Life-design counselling workshop programme*

No	Topic	Method of presentation	Duration
1	Introduction to Life-design counselling. <ul style="list-style-type: none"> • What is life-design counselling (LDC)? • The four core elements of LDC counselling • Career construction theory 	Presenter (researcher)	1 hour
2	Session 1: Transition narrative and career construction interview	Presenter (researcher)	1 hour
3	Post session 1: Reconstructing a life-portrait	Presenter (researcher)	1.5 hours

4	Session 2: Share life-portrait and narrative counselling and co-construct action plans	Presenter (researcher)	1.5 hours
5	Session 3: Follow up	Presenter (researcher)	30 min

Source: Workshop content adapted from Savickas, M. (2015). Life-design counselling manual. Mark L. Savickas

The life-design counselling workshop entailed a one-day programme. The researcher acted as the presenter, who assisted the participants to gain a comprehensive understanding and experience of the LDC approach as career counselling intervention for the industrial psychology profession. The content of the workshop was presented by means of a PowerPoint presentation, accompanied by summarised handout information pamphlets of the various steps and processes of the LDC approach, while the methodology of the workshop included presentations and case studies.

The presenter focused on presenting the LDC theory, the constructs and phases of treatment of the approach, and the principles of each session as indicated by Savickas (2015). As indicated in Table 2, the workshop initially focused on the core elements and theory on which the LDC approach is based. Thereafter, the transition narrative phase was explained to the participants, where after they received exposure to the career construction interview process and the reconstructing of the life-portrait phase of the approach. Lastly, the counselling process followed during the facilitation of the LDC approach, was presented.

On methodological level, the participants continuously worked through case studies of career counselling cases facilitated according to the LDC approach. Moreover, the participants were continuously led to explore the approach within the context of industrial psychology. Consequently, the participants were enabled to form a more advanced understanding and perspective of the approach, to enable them in exploring the suitability of LDC as a career counselling intervention for the industrial psychology profession. Throughout the workshop, the participants shared their opinions on the content in light of the industrial psychology profession, while the presenter facilitated and answered various questions that arose regarding the content shared on LDC.

Category 2: The experiences of industrial psychologists on Life-design counselling (LDC) as a career counselling intervention

This category focused on the experiences industrial psychologists hold of life-design counselling as a career counselling intervention. The extracted data could be segmented into six themes with various sub-themes identified. The data are organised and displayed in the structured Table 6 below.

Table 6: *The perceptions of industrial psychologists on LDC as career counselling intervention*

Theme	Sub-theme	Response
Industrial psychology competency	Familiar counselling principles	<p><i>"I actually felt like I was already doing some of the approach in my counselling, like yesterday I saw somebody, and it came naturally to me."</i> (Participant 4)</p> <p><i>"...and for me if you resonate with it and it comes naturally in your own approach as well, then I think it's a good way to use it. That's all, thanks."</i> (Participant 3)</p>
	Responsibility to upskill	<p><i>"I think based on all the things that was said, as industrial psychologists you don't have the luxury to choose in such a situation, ok this is trauma counselling I'm not going to deal with it because I feel like you're doing more harm than actually just dealing with the situation. So I feel that it's our responsibility to equip ourselves to know this is a possibility that can be triggered by those questions as everyone has mentioned from our session today so you know that it's coming... a possibility to equip yourself to deal with that and in today's place of work promise reoccurring much often in the workplace everywhere lately. So, I feel, as I [interview] them in the moment, business and the individual side you have to equip yourself It's not a luxury to say I'm going to throw this into a clinical or trauma counselling..."</i> (Participant 14)</p> <p><i>"...I think you must be very clear, as I said earlier, if you're going to use it and then understand it as a process, understand the process or rather not use it then at all. But yes, we do some of these things</i></p>

already as part of our process as giving feedback perhaps counselling, other types of counselling. But if you say use this specific mode, this approach then you must know it quite well, I think for it to be effective. Know the stages, know the sessions, know what to look for. it's not a blanket you throw over and say ok but know the process and I think it will add value if you can use it effectively....” (Participant 16)

	Skilled	<p><i>“Going back to my initial comment about the childhood experiences and everything, you need some serious counselling skills, trauma counselling. You will at least have to have a good basic trauma counselling. If you're not comfortable with that, you should not be playing around with this kind of stuff.” (Participant 1)</i></p> <p><i>“For purposes of career counselling, the LD applied in an ideal setting can offer clients valuable insights and self-awareness into their own interests. This will though be dependent on the counsellor's expertise and skill in eliciting the needed information for said client.” (Participant 7)</i></p>
Combined approach	Compliment own style	<p><i>“... I know when I started using it I felt I needed to supplement it in some way. So, for me, I expanded on my own methodology around careers and it forms part of it, but as a standalone you might find it being slightly limited in being able to cover every question and answer.” (Participant 18)</i></p> <p><i>“What I found when I started using it is that there was lots of value in it, but I found in using it, there's other methodologies that I would like to combine with it. So, I love it because it's really the start in psychology... but I think there's a lot else that you can add to it that can fill some of the gaps, because I think in my own methodology I find that it got its place there, but there's lots of other things in there that's just holding up my process.” (Participant 21)</i></p>
	Psychometrics	<p><i>“I will also use elements of it, but I will first go to psychometrics and then if there's still something unclear, then I think I will follow</i></p>

this process in more depth, or more difficult clients, or clients that's on a level that's really confused that really needs extra help to delve a bit deeper.” (Participant 1)

“...I would combine it still with ability and capability assessments as it is crucial in the success factor of following a certain career.” (Participant 11)

Support/additional *“One should consider the context and purpose of applying such intervention. I see it as an additional tool to provide information or in cases where it is difficult to determine the next career path/choice...” (Participant 1)*

“... it might be that additional tools that might be needed....” (Participant 9)

Context	Biographical factors	<p><i>“.... because sometimes also with language depending also on the age of the person it might be that what you understand under something and what the person meant might be slightly different. And once you wrote the story it's almost like a fortune teller, if you tell a person here's your story they will think, well, this is the expert, it makes sense.” (Participant 15)</i></p> <p><i>“In terms of writing up the life portraits, I agree with that, In my interview going through the information and basically interpreting it in a way, it might be that you as a counsellor impose a different meaning on to maybe a word, or the client didn't have the exact words to express exactly themselves, or there's a language barrier, perhaps a second or third language, so that's also a consideration.” (Participant 7)</i></p>
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Client based *“For corporates, however, where executives want facts and data, this approach of working from narratives may not be best-suited. The approach for career counselling should be determined based on what is "best" for client. (client needs) ...” (Participant 7)*

“...this in terms of practicality it's not something you will use with a corporate where you have a few of their members that you need

to help with career counselling, but if it's an individual that's approaching you instead of a company you have more time to play around with it, as opposed to a corporate client where everything needs to be timeous, considering how time-consuming this can be. so, I think that's the kind of context where it will be more practical to use.” (Participant 20)

Life stage

“So, I said earlier, for me it would be special cases. That I will do it in full and not elements that I'm currently using but for that special cases like mid-career phase or near a time, there must be an issue something dynamic that you want to understand.” (Participant 1)

“I think I also just want to add to that. I think that you must assess what the client that's in front of you, what age group? Or millennial? Or generation X? Whatever, like for example, at the moment what influences do you follow, What trends do you watch? Who's you main...? It's not really just per se what magazine, magazines don't happen anymore. Small things like that, it could really have an impact. But also, to me the contents sometimes must be more structured, in the sense of the example I mentioned, that in the structure they refer to 3-6-year olds. I assume there's a reason why they specify that and now there's a situation where you can adapt it, it's flexible. So, do you disregard that reason, because we know what it is, how does it influence. So, I feel the structure in terms of that must be more detailed. Must follow in that regard, to get certain content.” (Participant 15)

Socio-economic factors

“This approach is likely to work somewhat in a first world country. I find that it may have shortcomings, especially in poorer communities where people do not have exposure to magazines, TV or other interests. It also takes the assumption that people have choices, can read or have interests, good recollections of childhood etc. Nor everybody have these opportunities when they have socio-economic struggles.” (Participant 11)

“And also, for me the particular task that referred to where you link with the magazine question or the TV series or whatever question to interests. The question I had for myself was, what is ideal vs reality? Because if that person in the example that is in the manual as well where it said that I can see out of these TV shows that I won't become a psychologist but again coming back to social economic maybe holistically you can't become that, or financially you can't become that, or you don't have the internet to become that. So that is a bit of a danger for me as well in terms of your reality you need to do a reality check all the time. What is really possible?” (Participant 13)

Positive association	Learning new approach	<p><i>“Personally, I enjoyed learning about the approach”. (Participant 4)</i></p> <p><i>“I also enjoyed learning about it, quite interesting. The approach I like the fact that it has a bit of structure but also allows for some flexibility.” (Participant 10)</i></p>
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As presented in Table 6 above, the four main themes extracted from the data were: Industrial psychology competency, combined approach, context, and positive association.

By posing the specific research question, the researcher explored the overall experience of industrial psychologists regarding the life-design counselling (LDC) approach as a career counselling intervention. Various responses were obtained from the different participants regarding their experience of the approach. A discussion of the sub-themes provides the following regarding the experiences of industrial psychologists on LDC as career counselling intervention:

Industrial psychology competency

It was reported from various participants that LDC as career counselling intervention is perceived as a part of an industrial psychology competency that they should obtain for career counselling interventions, and that the effectivity of the approach is based on the skills and competency of the counsellor. The results revealed the participants experience that the LDC approach requires specific counselling skills from the counsellor. Based on the above experiences, it became clear

from the participants' responses that it is the responsibility of the industrial psychology practitioner to stay upskilled and increase his/her competency in counselling to enable the adequate utilisation of the approach. Moreover, the results showed that an industrial psychology practitioner should take responsibility to equip themselves in the required skills and knowledge needed for the counselling approach. As a result, the participants indicated that it is important for the industrial psychologist to be skilled in facilitating LDC effectively.

Additionally, the participants' experience was that the LDC approach consisted of familiar counselling principles that they are already incorporating within their own counselling approaches. One participant mentioned that LDC is more fitting for other counselling-related issues and not only for career-related issues, such as can be seen in the excerpt below:

"I do believe it is a good model for career counselling, but rather just normal counselling which can cover not just career-related issues but other issues as well." (Participant 5).

Combined approach

The participants indicated that they did not feel comfortable to use LDC in isolation as a career counselling intervention approach. From their experience, they related that the approach should rather be used in combination with alternative approaches. Specifically, from their experience, the participants felt that LDC should be used in combination with psychometric testing in order to add depth to the career counselling intervention. Various participants experienced that the LDC approach is an additional tool in their profession, which provides career counselling support for the specific context they find themselves in. Specifically, a participant indicated that it can serve as an additional tool in career counselling cases where it is difficult to determine a client's next career path. Moreover, one participant indicated that using the approach in combination with other methods will advance the focus of the LDC approach in career counselling situations, such as can be seen in the excerpt below:

"I feel like it may be a bit subjective and vague using on its own. Using the approach with psychometric assessments and other methods may make it a more focused approach for career counselling." (Participant 13)

Lastly, the results showed that the participants experienced that some parts of the LDC approach were effective in combination with their current methodological approach. They mentioned that LDC had various elements that they can utilise to complement their own career counselling style.

There was one participant who specifically mentioned how LDC in combination with his/her current methodological approach can be used to start specific desired conversation between the counsellor and client, as presented in the excerpt below:

“That's what I wanted to stimulate, rather than seeing it as another tool that will give me an answer, it's a tool that sparks a conversation. I think when I use it like that, it works wonderfully. But to be honest my methodology comes with a whole bunch of other things in it as well...” (Participant 11)

Context

The participants remarked specific contextual factors need to be considered in applying LDC as career counselling intervention. Specifically, the participants felt that socio-economic factors of clients may cause limitations to the efficiency of the approach, as various participants referred to the lack of resources clients may have in poorer communities. Various participants referred to the issue of clients who don't have access to the internet and televisions. Moreover, other participants attested Biographical factors such as language differences are factors one need to consider, as it may influence the accuracy in which the counsellor interpret what the client say and portray during the sessions. Additionally, participants experienced that the life stage of a client will also influence the way in which you implement the LDC approach. The participants specifically referred to adjusting some elements of the approach for different generations, ensuring the approach is relevant for the specific life stage of the client. Lastly, various participants also experienced that the relevance of the LDC approach will be based on clients' preferences and expectations regarding the purpose and outcomes of the sessions. The participants indicated that LDC can be applied in different environments based on the needs of the client, such as the response of participant 13 indicated below:

“...but I also think like we said now that the context may be different. So, for some people you may only use this technique, it really depends on the situation. But with others you need to, definitely, it's going to depend on the person sitting in front of you, what you going to do in the end...” (Participant 13)

In addition, participant 7 supported this experience, by mentioning the following:

“Perhaps this approach will work wonderfully with open, sharing clients who is and have preference to engage in story-telling/conversations but where an introverted client may opt for traditional modern approach - psychometrics.”
(Participant 7)

Positive association

Overall, the participants reported that they enjoyed learning the new approach, as reflected by participant 10's response: "I also enjoyed learning about it, quite interesting...". They reported that they had a positive association with LDC as career counselling intervention and remarked that they enjoyed learning a new approach. Moreover, participant 13 indicated an appreciation toward the value of the LDC approach, as presented below:

I know we make comments while we were in the session in terms of how it relates, but I could see that when we came to the seven steps the linking to the questions and actually getting to the life design in the end, I could see the collaboration happening and in my personal information so that I like; I like that approach." (Participant 13)

Category 3: The suitability of life-design counselling as a career counselling intervention for industrial psychologists in their profession

Table 7 indicates the main themes and sub-themes subtracted from the participants' explanations of the suitability of LDC as a career counselling intervention for the industrial psychology profession.

Table 7: *The suitability of LDC as career counselling intervention for the industrial psychology profession*

Theme	Sub-theme	Response
Adequate for career counselling intervention	Age based	<p><i>"I can see it very helpful in maybe older clients may be going through a mid-life crisis or a quarter life crisis, sitting with some career behavioural issue, supervisory, or collegial issues, and trying to get behind that, to understand that better to get some helpful strategies into place."</i> (Participant 9)</p> <p><i>"For students and clients of younger age, I can see where the life-design approach will be highly meaningful to them where the approach is applied correctly.... The life-design approach will work wonderfully for mid-career counselling and employees nearing retirement."</i> (Participant 7)</p>
	Client autonomy	<p><i>". So, it immediately puts the ownership of the process within control of the individual. I quite like that especially if there will be some action steps at the end that this person needs to get at."</i> (Participant 1)</p>

“Yes, adding real value. Exploring with the client and empowering the client to be a self-help to themselves.” (Participant 4)

Increase self-insight

“I feel from my side as well it's a great self-exploration tool as well for someone to also delve into themselves (and) have a greater understanding of themselves to see where that path can actually go. So, the whole thing of being the author of your own story, I think that's very true and bring a part of the self-exploration of actually understanding yourself.” (Participant 3)

“To me it comes off as a, more of a self-help, a sort of technique that you can use to help clients understand them so much better and then to understand where they've been and what they've been exposed to and that kind of situation. And maybe try it, so that they can make a decision moving forward.” (Participant 2)

Obtain rich data

“I find it quite interesting as an approach, it has the potential to provide rich data which will add value to the career counselling relationship/session.” (Participant 20)

“Yes, it provides additional information, more like a projective technique, in more challenging and difficult to determine cases...” (Participant 1)

Structured

“Again, I love the structured approach, where I know the time it will take. I know what I will get out of it. I've got the evidence, although I think this is well researched so it's also evidence, but I still like the, the ABC you get and obviously that you still put into perspective you still talk to your client how does it fit into your environment.” (Participant 15)

“...but I think one of the things that I learnt is that there is a bit of structure that I can follow to optimise in the way I do counselling. So, I prefer to use it.” (Participant 4)

Adjust elements

Client specific

“... You would adapt the approach you use to what the client's preference is. For clients that don't typically maybe go into verbal communication first, written communication, we could adapt the

approach in terms of the storytelling, in terms of writing or then the assessments as per the client's preference.” (Participant 1)

“I would say the same. Especially the earliest recollections but you might find that you can, the methodology is still, in terms of how you explore and how you engage can be standard for Grade 9, but the questions I use are different. So I'll still be saying: “So what do you do when you have free time on a Saturday?” rather than “What magazines do you read?” or “What was the last movie that you saw?” So the questions are adjusted but the narrative approach is still the same in terms of, and I still lean on the side of the person is the authority and that's what I like what this brings, as it encourages them to remind us that they actually know themselves better.” (Participant 18)

Career path decisions	Career obstacle	<p><i>“I think this is an approach that I would follow if a client is already in the preferred occupation and you know, capable to do the job and so on, but gets stuck in some kind of sense, and cannot get out of that rut, cannot understand why the meaning is not there anymore or the satisfaction or so I think this could be a helpful tool to unlock and untie you know that kind of approach...” (Participant 21)</i></p> <p><i>“... As a method to first clear that up. It's like for them coming to self-realisation “this has keeping me”, “that is why I'm stuck”. It could be a problem-solving method to untangle everything before you go into the “what to do next” phase.” (Participant 1)</i></p>
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Cautious	Age sensitive	<p><i>“I do have some concerns when working with children and young adults. I do not know if they will be emotionally mature enough to use introspection to answer the relevant questions.” (Participant 6)</i></p> <p><i>“.... my concern would be, is that child emotionally developed enough to be able to do the reflection for instance and to be able to answer these questions. Especially if you're thinking of subject choices which is in grade 9; they are 12, 13, 14 years old. Do they really have the life experiences to go through this process? ...But specifically, for the age groups I feel that this might be more suited for old candidates,</i></p>
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where you can actually elicit those kinds of questions or ask those kinds of questions and get that kind of information from them. But the younger they are I think, the more difficult it's going to be to.”
(Participant 6)

Avoid doing
harm

“With individual clients yeah, but I would still be wary of using it I still wouldn't be comfortable enough to say this is enough for somebody to make a decision that's going to affect their entire life just based on this.” (Participant 20)

“It looks or sounds like a nice approach. However, it seems very intensive. The probing regarding childhood is very dangerous. If a client experienced trauma it might have an impact on the whole dynamic.” (Participant 8)

Lack of
confidence

“...I also do not feel adequately trained in emotional counselling processes such as the narrative approach...” (Participant 6)

“The only reservations I have with session 1, is to not go back to only 3-6 years, to go back in the past because that's already puts you in a therapy framework because what we are taught is that what you open up you have to close. And that is a very emotionally loaded type of question because you don't know, this person might, for example in my case, I don't have a lot of excitement at all. I only have clients who are in a frustrated or emotional, so when you speak about, when you have the 3-6 years think about role models. They all think about their favourite stories, or their favourite sayings or whatever the case may be, I'm going to get an emotional response. So, I like what they are doing here, I just think stay clear, especially if you have one or two sessions stay clear from the past. And just take maybe the last three months or the past 6 months. What are your favourite stories or such models and work from that?” (Participant 5)

Economical Financial
benefit

“User friendly. Cost efficient...” (Participant 10)

“... if it's an individual coming to me, I feel comfortable enough just to do this cause sometimes they also don't have the finances to go into

the psychometric route. The moment I say that they say I don't have money for that. so, then I would fall back on this as a nice tool to actually replace and think of the economic different levels in South Africa as well to add value to every person doesn't matter what they can pay.” (Participant 4)

Implementation time *“...When consulting and asking hourly rates it will become expensive process. The whole process is a bit over kill for the purpose of career counselling...” (Participant 8)*
“...Time-frame for this method is quite long and the cost involved for parents need to be considered...” (Participant 6)

As presented in Table 7, focusing on the suitability of LDC for the industrial psychology profession, the participants mainly indicated that they felt that LDC was adequate for career counselling intervention, the data further revealed the following main themes: Adjust elements, career path decisions, cautious, and economical.

By giving rise to the specific research questions above, the researcher explored whether the LDC approach is a suitable and adequate career counselling intervention for the IP profession. A variety of responses were provided by the participants, which are discussed below.

Adequate for career counselling intervention

The results indicated that the LDC approach as career counselling intervention appeared to be an adequate approach for the IP profession due to various factors, which will be discussed next. A number of participants remarked that they appreciated the structure provided by the LDC approach, which will assist them in providing career counselling within the IP profession. Various participants also reported that LDC provides an increase in the self-insight of clients, which they experienced as a beneficial and adequate self-help tool for career counselling sessions in the IP profession.

In addition, the results showed that LDC promotes client autonomy, as the LDC approach assists the client to find a solution and path in their careers on their own. Following, the participants remarked that LDC is adequate in providing rich and in-depth information about clients. One

participant specifically opined that the approach is adequate in delivering additional information of clients who find themselves in complex career counselling situations. Lastly, the participants remarked that LDC is an adequate approach for industrial psychologists to use for clients of different age groups such as children, adults and individuals experiencing mid-life crises.

Adjust elements

The participants indicated that LDC's adequacy for industrial psychologists would depend on the client's profile. They have indicated that they will conduct minor modifications in the approach to make it more applicable for the specific client in each specific situation. The results showed that participants would consider the life stage of the client. Where the client is of younger age, they will adjust the questions to suit the age of the client. Additionally, it was noted that participants would base minor modifications on the preference a client holds in a session, such as if the client would initially prefer written communication over verbal communication.

Career path decisions

The participants indicated that LDC could be an adequate career counselling intervention approach in situations where an employee needs to make decisions regarding their career pathing. The results showed that when employees experience obstacles that keep them from moving forward in their careers, LDC could be an effective problem-solving approach to assist in providing clarity and solutions for the clients. The participants indicated that clients sometimes get stuck and are uncertain what to do next in the specific career stage they find themselves in, and they were of the opinion that LDC could especially provide clarity in this regard.

Cautious

Few participants indicated that in the profession of industrial psychology, they would be cautious to apply LDC. It seems that the participants portrayed a lack of confidence in their ability to implement the LDC approach, which was evident in responses such as participant 8, as presented in the excerpt below:

"I just miss capability in this whole process so if you want to be a doctor am I capable of being a doctor. Am I capable thinking on that level? In my life work I've seen a lot of incapable people, but you cannot blame them for not being able to do their job because they are not capable. But if someone maybe, you know, looked more into that and not set them up for failure. So, capability for me is just a bit concerning." (Participant 8)

The lack of confidence was also evident in various participants who expressed the concern of doing harm. Some indicated not feeling comfortable in dealing with past experiences of clients, or trauma-related situations that may arise from the LDC approach. Lastly, some participants indicated that they hold a concern regarding a client's age and would first determine the emotional maturity of the client, such as children and young adults.

Economical

From the results, it was found that some participants felt that the LDC is an economical approach that is both time and cost efficient, as opposed to psychometric testing, which is an expensive intervention process for career counselling. However, on the other hand, there were also participants who experienced the process to be time demanding and costly, especially for industrial psychologists working as consultants.

Category 4: The influence life-design counselling has on the IP profession as career counselling intervention

In category 4, the researcher explored the influence LDC may have on the IP profession. Table 8 indicates the main themes, sub-themes and quoted answers that were derived from the participants' responses regarding the influence of LDC as a career counselling intervention in their profession.

Table 8: *The influence of LDC on the industrial psychology profession*

Theme	Sub-theme	Response
New explorations	Alternative approaches	<p><i>"... As a post modernism approach I think it will create a mind shift within the profession, not in the sense of using the model but in thinking there are different manners of approaching things and new methods and it's worth exploring cause there can be added value in that. So, I think in that holistic sense not specifically the model itself, but I think in that essence it does add value." (Participant 14)</i></p> <p><i>"...if you're new, yes absolutely it's going to open up, I think a new world for you in many ways, but if you've been in the business a couple of years, I think we're already doing quite a lot but we just not</i></p>

		<i>quite labelling it a specific name already so we already applying a lot of the principles already.” (Participant 13)</i>
	21 st century work	<p><i>“I was just sitting here thinking about how the future will also change you know. A lot of our careers we see today and the assessments that we have today might not even be relevant in the future you know. Careers will be so broad that you can't actually box it, then I think a tool like this for the future, especially in combination with other tools might be very relevant. It might not be as relevant now because we have a lot to fill on it in terms of validity and assessment. Maybe in the future we don't know how the landscape of careers will actually change. Maybe it will just be project teams with different skills doing majority of jobs. So, I think we have to start moving into different tools that we add to our basket to equip us for the future as well.” (Participant 4)</i></p> <p><i>“So, the aim of the whole model is to be able to empower enabling jobs, adaptable in their environment. So that I love about the model, especially in the 4th industrial revolution, etc. upscaling careers. So, it's going to be a key characteristic actually for a person to move forward. So, in that essence, I like where they are going with the model. I don't per se agree with how they are getting there, but the thought and the approach and that, I like a lot. So that the mind-sets are changing regarding that. It's not more rigid, it's not going to be rigid anymore. It's not at the moment rigid. So, in terms of creating healthy change so I like that approach in the thinking behind the whole method.” (Participant 14)</i></p>
Training and development	Curriculum	<p><i>“...it depends on the universities doing the training. So, it will be important to start incorporating these kinds of approaches within the curriculum if that's not done, no it will do anything to the profession.” (Participant 13)</i></p> <p><i>“Some universities there is no counselling, there is none of that, so you leave with no basic coaching methodology, no counselling and then when you come across this it's so foreign and I'm never going</i></p>

		<i>to use this I'd rather stick to assessments it's got to form part of a revolution, just saying.” (Participant 2)</i>
	Lack of counselling skills	<p><i>“...I believe you can assist people navigating transaction between careers. The narrative approach is not something I am trained in and feel comfortable in using...” (Participant 6)</i></p> <p><i>“Not likely. I am not comfortable dwelling into the past of childhood if it is not really needed...” (Participant 8)</i></p>
Variety	Skill set	<p><i>“I think this is a valuable tool to have in your tool case or toolbox. It can be very helpful in specific situations and then you will be glad that you know about this.” (Participant 9)</i></p> <p><i>“I think it's always good to have more tools than what you use regularly. Cause you never know when you need something different. So, I think it's good to know more about it.” (Participant 15)</i></p>

When the participants were asked how they think LDC may influence the industrial psychology profession, from the participants’ responses the three main themes extracted from the data, consisted of the following: New explorations, training and development, and variety.

New explorations

The results showed that the influence LDC has on the industrial psychology profession, according to the participants, is that it brings a new mind-set to the industrial psychology profession, by exploring new alternative approaches for career counselling relevant to the 21st century of work. One participant indicated that LDC will specifically influence new industrial psychology practitioners to explore alternative approaches. Moreover, the participants opined that the LDC approach seems like a relevant tool that will be required to manage 21st century career counselling situations. They mentioned that it is a tool that can assist clients in the future changes of work they will most probably start to face as the 21st century progress.

Training and development

The participants felt that tertiary institutions have a role in the influence of the LDC approach on the industrial psychology profession. Participants recommended that career counselling approaches should be incorporated in training curriculums at tertiary institutions, as the participants indicated that they experience an unfamiliarity and insecurity with counselling approaches due to some tertiary education institutions that do not provide counselling in their curriculums. Consequently, they have indicated that they will rather revert to psychometric testing since they feel more familiar with the approach. Lastly, from the results, it became clear that the participants felt that industrial psychologists should obtain training in fundamental counselling skills in order to facilitate the career counselling intervention.

Variety

The participants felt that LDC can be viewed as an additional tool in their toolkit. Various participants indicated that LDC enhances their skills set by providing them with an additional tool that can assist them in functioning more optimally within career counselling. Moreover, participant 1 experienced the LDC approach as a specialised tool that industrial psychologists can use in their profession for various career counselling situations, as presented below:

"It sounds to me now it's like a specialised tool that you can use in full, or you can use elements of it, as you wish and providing your context and your client that you need to help." (Participant 1)

Category 5: Recommendations

Category 5 explored the recommendations that the participants felt were necessary regarding LDC as career counselling intervention for the industrial psychology profession. Table 6 indicates the main themes, sub-themes and quoted answers that were derived from the participants' responses.

Table 9: *Recommendations for utilising LDC in the industrial psychology profession*

Theme	Sub-theme	Response
Evidence-based	Validity and reliability	<i>"Then I think it's within our responsibility to start doing research to see if this is a valid tool, as all the guidelines of health professions tell us it's not only our responsibility to test with valid reliable methods, but also we have a research</i>

responsibility for psychological assessment of which this will form part of, cause it's not psychometrics but it falls under the whole psychological assessment thing.” (Participant 1)

“... We have an obligation to apply sound scientific approaches as per HPCSA scope. Some of the information/steps seems fluffy and airy fairy and will not be accepted in organisations. Is this approach evidence based?” (Participant 8)

Culturally fair

“... This is for the recommendations; it comes back to the cultural sensitivity part. The other day I had a client and we spoke of the African culture about stress. And going on what she mentioned, she said in their culture they don't refer to stress, there is no word for stress you can't translate the word for example. the meaning of words that they might give for role models or characteristics or whatever might have a different meaning then we maybe in an English or Afrikaner language might interpret it. So that will be something that will have to be delved into, in depth regarding that.” (Participant 14)

“...Given SA history and background we assume that all people have access to "normal" things such as tv, magazines, websites. Cultural differences regarding meaning linked to concepts.” (Participant 8)

**Recommended
for industrial
psychology**

Add more balanced
perspective

“I would also like to include negative experiences and negative emotions in addition to positive aspects e.g. negative role models. I believe this could give a more balanced perspective and highlight client's aversions and obstacles to their progression.” (Participant 21)

“I like the approach, I think it's very nice but I think if we add the reverse perspective as well so you are looking at all the positive aspects but if you add on, like for instance, would you consider a negative roll. Like what was your most negative experience? I think that will give it a more balanced perspective and it could give us an inkling to sometimes what the client is

	<i>experiencing as an obstacle and doesn't know it. That's just the way I feel. It's valuable.” (Participant 18)</i>
Practical exposure	<p><i>“... Maybe I am just not as familiar and comfortable with the approach and need to read up more and review videos. In order for me to use it I would like to see a "mock" session as to see how it works in real-life.” (Participant 5)</i></p> <p><i>“...I feel like applying this approach will require some practice...” (Participant 11)</i></p>
Specialised training	<p><i>“I think there's a great deal of training and skill that one has to possess in order to facilitate this entire process. I don't think it's as simple as I read out a question, “who is your role model?” there's a lot of facilitation that one need to commit a lot of probing. It will take a lot of time. I think it requires a lot of skill as well. It's not like today I was young as opposed to I'm going to try it out... I have to be competent.” (Participant 20)</i></p> <p><i>“It's definitely a mind-set change that we have to make. From my own experience as well.... we were never trained in any of these techniques using narrative or any of that as she mentioned previously. We were trained in projective techniques that was our basic counselling skill that we got...” (Participant 6)</i></p>

As presented in Table 9, focusing on recommendations for utilising LDC in the industrial psychology profession, the main themes extracted are: Evidence-based and recommended for industrial psychology.

Evidence-based

The participants recommended that LDC should be researched by industrial psychologists to establish the reliability and validity of the intervention, by means of evidence-based practices. These opinions derived from the obligation industrial psychologists have to apply sound scientific approaches within their scope of practice, as specified by the HPCSA. Participant 5 recommended

that industrial psychologists can also explore the validity and reliability of LDC, by approaching various parties in the testing of the approach as presented below:

“Also agreeing with the rest of the group. but to say maybe a recommendation is to ask clients, a panel of clients, to test this model actually on clients and see does it work for them or not. Because, now it's only from our side but then, to ask a few clients is this working or not? Could you relate to this? Could you not relate to this? Because that can also be some sort of evidence or feedback, as to is this working or not and then from that, taking it further and say ok it can be recommended or not.” (Participant 5)

The participants specifically remarked the necessity to establish the cultural relevance and fairness of LDC within South Africa. Numerous participants specifically questioned and referred to the language- and culture-specific appropriateness of the approach, which needs to be determined and modified where necessary. Participant 14 also questioned how culturally sensitive various aspects of the LDC approach are in various cultural groups, as presented in the excerpt below:

“I also think on that specifically... With regarding this, is I'm not sure with the model how culturally sensitive it is. Specifically, in South Africa, context like you could say for example role models in the African culture that would be something completely different. So, it comes back to context that number 20 also mentioned regarding that. Even favourite stories, there's much stronger influence on story because storytelling is from generation to generation. So, I'm not sure how that would influence it, but I do think to some degree that would play a factor in the content generated in the process.” (Participant 14)

Indeed, it is recommended to research and establish the cultural sensitivity of the various aspects and principles followed in the LDC approach, specifically within a South African context.

Recommended for industrial psychology

When the participants were asked during the focus group what their recommendations would be for utilising life-design counselling as industrial psychologists, various participants indicated that they would recommend LDC for psychologists. The participants' recommendations indicated that specialised training and practical exposure in the LDC are required for industrial psychologists to obtain the required skills for effectively facilitating the LDC approach. They mentioned how they mostly obtained training in projective counselling techniques, and not necessarily in narrative counselling techniques. As a result, the participants explained that it became clear that industrial psychologists require in-depth training in the facilitation of LDC, and that practical exposures such as role play and mock sessions are needed prior implementing LDC as a career counselling intervention in practice. Moreover, they also stated that the LDC approach establishes and requires a new mind-set from industrial psychologists as a possible career counselling intervention.

Furthermore, a participant specifically indicated that they felt it could especially be utilised as an additional tool, which provides a greater range of tools to use for the various situations arising within the career counselling domain of industrial psychologists, as participant 9 indicated below:

“I think I will definitely recommend this to industrial psychologist. I think it's an additional tool. I'm a believer of gathering as much as possible tools in your tool case so that you can apply it eclectically or when a specific situation arises, and your other tools will just not do the job. So, I can see the value of that. If I'm not mistaken Savickas himself said, him being the vocational psychologist studied under Holland and Super directly. He said it's a pity that the Field of vocational psychology is not running with this but actually our field of organisational psychology. So, I think it's a helpful tool with the future and the uncertainty of jobs and things like that it can be helpful.” (Participant 9)

It was also recommended that industrial psychologists should take ownership of LDC and be the custodians, as presented in the excerpt below:

“Just on a side note. There are many non-psychology professionals using a lot of these techniques, life coaches, NLP practitioners, whatever. And they are not even qualified to do that. So maybe it is a good idea that Industrial Psychologists become kind of the custodians to just make sure things are right, by knowing how this works and not ignoring it but other people can run with it and selling it as snake oil.” (Participant 2)

Lastly, the results indicated that in order for LDC to work for industrial psychologists, the approach should adopt a more balanced perspective in some of the principles of LDC. They have indicated that the approach should incorporate negative experiences and emotions in addition to the positive perspectives of the process. An example that has been provided numerously, was to also focus on negative role models, rather than just positive role models in clients' lives.

DISCUSSION

The general objective of the present research study was to explore industrial psychologists' experiences of life-design counselling (LDC) as a career counselling intervention for the industrial psychology profession. From the results it became clear that the participants experienced a positive association with LDC and perceived it to be an adequate career counselling approach within certain contexts and frameworks. Participants mostly expressed that they will utilise LDC in combination with other approaches, such as psychometric assessments, to ensure optimal career counselling facilitation. Moreover, they also expressed that they will modify certain elements of the approach to increase the relevance of LDC in each unique situation with a client. However, some participants expressed caution in implementing the approach, due to a lack of confidence in facilitating the process, avoiding doing harm and expressing sensitivity toward a client's age and life-stage. As a result, the results indicated a demand for training and development of industrial psychologists in facilitating LDC as narrative approach.

In addition, the participants expressed that LDC provides them with a new alternative tool for career counselling situations, relevant to the 21st century of work. Upon asking the participants for recommendations for utilising LDC as career counselling intervention in their profession, they recommended first establishing the validity and reliability of the approach, together with the cultural fairness of LDC in South-Africa. Lastly, they recommended specialised training and exposure for industrial psychologists, whilst modifying the LDC approach to adopt a more balanced perspective throughout the career counselling process.

The *first objective* of this research study was to conceptualise life-design counselling according to literature. In the literature review, the work of Savickas (2015) featured majorly relating to LDC. He specifically defines LDC as a self-constructive intervention, utilised to guide and assist clients throughout work transitions and career development choices by means of a narrative approach. It comprises the reviewing and revising of an individual's identity narrative (Schreiber, Gschwend, & Iller, 2020). Taveira, Cardoso, Silva, and Ribeiro (2017) refer to LDC as a process that addresses tensions through self-reflection and deconstruction of dysfunctional self-narratives, by exploring micro-narratives of a client's life. Therefore, LDC provides a career counselling framework that aspires to enhance activity to shape capabilities and desires of clients, career adaptability, narratability of client's career stories and establish meaning in activities associated with their work-life (Hartung, 2016). The career counselling intervention proposes significant importance of clients' own self-making, forming identity and meaning in work activities and career construction, as key factors in career development success (Savickas et al., 2009; Savickas, 2012). Consequently, LDC focuses on creating adaptability, employability, commitments and lifelong learning of individuals in career development (Savickas, 2012).

The LDC approach applies the career construction theory (CCT) (Savickas, 2015). CCT describes the interpretive and interpersonal processes by which individuals give direction and meaning to their work activities and work roles (Savickas, 2005). It serves as a tool that aids the conceptualisation of how individuals force meaning, purpose and direction on their career behaviours and career activities (Busacca, 2007). Savickas explains that the theory implies that individuals build representations of reality, and that careers are constructed by choices made based

on individuals' self-concepts and goals in the world of work (Savickas, 2005; Savickas, 2013). More specifically, CCT proposes that individuals make career choices and construct their lives as a result of meaning obtained from various career-related and life experiences (Maree, 2015). The theory facilitates the self-reflection of clients' experiences and stories, rather than focusing on objective assessment outcomes (Busacca, 2007). Consequently, the theory places great emphasis on narrative counselling (McIlveen & Patton, 2007). Based on the above-mentioned, the current study will view LDC as "a narrative self-constructing approach which aids individuals in work transitions and career decisions, through the examination and reflection of life experiences".

A narrative is defined as a collection of an individual's life- and career experiences, which generate themes and meanings from client's career-life stories and experiences (Maree, 2015; Stebleton, 2010). Sharing narratives aids individuals to identify and create meaning of the work-life experiences they face (McMahon, Watson, Chetty, & Hoelson, 2012). The narrative approach consists of a process where the counsellor listens to the career-life stories of a client (McMahon et al., 2012). In this process, the client is perceived as the expert of their own life stories, whereas the counsellor is placed in the position of facilitator (Savickas, 2015). Lastly, McIlveen and Patton (2007) explain that narrative counselling consists of a collaborative self-reflection process and discussions of self-concepts, where the clients obtain a greater self-understanding that leads to action taking and career decisions. For the purpose of this study, CCT will be viewed as "a theory which propose that individuals construct their work-life through various decisions they make, based on their experiences of life".

The *second objective* of the research was to explore the content and methodology of life-design counselling according to literature. From the literature search in the study, various studies were found on the content and methodology of LDC, indicating that LDC generally consists of various steps for career construction through narrative techniques (Cardoso, Gonçalves, Duarte, Silva, & Alves, 2016; Wen, Chen, Li, & Gu, 2020). Specifically, the literature indicated that LDC comprises three counselling sessions, which consist of six steps based on the career construction theory, and involves a career construction interview, accompanied by the reconstruction of a life-portrait of the client (Cardoso, Janeiro, & Duarte, 2018; Savickas et al., 2009; Wen et al., 2020).

In a specific publication, Savickas provides in-depth descriptions and explanations of the LDC theory, constructs and phases of the approach, principles of each session and the whole counselling process (Savickas, 2015). The purpose and content of the publication is to equip students and practitioners in understanding and implementing the principles of the LDC approach within their professions. The work of Savickas (2015) was found to be the primary available source for this study, which explained and provided in-depth literature about all the content and methodology of the LDC approach. This was found to be ideal to introduce the participants to the content and methodology of LDC in a workshop format. Therefore, the researcher could fulfil and reach the purposes of the research study's objective to explore the content and methodology of life-design counselling according to literature.

According to Savickas, the life-design counselling approach aims to primarily establish decision-making, career development and career construction in a client's life through a narrative approach (Maree, 2015; Savickas et al., 2009). This approach consists of four primary phases, namely construction, deconstruction, reconstruction and co-construction (Savickas, 2012). The phases facilitate a systematic process where the client firstly constructs his/her career life through micro-narratives, formed from real-life experiences (Savickas, 2012, Savickas, 2016). The construction phase is followed by deconstructing false beliefs the client holds as micro-narratives through self-reflection techniques. Hereafter, the client is guided to reconstruct the micro-narratives into a life portrait of a macro-narrative, representing new realities of the client's career life. Lastly, co-construction takes place where action steps are developed to practically implement the new macro-narrative of the client in their work life (Savickas, 2012, Savickas, 2015).

Furthermore, the LDC approach consists of six general steps that are integrated into three career counselling sessions (Maree, 2015; Savickas et al., 2009). In the first step, the counsellor determines the counselling goals and desires of the client, while collaboratively defining the problem the client experiences. In step two, self-reflection takes place where the client is encouraged and guided to explore how he/she perceives him-/herself and others' perceptions of them within specific contexts. Hereafter, step 3 consists of broadening the client's perspective and revising the life narrative of the individual from a new alternative perspective. Step 4 focuses on aiding the client to position their current obstacle within the revised perspective and story developed in step 3. Following, step 5 is the phase where the client is facilitated to create and

identify functional action plans that will support the actualisation of the client's developed identity. Lastly, step six consists of short- to long-term follow-up sessions as required.

Overall, the above-mentioned steps are combined into three broad career counselling sessions (Savickas, 2015). The first session mainly involves the prompting of a client to share their career stories through reflection and reasoning, facilitated by the career construction interview of Savickas (Savickas, 2015). The interview holds a semi-structured nature and comprises five standard topics (role models, magazines/televisions/websites, favourite story, favourite saying and early recollections), which facilitate the construction of clients' life themes (Savickas, 2015). Hereafter, the counsellor combines the constructed life-themes (micro-narratives) that were derived from the interview and reconstructs a life-portrait (macro-narrative) of the client's life (Savickas, 2015). Following, the second session commences, which involves the presentation of the constructed life-portrait, accompanied by narrative counselling where the counsellor and client collaboratively construct actions plans for the implementation of the client's new macro-narrative (Savickas, 2015). Finally, the LDC process is concluded with a feedback session regarding the progress established by the client in the implementation of the developed action plans.

The *third objective* of the research study was to report on the perceptions industrial psychologists hold of life-design counselling as a career counselling intervention, presented during the workshop. Firstly, the results showed that the practitioners perceive the LDC approach as a part of the competency an industrial psychology should have in terms of career counselling interventions. They mentioned that LDC consists of various basic career counselling principles that they are familiar with and that are being incorporated and applied within their practice and style. These findings are supported by Savickas (2015), who points out that the LDC principles are to be implemented in common everyday practice of counsellors. Therefore, creating the reality that counsellors may be familiar with some of its principles. Moreover, participants mentioned that the facilitation of LDC requires specific skills from them as practitioners. Indeed, these findings led to further results, which indicated that industrial psychologists are responsible to equip themselves in obtaining the necessary skills to facilitate post-modern career counselling approaches such as the LDC. The findings of Barnard and Fourie (2007) correlate with the latter, as it indicates that industrial psychologists as career counsellors are responsible to train and equip themselves in

career counselling knowledge and skills. Additionally, Barkhuizen, Jorgensen, and Brink (2015a) also found that there is a need from industrial psychologists to be trained as career counsellors in career counselling skills. Moreover, the latter is supported by the requirements of the Health Professions Act (Act no. 56 of 1974), stipulating that practitioners must remain up to date in their practice's required competency, by means of professional development (Department of Health, 2011). Moreover, the Health Professions Act (Act no. 56 of 1974) states that when a practitioner is faced with a new psychological approach, they are required to partake in ongoing educational development and mentorship to obtain the required skills (Department of Health, 2011).

Furthermore, it became clear from the findings that the LDC approach should be utilised in combination with other career counselling approaches, rather than in isolation. The participants remarked that LDC is an additional tool that serves as support in counselling situations where certain client information is needed or when they are faced with complex career counselling cases. Various participants mentioned that they are combining the LDC approach in collaboration with other career counselling methodologies to complement their personal counselling style. More specifically, various participants indicated that they will use LDC in combination with psychometric assessments to ensure accurate outcomes and a clear direction. A research study of Barclay (2019) was found, which similarly indicated that practitioners can initiatively combine various counselling methods to personalise the LDC approach.

The results also showed that when LDC is applied, certain context factors need to be considered. The participants experienced that socio-economic factors, biographical factors, clients' life stages and the nature of the client are contextual factors that need to be considered in facilitating LDC effectively. This finding is supported by Maree (2020) as he states that researchers realise the importance that career counsellors should consider cultural, biographical and socio-economic factors of clients, as these factors plays an influential role in enhancing the appropriateness and functionality of career counselling interventions within different contexts and countries. Research has indicated that 56.3% of South Africans currently have access to the internet, resulting in just over half of the country not having any internet access (Clement, 2020, July 14). Indeed, this limits the efficiency of the career construction interview process of LDC, as clients with no access to internet will not be able to engage in some of the interview questions.

Moreover, biographical factors such as language barriers and misconception were highlighted as a limiting contextual factor in the functionality of reconstructing the life-portrait in the LDC approach. It was remarked that counsellors may misinterpret articulations of the client's story, due to language differences. In their study on cross-cultural counselling, Ngcobo and Edwards (2006) found a similar finding that language is an overall barrier in counselling sessions, something counsellors need to acknowledge. Maree and Molepo (2006) address this issue by indicating that a client needs to be provided with the opportunity to conduct counselling sessions in a language they can adequately express themselves in. Furthermore, they recommend that counsellors need to obtain assistance from interpreters in cases where they cannot adequately understand the client's language (Maree & Molepo, 2006). The results also indicated that LDC needs to be adjusted for clients in various life stages and according to a client's preference, to ensure relevance of the approach for the specific client. Savickas (2015) supports this by stating that practitioners need to acquire skills in determining how to adapt the approach to fit each unique client in each session. Lastly, results presented that various practitioners hold a positive association with LDC as career counselling intervention, as participants remarked that they enjoyed being educated on the LDC approach and expressed a value towards LDC. From the literature, similar results were found from several research studies (Cook & Maree, 2016; Ginevra, Di Maggio, Nota, & Soresi, 2017), as they indicated that the majority of their participants expressed a satisfactory expression towards LDC, and indicated that LDC is a useful intervention.

The *fourth objective* of the research study was to explore the suitability of life-design counselling as a career counselling intervention for industrial psychologists in their profession. The participants reported on the suitability of LDC for industrial psychology by highlighting some elements and outcomes of LDC. It became clear that participants experience LDC to be suitable, due to its structured nature, which has the potential to optimise practitioners' manner of counselling in practice. They felt that the nature of the approach generates rich in-depth information for general and complex counselling situations, which adds value to the practitioner's practice. Similar findings were found in research studies explaining that LDC provides a framework that guides career counsellors by means of certain principles and processes outlined in six steps, to manage career cases of clients in obtaining micro-narratives of the client's life (Briddick & Sensoy-Briddick, 2017; Savickas, 2015). Moreover, research indicates that the

approach's principles are concrete and specific; however, it notes that LDC also holds a flexible nature in applying career counselling (Savickas, 2015). Furthermore, participants remarked that LDC creates self-insight and raises self-awareness, which enable clients to better understand themselves and their situation. Research from Ginevra et al. (2017) confirmed these findings, as their research results showed that clients experienced a greater sense of self-knowledge upon participating in LDC. Moreover, findings from Savickas (2016) build on the latter as he indicates that LDC consists of phases where the client is facilitated into reflective self-examinations, where they are guided to identify and examine specific experiences of their lives and to evaluate the meaning of these experiences. Furthermore, research findings also indicate that the career construction interview of LDC serves as a functional narrative tool to enhance and develop self-awareness (Di Fabio, 2012).

In addition, the participants felt that LDC produces a sense of client autonomy within the sessions and expressed that this component adds real value to them as industrial psychologists. Consequently, the results showed that LDC empowers clients in taking action within their own situation. Savickas et al. (2009) support this as they explain that LDC aims to aid clients in obtaining skills to anticipate changes and managing it by means of taking control over the situation and changing it. LDC perceives clients as the experts of their own stories, with the proposition that they hold the answers and solutions to their situation, where the role of the counsellor is to provide assistance to the client in discovering those solutions (Savickas, 2015).

Participants also identified the relevance and suitability of LDC to various age groups within practice. Various participants' responses highlighted that LDC is a suitable approach to utilise for clients who find themselves in their mid-life stage. Moreover, it was mentioned that the approach seems to be suitable for clients in mid-life crises; whereas other participants felt that LDC are applicable to students and younger age groups. The results of a study by Cardoso, Gonçalves, Duarte, Silva, and Alves (2016) support this finding by indicating that LDC is a sufficient tool for young adults and adults, which successfully brings about patterns of change within these age groups. Moreover, the research of Ginevra et al. (2017) presented effective outcomes of LDC on young adults specifically as it was proven that LDC was a sufficient and useful career counselling tool for career construction of this age group. Wen et al. (2020) add that an advantageous aspect

of LDC is that it focuses on various career challenges of different age groups. Savickas (2015) explains that the LDC approach has a flexible nature that creates space for counsellors to modify elements of the approach to suite each client's unique situation. Moreover, he specifically states that this is a skill that counsellors should strive to obtain for optimal results of the approach (Savickas, 2015). These findings correlate with the responses of the participants who remarked that a client's profile should be considered for LDC to be suitable in the industrial psychology profession. The participants indicated that they will consider the age and preferences of their clients and adjust elements of the LDC approach to be relevant and appropriate for the specific client in each session.

Furthermore, participants emphasised that LDC has the potential to be an adequate career counselling intervention in counselling situations where clients experience career obstacles in their preferred career. However, participants also felt that the approach would be applicable in situations where clients need to make career decisions regarding their career path. Similarly, several studies (Di Fabio & Maree, 2012; Santilli, Marcionetti, Rochat, Rossier, & Nota, 2017) have indicated that LDC focuses on enabling clients to manage career transitions and facilitate a process of career decision-making, as the application of LDC resulted in decreased career decision-making obstacles. Moreover, the career counselling intervention aspires to create career adaptability for clients, to anticipate and handle career transitions (Ginevra et al., 2017). Additionally, various participants felt that LDC is economical, which appears to be both time and cost efficient for them to utilise in the industrial psychology profession. On the other hand, few participants expressed that LDC appears to be a time consuming and costly career counselling intervention to implement in areas where practitioners are consulting for organisations. Due to the various counselling sessions, processes, career construction interview and construction of the life-portrait, LDC can become a lengthy process that may not be the most suited intervention for situations that only provide practitioners with a limited timeframe of one counselling session. The latter findings are confirmed by Reid, Bimrose, and Brown (2016), as their research showed that the career construction interview can be perceived as too time consuming in respect to the limited available resources for career counselling in general. Moreover, the results of a study by Reid (2006), support these findings as he indicated concerns that narrative counselling approaches have limitations such as being time demanding.

Wen et al. (2020) found that LDC provides a beneficial change for practitioners, in that it creates a new perspective and manner of conducting and approaching career counselling. The latter findings are in line with the current research study's findings, which indicate that LDC creates a new mind-set to the industrial psychology field, as it encouraged the participants to explore new alternative approaches for career counselling practices in the industrial psychology profession. Already in 2012, Savickas explained that the 21st century demands new career counselling interventions, which need to focus on identity, adaptability, intentionality and narratability. Research indicates that LDC focuses on these areas and is designed to address the demands and challenges clients are faced with in the 21st century of work (Savickas et al., 2009; Savickas, 2012). Currently, like never before, the workforce is in great need of career counselling tools that are adjusted to address the contemporary career world, enabling individuals to manage continuous change and transitions (Canji, 2020; Hooley, 2020, April 24; Maree, 2020). As a result, Briddick and Sensoy-Briddick (2017) indicate that the LDC paradigm is specifically developed to address the 21st century demands, and challenges faced by the workforce, which place emphasis on managing the instability and uncertainty of the work environment. These latter findings are in alignment with the findings of the current research study, where the participants felt that the LDC approach served as a tool that holds the potential to equip industrial psychologists in managing the 21st century work challenges clients face.

Finally, in the research study, it seemed that some participants shied away from their role as counsellor. It seems that their feeling was that they should avoid the revealing of a client's emotions and trauma, as participants expressed a sense of concern in applying the approach as industrial psychologist, based on a feeling of a lack of confidence in their ability to facilitate LDC. They expressed that they feel unfamiliar and insecure with certain career counselling interventions and more specifically, various participants felt that they are not comfortable with being faced with trauma-related cases or past experiences of clients, which may come forth from implementing the LDC approach. This lack of confidence resulted in expressions of a concern of doing harm to clients. However, Form 218 of the HPCSA clearly states in point 3.1.3 to 3.1.6 that industrial psychology practitioners should be well equipped in counselling techniques in order to recognise signs and symptoms of psychopathology in the workplace (Health Professions Council of South

Africa, 2020). Form 218 further states that industrial psychology practitioners should be equipped in trauma management skills, short-term counselling and crisis counselling (Health Professions Council of South Africa, 2020), which serve to show that industrial psychologists should aim to develop themselves in the counselling skills relevant to the workforce's needs, and not shy away from this responsibility.

Additional responses of the participants support the latter, as the participants mentioned that they are aware of the need to become trained in relevant career counselling interventions as industrial psychologists. Based on this finding, participants expressed a need that career counselling interventions should be included at all tertiary institutions' training curriculums. In their study, Barkhuizen et al. (2015) found a similar result as they indicate that there is a need for training industrial psychology students in necessary counselling skills and approaches.

The *final* objective of the research study was to make recommendations for future research and practice, which will be discussed in the last section of this chapter.

Limitation and recommendations

The Health Professions Act (Act no. 56 of 1974) states that all industrial psychology practitioners have to ensure that the practices they implement are “based on established scientific and professional knowledge of the discipline of psychology” and that they can only use and facilitate scientifically proven interventions (Department of Health, 2011, p. 17). Moreover, the Health Professions Act (Act no. 56 of 1974) also requires that all practitioners are familiar with the reliability and validity of the psychological interventions they facilitate (Department of Health, 2011). As a result, concerns and uncertainty arose among the participants regarding whether the validity and reliability of LDC is relevant. It is recommended that future research should be conducted to establish the degree to which the intervention is an evidence-based practice for the industrial psychology profession. Literature does, however, indicate that the principles and protocols of LDC are conducted upon general counselling research and practice-based evidence such as client feedback and published case studies, and only indicate the best practices of LDC that are generated from case studies and derived from practitioner's experiences (Savickas, 2015).

Therefore, Savickas states that he “does not imply that treatment is based on research evidence or proven outcomes” (Savickas, 2015, p. 7). Moreover, Savickas mentioned that the LDC approach places emphasis on narrative realities, rather than scientific facts (Savickas et al., 2009).

Furthermore, emphases were placed on the cultural fairness of the career counselling intervention, by referring to the language-and-cultural appropriateness of LDC within various contexts. Zen et al. (2020) indicate that multiple successful cross-cultural research studies have been conducted in countries such as the United States, France, Italy, Portugal, Turkey, China and various other countries. However, regarding countries such as South Africa, very limited research about LDC has been conducted and found (Maree, 2015; Maree 2020). Therefore, it is recommended that the industrial psychology profession pursues research on the cross-cultural relevance of LDC within a South-African context.

Additionally, recommendations were made for current and future training and practical exposure of industrial psychology practitioners, as the results showed that the industrial psychologists experienced limited education and training in post-modern career counselling interventions such as LDC. It was noted that industrial psychology practitioners mostly hold experience in projective counselling techniques; however, the findings presented a lack of exposure and experience of the practitioners in narrative counselling techniques such as LDC. Moreover, it was discovered that there is a limitation of tertiary training in various career counselling practices of industrial psychologists. The practitioners mentioned that many had no exposure to career counselling practices, this is therefore something they urgently need training for. The latter corresponds with findings of Barkhuizen et al. (2015a), who state that the industrial psychology profession is not adequately trained in counselling skills and interventions on a tertiary educational level. Moreover, Barkhuizen, Jorgensen, and Brink (2015a) also found that industrial psychologists are not sufficiently prepared to act as career counsellor in practice. Wen et al. (2020) further support this, as they found that there is an insufficient number of trained counsellors who are able to facilitate LDC.

Moreover, the research study’s results showed that the focus of LDC is mostly on positive references and perspectives of the client’s life and lacks the inclusion of negative expressions a

client may also be able to refer to in constructing their life portrait and life-themes. Therefore, it is recommended that LDC should be modified by adopting a more balanced approach for practices of the industrial psychology profession. The practitioners mentioned that they will adjust few elements of the approach by incorporating negative experiences and emotions of clients. In addition, they will also focus on negative role models in clients' stories. As mentioned earlier, Savickas (2015) explains that LDC has a flexible nature in its approach where practitioners have the space to discern the situations of their clients and modify the approach to be most relevant to the client's situations. Furthermore, Savickas (2015) stipulates, in his publication, that the LDC approach is not a mechanical implementation of concrete processes; however, counsellors should rather reflectively utilise the LDC framework and phases to the degree that they are compatible with the client's situation.

Limitations in relation to the methodology of the study include that the sample consisted of participants who only derived from two provinces in South Africa and as a result the findings of the current research study cannot be generalised across the rest of South Africa or globally. Additionally, the research study also had a limited diverse sample, due to some participants who had to withdraw their participation on very short notice.

Practical implications

The present research study contributes to the industrial psychology profession by specifically exploring the LDC approach as a career counselling intervention for the industrial psychology profession. Consequently, industrial psychologists and intern industrial psychologists were exposed to LDC in a workshop format, where after the suitability of LDC as career counselling intervention for the industrial psychology profession was assessed. The research study investigated the suitability and influence of LDC as post-modern career counselling approach to increase the relevance and expertise of industrial psychologists in addressing the challenges of the 21st century's workforce.

The motivation of the research study was to explore a more relevant post-modern intervention called LDC for the industrial psychology profession, to sharpen and advance the practice and up-

to-date skillset of industrial psychologists. Additionally, the study also aimed to provide the profession with an additional tool to better equip them in relevance and skills for the current career changes employees face. The exposure of the LDC approach helped the practitioners to become aware of relevant post-modern career counselling approaches such as narrative techniques. The data obtained can advance the industrial psychology profession by incorporating post-modern career counselling approaches in tertiary educational curriculums for industrial psychology students in South Africa. In addition, the participants could improve the intervention by further establishing the validity and reliability of the LDC approach for the industrial psychology profession within a South African context. The value in the LDC approach is found in that the industrial psychology practitioners gained exposure and became aware of a post-modern career counselling approach, which can add great value within their practice. Ultimately, training industrial psychologists in post-modern career counselling approaches would significantly contribute to the workforce's functionality, performance and well-being in the workplace, which serves as the primary requirement from the industrial psychology profession.

Conclusion

The workforce is faced with a continuous changing and unpredictable work-life, which leaves them with increasing career changes, career transitions and career decisions they need to manage (Leonhard, 2019; Zen et al., 2020). Research has shown that these 21st century demands and challenges call from career counsellors to adopt new career counselling approaches, which focus on the subjective components of clients' career stories and life stories (Maree, 2015). According to the scope of the industrial psychology domain, it became clear that industrial psychologists are the practitioners responsible for the above-mentioned challenges that the workforce is facing (HPCSA, 2020). However, literature presented that industrial psychologists are not adequately trained in counselling approaches and skills. Taking the above into consideration, the current research study focused on exploring a post-modern career counselling intervention called life-design counselling, as a career counselling intervention for the industrial psychology profession; consequently, aspiring to equip the industrial psychology profession with a relevant post-modern career counselling intervention for the challenges of the 21st century.

In the research study, the presentation of the LDC approach created an awareness of new alternative career counselling interventions relevant to the 21st century. Participants indicated that LDC seems to be an adequate career counselling intervention for the industrial psychology profession, under certain circumstances, and with minor modifications to the approach. However, the participants expressed a feeling of cautiousness regarding the application of the approach, due to validity and reliability uncertainty, together with a lack of confidence in their counselling skills.

To conclude, the industrial psychologists and intern industrial psychologists recommended that the intervention's validity and reliability, accompanied by its cultural fairness should be researched and confirmed to ensure an evidence-based practice for the industrial psychology profession. Furthermore, they also recommended training and development in post-modern counselling approaches such as the LDC approach, before they will be able to incorporate it within practice. This led to the recommendation that tertiary institutions should include more career counselling training within their curriculums for industrial psychology students (Barkhuizen et al., 2015b). Finally, the participants also recommended that the LDC approach should adopt a more balanced approach in certain aspects, by implementing not only positive expressions and experiences of clients, but also focusing on negative experiences and life stories of clients.

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CHAPTER 3

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

Conclusions, limitations, and recommendations

Within Chapter 3, the derived conclusions of the research study are outlined, which are based on the specific research objectives stipulated previously. Additionally, the noted limitations of this study, accompanied by the recommendations made for future research, are also presented below.

3.1. Conclusions

The general objective of the present study was to explore life-design counselling as career counselling intervention for the industrial psychology profession. The categories generated from the data are grouped in the main themes and presented in Figure 1 below.

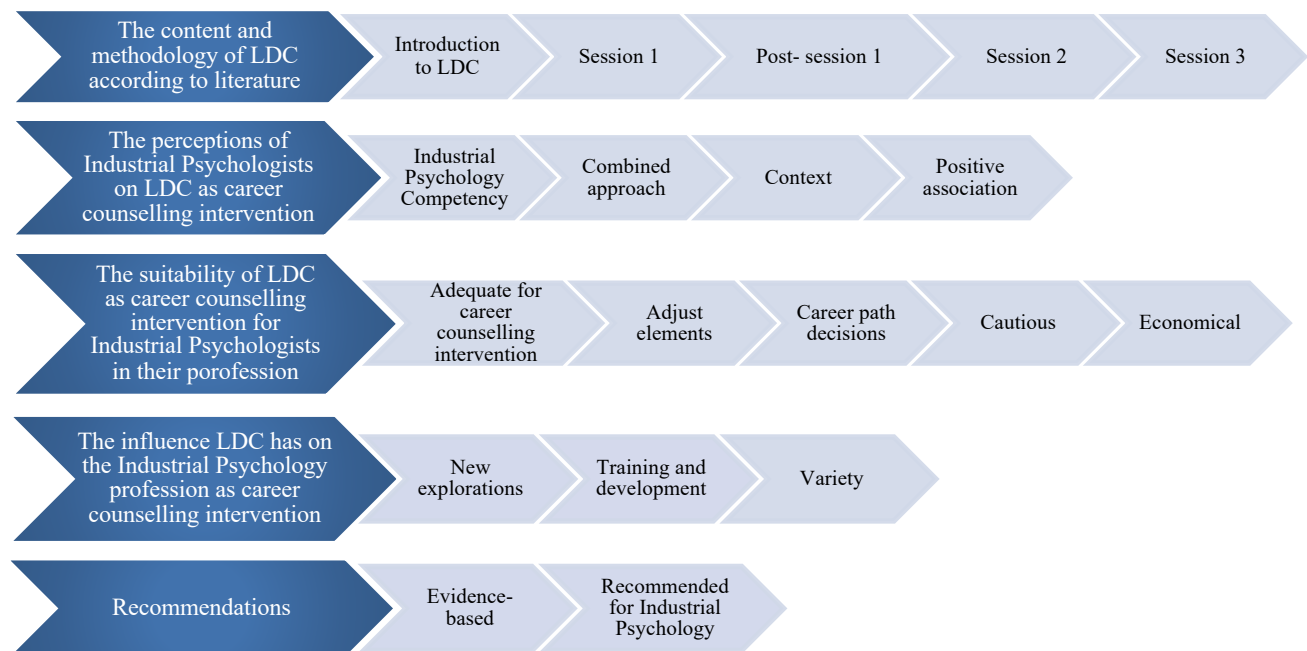


Figure 1: Overview of the categories and main themes

Subsequently, the findings in accordance with the objectives of the research study are summarised.

Specific objective 1: Conceptualise life-design counselling according to literature

The first objective of the research study was to determine what the existing literature states regarding LDC as career counselling intervention. As a result of an in-depth literature review from various sources, a description of LDC became clear. The concept of LDC, according to literature, is defined as an approach that the client constructs for him-/herself, which is facilitated as a

narrative process. During the facilitation process, ways to manage work transitions and career development choices are addressed (Savickas, 2015). The literature further revealed that LDC provides a framework that the client can use to address and manage his/her career tensions by revising and reviewing life themes and experiences of their identity narratives (Schreiber, Gschwend, & Iller, 2020; Taveira, Cardoso, Silva, & Ribeiro, 2017). For the purpose of this study, the working definition of LDC that was utilised is “a narrative self-constructing approach which aids individuals in work transitions and career decisions, through the examination and reflection of life experiences”.

Furthermore, literature showed that the career construction theory is used as a basis for the LDC approach (Savickas et al., 2009). The career construction theory explains that careers are constructed by individuals’ choices, representations of their reality, and are a result of an individual’s decisions, motivated by their self-concepts and career objectives (Savickas, 2005; Savickas, 2013). The working description for career construction theory for the specific study was viewed as “a theory which propose that individuals construct their work-life through various decisions they make, based on their experiences of life”.

Specific objective 2: Explore the content and methodology of life-design counselling according to literature

This objective focused on exploring the content and methodology of LDC according to various literature sources. Literature revealed that the content and methodology of a publication by Savickas (2015) was especially suitable to use as a presentation to the industrial psychologist and intern industrial psychologist participants in a one-day workshop format. The content and methodology of the LDC workshop are illustrated in Figure 2 below.



Figure 2: Overview of the content of the LDC workshop

The content and methodology were based on findings in literature and were presented in a one-day workshop. LDC consists of six LDC steps, which are combined and divided in a course of

three contact sessions with the client. The workshop commenced with an introduction to LDC, where after a discussion took place of the steps and the three contact sessions.

Savickas (2015) explains the three contacts sessions of LDC as follows. The first session commences with a transition narrative where the client's reason for partaking in the sessions and goals are explored. Moreover, the session also focused on the client's career narratives, where the client and counsellor reflect on the client's life-themes that are generated from a career construction interview facilitated by the counsellor. Post session one, the counsellor reconstructs a life-portrait by re-constructing the life-themes that were generated from the career construction interview in the first counselling session (Savickas, 2015). Following, session two comprises presenting the life-portrait to the client, accompanied by the collaborative identification and development of action steps toward the new created macro-narrative of the client's situation. Finally, session three consists of a follow-up session, where the counsellor and client review the client's progress towards establishing the new developed macro-narrative of the client's situation. The structure of the career construction interview, as described in Savickas (2015), is illustrated in Figure 3 below.

TOPIC	QUESTIONS
Role Models	<ul style="list-style-type: none"> • <i>"Who did you admire when you were growing up?"</i>
Magazines, Television, Websites	<ul style="list-style-type: none"> • <i>"Do you subscribe to or regularly read any magazines?"</i> • <i>"Are there any television shows that you watch regularly?"</i> • <i>"Which internet websites do you visit regularly?"</i>
Favourite Story	<ul style="list-style-type: none"> • <i>"Currently, what is your favorite story from a book or movie? Tell me the story."</i>
Favourite Saying	<ul style="list-style-type: none"> • <i>"What is your favorite saying?"</i>
Early Recollections	<ul style="list-style-type: none"> • <i>"What are your earliest recollections? I am interested in hearing three stories about things that happened to you when you were three to six years old."</i> • <i>"If you had a photograph of the most vivid part of that memory, what would it show?"</i> • <i>"Please give me a headline for each memory. The headline is like that used for a story in a newspaper or a title for a movie. A good headline has a verb in it."</i>

Figure 3: Overview of the career construction interview

Following, is a description of the six steps that are integrated in the three career counselling contact sessions described above (Maree, 2015). Step 1 of the LDC process commences where the counsellor and client collaboratively define the client's tensions, accompanied by the identification of the client's desired counselling outcomes (*Session 1*). Secondly, in step 2, the LDC process moves to the self-exploration of the client's subjective identity forms (perceptions of themselves through their own and other's lenses) (*Session 1*). Thirdly, the counsellor and client establish an objective perspective of the client's narrative, where the client's situation is perceived from a new alternative perspective (*Post-session 1*). Hereafter, the client is guided to plot their current obstacles into the new created narrative (*Session 2*), followed by the identification of action steps for implementing the new created reality (*Session 2*). Finally, step 6 consists of feedback and follow-up sessions where the client's progress is evaluated (*Session 3*) (Maree, 2015). The six steps of the LDC approach are illustrated in Figure 4 below.

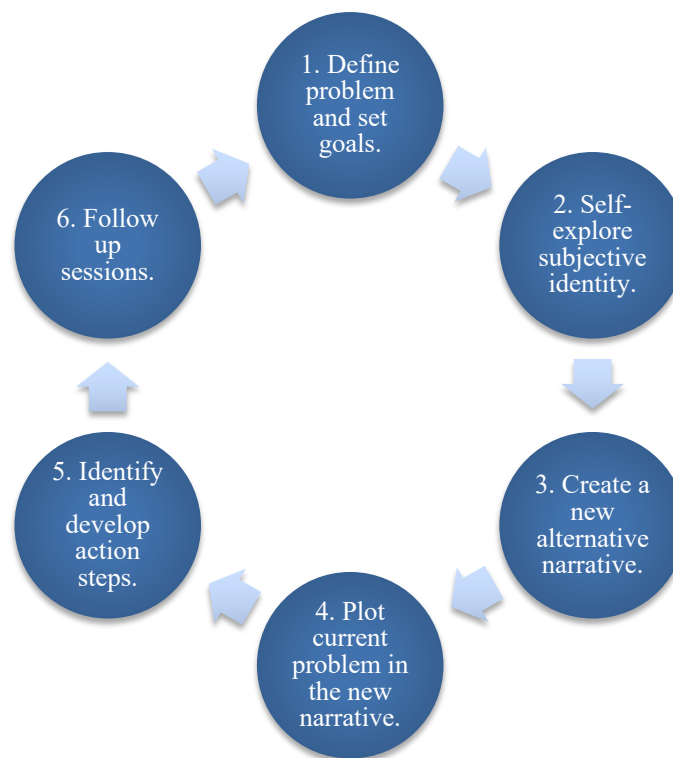


Figure 4: Overview of the six steps of LDC

Overall, all of the three contact sessions and six steps followed in LDC are based on four primary phases, namely construction, deconstruction, re-construction and co-construction. In conclusion, LDC consists of the construction of micro-narratives, followed by the deconstruction of a client's

false beliefs, where after a life-portrait of the client's micro-narratives is reconstructed with the co-construction of action steps followed by the client (Savickas, 2012, Savickas, 2016).

An overview of the content and methodology presented in the LDC workshop (the three contact sessions, six steps and four phases facilitated during LDC) is displayed in Figure 5 below:

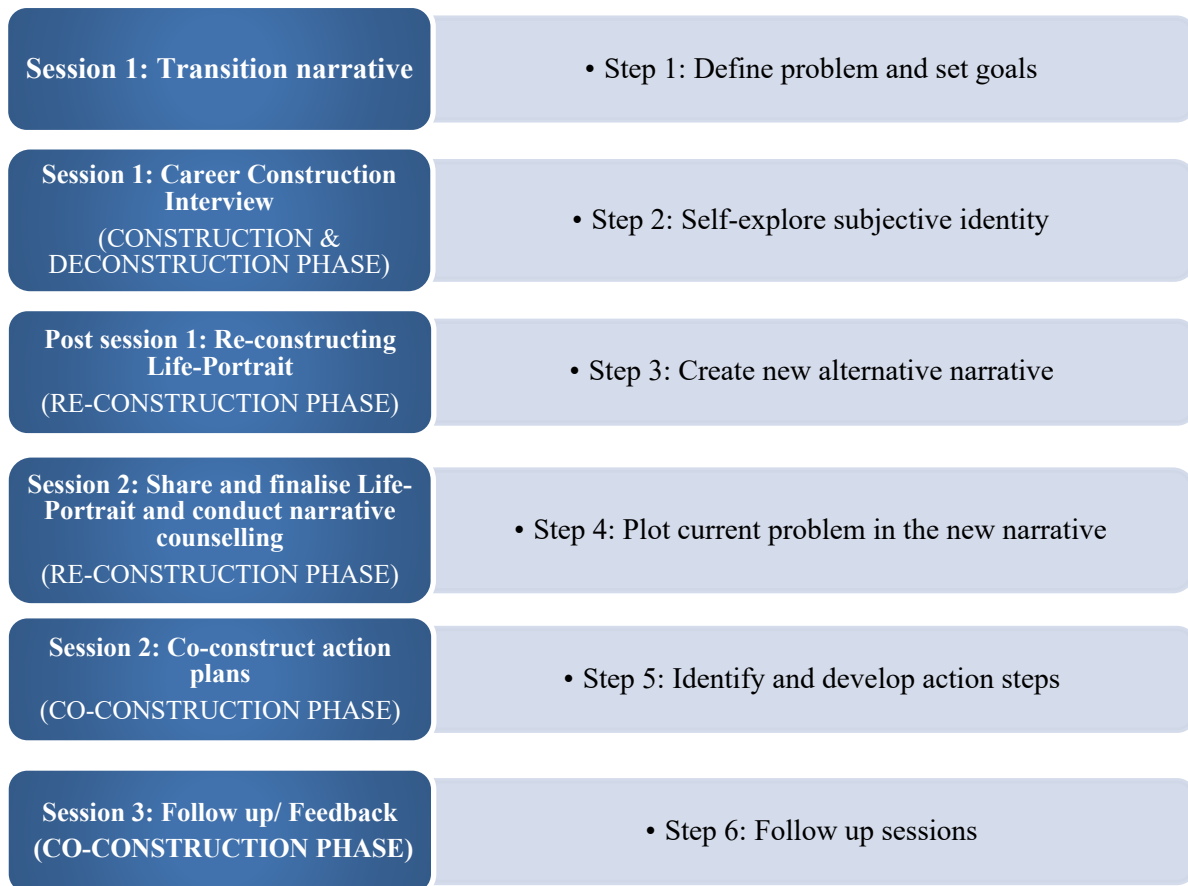


Figure 5: Overview of the content and methodology presented in the LDC workshop

Specific objective 3: Explore the perceptions industrial psychologists hold of life-design counselling as a career counselling intervention, presented during the workshop

Objective three aimed to obtain insight into how the industrial psychology profession experiences LDC as a career counselling intervention. The results for this objective are summarised in Figure 6 below:

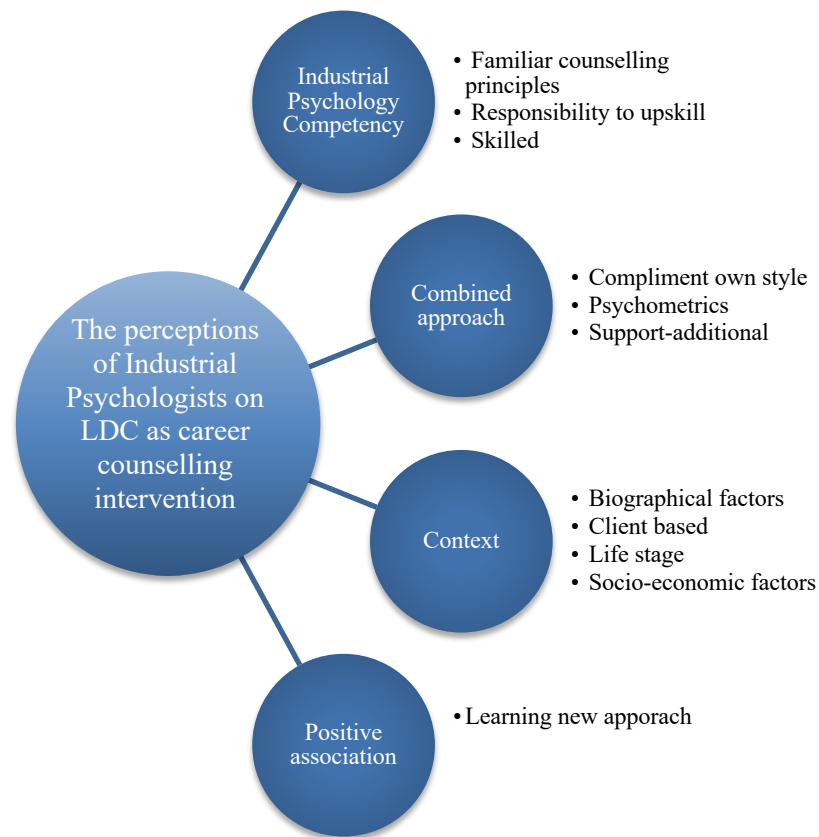


Figure 6: Illustrating the themes and subthemes that the industrial psychologists perceive LDC as a career counselling intervention

The general results of the participants' responses portrayed a positive association with LDC, in which they have indicated that they enjoyed learning about LDC and portrayed an appreciation towards the approach. In the evaluation of the approach, the participants reported that they experience and perceive LDC as an industrial psychology competency. The results indicated that various industrial psychologists experienced that some of the LDC principles are general counselling principles with which they seem familiar in their practice. However, the results also revealed that the participants felt that the facilitation of LDC requires specific skills and experience from the career counsellor. Therefore, the results indicated that industrial psychologists are responsible to stay upskilled with the required skills and approaches of career counselling interventions. Barkhuizen, Jorgensen and Brink (2015) and Barnard and Fourie (2007) support these findings by stating that industrial psychologists have to ensure that they are adequately

trained and upskilled in the career counselling knowledge and skills that the practice requires from them.

Participants further indicated that LDC should be utilised in combination with alternative interventions for career counselling. The obtained findings presented that industrial psychologists would rather combine LDC with psychometric assessments. The reason being is that LDC is perceived as an alternative tool that provides additional support and information in career counselling processes and in complex counselling situations. Moreover, the practitioners reported that they experience the use of various LDC elements as effective in collaboration with their current methodological approach, as they have indicated that elements of LDC complement their personal style. It was found that limited studies are conducted on these findings; however, Barclay (2019) indicated that counsellors can take initiative in combining various career counselling approaches to personalise the utilisation of LDC.

Additionally, the participants remarked the importance of considering contextual factors in using LDC appropriately and effectively. The factors that were identified from the practitioners included biographical factors, socio-economic factors, client preferences, and the life stages of each client. Specifically, emphasis of consideration was placed on poorer communities' access to television and internet, language differences among counsellor and client, which may cause misinterpretations, age relevance in the approach of various age groups and life stages of clients, and lastly, a client's profile, preference and expectations of the career counselling session. It was found that research also supports the importance that practitioners are required to consider the cultural, biographical and socio-economic factors of career counselling situations with each client (Maree, 2020).

Specific objective 4: Explore the suitability of Life-design counselling as a career counselling intervention for industrial psychologists in their profession

The results for objective 4 are summarised in Figure 7 below:

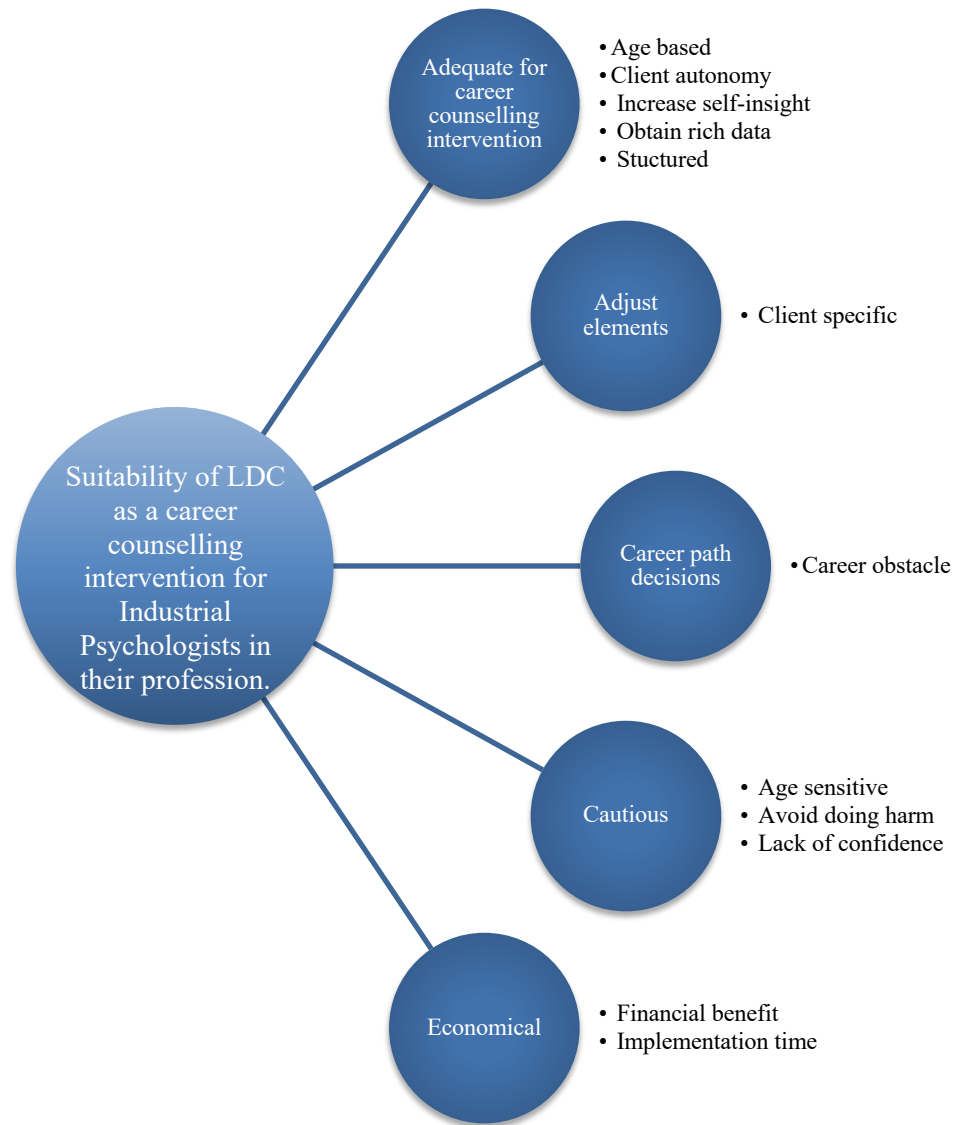


Figure 7: Illustrating the themes and subthemes of the suitability of LDC as a career counselling intervention for industrial psychologists in their profession

Various studies have proven the functionality and appropriateness of LDC within various countries, age groups and contexts (Cook & Maree, 2016; Ginevra, Di Maggio, Nota, & Sorei, 2017, Maree, 2015; Maree, 2020). One of the most important objectives of the specific study was to determine if and how suitable LDC as career counselling intervention is for the industrial psychology profession. From the results, it became clear that the majority of practitioners also experienced LDC as an adequate approach, due to the nature LDC consists of and the outcomes it delivers. The results of the study support research findings as mentioned above, which showed that

LDC seems appropriate and adequate for various age groups (students, young adults and adults), and relevant for clients in different life stages such as mid-life stages and mid-life crises stages. Moreover, the industrial psychologist practitioners experienced favour in the structured nature of LDC, as results also indicated that LDC provides the counsellor with rich in-depth information in various counselling situations that practitioners face in practice. Furthermore, the practitioners remarked that LDC creates enhanced self-knowledge in clients, which also delivers a great sense of client autonomy, as the results indicated that the approach aids a client to take responsibility and control in finding solutions and creating career paths for their situation. Ginevra et al. (2017) also found that clients experienced an enhanced sense of self-awareness post participating in LDC.

Furthermore, research states that LDC aims to facilitate a process whereby clients can effectively manage career transitions and decisions in their work-life (Di Fabio & Maree, 2012). As a result, participants remarked that LDC appears to be an adequate approach in effectively managing career counselling cases where clients are faced with career obstacles, and where they have to make career decisions. The participants also stated that they will adjust elements of the LDC approach and process to create a greater suitability of the approach in reference to their clients' preferences and age groups. Additionally, the results also indicated that some practitioners perceived LDC as an economic approach in relation to costs and time; however, other practitioners stated the contrary by remarking that the approach may be too costly and time-consuming in certain practices of industrial psychology. Reid, Bimrose, and Brown (2016) also found that components of LDC such as the career construction interview can become a time-consuming approach in comparison to the available resources for career counselling interventions.

Lastly, there were responses of participants that indicated a sense of being cautious of applying LDC in their practice, due to a lack of confidence in their counselling skills and being unfamiliar with post-modern career counselling approaches. The participants' responses revealed that limited to no training and exposure of career counselling skills and approaches were provided by their tertiary institutions for industrial psychology students. As a result, it became clear that various industrial psychologists felt they need to avoid counselling situations that can potentially contain emotions, trauma and past experiences. Therefore, these experiences of the practitioners created an expression of concern of doing harm to clients. Barhuizen et al. (2015) also found that industrial psychologists experience a lack of counselling skills and training on tertiary educational level.

The research study also obtained data regarding *the influence of LDC as career counselling intervention on the industrial psychology profession*. The results thereof are summarised in Figure 8 below:

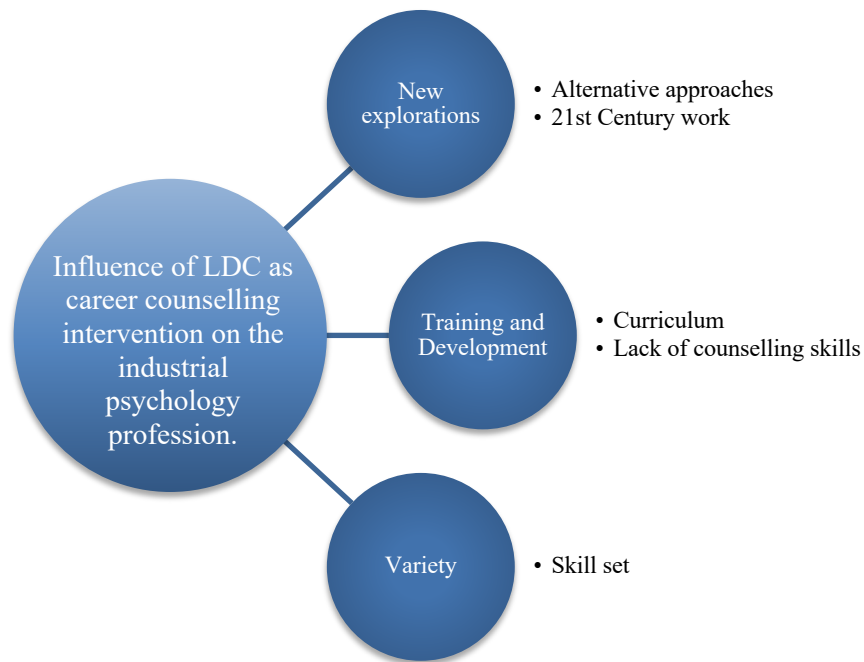


Figure 8: Illustrating the themes and subthemes of the influence of LDC as a career counselling intervention on the industrial psychology profession

Briddick and Sensoy-Briddick (2017) state the LDC as post-modern approach serves as a career counselling intervention developed and aimed to manage 21st century challenges and demands of the contemporary work life. These findings correlated with the results of the current research study, as the data showed that LDC develops a new mind-set among the industrial psychology profession, to explore new appropriate and alternative career counselling approaches for the current and future workplace. Consequently, the practitioners remarked that LDC serves as a relevant and additional skill and tool, which appears effective in addressing 21st century challenges and demands the workforce face. However, it became evident that the industrial psychology profession experiences a lack of LDC skills and experience. Wen, Chen, Li, and Gu, (2020) also concluded that there is a limited number of counsellors who are adequately trained in LDC. Indeed, the practitioners expressed a demand to become trained in relevant post-modern career counselling approaches through training and practical exposure. Moreover, this led to expressions from the practitioners

that tertiary institutions should incorporate career counselling training within the curriculums of industrial psychology students, as also found by Barhuizen et al. (2015).

3.2. Limitations

In the course of the study, the following limitations came to light. The primary limitation that was noticed in the study was the population of interest. The sample for the current study only consisted of participants from two provinces within South Africa. Consequently, the findings of research study cannot be generalised across a South African context or other countries. Moreover, the population consisted of limited diverse participants, which may not be representative for all race groups. Initially, a diverse group was available for the study, however, some of the participants unfortunately had to withdraw on short notice. Additionally, although the researcher made every effort to ensure confidentiality of participant, full confidentiality could not be assured within the focus group discussions, due to the participants autonomy in the process.

Furthermore, the means by which the participants became familiar with the research phenomena were through a one-day LDC workshop. A one-day workshop may have been insufficient for the participants to gain a deep and adequate understanding of LDC, as the time placed restrictions on practical exposure to the approach. The participants also indicated that they experienced a need for practical exposure to LDC to fully obtain adequate knowledge of LDC. As a result, a limitation of exposure and knowledge of LDC may have influenced the participants' perspective on the suitability of LDC as career counselling intervention for the industrial psychology profession.

Lastly, the participants experienced a lack of evidence-based statistics for LDC regarding the validity and reliability of the LDC approach, which created a feeling of being cautious in utilising the approach in their future practice. Thus, it became evident that future research should focus on these aspects to ensure an evidence-based practice for the field of industrial psychology.

3.3. Recommendations

Recommendations for utilising LDC in the industrial psychology profession

The participants proposed various recommendations to advance the suitability of LDC as career counselling intervention for the industrial psychology profession. The recommendations for utilising LDC in the industrial psychology profession are illustrated in Figure 9 below:

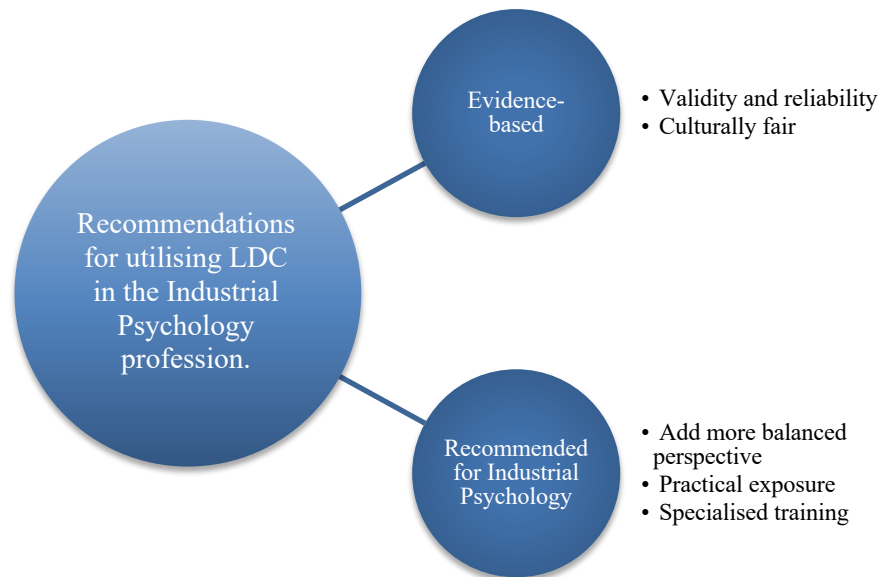


Figure 9: Illustrating the recommendations for utilising LDC in the industrial psychology profession

Post obtaining exposure in LDC through participating in the LDC workshop, the participants made various recommendations to enable them to use LDC in the industrial psychology practice. Industrial psychologists are required to ensure that all their interventions and practices are grounded in scientific psychological knowledge (Department of Health, 2011). Moreover, they need to be familiar with the validity and reliability of all the tools they utilise (Department of Health, 2011). Consequently, the participants questioned the validity and reliability of LDC as evidence-based practice. Additionally, the participants also indicated the need to determine the cultural fairness (language-and-cultural appropriateness) of LDC. Therefore, it is recommended that the industrial psychology profession should conduct research regarding the scientific nature of the approach and determine the evidence-based and cultural appropriateness of the approach for their profession.

Furthermore, the participants recommended that industrial psychology practitioners and students receive more advanced training and practical exposure in post-modern career counselling approaches such as narrative counselling techniques. Barkhuizen et al. (2015) indicate that there is a lack of training in career counselling skills and approaches and recommended that training

should be incorporated in tertiary institutions' curriculums. The participants also reported that they had limited to no exposure to career counselling techniques in their tertiary institutions. Consequently, the participants recommended that tertiary institutions should incorporate post-modern career counselling skills and approaches within the curriculums of industrial psychology students.

Lastly, the practitioners remarked that LDC should adopt a more balanced approach during the career construction interview. The results obtained indicated that LDC lacks a focus on negative life experiences of clients, as the approach majorly focuses on positive experiences such as client's role models, favourite sayings, and favourite stories. The practitioners recommended that LDC should be modified to include negative life experiences such as focusing not only on positive role models, but also including negative role models. Savickas (2015) supports these findings as he states that practitioners hold the freedom in LDC to adjust elements of the approach, for it to be adequate and appropriate for their client's needs and situation.

Specific objective 5: Determine what recommendations can be made for future research

Based on the findings of the current study and the recommendations of the participants, it is primarily recommended that further research should be employed regarding the validity and reliability of the LDC approach as career counselling intervention. Moreover, it is also recommended that future research should focus on cross-cultural studies of LDC within a South African context, to ensure that the approach is language-and-culturally appropriate for South Africa's practitioners. Also, to enhance the confidentiality of the study, it is recommended to obtain written consent from participants, stating the importance and agreement of no disclosure of any information from the focus group discussions.

Furthermore, the researcher recommends that tertiary educational institutions incorporate more post-modern career counselling skills and approaches within the curriculums of Industrial Psychologist students. This will enable industrial psychologist practitioners to obtain confidence in facilitating relevant career counselling approaches. Moreover, it will enhance the industrial psychology profession's appropriateness to manage the 21st century's demands and challenges of the workforce, as the Health Professions Council of South Africa states that practitioners are

required to be well equipped in counselling techniques (Health Professions Council of South Africa, 2020).

Lastly, based on the current research findings, and as recommended by the participants, elements of LDC can be modified to enhance the suitability and appropriateness of LDC in the industrial psychology profession. Indeed, as was recommended by the participants, the career construction interview of LDC can be adapted to a more balanced approach and perspective in the focus of a client's life experiences. Therefore, based solely on the results obtained from the research, the researcher has modified the career construction interview for the industrial psychology profession to provide an overview of how the LDC approach can be applied. The considered modifications (indicated in bold below) of the interview are presented in Figure 10 below.

The first modification presented in the career construction interview was adding the *“Was there someone who was a particular bad example in your life when you were growing up?”* as sub-question for exploring the client's role models. This modification is based on the findings that the LDC approach needs to adopt a more balanced approach in positive and negative life experiences. Secondly, the findings of the study indicated that practitioners will ask more age-relevant questions to enhance the appropriateness of the model. Therefore, the researcher has added two sub-questions under the “Magazines, Television and Websites” section, which appear to be more relevant and appropriate for children, adolescents and young adults. The two questions incorporated are presented as: *“Which blogs do you follow?”* and *“Which YouTube channels do you follow?”*

Figure 10: Modified career construction interview for the industrial psychology profession

TOPIC	QUESTIONS
Role Models	<ul style="list-style-type: none"> • <i>"Who did you admire when you were growing up?"</i> • "Was there someone who was a particular bad example in your life when you were growing up?"
Magazines, Television, Websites	<ul style="list-style-type: none"> • <i>"Do you subscribe to or regularly read any magazines?"</i> • <i>"Are there any television shows that you watch regularly?"</i> • <i>"Which internet websites do you visit regularly?"</i> • "Which blogs do you follow?" • "Which YouTube channels do you follow?"
Favourite Story	<ul style="list-style-type: none"> • <i>"Currently, what is your favorite story from a book or movie? Tell me the story."</i>
Favourite Saying	<ul style="list-style-type: none"> • <i>"What is your favorite saying?"</i>
Early Recollections	<ul style="list-style-type: none"> • <i>"What are your earliest recollections? I am interested in hearing three stories about things that happened to you when you were three to six years old."</i> • <i>"If you had a photograph of the most vivid part of that memory, what would it show?"</i> • <i>"Please give me a headline for each memory. The headline is like that used for a story in a newspaper or a title for a movie. A good headline has a verb in it."</i>

It is recommended that further research be employed to confirm and address the above-mentioned recommendations and career construction interview modifications for the industrial psychology profession. This will provide the industrial psychology profession with evidence-based clarity pertaining to the LDC approach, and enhance the suitability of LDC for industrial psychology practitioners. As a result, these recommendations hold the potential to advance the industrial psychology profession with a functional post-modern career counselling intervention. Furthermore, it will also enable the practitioners to stay upskilled and relevant in reacting to the call to manage and address the 21st century's work demands faced by our workforce.

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ADDENDUM A

INFORMED CONSENT

Research information regarding participation
&
Informed consent form

Name of participant: _____

Date: _____

To whom it may concern

You are hereby formally invited to take part in this study. I am currently a master's student in Industrial Psychology working on my research dissertation. The research study is about exploring a contemporary career counselling approach called the life-design counselling approach as career counselling intervention for the industrial psychology profession. Therefore, you as a registered industrial psychologist or registered industrial psychologist intern, are invited to participate in this relevant study for the IOP field. Please take note that it is not necessary or required from you to hold any experience or acquaintance of the life-design counselling approach, to participate. You are welcome to contact me with regard to any questions you have, to ensure you are comfortable with the research, before you decide whether you would like to participate in this research.

Contact details of researcher: Lize Kriek Tel: 0794331908 Email: lize251193@gmail.com	Contact details of supervisor: Lené Graupner Tel nr: 018 2994309
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1. The purpose of the research

Relevant career guidance and development of employees in the 21st century are paramount, and research shows it calls for the attention of industrial psychologists. The workforce is faced with the requirement of holding and developing career adaptability, lifelong learning and employability to be successful in the work environment of today. Life-design counselling (developed by S Savickas) has been shown to focus on developing these required skills that employees need for the 21st century; therefore, portraying to be an effective potential career counselling intervention for career counsellors in the profession of industrial psychology. The industrial psychology profession needs to acquaint themselves with relevant and appropriate tools that address the needs and challenges of today's workforce. Therefore, industrial psychologists' experience of the life-design counselling approach will be explored for the profession of industrial psychology, with the aim to

aid and enable the profession, to efficiently prepare and develop the workforce in this century of protean careers, and become increasingly relevant within the field.

2. Participant selection

You are being invited to take part in the research, as we feel your experience as an industrial psychologist or industrial psychologist intern, with knowledge of the profession, can contribute much to the understanding and knowledge of the research topic.

3. Type of research intervention

Workshop:

27 February 2020 – Potchefstroom

Firstly, this research study will involve your voluntary participation in a pre-arranged one-day life-design counselling workshop. The workshop will entail a full one-day programme, which will focus on life-design counselling as a career counselling intervention for the industrial psychology profession. Within this workshop, you will receive in-depth understanding and knowledge of the contemporary career counselling approach; life-design counselling.

The workshop will consist of theory, constructs, phases of treatment, session-by-session principles/techniques, and a procedural outline of the intervention for everyday practice. Furthermore, it will consist of practical activities to ensure an in-depth understanding of the career counselling intervention. The activities will be of such a nature that you will have to apply the theory on case studies given and at times participate in group discussions. All the individual activities of case studies will be private and for your own benefit. Therefore, you will not be exposed in any manner and no counselling will be received or provided at any stage of the workshop. Consequently, you will not be exposed to any counselling yourself, as the application and practical component of the workshop will consist of case study scenarios.

Focus group discussion

The last session of the life-design counselling workshop will be a focus group discussion. The focus group discussion will involve your voluntary participation in a group discussion with all the other participants (industrial psychologists/interns) in the workshop. The discussion will be based upon life-design counselling as a career counselling intervention for the industrial psychology field. The discussion will be electronically recorded, with permission signed. No one will be identified by name or any other personal details, within the research report. Your identity will at all times be protected and anonymous within the research report. The recordings will be kept safely stored and password protected. Only the researchers (Lize Kriek and Lené Graupner) will have access to these recordings.

Paper-and-pencil interviewing

The first session of the workshop will entail a short pre-paper-and-pencil interview/questionnaire on life-design counselling. Additionally, you will also receive a short post-paper-and-pencil interview/questionnaire at the end of the workshop, consisting of only a few open-ended questions. Therefore, agreeing to participate in the study, it will involve your voluntary participation in completing these paper-and-pencil questionnaires. The open-ended questions will ask you to share your experience of life-design counselling. The completed paper-and-pencil interview document will be safely stored, and password protected. Only the researchers will have access to it. Additionally, your identity will stay confidential and anonymous throughout the report writing. Furthermore, the paper-and-pencil interviewing process will involve your voluntary participation of a probing phase, if necessary. If the researcher identifies incomplete or vague answers within your paper-and-pencil interview, you will be contacted at an appropriate time (pre-arranged) to gain clarity on your answers.

4. BENEFITS OF THIS STUDY

- You will obtain the opportunity to be exposed to rich in-depth theory and practice of a postmodern counselling model, which may enhance your understanding and ability of new contemporary methods and techniques of career counselling.
- You will receive exposure to the theory and practice of the life-design counselling approach, with the potential to enhance your effectiveness and relevance of career counselling practices within your scope.
- By participating in this study, you will also receive the life-design counselling training manual of Savickas, specifically focused on enabling practitioners to develop the knowledge, behaviours, and skills needed to grasp and use life-design counselling for career construction. The workshop will be based on the manual, and exposure to these life-design counselling techniques and methods will be provided.

Take note: There are no particular or direct risks pertaining your participation within this study.

5. Reimbursements

- You will not be given any incentives to participate in the study.
- We will, however, be provided with a comfortable and appropriate venue for the workshop.
- You will also be provided with refreshments and lunch during the workshop.

6. Collected data

The data obtained from all the participants is only for academic and research purposes.

7. Voluntary participation

Your participation in this research is entirely voluntary. It is solely your choice whether you want to participate or not. There will be no negative consequences to your choice. You also hold the right to withdraw at any given moment, if you would like to.

Should you agree to participate, please sign the certificate of consent form, and complete the biographical information form at the end of this document. The reason for the biographical information is solely for the purpose of describing the research group of the current research study. (Note that this information will be handled in a confidential and anonymous manner).

CERTIFICATE OF CONSENT

For undertaking by the participant:

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it, and any questions I have asked, have been answered to my satisfaction. I consent voluntarily to be a participant in this study and give consent to participate in the whole process:

Print name of participant: _____

Signature of participant: _____

Date (day/month/year): ____ / ____ / ____

For undertaking by the researcher:

I witness that the participant had the opportunity to ask questions and have given consent freely.

Print name of researcher: _____

Signature of researcher: _____

Date (day/month/year): ____ / ____ / ____

Statement by the participant/researcher taking consent:

I have accurately read out the information sheet, and to the best of my ability made sure to understand the information regarding the research.

ADDENDUM B

BIOGRAPHICAL QUESTIONNAIRE

These questions below concern your biographical information. Please answer all your questions. Write your answer in the appropriate space, or mark your answer with an 'X' where applicable:

Background information:	Date (day/month/year): ____ / ____ / ____
1. Gender:	Male: ____ Female: ____
2. Year of birth:	____ - ____ - ____ dd mm yyyy
3. Address:	City/town: ____ Province: ____
4. Ethnicity:	White: ____ / Black: ____ / Coloured: ____ / Indian: ____ Other, please specify: ____
5. Language:	1. Afrikaans ____ 2. English ____ 3. Sepedi ____ 4. Sesotho ____ 5. Setswana ____ 6. siSwati ____ 7. Tshivenda ____ 8. isiNdebele ____ 9. isiXhosa ____ 10. isiZulu ____ 11. Xitsonga ____ 12. Other, please specify: ____
6. Highest qualification:	Grade 12: ____ Degree: ____ Post-graduate degree: ____ Diploma: ____ Other, specify: ____
7. Job level	Indicate your job level please: ____