

**THE BENEFITS OF HEUTAGOGIC LEARNING:
A CASE STUDY TO DEEPEN THE APPRECIATION OF A CAREER
COUNSELLING INTERN'S PROFESSIONAL DEVELOPMENT**

by

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DECLARATION

I, Philippus Gerhardus Albertus Labuschagne, declare that this dissertation, titled

“The benefits of heutagogic learning: A case study to deepen the appreciation of a career counselling intern’s professional development.”

is my own work and that all the sources that I have used, or quoted, have been indicated and acknowledged by means of complete references.

.....

SIGNATURE

Mr. PGA Labuschagne

.....

DATE

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TABLE OF CONTENTS

DECLARATION	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF FIGURES	x
SUMMARY	xi
CHAPTER ONE	
CONTEXTUALISING THE RESEARCH JOURNEY	1
1.1 CONTEXTUALISING THE INTERNSHIP	1
1.2 CONTEXTUALISING THE PROCESS	4
1.2.1 Uniqueness of this case	4
1.2.1.1 Uniqueness of self-thickening and self-selection	4
1.2.1.2 Uniqueness of work setting and andragogic nesting	7
1.2.1.3 The unique learning and supervisor feedback process	10
1.2.1.4 Uniqueness of this protean career pattern	11
1.2.1.5 Time frame of case	12
1.2.2 Evidence generated	12
1.3 WRITING REFLECTIONS IN ADULT LEARNING	13
1.4 MOVING FROM REFLECTIONS TO RESEARCH	13
1.4.1 Motivation and purpose for researching reflections	14
1.4.2 Considering perspective coherence	15
1.4.3 Considering core concepts, constructions and convictions	16
1.4.4 Considering generative research concepts	17
1.4.5 Considering a question for the inquiry	18
1.4.6 Considering the purpose of this inquiry	19
1.4.7 Considering how the inquiry should be done	19
1.4.8 Considering the findings that could flow from the inquiry	20
1.5 OVERVIEW OF THE DISSERTATION	21
1.6 CONCLUSION	21

CHAPTER TWO	
LITERATURE REVIEW: A CONVERSATION WITH OTHER RESEARCHERS	23
2.1 CAREER COUNSELLING: THE IOP CONTEXT	23
2.2 PROFESSIONAL DEVELOPMENT	24
2.2.1 Career counsellor education and training	24
2.2.2 Reflections as professional development tool	27
2.2.3 Transformative learning as professional development outcome	31
2.2.4 Ethical behaviour in a professional context	33
2.2.5 Diversity in a professional context	34
2.2.6 Wellness in a professional context	35
2.2.7 Professional development in a complex dynamic context	36
2.3 RESEARCH	38
2.4 CONCLUSION	39
CHAPTER THREE	
RESEARCH METHODOLOGY: BECOMING FAMILIAR WITH THE JOURNEY	41
3.1 AIMS OF THE RESEARCH QUESTION	41
3.2 PARADIGM PERSPECTIVE	42
3.2.1 Thinking and writing	43
3.2.2 Meaning generating context	45
3.2.3 Theoretical statement	46
3.3 METHODOLOGICAL CONVICTIONS	47
3.4 RESEARCH DESIGN	50
3.4.1 Research approach	51
3.4.2 Research strategy	52
3.5 RESEACH METHOD	53
3.5.1 Recording and selection of data	53
3.5.2 Data analysis	55
3.5.2.1 Move from reflexive learning to reflexive research	55
3.5.2.2 Data set and postmodern methods	57
3.5.2.3 Creative Analytic Practice	59
3.5.2.4 Effort as global disquisition	60

3.5.2.5 Bronfenbrenner’s ecological theory of development	61
3.6 QUALITY AND ETHICAL CONSIDERATIONS	65
3.7 CONCLUSION	67
CHAPTER FOUR	
THE EMERGING JOURNEY: CREATIVE ANALYSIS IN PRACTICE	68
4.1 DEVELOPING THE INTERN (INSTANCE)	68
4.1.1 A prospect for internship	68
4.1.1.1 The intern as prospect for career counselling development	69
4.1.1.2 Initial conditions as platform for transformative learning	71
4.1.2 Intern development towards a counselling career	71
4.1.2.1 A willingness to be empathic and socially aware	73
4.1.2.2 A willingness to treat people equally	73
4.1.2.3 A willingness to act as an activist	77
4.1.2.4 An aspiration to develop an ethical practice	78
4.1.2.5 Knowledge of the dynamics of career space in counselling	79
4.1.2.6 Recognising the structure needed for development	82
4.2 BENEFITS OF REFLECTIVE WRITING	84
4.2.1 Clarifying the internship as bridge between education and praxis	88
4.2.1.1 Constructing aptness under supervision	88
4.2.1.2 Constructing professionalism	91
4.2.1.3 Constructing know-how	93
4.2.1.4 Contra-factual definiteness	95
4.2.1.5 Gathering evidence towards required outcomes	97
4.2.1.6 Learning about the deficits in competence	98
4.2.2 Informs the dynamic space between intern and managing supervisor	100
4.2.2.1 Training features	101
4.2.2.2 Practice features	102
4.2.3 Generating features about coping and wellness	104
4.2.4 Emergence of professional practice	107
4.2.5 Informs the exo-subsystem and macro-ethic	109
4.2.5.1 Aggregate roles, ethic and scope of practice	110
4.2.5.2 Measuring the macro-ethic	112
4.2.6 Emergence of reflective productivity	113

4.2.6.1 Reflective writing interpenetrates the chrono-subsystem	113
4.2.6.2 Reflective writing interpenetrates with the exo-subsystem	114
4.2.6.3 Reflective writing records the nature of change	115
4.2.6.4 Reflective writing records performance from a management perspective	116
4.2.6.5 Reflective writing as an impetuous philippic	118
4.2.6.6 Voids in the reflective writing record	119
4.3 CONCLUSION	120

CHAPTER FIVE

INTEGRATION OF FINDINGS AND LITERATURE: PUTTING THE JOURNEY INTO PERSPECTIVE	121
5.1 PROFESSIONAL DEVELOPMENT OF THE INTERN	121
5.1.1 Sketching the initial intern mindset	122
5.1.2 Professional development in complex dynamic career counselling space	123
5.2 BENEFITS OF HEUTAGOGIC LEARNING	127
5.2.1 Negotiating career disjunctions	127
5.2.2 Heutagogy informs the space between intern and managing supervisor	131
5.2.3 Generating features about coping and wellness	132
5.2.4 Emergence of professional practice across the ecosystem	133
5.2.5 Emergence of reflective productivity	134
5.3 CONCLUSIONS	135

CHAPTER SIX

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS: ARRIVING AT THE DESTINATION	137
6.1 CONCLUSIONS	137
6.2 CONTRIBUTION	139
6.2.1 My experience of the research process	140
6.2.2 My feelings about the research process	140
6.2.3 My critical thinking about the research process	141
6.2.4 This research process as my action	141
6.3 LIMITATIONS	142
6.4 RECOMMENDATIONS	143
6.4.1 Recommendations towards heutagogy learning as internship tool	144

6.4.2 Recommendation towards HPCSA evidence	144
6.4.3 Recommendations towards IOP practice	144
6.4.4 Recommendations towards IOP research	145
6.4.5 Recommendation towards an ecosystemic approach	145
6.5 CONCLUDING THE CONCLUSIONS	146
REFERENCES	147
APPENDICES	
Appendix 1: List of the first generation features	156
Appendix 2: List of second generation features	157
Appendix 3: Selection of ELCs	160

LIST OF FIGURES

Figure 1.1	Complexity map showing my internship in its system context	9
Figure 1.2	Map of my professional development journey	18
Figure 3.1	A presentation of my heutagogic learning context, as experienced	45
Figure 3.2	A presentation of my creative analysis process as experienced	59
Figure 4	Transforming perceptions on diversity	76
Figure 5.1	The mindset of the intern on selection for the internship	122
Figure 5.2	The system promoting equal treatment across systems	123
Figure 5.3	Career disjunctions and the gaps between career path modes	125
Figure 5.4	Career counselling strategy to cope with career disjunctions	125
Figure 5.5	Structure influence development	126
Figure 5.6	Dynamic designs to construct aptness in professional development	128
Figure 5.7	Accelerating the tempo of transformation	129
Figure 5.8	Constructing know-how	130
Figure 5.9	Contra-factual definiteness	130
Figure 5.10	Gathering verifiable evidence towards professional development	131
Figure 5.11	The supervision microsubsystem	132
Figure 5.12	Wellness promotion in a dynamic internship environment	133
Figure 5.13	Emergence of professional practice across the ecosystem	134
Figure 5.14	Ethical entanglement and transformed aesthetic relationship	135

LIST OF TABLES

Table 5.1	Effective career counselling strategies to bridge career disjunctions	125
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SUMMARY

The professional development of a career counselling intern on a satellite campus at a distance education institution was facilitated with the use of a heutagogic learning strategy. The heutagogic learning process was recorded by reflective writing based on Kolb's experiential learning model. This research is a disquisition of the reflective dataset.

The research is an autoethnographic case study in the constructionist paradigm with a creative analysis process. During the research process features about the benefits of heutagogic learning in the professional development of the career counselling intern were critically constructed.

The findings of the research are captured in memescapes showing mindset changes and mental transformations on patterns which describe the theory-praxis gap, diversity, wellness, the macro-ethic. The recommendations include the hope that these findings will feed through to inform future career counselling internships in the IOP field.

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Supervisor: Professor M.S. May

Key Words

Autoethnography, bifurcation, complex dynamic system, creative analysis, diversity, feedback loop, macro-ethic, mental transformation, supervision, theory-praxis gap, wellness.

CHAPTER ONE

CONTEXTUALISING THE RESEARCH JOURNEY



A snowflake construction was the first picture I drew when my training started. It was my way to affirm my appreciation for complex structures and living systems.

What you are about to read is a story. It is the story of an inquiry into the reflective constructions of my experiences during my learning as career counselling intern (CCI). The essence of the story is about me and my professional development as a trainee practitioner within the industrial and organisational psychology (IOP) discipline. The inquiry is constructionist research about my learning from a multitude of career conversations with students making career decisions. The career decisions of students include their relationship with the university and their economic reality. These are the global patterns in this autoethnographic inquiry. The inquiry also explores the voices of my peers, my internship supervisors, university staff and managers who were captured in the reflections.

In this chapter the uniqueness of this career counselling internship is discussed. It is considered unique because it has an andragogic setting with heutagogic learning and a protean career pattern. The discussion will describe my experiential learning as constructed in my reflections and will consider the move from reflection to research.

1.1 CONTEXTUALISING THE INTERNSHIP

This research follows from my career counselling internship and is about the qualitative benefits of experiential learning and reflective writing during supervised professional development. The context of this career counselling internship is a satellite campus of a distance education institution (DEI). The training and development methodology used to provoke professional development was not universally applicable to all the university's student counselling units. The developmental practices introduced by the managing supervisor were almost exclusively used at the satellite campus, but shared some elements with practices at

student counselling on the main campus. Development interventions, evaluation standards and quality benchmarks were designed by a collaborative effort between the managing and counselling supervisors of both campuses, but it was at my local campus where a reflective model was originally introduced to manage supervision. Supervision of the intern, as both employee and as professional in counselling conversations, was managed with the reflective model. The supervisor acted as management supervisor on behalf of the university and as internal counselling supervisor on behalf of the profession, although the roles seemingly intertwined. The preference in this document is to refer to the management supervisor, except where she clearly acted on behalf of the profession.

This case specific background was embedded in a more global reality which formed the backdrop behind this research effort. To be able to enter into a professional career in IOP requires opportunities where the student has exposure to career counselling and career related psychometric practices. To gain practical counselling experience during or after their studies, students seek volunteer employment, temporary employment or internship opportunities. Such opportunities were limited and availability varied according to scope of practice within IOP. This inquiry explores my success in benefiting from such an opportunity.

Student counselling provided a career counselling opportunity within the IOP scope. As a policy decision of the DEI, students are helped by student volunteers, temporary staff and the CCI to make academic and career decisions. With career conversations we helped participating students to test their own career expectations, to evaluate their career decisions and to form an impression of future career challenges. Part time work as introduction into the world of work is an acknowledged method to manage a new venture in one's career (Schreuder & Coetzee, 2006). My volunteer year pried open the career counselling internship and was my way to manage all resources available to me and gain the internship opportunity. This aided my career and professional development. Looking back, the benefits seem to be broader than gaining intrapersonal and interpersonal skills. The intern was introduced to the macro-environment and to the effect of time on careers. Approached from an organisational perspective, student counselling is seemingly an affordable support service on offer to students to accommodate the institution's goals around student-centredness.

As an introduction into the world of work within IOP this volunteer opportunity at student counselling is popular. Locally the reason is that it is the only path to get selected for the professional career counsellor in private practice internship. On completing the internship successfully the student becomes eligible to write the Health Profession Council's (HPCSA) final examination (<http://www.hpcsa.co.za>). To apply for this professional examination the student and internship supervisor must submit proof of compliance to prescribed requirements and competencies. Coetzee and Roythorne-Jacobs (2007) describe the training process, the outcomes and assessment criteria required by HPCSA and state that the training of career counsellors in South Africa has not received much attention. The authors mention that the training and practice of career counsellors are controlled by legislation and controlling bodies. They do not suggest ways of developing evidence during the training process to satisfy the HPCSA requirements as proof of compliance.

To develop convincing evidence of the quantifiable elements during the internship process, for example the time schedules and the hours of supervision, is straightforward, because these elements require only administrative skills. It is more problematic to prove compliance and competence in psychological assessment skills within the scope of career counselling, but evidence of the testing process may suffice. To provide evidence of the quality of training, the depth of learning and professional transformations is difficult, because of the open and subjective nature of these aspects. What was not explicitly required in the documentation was to submit direct proof of theory to practice transference, acquirement of counsellor role awareness and professional transformation (Bolton, 2010). These are important aspects and I could not ascertain myself whether these competencies were assumed to flow from training, assessed from quantitative data such as time sheets, or were indirectly measured by the final summative examination. During my internship my managing supervisor and I found that a daily, or twice daily, reflection on my career conversations with students, captured these qualitative aspects to an acceptable degree.

This inquiry has the potential to get a deeper appreciation of these qualitative aspects of my learning, because reflective practice (Kolb, 1984) and a supervised andragogic

learning environment (Van Vuuren, 2010) are qualitative aspects of professional education, training and development. This in itself may be a process worthy of consideration in structuring future career counselling internships.

1.2 CONTEXTUALISING THE PROCESS

Internships in career counselling develop and shape professionalism and are important learning opportunities which can be researched to reveal the potential benefits from learning. Parks Daloz (2000, p. 117) writes: “Extended experiential learning opportunities as internships ... or other similar work are powerful formative factors shaping a mature commitment to the common good”. The author continues with “internships should engage learners with tough issues and dilemmas; encourage critical reflection on these issues and press for action steps”. These qualitative formative aspects were present in my internship experience and the outcome was a professional registration. The unique elements were captured in a traceable record as evidence of the subjective professional transformation (Bolton, 2010).

1.2.1 Uniqueness of this case

The idea for this research originated in discussions between myself as intern and the managing supervisor around evidence to support proof of compliance and transformational learning. In my career counselling internship the training context, training methods, selection requirements and financial support by the university were different from the internships on the main campus. The training context was andragogic in nature, with the supervisor participating in the group rather than acting the role of expert. Hawkins and Smith (2006, p. 125) describe andragogy as “the learning process of adults”, recognising the life experience of students as important inputs. It is in this context that experiential learning, as modelled in Kolb (1984), was introduced as learning method.

1.2.1.1 Uniqueness of self-thickening and self-selection

The andragogical environment creates opportunities for students to become personally involved (Richards, 2011) and during my internship this ownership was enhanced by

reflective writing. The intention of the managing supervisor with introducing the Kolb learning model (Kolb, 1984) was to make the organisational requirements of monitoring, controlling, evaluating and reporting workable within time and budget constraints. Writing reflections within Kolb's experiential learning cycle (ELC) was compulsory. The process the managing supervisor adopted meant that every volunteer had maximum autonomy to be self-directive and self-driven, while being interdependent within the team at the same time (Yorks & Marsick, 2000). This was the same for my internship. Senge (2006) suggests reflective writing to support self-efficacy, double loop learning, creativity and an ability to deal with the complex dynamic systems, but within our professional development process it became clear that development was dependent on the level of engagement.

Heutagogy learning became part of adult learning vocabulary and complicated our appreciation of concepts such as andragogy context, experiential learning and reflexivity. Heutagogy learning is the brainchild of Stewart Hase and Chris Kenyon (Hase & Kenyon, 2007). The authors accept andragogy as a valid model to accommodate adult education, but move the concept from a teacher-centred model to a learner-centred model. According to them learner-centred models promote self-determined learning and discovery. They extend self-determined learning by including systems thinking and complexity theory in their conceptual framework. They differentiate heutagogy learning by focussing on capability as important aspect of learning. The focus on heutagogy learning is different from the competency movement where knowledge and skills are setting dependent (Hase & Kenyon, 2007, p. 114). The authors also propagate design aspects for learning, such as the emergent nature of learning, a living curriculum, level of involvement, real life context, collaboration and coaching. These are all aspects I encountered during my internship. The internship and my reflective practice were dominated by Kolb's experiential learning model, but what I brought into the learning was my epistemological convictions about behaviour as complex dynamic systems (CDS) (Amagoh, 2008; Pryor & Bright, 2011) in a quantum reality (Schwartz, Stapp & Beauregard, 2005).

When inspecting my written reflections to inquire about its nature, it is noticeable they are all written in the pre-specified structure. They start with experience and follow through to feelings, thinking and action (Kolb, 1984). This may be conceived

as a repetitive process with the result specified in terms of the pattern itself. It is recursive even if experience is not the specified entry point. Heutagogic learning (Hase & Kenyon, 2007) is also a recursive process, but it is without a specific internal structure. It is recursive in the experience, mental processing and the act of writing. Heutagogic learning is an iterative process because learning results from the learner moving back to previous learning and changing how s/he thinks and feels as a result of new learning. Thus learning is not restricted to emerge from the structure provided by the experience learning cycle. Learning moves from a meme (Dawkins, 2006) in one reflection to a different meme in the next reflection, or becomes an extended pattern in a later reflection. Each ELC is an example of both recursion and iteration independent of internal structure. With the unique aggregate of management, supervision and reflective learning converging into a self-thickening plot (Barnard, Labuschagne & Fouche, 2012) during my internship, heutagogic learning may be a fitting choice to inquire into my professional development history. I constructed an appreciation for my development and my own career narrative towards professionalism (Bolton, 2010;) within a heutagogic environment.

The progress of the volunteer was determined with an end of the year evaluation where evidence of learning and professional growth was presented to the evaluating panel. The evidence included a portfolio of practice, role plays and a PowerPoint presentation. The panel consisted of counselling supervisors from our main campus and from nearby universities. When participants were compliant within the rules and active in their practice, ample reflective evidence was generated throughout the training process. This evidence was scored by the panel against a benchmark. The panel's critique on the portfolio, role plays and PowerPoint presentation testified towards theory to practice transference and the formation of a professional identity. This was possible because the process was an approximation of the real world in career counselling. If the volunteer failed to provide adequate evidence, s/he disqualified her/himself from participating in the next opportunity, such as the internship. Thus the process presented a self-selection technique thickening the andragogic context (Barnard et al., 2012).

In retrospect, volunteers who displayed self-selection behaviour were better positioned when the decision for the next internship candidate was made. This level of

engagement was necessary, because there was no special remuneration for the local CCI. The main campus had a budget and used an open application process. Their requirements were limited to academic compliance and employment rectification targets. At the local campus success was predominantly a function of the level of engagement. Also different in my career counselling internship was the local requirement to appoint an external supervisor to mentor me. The external supervisor took the lead to ensure my compliance with HPCSA requirements with the support of my managing supervisor. The counselling supervisor and e-supervisor from main campus were also involved in my training and evaluation. The functional department, IOP, facilitated the administration of my internship as accredited provider for the HPCSA, because I was an IOP student.

The organisational and professional supervision meant that the reflective record of my heutagogic learning was generated in a controlled organisational and ethical environment. The Kolb model, which formed the basis for my reflexive practice, is underpinned by years of research and is respected as beneficial in developing professionals in various professions (Bolton, 2010). My written reflections contain evidence of how I, as career counselling intern, attained higher levels of professionalism with self-selecting behaviour by thickening my learning within a well supervised environment (Barnard et al., 2012). All this converged into a professional registration.

1.2.1.2 Uniqueness of work setting and andragogic nesting

I entered into the volunteer contract as peer-helper in student counselling support; distrustful of the academic agenda of the managing supervisor. This distrust was unfounded, but remained in the background, because of differences in theoretical convictions. To give substance to these differences and the scenario that I was the only IOP student in the volunteer group, my early reflections differentiated the psychology students as a fungible group of “swans” with me as “the duck”. These discordant perspectives were captured in my reflections and emerged as initial conditions of my internship. The discomfort caused by perspective differences extended past the duck versus swan categorisation. It was anchored in my non-acceptance of Freud and Jung’s theoretical perspectives, which I thought of as

pathology by grand design. How these perspective differences played out during the internship were captured in my ELCs and in my portfolio of evidence. My perspectives were also promoted in my drawings and other work. My drawings contained fractal structures and I presented a PowerPoint presentation of ethics as quantum phenomenon, for example. This was all part of the process leading to the career counselling internship.

These epistemological differences and the distrust captured as initial conditions can be perceived as a training hurdle, which did not support transformative experiential learning. Taylor (2000, p. 307) asserts that transformative learning requires relational knowing: “In essence, it is through establishing trustful relationships that individuals can have questioning discussions wherein information can be shared openly and mutual and consensual understanding be achieved.” Taylor suggests that the need for relational elements such as trust, friendship and support has been discovered as an outcome of transformative learning and that there is little understanding of how they can be initiated satisfactorily in a training setting. But, given that my internship training was nested in an andragogic setting and supported by emphatic relationships, my training accommodated Taylor's transformative requirements. The differences were turned into a strength supporting diversity of opinion.

This nested andragogic experience was more than just an emphatic training environment where diversity of opinion was reworked into a strength. It encompassed group participation and the willingness of the supervisor to incorporate trainee suggestions into the training. This openness initiated the construction of a trust relationship. This is supported by Wiessner and Mezirow (2000) who suggest one enhances relational elements by emphasising emphatic listening, because it brings people into voice and involves everyone.

The writing of ELCs in the early stages of my internship was difficult because of these elements of initial distrust. But, by sharing my concerns and insights within the career counselling team, I reached a point that allowed me a sufficient degree of freedom to reflect and write freely. By the time I entered the internship I was already nested in my subsystem within the interrelated ecosystem, which included the university and world of work subsystems. My relationship to the ecosystem as it

existed at the time of entering the internship is indicated in my complexity map, Figure 1.1. The complexity map contextualises personal, management and organisational behaviour in dynamic systems (Pascale, Millemann & Gioja, 2000). Figure 1.1 shows the education institution subsystem and the macroeconomic subsystem with politics, economics, society and technology (PEST) as elements. The diagram also shows the managing supervisor who acts on behalf of the organisation. When she acts on behalf of the profession, she is the counselling supervisor, but in this dissertation I shall privilege the role of managing supervisor. Figure 1.1 is not a genogram (Coetzee & Roythorne-Jacobs, 2007, p. 104; Goldenberg & Goldenberg, 2008), because it does not show the nature of the relationships.

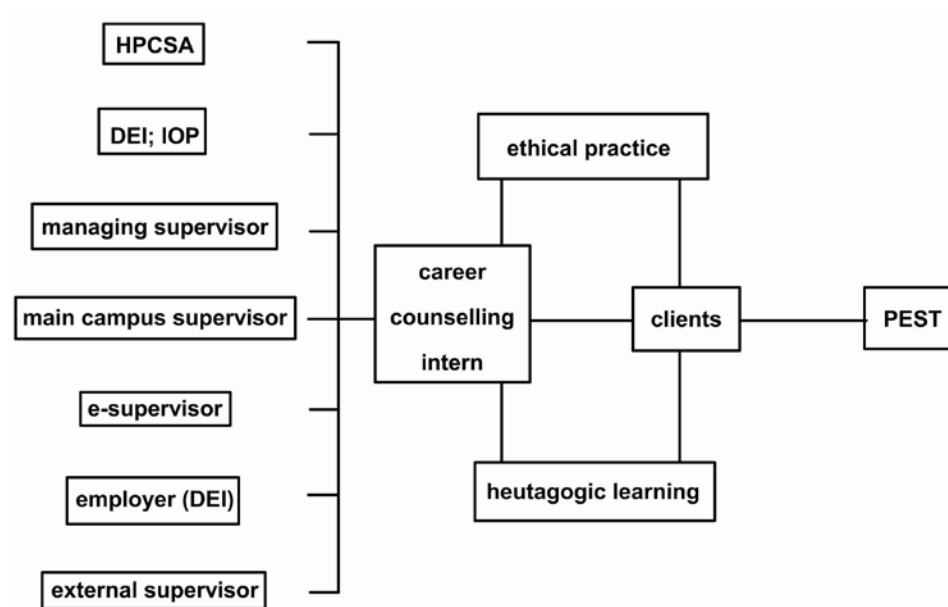


Figure 1.1: Complexity map showing my internship in its system context

The complexity map shows the connections between discrete elements and does not show the wave like interferences of ongoing processes. Thus, what is not clear from my career counselling internship complexity map, is that Kolb's experiential learning cycle was overtly introduced as a training tool, but less obviously doubled as a management and supervision control tool. This is important when considering my dissident status, because reflective practice played a dominant role in my self-selection behaviour for my internship and in my professional development during my internship.

1.2.1.3 The unique learning and supervisor feedback process

Kolb suggests that the experiential learning cycle is open and entry can be anywhere within the cycle (Kolb, 1984), but in my reflections learning is biased towards experience as entry point. An inspection of the reflective dataset reveals career counselling sessions, or more accurately, career conversations were the predominant experiences reflected upon. This was thickened by supervisor provocations. The feedback I received on any specific reflection was mostly limited to correct form of writing within the model, a competency, and to develop my confidence in being a reflective practitioner. Feedback on counselling competencies and on the functional skills needed to operate productively within the organisation, was mostly channelled to generalised group training. During these sessions the managing supervisor's feedback was then collaboratively discussed and reflected upon. A number of reflections are evidence of this practice and there is no evidence in the reflective record that feedback curtailed reflective freedom, or unduly influenced me in any direction.

Given the wide use and frequent referencing of Kolb's model, the reliability and validity of it for adult learning and professional development is assumed in this inquiry. Thus learning patterns were not selected to investigate the performance of the model, but to investigate the benefits I gained during my journey towards career counselling professionalism.

1.2.1.4 Uniqueness of this protean career pattern

The nature of the content of the reflective dataset was not only influenced by the andragogic learning environment, but also by the mental models I had constructed by the time of entering the internship. My mental regularities and realities about the world of work has been constructed and metamorphosed since December 1969 when I landed my first office job. That was followed by studies in geophysics and years in the field doing sinkhole risk surveys and later on monitoring earthquakes. Distance education (DE) landed me a degree in economics, but instead of a third career in applied economics, a set of coincidences guided me through the career disjunction in

pursuance of a professional career in career counselling. This was the context of my morphed mindset and formed the initial condition of the new learning I pursued. My historic epistemology was aligned to Popper (Fuller, 2003) and therefore modernist, but continued interests in the cosmic sciences, such as, quantum physics and especially complexity theories, pushed towards qualitative inquiries. Within the social and psychological realm I moved towards ecosystemic and chaos theory interpretations (Ferreira Da Costa, 2007) rather than the unique and stable personality theories taught in IOP to understand behaviour. I also started to question the linear quantitative reality favoured by psychometrics (Foxcroft & Roodt, 2007). My ontological orientation moved from the clock work universe of Newton, towards a universe of uncertainty and observer created reality. Then it changed to multiple critically constructed realities, but the new perspectives never replaced the old completely. This puts my protean career (Hansen, 1997; Muchinsky, Kriek, & Schreuder, 2005) in perspective.

1.2.1.5 Time frame of case

This case study focuses on my six month career counselling internship, but to ensure full disclosure my full professional development path between 2009 and 2012 is given. As IOP student I was accepted for the peer-help programme (P-H) in 2009 and selected for an assistant student counsellor position (ASC) in 2010. During the ASC contract I was accepted into the six month career counselling internship. The development goals were to acquire the professional skills which included psychological testing, interpretation and reporting, theory integrations and ethical conduct (<http://www.hpcs.co.za>). The internship covered the period April to August 2010 and I passed the professional exam in 2011. During 2011 I was offered a career counsellor contract which ended January 2012. Writing reflections in collaboration with the managing supervisor continued throughout the rest of 2012. These reflections captured aspects of the change management programme which was taking place in the student counselling unit at the time. Reflections that originated outside the internship are not part of this analysis, but significant ELCs, such as the last one, are mentioned in this text to highlight a pattern when needed.

1.2.2 Evidence generated

The written record generated during my training and development was the result of continuous practice, routine reflection, feedback and supervision as the experience unfolded. A significant part of this written record was the daily reflections (ELCs) based on Kolb's Experiential Learning Theory (Kolb, 1984) and formed the database for this inquiry. The record reveals the mental changes when I, as protégé towards a professional practice, think back and explore myself and my interactions with others within the system dynamics more deeply. I recorded more than three hundred and eighty reflections representing the voices of more than two thousand clients. The reflections also captured the voices of my counselling supervisors and the institution's management and exposed the stakeholders in the macro-ethic context within the DE system.

The annual evaluation required a portfolio of practice, which was a meta-reflection of a year's active participation. The portfolio integrated the process of supervision-experience-reflection-change action. The portfolio as meta-reflection represented the collective voices of clients, the career counselling team and the organisation. When complete, a portfolio also contained case studies, time and duty sheets and evidence of the different roles and activities performed. The portfolio showed what expectations were met and what expectations evolved during the trainee's encounter with the task of career conversations as practicing student counsellor. I generated three portfolios. The first covered the volunteer/peer helper (P-H) period, the second the limited contract (ASC) period and the third my six months as CCI. The portfolios reflected on my tasks. As for P-H my tasks were screening of students and basic career guidance and as ASC my tasks were screening, e-counselling, basic career counselling and facilitating study skills. As CCI my tasks included the professional board's requirements.

To facilitate learning and generate evidence of that learning, various presentations and e-supervision case studies were required during the training and supervision process. Together this range of documents thickened my career narrative and became the evidence of compliance and competence. The ideal is to include all this evidence in

the research, but practical constraints means the focus of this research is on my internship and the dataset for this inquiry is limited to the 150 internship reflections.

1.3 WRITING REFLECTIONS IN ADULT LEARNING

My natural reflective tendencies were well developed by the time I was coached into writing reflections, but writing reflections slowed my thinking. This created an opportunity for me to think deeper about my experiences and record them in an explicit way, which incorporated emotions and motives. Seen from my complex dynamic system perspective, reflective writing collapsed my emerging thoughts into material existence. The documented result captured the collective stories of the tertiary ecosystem and created a cosmos of memes populated by subjective truths, realities and contra-factual realities. Every participant in this population had a career vision entangled with the institutional system. Every participant was also entangled with the cultural and moral inclinations of his/her social system. Through my reflective writings I developed an appreciation of this cosmic field through emphatic listening, ethical action and clarifying experiences. The appreciation emerged under supervision from learning that resulted from clarifying and cumulating experiences.

The managing supervisor was both bureaucrat and trainer. She had to organise and control, but also coach and mentor. The compromise was between the harsh organisational reality as manager and the emphatic space of client care and counselling supervisor. Without a descriptive directive on training methodology, the managing supervisor relied on wisdom and made the decision to implement the ELC model of Kolb's Experiential Learning Theory (Kolb, 1984). This was used as a tool to create a training feedback loop which extended supervision and was intended to improve counselling performance. Reflective practice also established a management platform to monitor and control work performance.

1.4 MOVING FROM REFLECTIONS TO RESEARCH

My experience was that the certainty of the quantitative and procedural requirements of the HPCSA stood in contrast to the uncertainties and how informative the qualitative transformation process was to me. I also experienced reflective writing as

an anomaly in my academic equipment, because it introduced qualitative uncertainties into my IOP world of quantitative models and assessment techniques. Thus the introduction of reflective writing was experienced as an outlier in terms of academic input and in terms of its qualitative epistemology. This research sets out to account for the benefits of these qualitative experiences within the system dynamic and precludes the traditional quantitative IOP approaches.

1.4.1 Motivation and purpose for researching reflections

Experiencing this qualitative uncertainty as unique, prompted the conversations between the managing supervisor and myself and led to this research effort. Writing about emotions experienced during successful counselling interventions, surfaced feelings of satisfaction and wellness. But when counselling sessions got stuck, feelings of dissatisfaction and unease surfaced, leaving a gap between service rendered and service ought to be rendered. This in between space bounded by eustress (Schreuder & Coetzee, 2006) and distress defined the range for qualitative professional transformation and was captured in the reflective dataset as information strings and patterns. Inquiring into these patterns and reconstructing features of professional development may show how I benefited from reflective writing and how the student counselling unit benefited from this management practice. The stressors emerging during intense professional development extended past ethical, relational and technical competencies and explored the disjunction between doing my internship and establishing a professional practice (Mueller-Hanson, 2014). The mental need to generate an appreciation for this stress field was both a purpose and a motivation for me to enter into a research effort.

Support for embarking on this effort came from Coetzee and Roythorne-Jacobs (2007) who indicate that the career counsellor's skills emerge during practice from the rich history of career theory by bridging the theory-practice gap. But what is unclear in this work is that it does not show how competencies emerge from the stress field I experienced during the internship. Henning, Van Rensburg and Smit (2011) also contribute to my research decision to construct knowledge which may assist the managing supervisor in improving training processes. They indicate that extracting the qualitative elements with progressive qualitative research may assist future

actions. Thus a qualitative inquiry into the reflective evidence may assist me in re-appreciating the benefits gained from my learning, but may also benefit future career counselling internships and professional development. This noble reciprocal behaviour was overshadowed by a selfish desire to replicate the memplex (Dawkins, 2006, p. 191) of heutagogy, a pragmatic motive.

1.4.2 Considering perspective coherence

Career counselling is a profession and a “human craft” (Coetzee & Roythorne-Jacobs, 2007, p. 171) not dissimilar to the education and medical professions in which reflective writing is practiced as part of the curriculum (Bolton, 2010). During my IOP studies reflective writing was never explored in the curriculum, but both career counselling and professional development are IOP disciplines. Still, my ELCs originated during my career counselling internship and informed my professional development. Thus I experienced a gap in how IOP attended to the benefits of reflective writing in professional development. This is a gap in IOP which can be studied.

During my internship narrative counselling dominated the career conversations. A humanistic-existential theoretical approach was taken to embed the clients' stories (Savickas, 2002) in the conversations. In the conversations client and counsellor searched for meaning in work activity and developed the client’s career plot. Within this milieu, reflexivity also helped me to search for meaning in my career counselling activities and develop my own qualitative career plot. These qualitative aspects of my development stood in contrast with my understanding of the HPCSA requirements of evidence in career counselling competence (<http://www.hpcsa.co.za>). The HPCSA required time schedules and proof of competency in career related psychometrics. This brought a positivist theoretical perspective to the counselling interventions and a complex theoretical character to the internship. The net result was an internship where professional development benefitted from the quantitative and qualitative domains.

Considering the qualitative origin of the data I am comfortable to work from a subjective constructionist epistemology (Terre Blanche & Durrheim, 2007). I feel supported by the views of Henning et al. (2011) who give an extensive description of

qualitative methods and view qualitative research itself as a tool of reflection and composition. As I as researcher proceed with inquiring into the qualities of the reflections, in composing the intended document, I continuously clarify my thinking, develop and refine my understanding, create bricoleur designs (Denzin & Lincoln, 2011) and argue the relevance and soundness of my process. The subjective researcher therefore becomes the leading participant in this meta-reflective research. The research becomes more than a thin reorganisation of the empirical evidence into self-evident themes. The challenge I face with this research is to create a thick description of my professional development similar to the thick description of my internship (Barnard et al., 2012). The challenge is also to construct a coherent and convincing appreciation as the data is enriched by deeper exploration of the patterns.

This inquiry assumes the appropriateness of reflective writing to formulate meaningful patterns which can feedback to thicken the future professional development of career counsellors. The aims in this research are more towards exploring the benefits.

1.4.3 Considering core concepts, constructions and convictions

The reflective record captured the concepts, constructions and personal convictions during the internship. As researcher my task is to release the heutagogic learning patterns from the dataset by employing a set of concepts, constructions and personal convictions in support of the research process. The ELCs are best perceived as critical coconstructions formed by my professional development experiences and my perceptions of the collective stories of the participants in the internship ecosystem. Recorded in the reflective dataset are my convictions that counselling, careers and organisations are all connected in a CDS (Amagoh, 2008; Pryor & Bright, 2011) within a quantum reality (Schwartz et al., 2005) and open to critical inquiry. These convictions are carried through into the research, specifying the paradigm and limiting my choice of research methods (Denzin & Lincoln, 2011).

My dynamic system conviction is postmodern in character and stands in contrast with my earlier modernist conviction of a stable external reality, which allowed me to be an objective and detached researcher using experiments and quantitative measures.

The shift in conviction does not mean that I reject the positivist paradigm; it means that I do not believe it is the only valid answer towards research questions. Thus, I believe a postmodern paradigm is more relevant in this research. The conviction of critical inquiry limits my research effort to a constructionist paradigm because the reflections uncover power plays and reflect a socially constructed reality (Terre Blanche, Kelly & Durrheim, 2007).

My convictions in transformation towards professionalism in dynamic systems are captured in the concept: bifurcation (Ferreira Da Costa, 2007, p. 38; Pryor & Bright, 2011, p. 12). Bifurcation, a frequency doubling phenomenon, transfers into the research product as an initial mental condition. Thus, in complexity inquiry, learning is poised at the edge of chaos (Pascale et al., 2000; Pryor & Bright, 2011) and the research analysis should preferably be generative rather than only extractive.

1.4.4 Considering generative research concepts

The experiential nature of heutagogic learning (Hase & Kenyon, 2007), which expresses feelings, beliefs, worldviews and bifurcations, is purposefully collapsed into material existence by writing the reflections. In doing so, it exposes the complex dynamic ecosystem and traces the boundary. Within the system's boundary, the process of transformation from academia to professional practice is also facilitated by bifurcations. Feedback loops within the supervised system generate intelligence within the process. They benefit the quality of career counselling conversations, the management of the andragogic training and the thickness of the coconstructed story (Barnard et al., 2012). The reflections feed back into my psychological transformations and professional development.

The research effort is bounded in process by the managing supervisor's use of Kolb's model for learning from which the consequences, or beneficial outcomes flow. As researcher I assume the practice of reflective writing shapes learning within the context of the dynamic counselling ecosystem. The boundary for the research is thus warped in time, function and process. My research journey takes place within the internship boundaries, which was put in place by my professional development journey as mapped out in Figure 1.2.

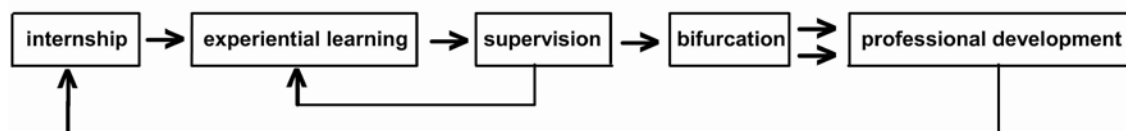


Figure 1.2: Map of my professional development journey

A disquisition into my heutagogic learning should have a global nature to make the many voices in the ELCs heard. It should reveal how, as self-determined reflective writer, I integrated concepts such as 'self' to 'other' and truth in our stories and realities. The ELC record is an autoethnographic story that may benefit from an autoethnographic inquiry. My reflections are also a collection of information strings which were creatively analysed to generate heutagogic learning and may benefit from creative analysis. The analysis should entangle the local and present professional development of career counselling professionals with non-local future professional development interventions. The research method must thus allow for generative and global disquisition. An autoethnographical inquiry can suffice, because it is a journey empathising with the story tellers through my voice as we dwell in the flux of lived experience (Ellis & Bochner, 2006). But within IOP with its strong realist tradition, the commitment to my voice as researcher may not reach the depths purists in psychology may consider ideal and it may be appropriate for me to create some distance between me and the text.

1.4.5 Considering a question for the inquiry

The hope is to pry open conversations around the praxis process in IOP and to consider the benefits of heutagogic learning with a constructionist inquiry into the voices which informed me during my career counselling internship. To satisfy this hope of mine the research should get me attuned to all these voices in the coconstructed story and unravel the various benefits reflective practice may have as outcome. The research should rekindle my appreciation for the mental transformations and professionalism which emerged. Thus my research question should aim to qualify how I and the professional development process benefited from the practice of heutagogic learning. A more explicit appreciation for heutagogic learning may assist managing and counselling supervisors to improve future

internships by helping IOP interns to integrate affective and conative experiences into their learning.

1.4.6 Considering the purpose of this inquiry

The purpose of the inquiry is to find what possible mental transformation resulted as benefit of heutagogic learning to inform my praxis as a professional career counsellor. In postmodern character, the scientific nature of my story was one where neither reflection nor meta-reflection could lay claim to an ultimate truth or to a manifestation of measurable reality in professional development. In following how the changes were mapped, this inquiry is a creative disquisition and the research effort cannot escape affective, conative, noetic and critical cognitive constructions. These elements were basic to the transformation relics which impregnated the written reflections as inquiry process. It is in managing this complex dynamic development process that the storyline of the inquiry introduces the reader to the four internship supervisors, who provoked the mental and physical environment, thickening the development plot in the story. Given this thick story of professional development in career counselling, an inquiry into this story may serve the purpose to explore the complex dynamic of career planning and decision making for a fuller understanding of the process (Coetzee & Roythorne-Jacobs, 2007; Pryor & Bright, 2011). The creative process is initiated by identifying information strings in the data and constructing intelligent features to collapse elements of the instance. Although many instances feature in the dataset, the focus of the inquiry is on me as career counselling professional. The intended purpose is to find which benefits of reflective learning induced successful development. This should be substantiated with evidence of cumulative competencies.

1.4.7 Considering how the inquiry should be done

The inquiry is research, but research as meta-reflection, reflecting on the dataset which is the relic of my internship reflections. The dataset captured my learning as effort beyond education, training and praxis. It was learning beyond subject comprehension and behavioural competencies in counselling techniques. The dataset represents learning about self-appropriation (Bolton, 2010) and about appreciation of career counselling (Coetzee & Roythorne-Jacobs, 2007) as part of a complex dynamic

world of work system (Bright & Pryor, 2011; Pryor & Bright, 2011). The dataset holds evidence of learning about my personal mental deficiencies and about coping with challenges and encounters outside my cultural comfort zones. In a self-referential way the data may release information about learning to be a heutagogic learner.

With the story being about my learning, this inquiry is not about transforming the virgin mind of a graduate who is entering the world of work. The story is about establishing transformations in a mind tempered during four decades of a protean career with entrenched regularities. This was a very different perspective on reality. The internship experience was a further movement through time with an encompassing entanglement of multiple truths, alternative realities and subjective constructions. This shaped my professional development and warped my behaviour. The data is evidence of my personal constructions relating to affective encounters, moral dilemmas and cognitive challenges along this short, but crucial leg of my late career path. Instead of a maintenance stage as Super's theory describes this middle adulthood age (Schreuder & Coetzee, 2006), new appreciations were generated and I experienced a new growth age. The research story should inquire into these aspects of my professional development journey and make my voice heard as representative of myself and the other voices which enriched my internship.

1.4.8 Considering the findings that could flow from the inquiry

Throughout this disquisition the reader will encounter elements of development that converge in a successful professional outcome. There are several findings on what made this internship practice a model worthy of consideration in structuring future career counselling internships. It aligns well with outcome-based education's emphasis on gathering evidence of competencies acquired (Coetzee & Roythorne-Jacobs, 2007; Scott, 1997) and the accrediting nature of DEIs (Smith & Webster, 1997). After the appropriation of the CCI's learning, the evidence shows how a CDS theoretical framework interpenetrates efforts to reshape mind and behaviour during professional development as career counsellor and towards a future leadership role (Meany-Walen, Carnes-Holt, Barrio Minton, Purswell, & Pronchenko-Jain, 2013). It is from the bifurcations at the edge of this chaos (Ferreira Da Costa, 2007) that

findings about my roles as intern, my mental transformations and wellness and my ethical behaviour may flow.

1.5 OVERVIEW OF THE DISSERTATION

This dissertation comprises six chapters. The first chapter introduces my heutagogic learning journey as CCI and gives reasons why this journey is unique and why the dataset, which resulted from the journey, is valuable for this research. The heutagogic learning is contextualised and the uniqueness of the professional development process is discussed. The move from reflective writing to research is sketched and motivated. The purpose, nature of the inquiry, a possible research question and the nature of the findings are considered. Chapter two maps the research journey sketched in chapter one within the topography of existing research and highlights qualitative research.

Chapter three clarifies the problem statement and aims and formulates the paradigm perspective, concepts, constructs and theoretical convictions. This chapter details the research design and methodology. Chapter four applies the research design on the dataset and paints a word picture of how the process unfolds and features emerge from the data. The features are connected using a system framework.

Chapter five sketches the intern's mindset going into the internship and how professional development gains from the complex dynamic system and heutagogic learning. The findings are presented as memescapes depicting the benefits of heutagogic learning. Chapter six draws conclusions from the findings, reflects on the contribution the research makes within IOP professional practice and addresses the limitations of the research design and methods. Recommendations are made towards heutagogic learning as internship tool, generating compliance evidence for the HPCSA and towards IOP practice and research.

1.6 CONCLUSION

My career counselling internship with reflective writing dataset is promoted as research topic, because of some unique elements. The elements forwarded for this uniqueness include the self-thickening, self-selection, work setting and supervisor

feedback characteristics. My protean career pattern also introduced unique elements into the learning and outcomes, as did my mental models favouring complex dynamic ecosystems in a quantum reality. Andragogic learning contexts and heutagogic learning processes are described and anchor the dataset.

The research is to fall within a paradigm compatible with the reflective dataset which allowed for critical constructions. The research method should be generative and possibly assist managing supervisors to improve career counselling internship outcomes. Within a constructionist paradigm an autoethnographic journey maps the heutagogic learning best.

CHAPTER TWO

LITERATURE REVIEW: A CONVERSATION WITH OTHERS

RESEARCHERS



Patterns exist and are visible to us all. Reading the literature about patterns brings us knowledge of bifurcations. Conversing with leading researchers makes the patterns of knowledge visible.

The literary review answers questions about the what, why and how of my intended inquiry. It may also expose the knowledge gaps open to research. The iterative nature of the research allows me to subject preliminary findings about the emerging features to a search for published academic knowledge. This search is mostly perspective independent.

2.1 CAREER COUNSELLING: THE IOP CONTEXT

My career counselling internship was overseen by the IOP department to ensure compliance in professional development. As academic disciplines, both career counselling and professional development are the responsibility of the IOP department. The internship is a distinct event on the career path of the career counsellor, given the Cascio and Aguinis (2005) concept of a career as a sequence of positions, jobs, or occupations a person engages in during the working life. Schreuder and Coetzee (2006) approach careers from an organisational perspective. This is relevant when inquiring into my internship experiences, because the reflections reveal a link between intern and organisation and the transactional exchange between them. This link is strengthened by Coetzee and Roythorne-Jacobs (2007) who tie career counselling to the workplace. Both the individual's career path and the organisation as career facilitator are subject to change. These changes were reflected upon during my internship. On organisational level the one important aspect reflected upon during my internship was the organisational citizenship behaviour of the counselling team. The reappraisal of the counsellor's organisational citizenship followed through to a change management project (Amagoh, 2008) after my internship. This links the internship to an organisational development intervention (French & Bell, 1999).

Within the IOP context my development path and my own career narrative towards a professional outcome (Bolton, 2010) can be appreciated through a qualitative study of my narrative (Bochner, 2001). Inquiring about my internship narrative may expose the complex and interrelated nature I experienced as CCI (Peake & McDowal, 2012; Pryor & Bright, 2011) and it may expose the nature of the gap between the career modes, intern and practitioner. Thus, the inquiry may inform a student-centred IOP about career path hurdles their students may experience. This is important considering the ethical conundrums in DE (Beaudoin, 2009).

2.2 PROFESSIONAL DEVELOPMENT

Professional development presents movement along a career path. In the early stages of learning and praxis, professional development moves from the 'what' to the 'how' of career counselling conversations (Bright & Pryor, 2008). At this stage development is a function of supervision, specific training tools, aiding structures and work experiences towards a professional outcome. Development has intrapersonal and interpersonal dimensions and is nested within a context of ethical practice, diversity appreciation and wellness (Hansen, 1997; Kaplan, Tarvydas, & Gladding, 2013).

2.2.1 Career counsellor education and training

The uniqueness of career counsellor training among the helping professions and how training and practice are reconstructed, is addressed by Coetzee and Roythorne-Jacobs (2007, p. 173). They refer to the theory-practice gap and propose bridging it by supplementing theory with practical techniques. They suggest that the practice of career counselling is shifting from careerism towards fostering self-affirmation and emotional creativity in clients and empowering clients to articulate experiences and construct their lives within a diversity context (Bright & Pryor, 2008; Meany-Walen et al., 2013). This academic view was encountered during my term as CCI and my reflective constructions collapsed features of the theory-practice gap for both myself and the students who still had to enter the world of work. The reflections also captured affirmation and diversity appreciation emerging from career conversations to the benefit of the CCI and the student.

The transfer gap as construct between two career modes, such as theory and practice, has received good research attention (Byrne, et al., 2014; McAbee, et al., 2014). French and Bell (1999) make it clear that training interventions at all levels are important within organisational development and the transfer issue exists throughout. Arthur, Bennett, Edens and Bell (2003) assert that training is the most pervasive method for enhancing productivity. Their meta-analysis shows that the effectiveness of training varies as a function of the delivery method, the task, the favourability of the post-training environment and the criteria used to operationalize effectiveness. Thus, the context and the method of training may affect the outcome towards bridging the gap. The andragogic setting of my internship and the method of heutagogic learning may reveal to what extent I managed to bridge the gap in my career and the extent to which I acknowledged my clients' concerns in their gap challenges.

Baldwin and Ford (1988) refer to training effectiveness as a transfer problem, because only ten percent of training expenditure generalizes to the job and is maintained over time. Their transfer model indicates that the problem must be addressed in the design of the training intervention and should include individual and environment. Making effective transfer behaviours relapse-proof, requires a post-training transfer strategy (Tziner, Haccoun & Kadish, 1991; Wexley & Baldwin, 1986). The importance of individual characteristics and the organisational transfer climate are supported by the research of various researchers (Elissa, Kulik, & Bustamante, 2012; Gist, Bavetta & Stevens, 1991; Holton, 1996; Holton, Bates, Seyler & Carvalho, 1997; Holton, Bates & Ruona, 2000). Heutagogic learning is by nature an iterative learn-relapse-relearn process. A disquisition of the heutagogic record may reveal patterns towards developing gap bridging capabilities and the hardening of important professional competencies over the time span of my internship.

The roles of managing supervisors and trainers in the transfer and maintenance of competencies are brought into focus by Cascio and Aguinis (2005) and Hutchins, Burke and Berthelsen (2010) and they expand the search for solutions beyond the learner subsystem. Wiessner and Mezirow (2000) describe the roles of adult educators but it may hold true for managing supervisors in a counselling context. They extend the roles of managing supervisors to include being activists. Supervisors must commit to support and extend those features of the profession, institution, culture and social

practices that foster freer, fuller participation in reflective discourse. In the literature referred to, the focus moves from what the individual learner should do, to what the supervisors should do. Clearly not all academic writers support reflective practice as part of the solution (Cascio & Aguinis, 2005; Hutchins et al., 2010). During my internship, collaborative reflective writing was a self-directed learning tool and a management control tool, but I also experienced it as an alternative solution to bridge the training-transfer gap. The ongoing career conversations and reflections on such conversations exposed the disjunctions that exist between two career modes, where seamless transitions are often assumed by all participants. Thus, within the range of the literature covered and my experience as CCI, there exists a gap in the research which is sparsely filled. Interrogating my reflective record as intern and applying my quantum orientated mindset (Schwartz et al., 2005) may add knowledge to this gap. The research may reveal intelligent patterns that may inform future researchers about the criteria on which to focus, because of the move from teacher-centred education to learner-centred experiential learning.

Experiential learning is designed around two main skill sets: skills of inquiry and skills of reflexivity (Kolb, 1984; Senge, 2006). Knowles (1970) makes a distinction between the learning practices of children, pedagogy, and the learning practices of adults, andragogy. Hase and Kenyon (2001) shift it to heutagogic learning where self-directedness and self-determinism within a dynamic system are critical capabilities. These authors transform education and training, especially DE and vocational training. Richards (2011) builds a case to view andragogy as an opportunity for being involved in the learning process and Van Vuuren (2010) writes that andragogy is a focus area for value acquisition and transfer. If skills of inquiry and reflexivity lead to presence and value acquisition, as claimed, then a disquisition of my reflective record may expose these benefits.

Mezirow (2000) links adult learning to transformation practice. The self-directedness of the adult learner is also evident in Kolb's experiential learning and is captured within the heutagogic concept (Hase & Kenyon, 2007). Mezirow's transformation and Kolb's experiential learning are intended to aid professional practitioners and underwrite life-long and life-wide learning, which are included within the heutagogic concept. Self-directedness, self-empowerment and enrichment are also supported by

Rapmund and Moore (2002) in opposition to a deficiency approach in adult learning. This relates to the duck versus swan conversations between me as IOP student and the psychology students. The reflective record captured my mental transformations towards professional practice, reflecting my positive psychological orientation. This record shows how I as CCI linked my education, training and professional goals.

2.2.2 Reflections as professional development tool

My managing supervisor structured learning by introducing Kolb's Experiential Learning Model (Kolb, 1984). The intention with this reflective writing was to facilitate the emergence of my professional skills, roles and activities. Belenky and Stanton (2000, p. 72) write: "Reflective discourse and critical thinking thus provide the tools for continued intellectual and ethical development throughout adulthood, enabling participants to meet the challenges of a complex and changing society in creative ways." My challenge to discover new ways of dealing with issues within the various contexts emerging from the system dynamic, was learning in creative ways. To Hase and Kenyon (2007) this is basic to heutagogy. How I discovered creative ways to deal with my social interconnectedness may be a promised benefit emerging from the CCI reflections. When reflecting on career conversations with students, I may have learnt to improve my ability to establish rapport and it helped me with coping with my own emotions when stressful situations occurred. Belenky and Stanton (2000, p. 95) also give a reason as to why reflective writing leads to heutagogic learning: "When reflective dialogue takes place in writing, the whole process slows down. Ideas can be framed with great care, with the writer able to stand back and reflect on own thinking ... and often the writing itself leads to insights for the writer."

Heutagogic learning is described as the self-determined learning in a student-centred environment and emphasises the holistic development of an independent capability in the learner (Hase & Kenyon, 2001). The academic themes that support heutagogy as study include phenomenology, systems thinking, double loop learning, organisational learning, androgogy, learner managed learning, action learning, capability and work-based learning (Bolton, 2010; Hansen, 1997; Smith & Webster, 1997). As tools in

professional development, these aspects of heutagogic learning must be allowed by the research design to transfer from the reflective record to the global disquisition.

In the case of professional development Van Vuuren (2010) uses reflective practice to understand the goodness of fit for IOP students as professionals in the system in which it functions. Bolton (2010), Coetzee and Roythorne-Jacobs (2007) and Hansen (1997) state that reflection and journal writing are appropriate techniques to understand oneself and one's work as career counsellor. This understanding, according to the experiential learning theory (Kolb, 1984), comes from the proper relationship among learning, work, and other knowledge generating life activities. In this view, the tendency to define learning in terms of outcomes can become a definition for non-learning, in the sense that failure to modify ideas and habits, as a result of experience, is maladaptive (Senge, 2006). Counsellor education is outcomes based (Coetzee & Roythorne-Jacobs, 2007) and if the theory-praxis gap is a result of this maladaptive behaviour, then a useful analysis of the reflective record may reveal these patterns.

Kolb (1984) acknowledges the roots of the experiential learning model as the Lewinian Model of Action Research and Laboratory Training, Dewey's model of Learning and Piaget's Model of Learning and Cognitive Development. Experiential learning also addresses Bronfenbrenner's concerns that development in learning behaviour is built around the briefest possible periods of time interactions (Hook, 2004; Pryor & Bright, 2011). French and Bell (1999) describe Lewin's three-stage model as fundamental to organisation development and change studies (action research) and then mention Kolb's model as a useful roadmap to think about change. Hase and Kenyon (2007) link action research to heutagogic learning. This fits the thinking framework of my managing supervisor, who introduced Kolb's model into the counsellor development programme to provoke change towards professional affirmation (Wiesenfeld, Brockner & Martin, 1999). They state that participants who are given an opportunity to reflect on their significant values, reaffirm their sense of identity and influence wellbeing positively. Edwards and Usher (1997, p. 157) explain it as "Learning through life and lifelong learning then become not simply an aspect of economic instrumentalism nor an assertion of enlightened humanism but a means to constituting a meaningful life". This meaningful life is "[C]ontinually constructed

through self-reflexive biographies” (Edwards & Usher, 1997). Thus wellness emerges from this action rich generative structure and changing work patterns (Hansen, 1997). This benefit of reflective writing to inform my professional behaviour is captured as patterns of emerging wellness in the dataset.

In the context of the protean and boundaryless career of the 21st century Schreuder and Coetzee (2006) describe self-reflection about one’s identity and adaptability as a meta-skill in which one learns to learn, and suggest that this continuous learning is required for continued success. Luthans (2008) sees self-reflection as an important capability in high performance organisational leadership and extends the Hase and Kenyon (2001) focus on vocation. Reflective inquiry is valuable when using a systems approach and Senge (2006) aligns it to learning organizations, but he is also critical of the experiential learning model. He argues that although reflection is a necessary element of systems behaviour, no knowledge can be acquired when the outcome of the behaviour reflected on, falls outside the time and space horizon of the reflection. Holman, Pavlica and Thorpe (1997) also suggest a rethink of reflective learning around management learning. They want it to consider emergence, as do Pryor and Bright (2011). They start by questioning the value of Lewin’s three-stage model and models derived from it, because these models characterise change as something that can be clearly conceptualised. These conceptualisations ignore the emerging nature of change. In contrast, they accept Senge’s systems, limits on rationality, non-linearity and openness, but state that he neglects to consider emergence, phase-shifts, fractals and attractors that are dimensions of chaos and complexity. They also consider Bronfenbrenner’s systemic model as important in the career development milieu. To summarize, the 21st century brings new challenges to our understanding of careers as professional counsellors and as professionals we need to reflect more often (Holman et al., 1997; Pryor & Bright, 2011).

Lifelong reflecting is only one challenge facing professional development in this century. This century also demands action and immediate connectivity. Robertson (2000) supports this reflective stance because it becomes part of educational action research and Hase and Kenyon (2007) confirm the link between heutaogic learning and action research. Bolton (2010) and Wright and Griffiths (2010) support the e-training and e-supervision. In her article about a qualitative research project “Every

word is true”, Richards (2011) supports collaborative reflective practice, an andragogical learning intervention, with electronic means.

Postmodern trends in adult education and reflective practice, especially Kolb’s Experiential Learning Theory, are well researched in the professional development of educators (Edwards & Usher, 1997), medical professions (Bolton, 2010) and management (Mezirow, 2000). In their manual for career counselling practitioners, Coetzee and Roythorne-Jacobs (2007) fail to discuss reflective writing as a professional development tool. Still, reflective writing was a positive experience for me and thickened my career story (Barnard et al., 2012). Viljoen, Beukes and Louw (1999) evaluate the training of psychologists at a local university and never mention experiential learning or reflexivity as an option. Thus experiential learning with reflective practice has literature support in the training environment, but is neither universally favoured, nor universally applied in professional development.

With professional development of as general outcome (Kaplan et al., 2013), reflective writing was introduced as a tool to specifically establish supervised feedback and strengthen management control. This is supported by Senge (2006), who mentions skills of inquiry and skills of reflection as learning tools for individuals in learning organisations. Pryor and Bright (2011) support reflective practice in complex systems, because it encourages people to deal with shift experiences. Amagoh (2008) sees this complex dynamic as valuable for creating organisational intelligence to add to our understanding of corporate strategy and knowledge management. Further support is provided by Mezirow (2000) in how adults find meaning in information and transform themselves in the world of work. Belenky and Stanton (2000) critique Mezirow’s transformative learning perspective. They argue that transformative learning fails to trace the many steps people take in the transformation process and that understanding the process requires detail of growth over time and of the meaning-making perspectives shaping the way people construct knowledge. This is where the reflection per shift policy of my counselling supervisor was useful. My learning was captured in more detail in near real time and allowed timeliness corrective interventions.

Within a constructive developmental framework, Parks Daloz (2000) draws a connection between transformation and broader responsibility in conditions of historic

and social complexity. The author argues that social context matters enormously as we become “enculturated” and as adults critically reflect to form a larger sense of self that “identifies with all people and ultimately with all life” (p. 104). Our social responsibility therefore seeks the wellbeing of self and the ecosystem external to the self. My reflections often captured my learning as I embedded myself into the cultures of IOP, career counselling and the organisation. The reflections also captured my transformations about diversity and the wellness that should permeate the CCI ecosystem. This is evidence of how professional development benefited from transformations, which benefited from reflective practice.

Reflecting on these reflexive writings to get insights into the collective story, and the self’s interactions with this story, is what ethnographers do and it becomes an ongoing moral dialogue that privileges the presence of the writer in the text (Richardson, 2002). Although moral behaviour cannot be assumed as standard human practice, counselling interventions take place under the ethical code of the IOP profession and the narrative counselling practice accepts the stories as multiple subjective truths. The reflective data is then anchored in a moral dialogue with the participating voices (Bolton, 2010). Bochner (2001) recognises narrative truth as a pragmatic truth. Constructing professional development on a pragmatic truth raises doubt about researching the benefits gained from such a pragmatic process, but the doubt can be beneficial in directing the research design.

2.2.3 Transformative learning as professional development outcome

Reflective writing is to provoke mental shifts from experiences and Mezirow (2000, p. 3) describes the driving force: “A defining condition of being human is our urgent need to understand and order the meaning of our experience, to integrate it with what we know, to avoid the threat of chaos.” Thus, provoking experience is learning as transformation and this links experiential learning, reflexivity and professional development. Transformative learning refers to a process by which we transform our mental scripts, or meaning perspectives, “[T]o make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more justified to guided action” (Mezirow, 2000, p. 7). It describes the emergence of reflective efficiencies and

effectiveness, which are benefits of leveraging productivity and social change (Hansen, 1997, p. 59). Senge (2006) uses the metaphor, mental models, to describe these deeply ingrained assumptions in understanding our world and to interact with it. He propagates mental script transformation within the system of professional management and institutional learning. Transformation leverages productivity in the system. The accommodation of changes in mental scripts towards professionalism (Bolton, 2010) and towards higher productivity (Mezirow, 2000; Senge, 2006) were also my goals as CCI, because as career counsellor I have to replicate the highest ethical behaviour as professional practitioner (Coetzee & Roythorne-Jacobs, 2007).

Within an evolutionary perspective, and in line with Taylor (2000, p. 307), these intrapersonal mental structures transcend to social messages and it is accepted that mental scripts produce specific and replicating meme sequences. Dawkins (2006) gives a description of mental scripts as replicator:

A replicator is a piece of coded information that makes exact copies of itself, along with occasional inexact copies or ‘mutations’..... Genes are only the most obvious examples of replicators. Other candidates are computer viruses, and memes – units of cultural inheritance (p. 191).

Dawkins (2006, p. 198) builds from memes as replicators of cultural knowledge to their success and hardiness: “A memplex is a set of memes which, while not necessarily good survivors on their own, are good survivors in the presence of other members of the memplex.”

Memplexes support different ways of knowing. Belenky and Stanton (2000) describe many knowledge constructions, or memplexes, as displaying a gender bias and promote a “Women’s Ways of Knowing” (p. 80). This begs the question if heutagogic learning displays a gender bias. These authors also describe reflective dissidents as “Separate Knowers” (p. 86) who play the doubting game, see the contrary and assume the role of devil’s advocate. According to these authors, Mezirow places this kind of critical thinking at the heart of transformative learning because it may point the way towards more adequate conceptualisations. Brookfield (2000) argues for power relationships and hegemonic assumptions to be examined and to form an integral part

of the definition of critical reflection. My reflections often exposed the close relationship between career counselling practice and the power of politics. Thus professional development is transformed into a political idea.

One outcome of my heutagogic learning as CCI was transformed, or newly constructed, mental scripts supporting professional behaviour. These were products of learning and they were therefore memeplexes, which informed my professional development. The product of my heutagogic learning guided my research decision on design and method. In my design, memeplexes represent the critical constructions which engage power relationships within the professional development. This follows through to research findings being depicted as memescapes.

2.2.4 Ethical behaviour in a professional context

The career counselling internship is embedded within the ethical context as administered by the HPCSA. As CCI I encountered the professional reality of contradiction and compromise of principles, the ethical dilemmas where I, as professional, had to choose between two actions. Actions which both have considerable consequences, but each can be supported by ethical principles. Allan (2011) explains ethics as a moral philosophy on how people make decisions about what is right and wrong in respect to behaviour that can influence the welfare of humans. As moral philosophy, normative ethics addresses standards of conduct and applied ethics addresses professional issues. Van Vuuren (2010) suggests that IOP practitioners, as professionals in the scientist-practitioner model, are well versed in their ethical obligations as contained in the HPCSA's (1999) Ethical Code of Professional Conduct. But we have negated the obligation to extend goodness beyond employees and organisations to society (Van Vuuren, 2010). My reflective record as CCI captured ethical issues within my ecosystem and interrogating it may provide us with an ethics risk analysis about my fit for goodness.

The internship took place in the context of a DEI with the mandate to support students in graduateness and career decision making. The professional body, HPCSA, has an obligation to persuade the education institution to teach ethical awareness and practice (Allan, 2011), but this does not mean that all interns are similar in their moral

development and know-what of their ethical education (Beaudoin, 2009). Beaudoin (2009) affirms the relative sparse body of literature on the topic of ethics in DE and divides distance learning ethics into a micro- and macroview. Most research to date focused on a microview and covered issues such as the ethical behaviour of students, the teacher-student relationships and educating students to become ethical practitioners (Beaudoin, 2009; Coetzee & Roythorne-Jacobs, 2007). The microview also covers values or character education in the hope that education can foster ethical behaviour. Within the specified requirements of the professional body and the requirements of the education institution, the intern must comply with the microview of ethics (Allan, 2011).

Beaudoin (2009) states that despite the heightened attention to ethical practice, directed at cyberspace and consumers of DE, those who plan, manage and evaluate DE activities seem to give little attention to ethical practice as providers. The concern is the degree of liability when students become victims of poor quality DE or career counselling. Macro-ethic space is qualified by the level of service to the institution's clients and to the institution's own staff. Hillier, Fewell, Cann and Shepard (2005) argue that within corporate governance concerns, there is a broad ethical case in favour of employee wellbeing as a general social good, benefiting employees and wider society. They state: "Universities are now among other employers who have been warned that they could face prosecution over stress levels among their staff" (p. 421). Thus the macro-ethic has an internal and external dimension and lack of compliance may lead to legal sanctions. Career counsellors are working at the institution-client interface. They interpenetrate the employee body on behalf of clients and in terms of their own personal employment issues. As CCI I encountered the macro-ethic pressure and the stress of possible sanctions and these encounters were captured in my reflections.

2.2.5 Diversity in a professional context

The CCI engaged the full diversity spectrum of the institution's student population and had to be prepared to embrace this diversity from both an organisational and a professional perspective. There is a message of caution for the intern because: "Often training does not reflect the socio-cultural demands of the societies that psychology is

supposed to serve” (Bakker et al. 2000, p. 28). In this view, skills in coping with diversity become an aspect of the skills gap. Rapmund and Moore (2002) suggest that diversity is best served by a strength approach in facilitating the process of making meaning and moving to affirmation and healing. This means that students follow a student self-empowerment and enrichment programme. This positive view is offered in opposition to the deficit model in learner support, which is an instructional design, focusing on problems and providing learners with what they are perceived to need. The internship exposed me to the full diversity spectrum and to the deficit and positive approaches. The consequences of these exposures, such as mental transformations, were reflected upon and are captured in the dataset.

2.2.6 Wellness in a professional context

During my internship I experienced pressures from workload and interpersonal relationships and I had to cope with clients in a diverse range of wellness. These pressures impacted on me as a person. Hillier et al. (2005, p. 419) draw a conclusion that wellness improves engagement and productivity and that enhancing wellness “[A]s an investment in human capital, can lead to greater organizational success.” The authors suggest that wellness at work programmes foster positive behaviour and high performance. This suggestion is relevant to the CCI employed at a DE campus. With DE many clients balance work, studies and family life, which impact on their graduateness. Many students are extremely vulnerable in allocating time and attention to the various demands on them and this requires the CCI to always be aware of these vulnerabilities. I had to be engaged, productive, ethically responsible and conscious of my own wellness with, or without, comprehensive occupational health support. Carrol (1995) reflects on the counsellor's role in organisational settings and the different aspects of employee assistance programmes (EAPs) and Csiernik (1995) extends EAPs from improving individuals to improving workplace wellness. This is a step towards introducing health promotion programmes (HPPs), but to my knowledge this was not available on the satellite campus. It is assumed that the reflective record may tell the story of my personal wellness during counselling sessions, the wellness of clients and the workplace. The record may also show how I made sense of my complex dynamic learning environment (Bright & Pryor, 2008) and how heutagogic

learning (Hase & Kenyon, 2001) may have contributed to my wellness (McKenna, 1999).

2.2.7 Professional development in a complex dynamic context

In this disquisition learning and professional development are interrogated from the science of complexity perspective, which includes chaos (Amagoh, 2008; Axelrod & Cohen, 2000; Ferreira Da Costa, 2007; Schwartz et al., 2005). Pascale et al. (2000, p. 5) define the complexity perspective as “[I]t is a broad-based inquiry into the common properties of all living things. Complexity is therefore an inquiry and not a theory”. The authors view chaos theory as a subset of the inquiry into complexity and view organisations as complex adaptive systems. They define a complex adaptive system as: “[A] system of independent agents that can act in parallel, develop models as to how things work in their environment, and, most importantly, refine those models through learning and adaptation” (p. 5). They declare as principle, that living systems are creative and cannot be directed along a linear path, because unforeseen consequences are inevitable due to bifurcations. In complex dynamic systems bifurcations are doubling phenomena, or phase shifts when the system is perturbed. According to Pryor and Bright (2011, p. 12) the effect of this change is to reconfigure the system. The challenge is to disturb a system in a manner that approximates the desired outcome. Individual creativity in complex dynamic systems lies at the edge of personal disintegration (McKenna, 1999) and the creativity field in a learning organisation (Amagoh, 2008; Senge, 2006) exists between the legitimate and informal structures at the edge of chaos. This can be represented by a complexity map (Pryor and Bright, 2011). The internship was a complex dynamic system in an edge of chaos state and within this state I mentally generated my reflective constructions (Schwartz et al., 2005) towards a future leadership role (Meany-Walen et al., 2013).

The professional development of the intern is defined within the career counselling scope of practice which Pryor and Bright (2011) describe as a complex dynamic system. The facilitation of my internship and improvised reflections within this system were the responsibility of the managing supervisor in her role as leader (Amagoh, 2008). Pascale et al. (2000) affirm that there exists a freedom to question the boundaries when the need to improvise, or operationalise leader’s intent, arises.

This is because in complex dynamic environments there is a place for adversarial strategies and an increasing critical role for sustainable system inclusive solutions. Senge (2006, p. 7) describes it as: “Systems thinking is a conceptual framework ... to make full patterns clearer, and to help us see how to change them effectively”. But Pascale et al. (2000) postulate that complexity goes beyond systems, because system change is applied more linear and continuous than theory suggests. A complex dynamic system is always nonlinear and often discontinuous with emerging bifurcations (Ferreira Da Costa, 2007). In a complex dynamic context, uncertainty is embraced as the process unfolds in real time (Axelrod & Cohen, 2000; Bright & Pryor, 2011). Pascale et al. (2000) suggest a change from a path of development metaphor to a metaphor of manoeuvres across the competitive landscape. Complexity is concerned with how the landscape itself changes as the system manoeuvres across it, creating a fertile domain for revitalization. The edge of chaos where things are revitalised, is a condition, not a place, and is a precondition for transformation according to Pryor and Bright (2011). Transformation emerges because of the heat, noise, unmet needs, desires and structural incongruities in the system and emergence is the outcomes of the unfolding reality. Throughout my internship I improvised learning opportunities in line with my managing supervisor's intent and reflected on my transformations while surfing the dynamic system.

Professional development can only emerge from transformations which may emerge from heutagogic learning, provided the capacity exists in the system to first tolerate provocation and then to adapt and survive. But, survival is not good enough. The system must also have the capability to cultivate variety in its internal structure so that it can improve its fitness level and flourish. This is the figuration of requisite variety in cybernetics (Pascale et al., 2000). In heutagogic learning variety may mean there are different ways to think about the same experience (Hase & Kenyon, 2001). In professional development issues such as ethics, diversity and best practice require a capability to generate variety (Bolton, 2010). Senge (2006) describes best practice as a form of value added practice in a learning organisation ecosystem that anticipate, spot and think through counterintuitive second- and third-order effects. In economic terms variety emerging from heutagogic learning may be seen as not obeying a law of diminishing returns, but a law of plenitude (Pascale et al., 2000, p. 164). This means production returns increase with effort. Thus, the managing supervisor was directing a

living system with strategies designed for emergence and could never assume that a particular input will produce a specific output. During my internship it gave her close on real time control through feedback as she focused on bifurcations and not on efficiencies, stacking the deck in favour of learning. The subsystem she created adapted to provocation and flourished. I was a beneficiary of this effort.

Pascale et al. (2000) describe punctuated development in a complex dynamic context in terms of various factors. In a self-organising environment the managing supervisor should resist temptation to over control, but gather real time evidence, ensure the intern understand the intent, devolve decisions to a collaborative action on the lowest possible level and cultivate discipline without excluding positive deviance. Discipline is cultivated by vigorous selection and training, and rigorous self-examination. Heutagogic learning fulfilled many of these requirements during my internship. Positive defiance is not equivalent to dissidence. It looks at what is working in the system's context even if it contradicts theories, policies and procedures (Pascale et al., 2000). When I referred to organisational citizenship (Luthans, 2008), organisational intelligence (Amagoh, 2008) and macro-ethic (Beaudoin, 2009), it was mostly about positive defiance. The factors the managing supervisor considered to cultivate transformation started with a guarantee of disequilibrium through provocation. It then moved on to amplifying and dampening feedback, driving interconnectivity between nodes, and exploring latent potential through examining fitness landscapes. Through this process she gathered information and reworked it into intelligence (Amagoh, 2008) for learning initiatives. Within the complex dynamic system in which I completed the internship, my conscious learning and my intention to grow towards a professional career counsellor relied on an equilibrium disturbed “through threat of death and the promise of sex” (Pascale et al., 2000, p. 33). In the case study evaluations can be seen as the threat and successful completion of the internship as promised promiscuous professionalism. This is a mingling of theoretical and experiential learning made possible by punctuated development opportunities.

2.3 RESEARCH

Qualitative elements of my professional development process in career counselling are traceable throughout the reflective record and are researchable (Bolton, 2010). In

this study the inquiry is a search for professional transformation (Mezirow, 2000) during my career counselling internship. I am embarking on a journey to construct deeper appreciations for my learning experiences by interrogating my experiential reflections. Researching and retelling my professional development story direct me towards an autoethnographic design (Henning et al., 2011; Mitra, 2010). But my research story should be more than my own voice in my research; it should also continue the tradition of my reflections as vulnerable, rebellious and creative coconstructions (Ellis & Bochner, 2006; Hughes, Pennington, & Makris, 2012).

Ceglowski (2002) describes autoethnography as a personal history and cultural criticism which is what the reflective record presents. She follows Richardson in writing about the extent to which narrative genres connect to reflexive ethnography and have been blurred and enlarged into different narrative forms in the process. She calls this process “creative analytic practice” (p. 2). The global analysis suggestion of Henning et al. (2011, p. 109) is perceived as an aspect of enlarged narrative and with this autoethnographic research I will not make a distinction between the two design descriptions, because the global nature of the dataset and the global extraction of patterns are accommodated within creative analytic practice that represents a credible (Hughes et al., 2012, p. 210) alternative ethnographic self-narrative (Guzik, 2013).

Belgrave and Smith (2002) introduce alternative ethnography to resist the demand for criteria which contain freedom, limit possibilities, resist change and rest on a research community's agreement to comply with their own humanly developed conventions about evaluation standards. Within alternative ethnography investigators are liberated to shape their work in terms of its own necessities. Thus, within creative analytic practice this phenomenological disquisition will carefully choose emerging features, such as “benefits of reflective writing” and within a subjective understanding will perturb knowledge for diverse answers to emerge on the research question. The answers may reflect any of a number of knotty, emergent ethical and rhetorical dilemmas and erotic wisdom in an attempt to make sense of the intern's ecosystem.

Henning et al. (2011) describe ways of research as story and describe global analysis as a sense devising tool. What she and her co-authors describe as a global analysis technique is also referred to as a creative analysis process (Denzin & Lincoln, 2011;

Denzin & Lincoln, 2002). It is a generative process and features are constructed instead of themes extracted. The method may follow from a reality of critical coconstructions within some bounded community. My reflective process was a coconstructionist approach (Thrift & Amundson, 2005) for a DE community and this directs the research into a suspiciously constructed epistemology. Kelly (2007) states that explicit research questions and hypotheses are not part of the qualitative research paradigm tradition and suggests that I, as researcher, should have a guiding question which becomes more explicit throughout the iterative research process. Ratele (2007) comments on the quality of a qualitative research question from a critical social perspective, suggesting that I, as researcher, should not shy away from dark corners forbidden by unwritten rules of the research community. The coconstructed truths I am putting forward in my research story are the collection of all truths told by those who participated at any point in my professional development process. My heutagogic learning is illuminated in my research and the research methodology I shall decide to use should reflect this (Richards, 2011).

2.4 CONCLUSION

The literary search starts with contextualising my career counselling internship within IOP and my professional development as a form of adult learning. This context extends into how adult learning is conceptualised by different authors to clarify andragogy. All these authors specify reflective writing as adult learning tool. The search highlights the different perspectives which include systemic and transformational explanations. But learning by doing, as is done during an internship, remains the central theme of the literary search. All these authors want adults to discover new ways of knowing. The discovery process is captured in the concept of heutagogic learning which is promoted to the title of my dissertation. The literature search then attends to some of the features which emerged from the research as benefits of heutagogic learning to establish how the results of the analysis tie in with the existing knowledge complex. The features explored within professional development include transformative learning, ethics, diversity, wellness and how these features develop within a complex dynamic context. The chapter concluded by introducing creative analysis as research method in an autoethnographic design.

CHAPTER THREE

RESEARCH METHODOLOGY: BECOMING FAMILIAR WITH THE JOURNEY



Whirlwinds are natural phenomena which make knowledge about local meteorology explicit. In a similar way qualitative research may make knowledge about professional development explicit.

This chapter clarifies the nature of the journey for interrogating my reflective constructions as CCI with the intention to gain a deeper appreciation for heutagogic learning. The important aspects of the reflections inform my research. The voice of the reflexive writer becomes the voice in the research story. The iterative nature of heutagogic learning is part of the nature of the research journey and guides my intention for a deepening of my appreciation for the benefits I gained through my learning. In consideration for the strong realist tradition in IOP, this research allows some distance between text and my voice. The research starts with a research question supported by research aims, followed by the paradigm, design and method of interrogation.

3.1 AIMS AND THE RESEARCH QUESTION

In the first chapter I allude at the aims for a disquisition of my CCI reflections in referring to the benefits of heutagogic learning and how such knowledge may assist managing supervisors to improve future internships. These aims were conceived as a result of the iterative nature of proposing a research study. Between my initial intentions, early conceptions of aiming at identifying all possible features that emerge from heutagogic learning and a data survey, a research question emerged. The research question which will direct my research journey is:

What benefits of heutagogic learning are evident in my career counselling internship and how did the benefits contribute to my appreciation of professional development and the future development of possible others?

The data survey from which the research question partially emerged is only a first step in this research process and the route the research journey will follow depends on the design and methods. The search for answers to this question is bounded by my reflective writings as CCI, their nature and my intention as the lead in this disquisition. My general aim is to identify prominent heutagogic learning benefits and construct meaningful structures to deepen my appreciation of my learning process and to communicate these meanings openly. The destination of this journey should enhance professional development programmes in career counselling.

The process of surveying the pattern space embedded in my reflections thickens the research plot by enhancing the moral perspective in my professional development story (Ellis & Bochner, 2006, p. 438). This influences my specific aims:

- To find what benefit features emerge for professional behaviour and career development
- To find the mental transformations which occurred and contributed towards professionalism
- To find how the relationship dynamic between CCI and managing/counselling supervisor is informed
- To find evidence to construct interpenetrating ethical relationships between CCI, client and organisation
- To construct meaningful structures to possibly guide the facilitation of future career counselling internships about the qualitative benefits of heutagogic learning in professional development

3.2 PARADIGM PERSPECTIVE

The transformation from philosophy to science came about when people who generated knowledge adopted the scientific method (Fuller, 2003). This transformation facilitated the development of useful knowledge and products. IOP cultivates a research culture within this positivist paradigm with great success; with psychometrics dominating as a selection tool in the labour universe (De Bruin, 2007). But, with this research I am in a postmodern mindset, partly because the reflections on my career counselling internship are subjective constructions of my learning

experiences. Introducing a paradigm outside the traditional realist paradigm, does not mean that I substituted my hard earned objective mental configurations for a subjective configuration. I own both and feel the need to develop a capability to use both. In this research I do not consider statistical models, but I consider the way I reflect, write and construct meaning.

3.2.1 Thinking and writing

Richardson (1994, as cited by Adams, 2002, p. 57) explains thinking and writing as research methodology: “As I write, I think, I learn, and I change my mind about what I think ... to write myself into different understandings of subjectivity and concepts of qualitative inquiry”. Writing research is discovery as the Richardson citation continues: “I write in order to learn something that I didn’t know before I wrote it ... kind of nomadic inquiry in which I am able to 'deterritorialize' spaces in thinking”. On how to tell the story of constructionist research Adams (2002) suggests the reflective researcher may experiment with textual form and write social research as drama, narrative poetry, pagan ritual and more. Her nomadic inquiry is directed by figurations of Deleuze's ethical principles and her thoughts inspired by: “Disjunction, difference, deindividualisation, multiplication, displacement, disunity, mobile arrangement, deterritorialization...” as oppose to “unitary, totalizing, sedentary, systemic thought” (Adams, 2002, p. 58).

This is also the point Henning et al. (2011) makes by arguing that the ontological and epistemological position of the researcher influences what is researched, the inquiry designed and presentation. If the researcher conceives a design other than the more traditional objective reality, then the reflexive understanding of knowledge and reality will indicate an acknowledgement of the role of language, ideology and politics. According to Bochner (2001, p. 154) our narrative is a pragmatic truth and a way to give voice to our experiences. Reality requires more than acknowledgement as inquiry merge the personal and the academic to give something back to others. Bochner (2001) suggests the research should be self-reflexive and critical.

Henning, et al. (2011) state that any social entity that can be bounded by parameters in such a way that it shows a specific dynamic and relevance, can be researched as a

case study. The requirement is that it remains possible to capture the information the phenomenon reveals. Once it has been captured, it can be constructed as patterns and relationships. I experienced my career counselling internship as an ecosystem of relationships between peers, supervisors and students. These relationships were captured in my reflections and reveal relationships as ethical connections on micro- and macrolevel. The reflections recorded relational constructions across many dimensions, including gender, age, economics, academia, and culture and do not represent true knowledge mirroring one true reality. It presents a story that experiments with content by reflecting on science and literature, reflecting on management and ethics and moves between fact and fiction. My heutagogic learning story experimented with voices by inviting students, managers and peers into the text as characters. It was a theatre production in career making. As I journey through this disquisition process and generate a presentation which communicates meaning in my writing, I stay in character and act out my story as a career counselling intern. In so doing I may experiment with the props on stage. The stage represents the bounded study of my CCI experiences in a complex dynamic system.

The above postmodern constructionist view aligns with the experiential methodology from which the reflective writings emerged. It means writing constructionist research becomes a heutagogic learning exercise in itself, similar to writing reflections during my CCI practice. In researching my reflections and generating higher abstractions, my research becomes a metareflection which in itself is knowledge creating. My writing is an experiment in the form of expression. By treating my reflective writing as additional data, I create another fold in the research process (Adams, 2002). This added fold in the data increases the thickness in the plot of my story (Barnard et al., 2012). This multifolded story impacts on the credibility and dependability of the findings and confirms my ability as researcher (Belgrave & Smith, 2002). This increased craftsmanship increases validity (Kvale, 2002, P. 299). From a complexity management perspective, thinking and writing gravitate the system dynamic towards the edge of chaos where bifurcations in learning may be provoked (Ferreira Da Costa, 2007; Pascale, et al., 2000). This paradigm is very different when making and evaluating knowledge (Mitra, 2010).

3.2.2 Meaning generating context

To appreciate the context within which I generated meaning by reflective practice, I created a visual presentation to show my heutagogic learning process. To make it more complete I also add this research journey as metareflection.

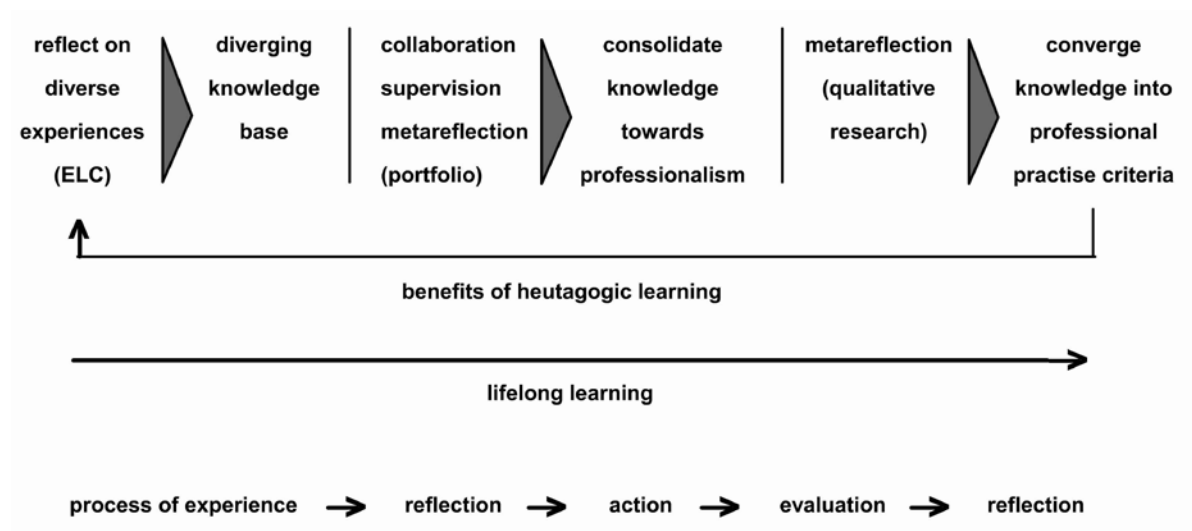


Figure 3.1: A presentation of my heutagogic learning context, as experienced

Figure 3.1 depicts my heutagogic learning process as I experienced it and includes my current research effort to describe the benefits I gained from reflective practice. An appreciation for the meaning generated within the CCI context supports the appreciation for how meaning is constructed in this research effort. In the IOP realist tradition, meaning is generated by manipulating numbers. In this disquisition meaning is generated by manipulating narrative. In a complex dynamic system, narrative detects bifurcations in the system and these punctuated events (Axelrod & Cohen, 2000, p. 137) are reconstructed by narrative into meaningful knowledge. This makes it easier to learn appropriate lessons from experience (Kolb, 1984). The bifurcations in my mental configurations emerged from my heutagogic learning as CCI. The reflections were generated under management supervision and meaning emerged within a controlled organisational, ethical and social context. The meaning, as constructed, is captured in my reflective dataset as patterns and even fractals. What we know about knowledge generated with an ontological perspective of social construction and power dependent relationships (Terre Blanche & Durrheim, 2007), is

that it is not linear (Axelrod & Cohen, 2000). This strange attraction is evident in the pattern survey of the reflections, with often no connection between consecutive reflections, but some patterns cluster together and some reflections extend others, depending on the context and other determining aspects.

The education, training and development of professional practitioners in IOP, or more accurately in counselling with specific scope, can be endorsed if it has a social benefit and processes can be validated and improved. The journey I take to generate meaning from my experiences as reflection or metareflection and the form of my findings is the input into the social benefit and validation decisions. Constructing the thin experiential data as a moral person (Adams, 2002) into a thick description (Barnard et al., 2012) and presenting it in aesthetically pleasing ways (Adams, 2002), brings credibility to the text because in a feminist sense (Denzin & Lincoln, 2002, p. 230) it blends aesthetics, ethics and epistemology and underwrites reciprocity. According to Belgrave and Smith (2002) rich data must be able to show both contradictory and complimentary aspects in order to increase validity. In my reflective data I was informed by the collective stories of students, the institution, the profession and industry and these support the meaning generated by the findings of qualitative research. Interrogating my reflective data as CCI and constructing meaningful findings, may have the social benefit of keeping the education and professional industries honest in professional training and development.

3.2.3 Theoretical statement

This inquiry uses the wider definition of empirical study by relying on experience as a guide for analysis. It describes the stories within a more global context and generates patterns which are meaningful. But, it is my story and I am both narrator and researcher. I construct features in narrative (Bochner, 2001) as patterns emerge from the dataset, which is in itself a set of experiential coconstructions of voices. I can keep my distance in a search of greater validity and present the reader with analytic autoethnography (Ellis & Bochner, 2006) or I can commit to my feelings and live my story, but that is far removed from IOP tradition. My research journey draws on a qualitative paradigm (Fuller, 2003); Terre Blanche et al., 2007), finds the appropriate distance between narrator and researcher and provokes the complex dynamic system

that transforms data into findings and generate meaning in cubism format (Terre Blanche & Durrheim, 2007, p. 9).

3.3 METHODOLOGICAL CONVICTIONS

The question is how, or with what am I going to undertake my research journey to answer my research question and do justice to my research aims. Thus to what process, procedures and tools am I committing myself within the postmodern constructionist paradigm (Thrift & Amundson, 2005). The dataset informs my choice of paradigm and it may inform my methodology. During the process my writing is a tool for reflection and composition (Henning, et al., 2011, p. 2). My journey is planned around surveying pattern space, clarifying my thoughts, extracting patterns which informs my research question, constructing features, arguing my research design, methods and findings, and using cubist design to create aesthetically pleasing presentations of my findings.

My CCI reflections are mostly autoethnographic reports of experiences during career counselling conversations, management conversations and brave moments of organisational citizenship. In surveying my data I choose stories that best illuminate my truth (Richards, 2011) as student of professional behaviour, because that is what a CCI is in my experience. In my search for a tool to analyse my data, Henning, et al. (2011, p. 109) gave me a direction in mentioning global analysis as a tool for thematic, networked analysis. It was the holistic reading and network nature that captured my attention, because I experienced my reflections as a story of ecosystem patterns, all integrated into a complex dynamic in my quantum orientated mind (Schwartz et al., 2005). But to make a decision at this junction (Henning et al., 2011), a directive to lightly paint the meaning making maps of my findings and to brush in broad strokes while keeping the results aesthetic and authentic, was not enough. To google global analysis, tells you about the trees of the world suffering from human punishment and the financially rich who owns the world, but nothing about how to inquire into a narrative dataset to get a deeper appreciation for the story it tells.

The solution was a reference to Denzin and Lincoln (2002) who call this global painting creative analytic practice. Henning and her co-authors never state why, in

their view, the term global analysis is the preferred description for this process. In contrast, the authors contributing to Denzin and Lincoln (2002) give a thick description of creative analytic practice. They describe it as representing a creative self-narrative of an existential struggle for honesty and expansion in an uncertain world. They bring many research voices together to paint a picture and explain the how and why of what turned out to be reflexive ethnography by design. Creative analytic practice privileges the presence of the critical researcher in the text perturbing the voices of others. As researcher I assume I may listen globally, but I speak for myself.

Geertz (1980, as cited by Belgrave & Smith, 2002, p. 261) describes self-narrative as alternative ethnography which is “[A] blurred genre of discourse in which investigators are liberated to shape their work in terms of its own necessities rather than according to received ideas”. At first the meaning I constructed from this citation was to listen globally and choose my research fights carefully, but then realised it was more complex, since they describe alternative ethnography as an experience which has an ambiguous open ended quality. They describe reflections, which give a measure of coherence and continuity that was not available at the original moment, as an ethnographic story about experience. Belgrave and Smith (2002) also give creative analysis a global character with the collaboration of multiple voices to negotiate validity. They describe the process as a search for discrete factual and emotional detail in structurally complex narratives. The research, as story, is a temporal framework that rotates between past and present, reflecting the nonlinear process of memory work in the curve of time. A complex narrative has cultural scripts that resist transformation (Belgrave & Smith, 2002). A complex narrative can also be one showing the transformation from who I used to be, to who I have become, but for it to be valid I, as the writer, must command a standard of ethical self-consciousness. With both the dataset and the research having a self-narration character, Bochner (2001) asks what is true and certain in complex narratives. Thus, with my complex adaptive and quantum mindset I reconstructed their tale about the character of creative analytic methods to mean that it acknowledges nonlinearity, noncausality, nonspecificity and uncertainty.

Fine (2002) draws attention to critical urban ethnographies in research. This approach unveils a set of knotty ethical and rhetorical dilemmas in an attempt to make sense of various experiences. It is ideal for research around education, training and development and aligns with the context of the reflective record. She explores relationships between student, family, university, work and politics, and therefore covers the ecosystem. The disquisition of my reflections is therefore partly a critical urban ethnography which covertly produces a biography of student voices. Ellis and Bochner (2006, p. 434) perceive critical ethnography as norms of realist writing. It demands “that you engage in a language game that encourage point-to-point rebuttal, critique of the other's position, and showing how your own position is superior” (p. 434). When Michele Fine gives her views on critical ethnography I feel that I can follow this route, but when Ellis and Bochner give theirs, there is no way I can make it work to answer my research question. My research question embraces commonalities and reciprocity and is conciliatory. My voice is in my reflections and in my research and I cannot be a distant detached observer as realism, in any form, demands. I have to embrace my story, be involved, engaged and embodied. In thinking about IOP tradition, I need to search for some middle ground in autoethnography.

Ellis and Bochner (2006, p. 434) mention that autoethnography was designed as a mode of inquiry to be rebellious, but also creative and vulnerable. As reflective writer I was proud of my dissident status, but also of my ability to generate new learning capabilities and my ability to be productive. As CCI, I was often vulnerable and it is captured in my reflections. I plan to remain all these things as researcher. Halley (2002) gives me renewed hope and touches on a kind of socially sensitive ethnography, where reflections and disquisitions borders on pornography and where every story worth telling is a dare; a kind of pornography to overcome our conditioned fears of erotic knowledge. The language in my heutagogic learning recorded this sizzling theme as critique on relationship related rules in the HPCSA ethical code. My research is a case study and my methodology includes creative analysis as practice and my journey is described autoethnographically. In following this route my research journey satisfies my provided aims where I find the appropriate distance between narrator and researcher to show respect for IOP traditions.

3.4 RESEARCH DESIGN

The research design I am about to decide on must help me to answer the research question and inform my aims. What is already known about my research journey is that the end product describing the journey, will be delivered in text and diagrams constructed from text. Delivering in text only means it is a qualitative enriched study and not a quantitative study supported by the manipulation of numbers. The dataset is my heutagogic learning story and this reflective record is researchable (Bolton, 2010). The tradition created during the internship phase of my professional development was one of being vulnerable, rebellious and creative as I coconstructed my experiences (Ellis & Bochner, 2006) within my bounded student counselling community (Thrift & Amundson, 2005). My reflections recorded my dissident behaviour because I did not shy away from dark corners (Ratele, 2007). We also know that my research is retelling my professional development story and that it directs me towards autoethnography as feature in the design and methodology. This can be researched as story with global analysis as method (Henning et al., 2011). This analytic method is also described as creative analysis practice (Denzin & Lincoln, 2002). Terre Blanche et al. (2007) inform me that my explicit research question is modifiable in the qualitative research tradition, because it is an iterative research process. Analysis is not sequential and may progress in a spiral form.

Ellis and Bochner (2006) are critical of ethnography and its various guises, such as critical and alternative ethnography, and champion autoethnography. The researcher is still the voice in the text but is more intimately involved, more rebellious and more creative. Henning, et al. (2011, p. 43) see the relationship simply as: "Autoethnographic studies are the personal experiences of the author as ethnographer." Theory of qualitative research methodology and design require that the product of the inquiry demonstrates the text to be cohesive and coherent and the features in the product must compliment the philosophical underpinnings (Henning et al., 2011). This design requirement should also apply to the dataset to improve the credibility of the research product. The dataset, which described my heutagogic learning experience as a phenomenon within a career counselling setting, is a case bounded by learning within my internship. Thus the dataset is my autoethnographical story (Ellis & Bochner, 2006).

The dataset requires an approach and method of analysis that can accommodate the large amount of detail to create meaningful patterns and bundle the patterns into features, making the internship learning process more intelligent. Thus, the method generates global intelligence from local information to form a more lucid understanding of the emerging phenomenon. Throughout this process, the global intelligence feeds back to the local detail to facilitate the iterative process. There are theoretical and practical demands on the design to deliver a usable end product. Richardson (2002) warns against just following institutionalised design disciplines and propagates experimentation with textual form, content, frame and ethics. Adams (2002) propagates a design that draws on explicit ethical principles and she favours the ethical principles of Deleuze and Guattari, who were anti-oedipus and anti-capitalism.

My design decision is forced by the nature of the dataset, the nature of non-positivist research, the methodology and the analysis tool of my choice. The research design is an autoethnographic case study experimenting with memescape presentations.

3.4.1 Research approach

As stated, the dataset and my theoretical and methodological convictions qualify the approach to my research journey. My choice of an autoethnographic case study design for the research journey means that my choice must be defended against coexisting research approaches.

Constructionism is concerned with broader patterns of social meaning encoded in narratives and takes a critical stance on power, politics and ideology (Terre Blanche et al., 2007). Thus constructionism as concept, requires not only a reading of the text to extract information and release the value, but favours an inquiry coconstructing reality within the open system. Often it uses collective language (Thrift & Amundson, 2005) which aligns with my CCI story of career conversations in a setting where I coconstruct careers within a community of voices. Terre Blanche et al. (2007) inform me that the social constructionist approach is sometimes referred to as critical hermeneutics. Social constructionist methods are qualitative, interpretive and

concerned with meaning, but do not focus on subjective understanding. Constructionism focuses on people's behaviour as a product of a social system with an inherently constructed meaning culture (Terre Blanche et al., 2007).

Constructionist research is subjective, critical and iterative and will therefore discount the researcher's background (Henning, et al., 2011). My background includes theoretical perspectives and past actions, for example, the internship forms part of my ingrained protean career (Hansen, 1997). This discontinuous past influenced my learning and may influence my research. Neither the reflective record nor the case study lays claim to an accurate replication of past reality (Bochner, 2001). Within the constructionist research approach, the process is to survey the pattern space of the heutagogic learning content and to reveal the reflective constructions in the database to discover features of learning, connectedness and contingencies. During my internship critical constructions collapsed reality into a set of stories about the benefits of heutagogic learning and created knowledge about my professional development. In this research journey I shall metareflect on the internship dataset to construct findings to achieve my research aims.

3.4.2 Research strategy

The data is not the stories of students, because their stories were reconstructed during their counselling conversations with me and were again reconstructed on reflection. The reflections traced my stretch zone and constructed my heutagogic learning. My professional development story in the dataset mapped the complexity of my organisational setting (McKenna, 1999) and learning (Pascale, et al., (2000). The complexity maps often exclude the dynamic aspects in the setting. To locate the dynamic elements, such as connections and contingencies in the data, the researcher must remain close to the data and the career theories during the research journey (Henning, et al., 2011). I remain authentic in my epistemological orientation and allow the data to speak for itself and collapse the bifurcations (Ferreira Da Costa, 2007) of transformative learning (Mezirow, 2000). My clients have spoken, and I have critically reflected on their stories and now I am telling my heutagogic learning story. But conscious of IOP tradition, my strategy is to keep an appropriate distance between myself and the research text. In finding the appropriate distance my strategy

moves away from idealism which trivialise the real world of human experience to just another text (Ellis & Bochner, 2006). My research strategy is more aligned to relativism, which considers multiple truths and realities (Terre Blanche et al., 2007) during my constructions throughout my journey.

Another research strategy is to see my journey as action research. Terre Blanche et al. (2007) mention that constructionist research should become a variety of action research when the researcher follows a relativist strategy. Bolton (2010) considers reflective writing in professional development as action research to increase practice effectiveness. With an action research strategy my research story can improve the effectiveness of the CCI subsystem by following the feedback loops within the professional development ecosystem.

3.5 RESEACH METHOD

Belgrave and Smith (2002, p. 263) guide the inquiry in autoethnography by suggesting a focus on:

- Structurally complex narratives
- Emotional credibility, vulnerability and honesty
- Contradictory cognitions and feelings
- Squeezing comedy out of life's tragedies
- Narratives that express tales of two-selves
- Demand high standards of ethical self-consciousness

During my research journey I remain conscious of these focus areas when selecting the data. The data analysis includes my move from reflection to research and my use of post modern methods and creative analytic practice. The journey includes the effort and how the emerging features relate to Bronfenbrenner's ecological theory of development.

3.5.1 Recording and selection of data

My reflections were recorded every day of the career counselling internship. A reflection can be linked to one or more counselling session, a perturbation of my

managing supervisor, the counselling setting, the university or the world of work. Reflections may be about career issues, study issues or cultural issues, for example the rejection of evolution. The selection of a theme to reflect upon was not random, but most often linked to the more significant experience of the day. Although this research happens in retrospect, time induced contamination of the experience was contained, because the dataset contained daily reflections. Taylor (2000) indicates that research efforts rarely record the initial conditions of the mindsets of subjects before the learning process started. Without the initial conditions, it is difficult to qualify new perspectives, new capabilities and mental transformations. In my reflections a set of initial conditions was recorded. This research may find patterns to follow transformations in my mental framework. Taylor (2000) suggests that the cumulative nature of transformative learning takes place over long periods of time and transformation patterns register when we act on our redefined perspectives. The dataset covers six months and the enactment of new perspectives may emerge from the constructed features.

Including all my reflections during my stay with the counselling unit would have been the ideal, but this research study is bounded to answer my research question about professional development. The research question then excludes all my reflections not written during my internship. Except for this theoretical reason, a practical reason is that the dataset is too massive for a single research project. The size of the selected dataset is important, because for this inquiry the method of choice is of a generative nature. This means it may generate multiple features from any one pattern.

The generative nature of creative analysis became apparent during the process and was not wisdom I gained from the literature search. A number of times during the research, the disquisition proved my vision too rich for my purpose. The original general research aim wanted to reveal all features in heutagogic learning to inform professional development. My current aim is focussing only on some important benefits from heutagogic learning. Thus selecting the internship dataset is a choice informed by theory and by practical realities.

3.5.2 Data analysis

The data analysis clarifies how I work through the dataset (Van der Riet & Durrheim, 2007). In the analysis I clarify the move from the dataset to the research and how the creative analysis is applied.

Henning et al. (2011) mention various methods to bring creative analysis into action and some are relevant to this disquisition. First is the line sketch as link. The data details are rich and essential, but a line sketch presents the global data as outlines only. A line sketch draws attention to constructions which may become lost in the text. In the findings memescapes represent features constructed from the text. Second is the word portrait with emphasis on connecting data into networks. In this research the word portrait puts the relationships between elements in the ecosystem mainly into narrative. The relationships can for example be functional, ethical, power or productive. Third is telling the story behind the portrait with sufficient “verisimilitude to grant it authenticity status” (Henning et al., 2011, p. 113). I shall apply this creative analysis trinity to sketch the selected emerging features and communicate my process of analysis and my findings.

3.5.2.1 Move from reflexive learning to reflexive research

Reflective practice is designed to examine and modify theories that shape behaviour and is a process in professional development (Bolton, 2010) anchored in relationships. According to Ceglowski (2002) reflexive writing is about relationships and further explains research as relationship within non-positivist paradigms. Thus the move from dataset to research is connected. The reflections highlighted various relationships. My relationship with my learning environment included my managing supervisor in the role of authority and mentor, my peers, clients with whom I had career conversations, the DEI and the professional body for our discipline. My relationship with the institution was more complex. I was an IOP student doing an internship and I was an employee with a one year contract who happened to also be an intern. I was accountable for my behaviour and effort to one person who acted as both my managing supervisor and counselling supervisor. This left her accountable for my supervision to the DEI and the HPCSA.

Ceglowski (2002) states that the relationships in reflections do not follow a smooth path, but rather shift over time based on context and “reflect the complexity of other human endeavours, emotions, contradictions, dilemmas and tensions” (p. 8). I experienced these relationships as complex and entangled within my ecosystem. Richardson (2002) comments that reflexive writing is a form of inquiry into relationships. She discloses that her writing style grew out of her negative experiences about how her academic research writings were judged. Her style has changed to be more innovative, more provocative and to neutralise academic power plays. She argues that by changing the way the reflexive writer writes, s/he can challenge the academic control over her, or him, and in so doing, help to form an alternative research community. This alternative style is evident from surveying the ELCs and will follow through into the analysis and presentation of this inquiry. Bolton (2010) pulls reflective writing through to research, stating that professionals write about their work and share it with colleagues as a co-operative enquiry method in which researcher and subject collaborate in all stages of the research. My survey of the pattern space of each reflection is done as part of the whole dataset (Henning et al., 2011) and the emerging features will then exist in a global context.

The process of surveying pattern space is clarified by using ELC 120 as an example. In this ELC I reflected on the internship process. The ELC mentioned competencies to be shaped and evidence to be gathered during the six month period. It played between the goals intended and the outcomes to be achieved within an interpenetrating ecosystem. It informed me as CCI at the time and by provoking it through analysis has potential to inform others about the process.

ELC: 120. Monday, May 31, 2010

Probing the past

Experience

Two months of my internship is now in the past. What have I achieved?

Feelings

I feel frustrated that I have little more to show than a few ELC's and a power point presentation. Still, at the end of every week I feel tired. I feel guilty that my goals are eluding me. It will be nice to get a corporate outreach done, but this is not happening, because both initiatives have

long lead times on feedback. The article must still happen. This is the article on my learning experience in the DCCAD and how it moulds me into a professional career counsellor or trainer.

Analysis

Frustration, guilt, tiredness and not much to show for it seems a strange combination. I'm not sure why this is so. What I think is that my Calvinistic upbringing imprinted a strong achievement orientated work ethic into my mindset. It is then not the days where I get a lot of work done that tires me, but rather the hurdles that make me ineffective. This means the less I do the more tired I get.

Action

I address those hurdles I can do something about, but the rest I must live with and minimise their affect on my mood. I'll put in the effort to construct reflections so that I can have two sets to analyse by the end of my DCCAD experience. I'm recommitting to at least the one article.

The survey of pattern space in ELC 120 keeps content, context, connectedness and contingencies in mind. Two patterns emerge from the survey. The first is about contributing to the process and collecting evidence. The second is about the macro-ethical relationship between various subsystems in the DEI ecosystem.

Survey of pattern space – ELC 120

*The career counselling intern (CCI) must tick off some actions during the internship. These relate to HPCSA instructions, contributions to materialise some organisational goals and contributions to the local counselling unit's knowledge library, student learning and service. All this must happen in the period of the six month contract. What is evident from the reflection is that it takes a lot of planning and organising time and it is helpful if the intern was already "in-the-system" as peer helper or assistant counsellor.

*The reflective evidence suggests that the local counselling unit's value in terms of DL, over and above counselling and career development is to add value through reflective practice, research and scientific publishing.

3.5.2.2 Data set and postmodern methods

The dataset as evidence of heutagogic learning has been well described in the text leading up to my research analysis. In the first chapter I argue that the research reflects this postmodern nature. The research approach confirms this research as a case study and under the data collection and selection heading, this case study is

bounded by my career counselling internship. It defines my research preference as autoethnographic, because I am the critical voice constructing my story and that my intention is to use creative analysis to answer my research question.

The question I intend to answer is not what the practice of creative analysis is, but how it unfolded during my research journey. Under data selection I mention that the generative nature of creative analysis forced changes to my original research ideas. I was not prepared for this generative nature of creative analysis and the data overload problems that resulted. I expected the data to converge similar to my experiences with grounded theory. In considering the quantity of data, I adhered to a strict selection policy. The selection policy allowed for a thick description (Barnard et al., 2012) of the research without over extending the academic purpose of the effort. Only features which informed me as CCI and contributed to the benefits of heutagogic learning for professional development were constructed to higher levels of academic intelligence.

A short description of the analysis process may give the impression that I follow linear steps, because it does not show the feedback loops of clarifying, refining, constructing, critically evaluating, documenting, arguing and composing. Henning et al. (2011) partly describe these feedback loops as part of the qualitative research process. I first read the reflections and surveyed it to extract information strings. In the analysis the resulting patterns are critically constructed into features by bundling together similar patterns (Appendix One) from all the ELCs in the dataset. Next the applicable features are selected and integrated for higher level features to emerge (Appendix Two). These features are constructed into line sketches or are painted into a word portrait. Together the sketches and portrait tell my heutagogic learning story and how my professional development unfolds and benefits from my reflections. Figure 3.2 shows how my postmodernist learning started and how the dataset is constructed and now researched. It also shows the loop back from research to supervised practice and how one of my specific aims is reached.

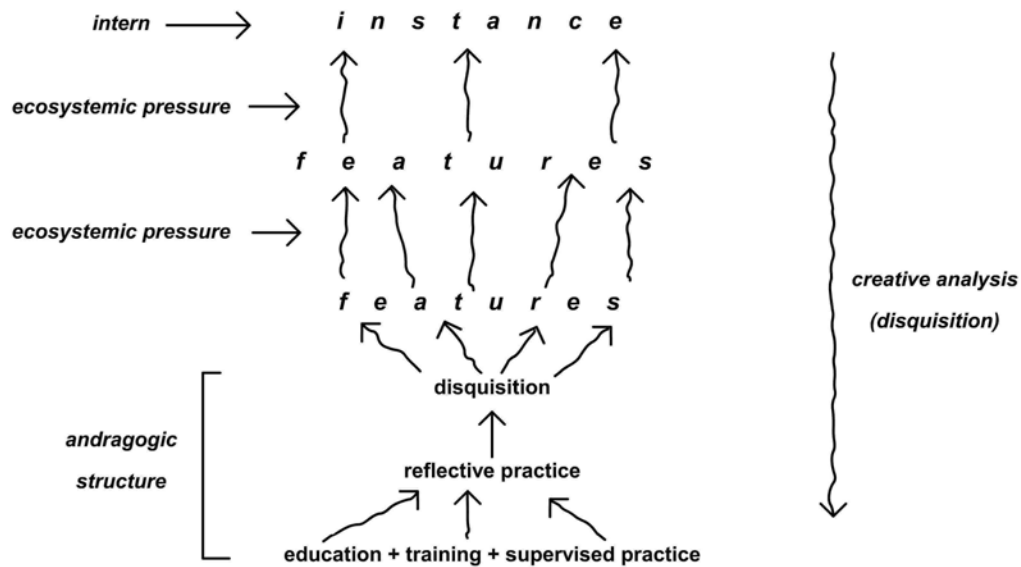


Figure 3.2 A presentation of my creative analysis process as experienced

3.5.2.3 Creative Analytic Practice

Describing the creative analytic practice contributes to my knowledge, but reveals nothing about what to expect when it is applied. In this autoethnographic research I, as researcher, am present in my research story and perform the roles of narrator and of reflexive participant during the analysis. This increases the subjectivity and complexity of the disquisition, because I generate patterns that reflect on my psychological dispositions within my cognitive framework. As researcher I am not only a positive re-teller of my stories in written reflective practice and heutagogic learning. I also act the part of the maverick in critiquing the macrosubsystem institutions as to how they should serve students and society. Criticism and cynicism are seldom experienced as positive human constructs, but for Ceglowski (2002) social criticism in reflexive writing may bring a sense of immediacy and urgency to a contextual setting. The contextual setting in this inquiry is my professional development as CCI at a DE satellite campus. With research as relationship, the patterns I am creating as researcher may use various narrative presentations such as poetry or personal history, and may use scientific metaphors. The patterns are constructed within the design parameters discussed and within ethical boundaries, because research writing is not an innocent practice. Reflective writing and research always have ethical, political and power inequalities weaved into it (Ceglowski,

2002). In writing a metareflection and using my reflective data as research in such a way as to create harmony between the reflections and the research, may make me more aware of the benefits I gained from heutagogic learning.

In the creative analysis process I gain an integrated view of the data by a holistic reading and constructing patterns from which features emerge. From the features I construct concept maps and verbal landscapes, which I call memescapes to honour my theoretical convictions. Features, for the purpose of this research, are described as regularities or patterns at various levels of complexity, which evolve from the information strings and meme sequences. Instances evolve from the complex features and are material elements in my professional development ecosystem. I, as CCI, emerge as one such an element.

As researcher I follow the process without distorting or redefining meaning, except where I can reasonably explain my subjective influence of the text. The meaning patterns I construct across many career development stories show regularity and cohesion as suggested in Henning et al. (2011). The patterns may even show rhythm. This autoethnographic case study has a plot thickened by reflective practice (Barnard et al., 2012), a moral base by ethic practices (Allan, 2011) and research aims as point to the story (Ellis & Bochner, 2006). I tell the story in a narrative which is provocative and evocative, but in a conciliatory tone seeking for communalities and not to breed animosity and division. Ellis and Bochner (2006) call this autoethnography, but other authors have a different view and call it critical or alternative ethnography (Belgrave & Smith, 2002) and critical ethnography (Fine, 2002). Concept maps and features are constructed and “globalized” within the ecosystem (Hook, 2004).

3.5.2.4 Effort as global disquisition

My internship ELCs are surveyed to extract patterns. The first step is called “Survey of pattern space”. The ELCs are surveyed for information strings and meme sequences from which patterns are constructed. A conglomerate of similar patterns are bundled into meaningful features as in Appendix One. Patterns, as bits of information, are transformed into intelligent knowledge sets (Appendix Two) consisting of features and instances. In this disquisition information strings can be

words, propositions, or paragraphs, which convey knowledge about the unfolding story (Richardson, 2002). Also, meme sequences are constructions where power relationships and judgements are evident, for example: “Can this institution teach me?” (ELC 120). It is evident that the patterns are not themes embedded in and extracted from the content of the ELC, but are generated from the ELC’s information strings, showing my theoretical convictions. I always remain sensitive to the context of my experience (Ellis & Bochner, 2006).

The features are constructed by accommodating the multiple other voices in the ecosystem as they are reflected in the dataset when read holistically (Henning et al., 2011), but within the context of professional development (Bolton, 2010). These pattern bundles of Appendix One are first level features which evolve into higher level features and finally morph into aspects of instances through the process of creative analysis. Thus meaningful features are created by subjecting patterns to a cumulative process. This process is repeated until a comprehensive set of features about an instance emerges. Any one pattern may have been allocated to one or more clusters, resulting in a complex dynamic and fractal like structure (Ferreira Da Costa, 2007). The features are represented in the findings as memescapes and the text paints the portrait, allowing the benefits of professional development to emerge.

3.5.2.5 Bronfenbrenner’s ecological theory of development

The education, training and development nature of my internship supports the use of a theoretical structure within the developmental tradition of IOP. Bronfenbrenner’s ecological theory of development (Hook, 2004) is systems orientated and is helpful in revealing interrelationships within the ecosystem. It enhances cohesion by linking the data to theory. Unfortunately, the bundling of the patterns does not fit the model perfectly and an adaptation was required to accommodate the ecology of mind or intrapersonal subsystem. The introduction of the intrapersonal subsystem facilitates the effect of heutagogic learning on me as developing individual. Thus the experiences, feelings and thinking of the individual will contribute to this subsystem. In keeping with Bronfenbrenner’s style, the intrapersonal subsystem is identified as the “pico subsystem”. To accommodate the latest technological advances, career shifts

and career theory developments, a more global subsystem was added and named the “cosmosubsystem”.

These subsystems in the system ecology must not be seen as different “categories” in a taxonomy of features, but should be viewed as features on which attention must be focused during analysis. Seven subsystems interrelate within my ecosystem.

a) Nature of the picosubsystem

This subsystem refers to intrapersonal space and emerges from patterns that describe me as reflective practitioner and my abilities, capabilities (Hase & Kenyon, 2007), competencies, interests, habits, needs, values and other influences on my learning. This addition to the model is motivated by the importance of personal transformations and the dynamics in the context. The dynamics in the context of this case study are dominated by the age factor, because at this age near the pension horizon, I am approaching an age extremity. At this age the probability of a positive rate of return on any investments in studies, or any discordant career changes, are limited. With the world of work moving deeper into the technology dominated 21st century, fears and tensions accompany my career change decisions as member of the post-fifty generation. Thus as intern, I am aware of my ability to adapt to major changes and to learn from new experiences, but health and technology uncertainties limit the predictability of career anchors as identified by Schein (1980).

My intention with this disquisition is to reveal patterns about my learning and professional transformations as captured in the dataset. Within the confines of the picosubsystem the research may qualify the nature of the tensions and the eustress (Schreuder & Coetzee, 2006) experienced. Intelligent descriptions in this subsystem may inform future decisions about prospective interns and is one of my aims.

b) Nature of the microsubsystem

Bronfenbrenner describes the microsubsystem as “The immediate situation that directly affects the developing person” (Hook, 2004, p. 316). These bi-directional relations include connections across various people in the immediate setting. Within

these bi-directional relationships are the seed for moral and cultural behavioural issues which extend to the other subsystems.

The career counselling relationships have a bias towards students who were willing and able to meet with a student counsellor. Other bi-directional relationships include the local internal supervisor, the external supervisor, peers and managers. The importance of the microsubsystem is that it describes the roles of counsellors, their scope of practice and the essence of their professional conduct (Coetzee & Roythorne-Jacobs, 2007).

c) Nature of the mesosubsystem

Bronfenbrenner describes the meso-subsystem as “The bi-directional interactions of the microsubsystem enlarged to slightly higher order environments like social relations on the level of peer groups and family” (Hook, 2004, p. 317). The mesosubsystem harbours its own fears, tensions, competencies and rewards. Cooperation and reciprocal relations within the peer group and counselling teams consist of different members every shift. It is also a diverse group in terms of age, gender, race and spiritual orientation. In terms of the individual group members, each is building his/her picosubsystem connections within psychology, or IOP, as career. In terms of the organisational perspective, the individuals function as a team in the mesosubsystem. The emotional rewards are in the emphatic environment and a camaraderie forms over time, despite the diversity and fragmented team structure (Bolton, 2010). It is in the mesosubsystem that I trained and learnt. It is also in this subsystem that the managing supervisor perturbs, cultivates and evaluates performance.

d) Nature of the exosubsystem

Bronfenbrenner describes the exosubsystem as “Social settings or organisation beyond the individual’s immediate experience that nevertheless affects him/her” (Hook, 2004, p. 317). Within the internship context the exosubsystem is dominated by three entities. The first is the university’s main campus with its functional departments, the executive, organisational development strategies and the institution’s

macro-ethical conduct. The second is the Health Professions Counsel of South Africa (HPCSA) with control over the training and registration of counsellors in private practice. The third is less tangible, but just as real. It is the body of all of psychology, consisting of the proponents of the different schools with their theories, practices and turf boundaries. For me as IOP student, a six month internship is a real life encounter with careers in which counselling competencies must be developed and shaped, and evidence gathered that stands as proof (Coetzee & Roythorne-Jacobs, 2007).

e) Nature of the macrosystem

Bronfenbrenner describes the macro-system as follows: “Refers to the overarching institutional patterns of the culture, or subculture, such as economic, social, educational and political systems” (Hook, 2004, p. 318). It is a cluster of interattracting open systems. The cluster includes scientific philosophy in regard to paradigms, moral and ethical issues, the state of education, technology, legal framework, organisational management, socio-economics, politics, cultural realities and ecological issues (Beaudoin, 2009). They all had an influence on my heutagogic learning process.

f) Nature of the cosmosystem

The cosmosystem is a late addition to the model thanks to the iterative nature of this research. I include it to mostly acknowledge the emergence of a new career opportunity in cosmic space. The astronaut, or cosmonaut, as career opportunity is now overshadowed by the life-career opportunity to become a colonizer of the 4th rock from the Sun. A career as planet settler and culture developer for the emerging Marsian race is what the cosmosystem describes, but more realistically it is intended to also describe cyborgs and earth bound scientists with cosmic interpenetrating careers, such as quantum dynamics (Schwartz et al., 2005), chaos (Pryor & Bright, 2011), complexity (Amagoh, 2008) and global warming. Within this disquisition it is mainly a placeholder for future action which may exclude me.

g) Nature of the chronosubsystem

Bronfenbrenner applied the influence of time in two ways. The first entails the patterning of environmental events and transitions over the life course, and the second refers to the unique socio-historical placement of the individual (Hook, 2004, p. 318). The first aligns with Super's Career Development Theory (Schreuder & Coetzee, 2006) and the second with Savickas' Career Construction Theory, which is post-modern in character (Savickas, 2002). Taylor (2000) suggests that the cumulative nature of transformative learning takes place over long periods of time. Thus reflections in chrono space are experiences of specific change events and transformative learning. A third element of the chronosubsystem to be considered is the anticipation of future scenarios (Hansen, 1997), such as changes in technology, zeitgeist, or interstellar colonization.

3.6 QUALITY AND ETHICAL CONSIDERATIONS

In postmodernism my views of ethics align to the thought-provoking work of Levinas for whom the essence of ethics is to meet the needs of others (Allen, 2008). Universities also do not escape postmodernism (Smith & Webster, 1997). In a complexity view, social knowledge grows through interaction with the environment and through reflexivity (Hase & Kenyon, 2001; Senge, 2006). Universities and science are no longer privileged with original knowledge. It is now open and socially developed and distributed (Beaudoin, 2009; Scott, 1997). Thus the development of knowledge by constructing career conversations of students into reflections and meta-analysing the reflections is ethical if it is open and serves the needs of others.

The criteria to evaluate the quality of modern science are "the trinity of validity, reliability and generalisation" (Kvale, 2002, p. 300) and modernist validity, as used in psychometrics, answers the question if we measure what we intend to measure. Kvale describes the criteria to evaluate postmodern science as trustworthiness, credibility, dependability and conformability, which trace the process. In Kvale's view postmodernist validity answers the question if we investigate what we intend to investigate. The concern is the extent to which observations reflect phenomena of interest, as some postmodern researchers seek to establish some predictability. In

postmodernism the nature of the findings can be complimentary, or it may be a spectrum of contradictory findings. These contradictions are appreciated, because they describe the opposing sides of the spectrum and can give rich insights about the in-between space (Kvale, 2002). This is pragmatic and underscores the point where the constructionist position collapses the distinction between rigorous evaluative standards and ethics supported by pragmatic action in the world. They continue with the concept of affirmative postmodernism, which refers to a researcher who “rejects universal truths, but accept local, personal and community forms of truth with a focus on daily life and local narrative” (Kvale, 2002, p. 302).

With the reflective dataset, which is a social construction across a multitude of dimensions, the research can hardly discover true knowledge and different criteria for validity must be developed. According to Kvale (2002) the research results are valid by means of the attempt to entangle the influences of the investigator’s personal experiences, issues, interests and perspectives within a system with global theoretical, institutional, socio-political and environmental issues. Kvale (2002, p. 299) focuses validating criteria on social construction as an appreciation of:

- Craftsmanship encompassing the quality of the research process as moulded by checking, questioning and theorizing
- Communication which is conversations about observations
- Application which is the pragmatic questioning of validity

Thus, validity through praxis. My goals and assumptions are clear, the systemic interrelationships are clarified and the methodology clearly accounted for. The research becomes the dialogue between the researcher and the world. The methodology enhances equality between researcher and society, and fosters communication transparency.

Henning et al. (2011) claim that quality is enhanced by documenting all research steps; the what, how and why to make the study replicable. Terre Blanche et al. (2007) view that the essential purpose of research ethics is to protect the dignity and welfare of research participants. Thus the research documentation must be comprehensive, but

references to people that may put the dignity, privacy and rights of these persons at risk must be avoided and removed from raw data.

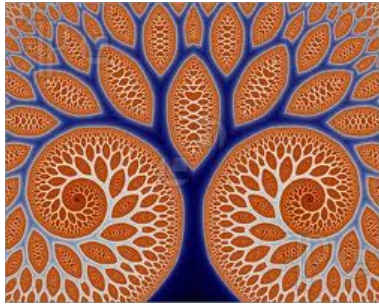
In Figure 3.1 the direction of the sense making process is depicted from generating the reflective record, to analysing the recorded information, to constructing patterns and generating features for a greater appreciation of the professional development of the intern. An appreciation of the benefits of this process feeds back to inform internship requirements. This image does not capture the decision making about what to focus on, the quality, or quantity of the data, or the lucidity of constructions. The image also does not show the process of how heutagogic learning outcomes are sculpted into memplexes and memescapes. This is addressed in the next chapters.

3.7 CONCLUSION

I shall research my CCI reflective record as an autoethnographic case study in a constructionist paradigm using creative analysis practice. A pattern survey of the ELCs will be constructed into higher level features and describe the benefits the instance, intern, gained from heutagogic learning.

CHAPTER FOUR

THE EMERGING JOURNEY: CREATIVE ANALYSIS IN PRACTICE



Fractals are aesthetic constructions. As patterns they embed knowledge at several levels of magnification, similar to heutagogic learning.

The features I selected to present in this research inform my research aims more than the other features which emerged from the research process. Before I present the features which emerge as the benefits of heutagogic learning, it is fitting to reveal how the features shaped me as CCI. To ensure an appropriate distance between my voice as CCI and my voice as researcher in IOP, chapters four and five, for the most part, paint me in the third person. This is not what a pure autoethnographic researcher should do (Ellis & Bochner, 2006), but it is about finding a balance. I choose to colour my text as the voice of an IOP researcher talking me through the emerging journey.

4.1 DEVELOPING THE INTERN (INSTANCE)

The complex features of the instance “intern” emerges from the research. To describe mental transformations towards professional development, it is necessary to establish the initial conditions of the intern's mindset. One selects the features which best qualify these aims of this study. “A prospect for internship” and “Intern development towards a counselling career” serve the purpose.

4.1.1 A prospect for internship (feature)

The intern as prospect was developed in hindsight from the early internship reflections. The experiences of the first day were captured in ELC 66 in the reflective record:

Ready, Steady, Go!

(ELC 66)

Experience

Starting the internship comes with expectations. Learning about theories for exam purposes is probably a very different experience from the

experience of applying a theory. This is the experience I am about to have. The first hurdle is to decide on the appropriate theories to concentrate on.

Feelings

I hope to succeed. I'm actually nervous about my choices and about my expectations. My choices seem to be scattered although the bias is towards postmodernism. What excites me is the possibility of getting some structure that works for me, and allows me to explore needs, hopes and learning at a greater depth.

Analysis

The qualitative bias in my choice of 'measure instruments' is the result of looking for approaches that fit into my ethical framework. My effort will be towards an ever increasing richer experience.

Action

The ASC/Internship is a job. I need to get myself in that "official" framework and out of the "student explorer" framework. I'm starting today.

This ELC gives an overt indication of the intern's feelings, thinking and action orientation and reveals the initial mental scripts and development agendas. With the original scripts identified, the process of creative analysis can trace bifurcations (Ferreira Da Costa, 2007) and mental shifts and transformations (Mezirow, 2000).

4.1.1.1 The intern as prospect for career counselling development

This feature, a prospect for internship, emerges from my reflections. It reveals the initial condition patterns of my personal attitudes towards IOP theories and practices. More initial conditions of my default epistemology and sense of diversity as intern, emerge later in the dataset.

The intern's attitude on this first day is described by the reflective information strings: "ready, steady, go" and "I need to get myself in that official framework and out of the student explorer framework." The intern recorded his initial explorer mindset and declared his career and psychology theory preferences as: "My choices seem to be scattered although the bias is towards postmodernism". The intern also recorded his scientific orientation towards the psychological practice of measuring (Foxcroft & Roodt, 2007): "The qualitative bias in my choice of 'measure instruments' is the result of looking for approaches that fit into my ethical framework. My effort will be

towards an ever increasing richer experience”. This position is more clear in ELC 74: “I regularly have requests for psychological tests. This Holy Grail of career competency is deeply embedded in the trust schemas of capitalist society. People ask to be labelled and value graded as long as it’s scientific”. Another initial condition in psychological practice appears in the pattern space of ELC 90. This is an impetuous philippic against theoretical traditions: “Freudians that latch on to every intellectual morsel and fracture it into a womb pathology or mystic energy centres such as chakras”.

This critique on some practices in professional career counselling shifts the focus to the intern’s default epistemology. The epistemology emerges from the reflection about the intern’s first external supervision, “Let the voices speak”, (ELC 69): “I mentioned the uncertain border between quantum solutions and delusions in response to an intervention technique the supervisor was telling me about.” From these quotes it becomes clear the intern was not anchored in the traditional theories and assessment practices. The bias was towards knowledge exploring new horizons in science, such as quantum theories (Schwartz et al., 2005), complexity practices (Amagoh, 2008) and ecosystemic relationships (Ferreira Da Costa, 2007).

Career counselling is anchored in ethical practice and the intern’s sense of diversity is important in this regard. It is especially important in how it aligns with the current ideological preferences. “And the devil still cheats and win[s] more souls”, (ELC 101) reveals the intern’s different mental script on diversity:

Superior cultures versus subservient cultures as a theory is a demon that has been exorcised by psychology, and multi-culturism is the divine theory now worshipped by mental healers. But, from this experience I’ve learnt that there exists but one human culture in pain, sorrow and laughter.

The initial mental scripts of the intern were also not fully aligned with the South African zeitgeist on diversity and these alternative views may have influenced the outcomes of the internship.

4.1.1.2 Initial conditions as platform for transformative learning

Initial conditions are not candidates for internship selection criteria, but benchmarks against which to measure professional development. The initial mindset, as exposed by the creative analysis of these reflections, was limited to the picosubsystem. The critical voices for coconstructions in learning towards professionalism (Bolton, 2010) came from the interpenetration with the other subsystems, as the intern developed towards a readiness for a career counselling profession (Coetzee & Roythorne-Jacobs, 2007).

4.1.2 Intern development towards a counselling career

In ascending the professional fitness curve in career counselling, the intern used the initial conditions as a point of departure. Moving through the thick of the internship, the intern reflected on his learning and working experiences. The hurdles and changes in climbing towards a professional fitness peak were illustrated in ELCs 137 and 231:

Son, someday you will understand

(ELC 137)

Experience

There are students to see, but in between I glance at my uncompleted work. Books on career theory that I have not read, research waiting for some attention, some administration issue I neglected.

Feelings

Anxiety is building up. It remains easy to come to work, because I enjoy every aspect of it, even when my signals indicate differently. I am curious about this colour, cut and paste research which seems to be a time consuming item on my "To Do" list.

Analysis

I now realise that my concept of what the internship is about was wrong. I am so education orientated that I conceived the internship to be more of the same. It is not. I do not get time to study career theories in depth, the time is used to apply some theories. The internship is about work, and more accurately, work as in practice. I assume there are good reasons for my lack of clarity. First, in earth studies there is a big difference between academia and practice, like roof versus no roof. Secondly, psychology has the professional restrictions on scope of practice and I focused so narrowly on that, that I almost missed this opportunity to partake within my scope of practice.

Action

This realisation may change a few things for me in the next few months.

Crutch

(ELC 231)

Experience

This morning, as I was getting ready for work, I realised that I had no desire to engage with students.

Feelings

Normally I am curious about their stories, but this morning it was different. I was just not interested. I felt dull, as if in a mild depression. The problem is that feeling emotionally out of tune creates a dilemma for the emphatic listener.



Analysis

There is no easy solution towards changing a blue mood. Although the causes for a blue mood may be unclear, the consequences can be very harmful. Still, the thought to just stay away did not cross my mind in any behaviour influencing way.

Action

The decision was to cling to the counselling phases for all I am worth. I used them as an emotional crutch while finding my way out of the blue mood and into an orchid, loaded with sun ripe emotions.

In these examples heutagogic learning revealed changes in the intern's perspectives on the nature of the internship and on the value of counselling phrases. In the research these change patterns are bundled with similar patterns from other reflections and features about hurdles and bifurcations are constructed. The career development features are selected to reveal the mindset of the intern. They are: a willingness to be empathic and socially aware, to treat people equally, to act as an activist, to aspire towards ethical practice, to build knowledge of career dynamics and to recognise the structures and skills needed for professional development.

4.1.2.1 A willingness to be empathic and socially aware

The information string “Career counselling as social interaction”, (ELC 67) indicates that the intern contemplated to emphasise the social aspect of counselling sessions, rather than to just be of help to students in their career decisions. The focus shifted from helping the individual, to serving society in career making. In this feature it extends career counselling from the microsubsystem towards higher order subsystems. When analysing the reflections they are not judged as right or wrong, or critiqued as better or worse practice (Bolton, 2010). A reflection is the intern creating a mindset for practice within which s/he can comfortably operate. It may create a juxtaposition between a pathological position, such as learnt helplessness and a positive ecosystemic position of social affirmation.

The reflection continues, “The act was a lesson in personal insight in relating to others. It called for an emphatic experience which trumped listening”. This mental change is the result of the heutagogic learning process which also modified thinking about empathy as concept (Hase & Kenyon, 2001): “Empathy must be non-local. As counsellor I must be aware of the context within which the student reside, but this is not good enough. I need to see the picture, I need to sense their world”. This learning is partly context related because the university is a DEI and the students are often older and active in the world of work. The need for social appreciation and emphatic listening within career counselling is affirmed in ELC 73, “Stroke 1....stroke 2... and touchdown”, where it is clear that political oppression chokes career dreams. Thus, the microsubsystem of the CCI can only be understood by engaging the macrosystem and considering the whole ecosystem with socio-political interactions and a global approach to empathy (Coetzee & Roythorne-Jacobs, 2007; Smith & Webster, 1997).

4.1.2.2 A willingness to treat people equally

The ethical code for the IOP profession is strongly biased towards the equal treatment of all clients (Allan, 2011). It propagates consistent and fair discrimination and an openness about discriminatory practices in, for example, psychometrics. In ELC 70

practice added an additional fold to the meaning of equal treatment as suggested by the title, “Clean, clean, that’s not all I do in the far side of the room”. Enquiries about a degree course from a middle aged cleaner deserved equal service to any other student.

Where ELC 70 focused on low status, ELC 3, “Don’t judge a book by its tattoos”, focused on body art. Where the intern could accommodate low status in the academic fold, the first impressions of a tattoo covered client did not match the intern’s stereotype of what an academic prospect should look like. But the student in the story turned out to be an offshore oil rigger who had been studying a quantitative degree with great success. The intern learnt from this experience that to judge on superficial criteria is to treat people unfairly. To not judge a person by his/her body art was a lesson followed by a lesson to not judge people by an opening statement. “Is it true that [the university] may lock me out if I only pass one module per semester?” (ELC 124). This statement triggered a stereotypical mental model which could have deprived the client from equal treatment. The heutagogic lesson was clear. The intern should have concentrated on establishing rapport instead of jumping to conclusions. Thus the ability to establish rapport emerges as a candidate variable for equal treatment.

The above learning experiences show that equal treatment is about the way we live with diversity in the social and economical context (Hansen, 1997). The intern learnt to adopt a broad-based view of diversity. Thus broad-based diversity models emerge as another candidate variable for equal treatment. But ELC 203 exposed the intern to an anomaly where “[T]he overwhelming sameness on a [biographic] statistical level” is not supported by good rapport in experience, because “counselling sessions display a feel able difference”. Coping well with diversity may be important for equal treatment in practice, but the concept is rather complex and displays a local dynamic:

With the first client: white, female, Afrikaans and early 30’s, I manage to establish good rapport. With the second client: white, female, Afrikaans and late 40’s, I do not manage to establish any rapport whatsoever. What is the difference?...Biographically they are close, the environment is very similar, and I am not experiencing mood swings, so what makes the

difference? ...Distilling synergy from the sum total of this experience leaves one with sure knowledge that the counselling process is more complex than what one tends to think, because the difference still eludes me. (ELC 203)

ELC 100, “Self-encounter across gender and time”, enhanced the diversity pattern with, “The difference between us was little more than gender and 30 years”, but ELC 109, “My housekeeper psychs me out”, exposed an interesting connection in this complex diversity web. The female student was a Shona speaking housekeeper and stretched the diversity pattern to its limit, but without a negative impact on equal treatment, or rapport:

The pain dissolves the boundaries between us. These are boundaries of culture, age, race, gender and probably many more. However, the joy of her success does exactly the same thing. It may just be that trying to gain equality and acceptance through means that require thinking, is much more energy ineffective than affective means.(ELC 109)

Pain dissolves boundaries built by mental stereotypes. These dissolved boundaries are responsible for feelings of inner joy and a like-mindedness in the affective world experienced by the intern. Thus pain transcended socially engineered thinking. When the powers at the helm of ethical practice in psychology drafted equal treatment into the ethical code, their context of diversity may have been a very specific ideological construction. Diversity in the code is centred around gender, race and culture, but from this heutagogic learning the research message is that the range of diversity is unpredictably wide in practice. The reflective record shows the narrow ideology based diversity concept had no negative effect on rapport. In a sense, dynamic mental scripts promote like-mindedness and support rapport in counselling. Within professional development, the intern must modify his/her mental models to include an ecosystemic range for diversity as confirmed by ELC 101, “And the devil still cheats and win[s] more souls”:

Superior cultures versus subservient cultures as a theory is a demon that has been exorcised by psychology, and multi-culturism is the divine

theory now worshipped by mental healers. But, from this experience I've learnt that there exists but one human culture in pain, sorrow and laughter.

Heutagogic learning expands the context of equal treatment from the microsubsystem into the macrosystem and even into the cosmosystem, given our expanding planetary horizons. The disquisition of the reflective dataset also exposes the many faces of diversity and affirms the importance to establish rapport. The analysis shows that the more effective approach to equal treatment may not be on the cognitive plane, where the code of practice resides, but on the affective plane. With Earthians getting ready to settle on the next rock away from the sun and give substance to a Marsian race, a cosmic view of diversity is 2013's contribution to equal treatment in career counselling. Heutagogic learning gives multi-cultural attributes a cosmic edge (Hansen, 1997; Hase & Kenyon, 2001). But the modernist setting of career counselling seems almost contradictory to an affective approach for equal treatment and quality career counselling.

The reflections show a diversity memplex of the intern which evolved through transformations and it is depicted in Figure 4. It may be one of a bundle of mental scripts around diversity.

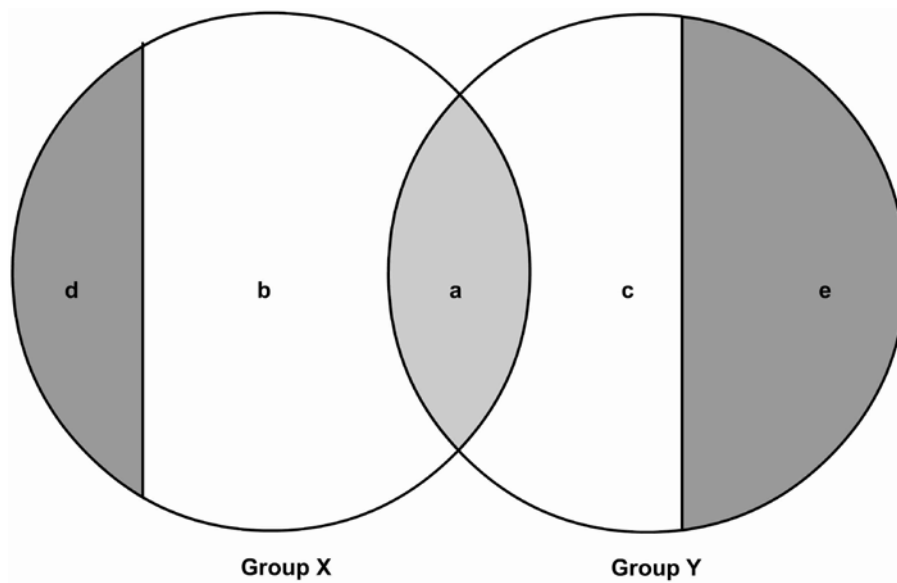


Figure 4 Transforming perceptions on diversity

Areas "d" and "e" present popular ideological perspectives on diversity and may move apart in a red shift. Areas "b" and "c" present the intern's ecosystemic reality of

people mingling and are moving closer together in a green shift. Area “a” represents the intern's picosubsystem. In this area diversity is not shifting along hard fault lines such as race and gender, but is shifting along soft fault lines such as mental perspectives.

4.1.2.3 A willingness to act as an activist

ELC 77 is a reflection on a session with a disadvantaged rural student who passed with six straight F's. The student revealed how proud he and his family were of this achievement because it came mostly from self study due to a corrupt education system. His career vision as legal practitioner was shattered when he came to the realisation that his achievement was below the required entry standard. His dream to be a role model for the youngsters back home unravelled. Through the act of career counselling the intern was written into the script, where political and socio-economic failures haunt the client's career prospects. The intern reflected on the “sympathologic promiseurs” and moved towards activism: “My negative emotions are well founded but not helpful to me or to any other. It's about action, even 'activistic' actions” (ELC 77). Thus, heutagogic learning kindles an awareness of the negative impact the socio-political system can have on individual career decisions and offers activism as a way to counter the negative impact. The analysis shows the roles of the intern are extended to include acting as a voice of revolutionary reason and to demand governance where promises are not kept. The intern's microsubsystem encounter could not escape being distorted by the macrosystem, but through reflective practice it informed, and possibly transformed, the picosubsystem. The systemic loop between activist and ecosystem becomes evident.

The role of activist is not exclusively political. ELCs 193 and 194 brought another battlefield in the activist's crusade into view. It is the area of the IOP landscape populated by psychometrics. This time it is not the result of transformative learning, but the affirmation of an initial picosubsystem condition. Several issues emerge to entertain the activist mindset. Mentioned first is the impact on self-evaluation resulting from assessment outcomes: “The fact that people want to use these tests as external validations of their worth, disgusts me”. Mentioned next is psychometric assessment practice in service of mammon: “My counsellor is an ethical person... His

need for money will never-ever exceed his moral barrier in temptation....[but] this soundness of character is not the norm in the industry”. Mentioned in ELC 194 are the epistemological nature of IOP tests and the actual return on investment these assessments generate in the economy and in society. In ELC 205 the intern’s distrust in the system extended past psychometrics to include the bureaucracies of the macrosystem: “Working through the Board Exam information, I reap seeds that grow into questions and then mushroom into concerns which require clarification and call for decisions.” In both ELC 194 and 205 active critique tended towards cynicism.

Activism enhances the interplay between the picosubsystem and the macrosystem. It also highlights the importance of trust and reciprocity in the ecosystem, because the evidence shows the resistance to be more global than specific. A specific issue can be discussed at the point where it originated and a change made, but global issues, such as epistemological concerns, require mental transformations (Belenky, & Stanton, 2000).

4.1.2.4 An aspiration to develop an ethical practice

The purpose of the internship was to develop the prospective career counsellor into a competent and ethical practitioner. The challenge was to gather reliable evidence that the outcome of the internship satisfied this predetermined purpose. Within the andragogic training context, it can be assumed the intern was to transcend her/his own moral self as ethical being (Bolton, 2010; Hase & Kenyon, 2001). But the intern should also have learnt to appreciate the ethical value systems and the ethical relationships, as it interpenetrates the ecosystem (Beaudoin, 2009). To support these assumptions, the disquisition of heutagogic learning experiences generates a pattern for aspiration towards ethical practice. In ELC 79 it states: “Inspected ethics to see how it was deployed over the surface of the psychological landscape. Considered the difference between ethical principles and ethical aspirations and the difference between ethical dilemmas and moral temptations”. Thus, the intern's thinking about ethics is extended beyond written rules and the self as moral entity.

Basic to ethical practice is the competency to refer clients who need a different scope of practice in psychology. The client’s needs must be aligned with the appropriately

qualified practitioner. This competence was tested when the intern could not make progress with the client. “When Narrative fails” (ELC 239), reflected on the heutigologic lessons learnt: “After fifty minutes my narrative efforts produced close on nothing. Sport coach was the only area of interest I could uncover, but he is currently not very active in sport....My only option was to refer him for psychometric assessment”. This referral was in line with ethical practice and necessary because the rapport was not strong enough to move the client in his/her career decision. “A thinking man’s fool” (ELC 195), reflected on one such movement and indicated that structure in counselling space was necessary to support both counselling competency and ethical practice: “An intense encounter, because there are many ways to get this one wrong and only a few ways to get it right. Eventually the counselling phrases come through for me”. Thus, although ethics gravitates towards the microsubsystem, the need for fair service permeates through the ecosystem.

4.1.2.5 Knowledge of the dynamics of career space in counselling

The purpose of the internship was to forge a competent and ethical practitioner, but training and career conversations complimented learning, with knowledge of career space in the real world. Evident from analysing the reflections is that a specific career path has several disjunctions, or gaps, which should be bridged before that specific career path can continue. In “A certificate is the key”, ELC 97, the focus was on the disjunction between graduating and entering the job market as aspired towards:

So, today I used more time just listening, and of course, concocting up a few stories of my own about how the paper in the frame is worthless without a practical plan. It is very much about how you manage the information you have gathered while doing time as a student. It is about testing the extremes in knowledge integration with your here and now context. It is not about “finding a job”, it is more about experimenting with your career. (ELC 97)

The CCI reflected on the gap between education and work which the client faced (Gist et al., 1991; Holton, 1996). Reflecting on career conversations with students also revealed that the intern had to navigate a similar gap in moving from trainee to

practitioner. ELC 125, “A dancer for law and a 'psycher' for money”, revealed the dilemma of psychology students. The feature reveals that psychology and IOP students should consider the disjunction between education and employment as early as their first career decision. This is because an internship towards professional registration almost always requires selection and the number of students selected are small in comparison to the number of first year students. Thus, the IOP student encounters two disjunctions, the first between honours and the internship and the second between internship and practice:

Neither of the students seems to think about their degrees as representing a narrow beam focussing on core knowledge. How to extend the subject knowledge into custom knowledge integrated into the world of work have never occurred to them. Receiving the sheet of paper with degree information printed on it, serves only to recognise that you were a successful student. It has no hands on value....If the outcomes are restrictive or highly dependent on professional whims, then integration of education outcomes and hands on demands are essential. Volunteer work (democratic slavery) is an important way towards integration. Psychology already implemented outcomes with narrowly defined scopes.... Part of my role as career counsellor is to help them recognise what they can do to integrate studies, career and life. (ELC 125)

Through practice and reflection the intern learnt that he had to do more than clarifying career patterns, he also had to coconstruct stories and leverage education by informing students to encounter the education-employment gap early during studies. This defines career space as a future scenario. Career counselling becomes a strategy towards design, rather than a retrospective patch and pray consoling session. The pattern space of ELC 139, “Hyper-supervision”, qualified the future scenario strategy as requiring dynamic mental fitness rather than ticking bureaucratic boxes:

This effort, together with the reflective writing, creates a new level of employee fitness. It is not psychological survival, or physical fitness but a meaning creating intervention that has no transcendence hurdles as it flows through from the supervisors and counsellors to the clients, whereas

charters and quality management systems are stuck in written format from where no transformation is possible. The training-praxis gap remains safe. (ELC 139)

Defining career space is more than channelling career decisions towards well defined career choices and it is more than constructing future scenarios to bridge the education-employment gap. In “A thinking man’s fool”, ELC 195, the student told a career story of an entangled mental existence: the passion for a creative career path versus the need for an economic stable accounting path. Within this confusion the counsellor needed to assist the client to be a career advocate (McAbee et al., 2014):

He wants to do BIG budget films and for that he needs knowledge of budget control. He has no need to tie-up and push a green pen because of his B.Compt. He can use this qualification to shout at the camera crew for over spending. Voila! (ELC 195)

In “Negotiating the Desert towards the Promised Land” (ELC 226), the time dimension of careers were reflected upon. The phenomenon of serial careers or protean careers is becoming more popular and the intern must learn to negotiate this space (Hansen, 1997), because it is still emerging in the world of work. In their need for change, clients often don’t understand their own feelings and motives as they express their internal pressure: “She felt that it was crazy for a person who at age 17 pursued a career in chemistry, to now pursue a career in psych at age 42”. The intern normalised this concern with information. She could be comforted with the knowledge that she was already pursuing a protean career.

Analysing the heutagogic lessons about career space reveals that career paths may move down a global time line with disjunctions. Careers seldom form long linear stretches, because every career path is part of a complex dynamic web of interrelationships between subsystems and ecosystem. The intern learnt that these career disjunctions were relevant to his/her personal career pattern. This was because the intern encountered his/her own career gap predicament by facilitating career interventions with the client. Thus, this construction punctuates these disjunctions as

both a competency needed in career counselling interventions and a strategy in dealing with the intern's own career disjunctions.

Reflecting on the education-employment gap, which may also be conceptualised as the theory-training-praxis disjunctions, provoked a realisation that the nature of these gaps were dynamic. In this research the career disjunction feature emerges as a CDS, which is different from the literature perspective. In the literature, academic and management solutions deal with complex content by improving the alignment of courses with outcomes. In these solutions competencies in skills are required to reduce the gap. It demands a job analysis to develop outcomes for the course and the gap is closed if all outcomes are covered. Skill transference is then assumed. It is a time consuming process and by design is always behind the development curve in fast changing industries. What emerges from the creative analysis, is that disjunctions are epistemologically more in line with concepts such as employability, gradueness, hidden curricula and mental transformation (Belenky & Stanton, 2000; Coetzee & Roythorne-Jacobs, 2007; Smith & Webster, 1997). These concepts complement skill transference with mental transformation.

Different to the IOP approach to divide, to define meaning objectively and to concur the nature of phenomena, the intern approached careers as an element of complex dynamic phenomena, where subjective experience and uncertainty rule. In the complex dynamic world of careers, we engage a non-equilibrium system. The different meanings are influencing each other to form a convoluted waveform pattern. Thus, the career counsellor may suggest academic alternatives that cover additional relevant outcomes or discuss ways to thicken the career story (Barnard et al., 2012). In "Strategic change" (ELC170), the intern considered ways to lift the job hunt fitness level: "We may need a workshop on effective transfer skills between academia and 'economia". Heutagogic learning helped the intern to suggest a mass counselling intervention and facilitate a career thickening experience.

4.1.2.6 Recognising the structure needed for development

The patterns reveal the need for structure to facilitate education, training and professional development. The structures that seem purposeful are training policies,

procedures, processes and products. With these structures an andragogic environment is constructed to transform the student into a career counselling professional. These and other structure patterns emerge, for example from ELCs 114, 116, 120, 121, 139 and 213. These ELCs revealed that managers, supervisors, academics and the bureaucrats, representing the industry, shared the responsibility for providing learning structures. Heutagogic learning revealed that the intern should also bring structure to the internship and could not expect to just follow the rulebook. ELC 122, “Supervision 8 gets boundaries in place”, was a reflection on how structure transcended rules as only norm. In almost all of the quality management systems and the quantitative decision and control structures, managers use rule and compliance based methods. Heutagogic learning suggests the opposite. Structure must be generative whenever possible.

In the intern's heutagogic learning experience external supervision supported internal supervision to generate new insights around professional boundaries. In “Hyper-supervision”, ELC 139, a comparison was made between the intern's supervised development structure and bureaucratic management tools, like service charters and quality management systems. Both structures were put in place to improve the outcomes in andragogic environments. The supervised structure was dynamic and often poised at the edge of chaos, as reflected upon in ELC 195: “An intense encounter, because there are many ways to get this one wrong and only a few ways to get it right. Eventually the counselling phrases come through for me.” Within this internship the prominent dynamic structures were the collaborative action orientated training, reflective writing practice, portfolio of evidence, role plays and supervision with near real time feedback.

Structure helps with choices. In ELC 200 “Sum total of my choices”, the reflection was used to contemplate the meaning extracted from one element of the structure. This element was the portfolio of evidence: “My portfolio is ready with only a few hours to the deadline. What does it mean?” Portfolios are well established as elements in the structures of andragogic training and the heutagogic lesson is that it is a meta reflection in itself. Portfolios integrate the learning experiences of the intern and are critical in evaluating the intern’s performance and they also provide a basis to evaluate the relative performance of some elements in the structure. As a meta-

reflection of performance, they evaluate performance on a qualitative basis. The portfolio is supported by a role play and presentations reflected upon in ELCs 212 and 213. The evaluation referred to in the ELCs was facilitated by a panel of supervisors. The value of structure was summarised in “Crutch” (ELC 231), which in itself showed a creative mutation, because it was the first ELC where the intern started to use pictures to support his reflections. The heutagogic learning records that structure gives direction and facilitates choices. Structure needs to be dynamic and generative, but structure itself must be evaluated for performance.

To summarize, it is clear that the heutagogic learning experience of the internship in career counselling was not limited to the picosubsystem of the self aware intern, but was influenced by the ecosystem in which it was embedded. Career counselling was similarly not confined to the microsubsystem of listening, being fair and ethical, and not judging the client, but also penetrated the ecosystem, including organisational service and national politics. This was where the intern encountered career space and learnt to act as an activist. Development of the intern is by design a process in time. Past and future cannot be excluded when practicing career counselling. Professional development is about transformations of past mindsets or the construction of changing expectations due to experiential learning. The most prominent candidate for transformation in this feature is the bifurcation that the career counsellor is an activist in favour of his/her ethical agenda.

4.2 BENEFITS OF REFLECTIVE WRITING

With the word portrait of the CCI in place, we can attend to the possible benefits of heutagogic learning and answer the research question. Two ELCs are introduced as the first brush strokes to this portrait. The first reflection was in response to a supervision question and the other was the final ELC of the career counselling contract. The last reflection was constructed after the internship period, but it was a reflection looking back at the internship from the outside. Thus, it directly contributes to the research aims. The challenge to this global disquisition is to populate the benefit landscape with increased density, by constructing features from the ELCs:

Q 3. Reflective writing practice after each shift shape my counselling competencies

Reflecting on an important aspect of the shift

Experience

Kolb's learning cycle is the chosen technique in the DCCAD to bring about learning by reflection on an on going basis.

Feelings

At first I found ELC writing annoying and it made me somewhat anxious, because I just could not see the value of it. Now I find them exciting and I am actually curious about the possible outcome that may emerge from my effort. Producing them are tiresome, because I find them time consuming. Still, I am amazed at how it changes my emotions and thinking about my counselling experiences. I find the writing of an ELC to be sensual in nature and it is exciting when a new insight emerges.

Analysis

Time consuming they are. In a way, I think, they help me deal with stressful experiences and writing ELC's also enhance my positive experiences and therefore the quality of my work experience. (Maybe this is a stretch, but it could very well be the case). What I do experience is that once I have written an ELC and I encounter a similar situation, a voice in my head makes him/herself heard. This is especially relevant around Full-bore-I-messages although I seldom have a need for them.

I recently discovered something new about counselling. We always talk about boundaries, but it is also about the right distance. In a single moment I must be in the proverbial box with the student to establish rapport and be emphatic. A close distance in emotional measure. In that very same moment I must be out of the box to gain perspective and guidance. In emotional measure a distant boundary. A dual role which is hard to balance. Also the 110% effort is a problem in counselling. The effort must be on not doing harm. The helping effort must be toned down to, say 90% only. Within the good intentions that drives helping, hides a destructive force.

Action

ELC writing is already identified as a research tool to improve future training and supervisions.

End Game

(ELC 367)

Experience

I came, I participated and now it is time to go. I joined the volunteer group with a hidden agenda, but the agenda was never found, so I will just end

my search for it. I joined the group with a well founded scepticism regarding the profession, but in the hope to learn a few trade tricks. The old dog learnt to be a word acrobat. This started with the five counselling phrases and expanded into the written evidence of experiential learning practices. This was supported by meta-reflective portfolios that could be evaluated and quantified. All of this to mould my practice. It turned out that counselling practice is more than empathic listening and ethical conduct. It is about mental resourcefulness and to write it out of your system. The old dog became a mind acrobat within a complex self-organising system and succeeded to find sustainable, mental equilibrium. Since 2009 the old dog witnessed the chaotic emergence of the career visions of many students and negotiated the emergence of the victory leg of a protean career. It is the last move in a marathon career game between sceptic and disciple.

Feelings

I am glad to report that an old dog can jump, stretch and roll in the counsellor role, because I feel it worked for me. Learning the moves to the satisfaction of the choreographer was a blast and I enjoyed the reflecting moves. A loved reflection is only possible if the story penetrates deep into your ribcage. My biggest fear was that there will come an evening that my words will dry up, or that there was no story to reflect on. True, some evenings I had to revisit my diary and relive the sessions of the day, before the story surfaced, but I can happily report that writers block is a mirage that can be cleared away with doggy-like dog work. I enjoyed every moment of the experience, I enjoyed the fleeting relationships with literally more than 2000 students. I enjoyed my relationships with colleagues and supervisors. All these joyous relationships are the result of people with little need for politics of self-image advancement. The sad state of the university makes me sad, but I rejoice in the fact that there is hope that change will come. I am sad to see this experience come to an end and I have no reason that I can put forward to support this emotion. I leave my pack with a series of short, but deep, barks (happy dog), because a bifurcation is about to happen.

Analysis

What will remain behind is my footprints by proxy of three portfolios and a file of reflections. When someone, somewhere in the future uncover my footprints and try to make sense of the series of moves that this old dinosaur's brain executed, he/she/it must be forgiven if he/she/it concludes that I was a hypocrite play-maker or pretender of sorts. To that future being, it may very well seem clear that my mind sneaked around in the darkness of psychopathology, while I was at the same time cynical, sceptical and critical about psychopathology. The game moves follow the same pattern when one contemplate the game plan for engaging psych assessment. The cynic pattern vanishes when I serve as a protagonist for positive psychology or ecosystemic psychology. A future researcher who attempts to interpret my footprints will be correct to hold an opinion that, behind my play-full mocking of highly valued stereotypes, I had a deadly serious streak.

Careful reading of my footprints may lead a future researcher to reconstruct a different story. The story behind the overt “in-your-face” words. I was funny and I did have fun. I indeed walked on the clouds of fortology. Telling jokes is not my thing, because jokes are almost always at the expense of a gender, a race or a feeble minded individual. I seldom find jokes funny, but that does not mean that I was not making fun of someone or some system. Normally, I am making fun at the expense of my careful reader. The fun is in the challenge of making playful fun. This is a very positive way to learn and to stay motivated while negotiating the time consuming reflective writing.

My reflective writings include shreds of memes that can be found in literature and song, in philosophy and science. I explored the edge of chaos and celebrated the water spirits in my mind, but I also reflected cold fact where required. I was harsh at times, but I meant no harm. I was freely critical of things that called for critique in the expectation of positive change. I remained the pure hearted cynic behind every move.

The emerging career counsellor is not independent of his/her/its pack. The relationships in this pack make the difference between the lonely wolf and the happy pup. It was the supportive relationships that made the effort bearable for the old dog. My success as individual was built on the support of colleagues and supervisors.

Action

If I had an agenda, I must now assume that it has been fulfilled. The game is over. Now it is time for me to head for the mountain. I will play the role of lookout from my favourite rock. Woef, boggom, woef.

The first example reflected on the process of reflective writing and brought the emerging learning into focus. The second focused on memories about the professional development process. The memories asserted that writing reflections is in itself a guide to explore new horizons and enter new knowledge worlds. In complex pattern space, features emerge from the database and morph into a higher level feature, displaying the benefits of reflective writing for the evolving intern. During creative analysis many features emerged as brush strokes of the heutagogic learning benefits portrait. What is presented is a selection of features contributing to the research aims from the following perspectives: the education-praxis gap, managing supervision, wellness, professional practice, macro-ethic and reflective productivity. The education-praxis gap is again painted into the picture, but the brush is different.

4.2.1 Clarifying the internship as bridge between education and praxis

The literary search finds the theory-praxis gap to be actively researched, qualified and quantified (Baldwin & Ford, 1988; Tziner et al., 1991; Wexley & Baldwin, 1986), but in this global disquisition it is only an abstraction (Coetzee & Roythorne-Jacobs, 2007). Emerging from creative analysis the gap is qualified as a dynamic feature (Richardson, 2002). The construction of this feature exposes the dynamic nature of this disjunction as a benefit of the qualitative nature of heutagogic learning, and not by extracting linear quantifiable elements supporting much of the literature (Hase & Kenyon, 2001). What emerges, is a rich description of the contextual differences between clients facing this career hurdle. Career disjunctions also emerged in the intern's development towards a counselling career, but quantified only the career path of CCIs. Thus, the same heutagogic learning output may result in morphologically different features and this finding affirms the fractal nature of heutagogic learning. The features selected to explore these career disjunctions are aptness, professionalism, know-how, contra-factual definiteness, evidence and deficits in competence.

4.2.1.1 Constructing aptness under supervision

The internship required persistent adaptation from the intern due to contextual interference and continuous improvement efforts. The managerial supervision on campus and the external supervision by the counselling psychologist provoked the improvements and facilitated the process to develop the intended aptness in the intern. The persistent provocation and adaptation created an internship with a dynamic nature. In the reflection, "Let the voices speak", ELC 69, the intern reflected on his first external supervision and related the supervision dialogue to his aptness in practice:

The aim is to get all these [mental] voices in a dialogical relationship. In doing so, the voices of "I", "Me" and "Others" can help me train to become sensitive to the stories and safe houses of those who choose to unpack their burdened lives in front of me. I'll not only acknowledge their footprints, but will notice the depth of the impression and the tell tale signs of their travelling ways. (ELC 69)

The supervision dialogue is evidently fulfilling a purpose towards fostering learnt sensitivity and integrating it into the intern's practice. The evidence in this reflection points to a close relationship between the intern-client microsubsystem and the intern-supervision microsubsystem. The intern reflected on his efforts in career conversations to improve professional aptness and became more sensitive to the client's stories. Supervisors reacted to the reflections and provided a metareflective perspective in feedback to leverage the learning. This sensitivity towards the burdens of clients and a willingness to act in support of that sensitivity are elements of learning within the complex dynamic context.

In the seventh external supervision, the intern clarified how the variety of career stories encountered during career conversations were linked in psychological space: "I am reflecting on this double case, because it may help me to integrate the experience into theories" (ELC 117). This reflection identified the theory-praxis gap described in the literature (Gist et al., 1991; Holton, 1996; Holton et al., 1997; Holton et al., 2000). The reflection gave the intern the opportunity to integrate learnt theory with the real life stories of clients. It showed that in practice the intern and the clients experienced emotions never described in the theories. Thus, the disjunctions that appear in career paths are therefore complex and dynamic phenomena as reported in the pattern survey of ELC 117: "[T]hat the transfer gap to praxis may be understood as a design issue in a complex dynamical system rather than a modernist measure-fix-control problem to be solved." The survey of this reflection also informed the intern how to unravel the dynamics of the education-employment gaps experienced by students: "It cannot be designed out of the system but needs to be designed into the system" (ELC 117). Thus, aptness emerges as a complex learnt element from contextual interference. Given these interferences, the continuous improvement efforts by supervisors facilitate the education-training-professional practice gaps and address them effectively. The complex dynamic nature of the gaps exists in contrast to the outcomes deduced from job analysis (Cascio & Aguinis, 2005; Luthans, 2008). This shift in appreciating career path gaps as complex dynamic system phenomena, as oppose to modernist phenomena which dissolved the problem in outcomes, changed the CCI's thinking about the nature of career conversations. The shift also provoked

the chronosubsystem and the intern was convinced to address career path disjunctions early in career counselling conversations to build career fitness.

Career path disjunctions and career fitness apply to the managing supervisor's dilemma in developing professional career counsellors and also in developing counselling support staff. The managing supervisor has the obligation to facilitate the intern's development in both professional counselling skills and in administrative skills. Administrative skills relate to the ability to adapt to the organisational context and to be deployable between task requirements such as quality surveys, facilitating workshops and queue management. Aptness emerges through learning about complex dynamics and as an element of career fitness. The CCI learnt to be an organisational citizen, which is an important work skill. The intern also became aware of his own internship-professional gap which needed early attention. In the reflections readying oneself for career disjunctions was not only a client problem. "[I]t creates a new level of employee fitness. It is not psychological survival, or physical fitness, but a meaning creating intervention that has no transcendence hurdles as it flows through from the supervisors and counsellors to the clients" (ELC 139).

Reflecting on a day of "hyper supervision" with the internal supervisors of the participating campuses, the intern accentuated career adaptability skills and contrasted it with the effectiveness of the quantitative methodologies management was using in its control function. The intern stated:

If I remember correctly, the service theme emerged a couple of times the last two or three weeks and this training experience was all about helping me and my colleagues to improve our service. When I analyse how the [counselling unit heads] use their resources to improve service through training, structure, evaluation, feedback and refinement of strategies, then I can boldly state it is the only "Charter/QMS" worthy of the paper on which it was printed (ELC 139).

Quantitative control measures emerge as a pattern in the survey. In this pattern quantitative controls are discrete written objects with no freedom to transform themselves and contribute to the solution in different ways and therefore: "The

training-praxis gap remains safe” (ELC 139). In the reflections the intern failed to contrast the career adaptability skills directly to the practice of defining outcomes for education and training. Instead career adaptability was linked to macro-ethical aptness in the organisation’s management control culture.

Supervision anchors heutagogic learning. The lesson from heutagogic learning is that the intern should attend to the career path disjunctions of the client, but at the same time should attend to his/her own career disjunctions. It may be an imperative for professional service. In the intern’s career path the internship was a bifurcation which doubled the disjunction dilemma. The intern negotiated the disjunctions within an ecosystem and needed dynamic tools to improve career fitness and professional aptness. Thus concrete controls and provoking the picosubsystem in isolation are not proper solutions. Heutagogic learning has a fractal nature because patterns re-emerge in different features at different levels. It is a dynamic tool, driving aptness in negotiating career path disjunctions and sensitivity towards these hurdles. It facilitates the reinterpretation of experience and knowledge, and improves career fitness.

4.2.1.2 Constructing professionalism

The HPCSA is tasked with the responsibility to advance ethical practices in the psychology profession (Allan, 2011; Coetzee & Roythorne-Jacobs, 2007). This responsibility resulted in the formulation of a code of conduct that informs, instructs and controls the actions of registered practitioners. The internship is the assumed gateway into a career counselling profession, because it is purposefully formulated as an opportunity to deepen the ethical understanding of counselling interventions. In “Aspiring to the principle of love”, ELC 79, the intern discussed how he wrestled with the ethical rule on inappropriate relationships with clients, both existing and former. The intern’s concern was not with the virtuous purpose of the rule, but with the arbitrary cut-off time established for memorable clients. Five years is the cut between unforgivable or forgivable conduct: “But analyse as I may, I do not get the difference between four years and 365 days, and four years and 367 days”. The intern was distracted by naive factualism and missed the intended issue of “harm”. The good intention of instruction was derailed by its consequences and it became a hurdle to professional development.

The codes of pure conduct in professional practice pushed the reflective practitioner towards the constructionist paradigm in heutagogic learning. The turn towards suspicions and political critique may have obstructed a deeper understanding of ethical issues. The reflection reveals no transformation process in moral mental models and this increases the fear that critical reflection may have prompted the intern to surf past ethical dilemmas. The power relationship was in favour of the controlling institution and the institution used the power to paint the client into the role of induced helplessness. The intern constructed this as naive factualism, resulting in cynicism and in so doing obstructed learning even more. The outcome of this process is not dissimilar to the suggestion of Brookefield (2000, p. 145) that “[N]aive optimism leads to despair and cynicism”. Thus the use of deontological-based rules to construct professionalism and instruct practitioners, may obstruct buy-in and decelerate the tempo of learning. Allan (2008) lists the ethical principles as non-maleficence, beneficence and justice. Heutagogic learning illustrates how principles changes into good intentions.

If critical constructions can decelerate the tempo of heutagogic learning, then discipline may accelerate learning in a dynamic design. This is evident in “Atheist stereotypes and realities”, ELC 202, where the intern reflected on preparations for evaluation. He reflected on the discipline required to grow within the andragogic-heutagogic space:

[I]f you are judged from moment-to-moment by yourself and all the elements within your interconnected reality, you are part of the creative fabric. Now the wrongs you do hurt yourself, not Others. This conscious knowledge of self-harm seeps into the counselling encounters and it is an extra layer of protection for your client. (ELC 202)

Where the code of conduct is enforced from outside to build an industry of professional IOP practitioners, as a standard one-for-all product, the exosubsystem may impede the performance of the picosubsystem (ELC 79). Heutagogic learning works from within the heart and mind of the picosubsystem to influence ecosystemic interrelationships and advance learning. In ELC 202 the construction of

professionalism is therefore more complex and dynamic than a set of rules, because it integrates the self into the intention not to harm. The disjunction between the code-of-conduct and professional conduct benefits from heutagogic learning as it integrates intentions and consequences.

4.2.1.3 Constructing know-how

Know-how in career counselling is informed by the “know-what” of course work and is often enriched with practical assignments. From the analysis it becomes clear that this career counselling internship develops know-how through training, managerial structures, on-the-job experiences, reflexivity (Hase & Kenyon, 2001; Kolb, 1894), collaborative inquiry (Cohen & Piper, 2000; Yorks & Marsick, 2000), supervision (Bolton, 2010), feedback (Senge, 2006) and evaluation. The reflective dataset recorded how this know-how was constructed and from this disquisition of the dataset emerges a feature describing what was learnt and how this learning came about.

The structural context for this internship was designed and managed by the managing supervisor. The managing supervisor also took responsibility for the content of the training, including behavioural procedures, such as practical counselling phrases. The context and content of the internship were partly determined by HPCSA requirements and partly by the education institution. Judging the content of the reflection “Qualifications kick open job-doors”, (ELC 105), know-how was constructed by engaging the complexity and dynamics of real world encounters. An example from this reflection is about the diversity in the stories of clients: “Two very different situations but it evoked similar feelings. It was because of the complexity in being. There is no simple rule: ‘Make money from qualification, then, happy counsellor’”, (ELC 105). Another example is about changes in know-how as constructed in ELC 213: “A benefit that cannot be benchmarked is our individual growth which is anchored in the qualitative sharing of stories. The knowledge that my peers experienced change, prompts me to discover my own changes”. This example reflected on a comprehensive evaluation by supervisors judging know-how achieved and identifying competencies not yet achieved.

Mass counselling interventions (MCIs) on campus were mainly carried by the document “Your choice @ Unisa” and student gatherings. The focus of mass counselling was on orientation information, making career decisions and linking careers to qualifications. In ELC 83 the intern reflected on how the mass counselling intervention helped him built know-how: “This allowed me to make real world connections. The handouts did not follow the standard recipe where knowledge is contained in an information chest, a kind of proxy memory, but formed an extended mind”. When the intern was given the responsibility to facilitate mass counselling gatherings, he built know-how around presentation and facilitation of large groups. Both are important skills in the world of work and both are global competencies learnt by doing and the context determined the content.

In “Passing a goal post”, ELC 116, the intern reflected on the first six months of the internship and recognised changes in know-how: “The first thing that I learnt is that counselling training, and the supervision that goes with it, is the best possible training-the-trainer training programme there is in a century dominated by postmodernism” (ELC 116). Another change involved psychodynamics and other theories of mind. In response to external supervision twenty-one the intern reflected in ELC 223, “Psycho fertilizer” stating: “In my opinion it is not better or worse than Freud’s, or Jung’s actively present unconsciousness. 'Zombiology'! Dark tiny corners of human mind is not my space”. In “Strategic change”, ELC 170, the intern acknowledged that a changed mental model, even when reflected upon, is necessary, but not enough to bridge the theory-praxis gap: “I implemented change deliberately and it worked. I have a new habit to forge” (ELC170). The forging of a new habit means that an evolving professional fitness of “know-how” is depended on studies to “know-more” and reflexivity to “know-different” (Hase & Kenyon, 2001), and also requires active practice (Bolton, 2010).

Reflective writing is a qualitative adjudication and assessment of experience (Bolton, 2010). The reflections cited point towards transformative learning and the transferability of knowledge to practice as benefits. Thus heutagogic learning leverages academic knowledge (Scott, 1997) accrued throughout life through bifurcation, which results in knowing differently. It acts as a conduit, making the

influences of the ecosystem visible in the picosubsystem (Hase & Kenyon, 2001). It collapses the systemic interrelatedness.

4.2.1.4 Contra-factual definiteness

The concept of contra-factual definiteness surfaced in ELC 104 while reflecting on Savickas' career theory as supervision topic. Together with the external supervisor, the intern explored qualitative means to enrich the meaning of psychometric feedback. In this reflection the intern constructed a new understanding of psychological assessment within career counselling: "In this case, all childhood dreams about careers exist as possible career paths, and so do all opportunities that have not realised for one reason or another. I am also in favour of Schlossberg's non events as important inputs" (ELC 104). The intern clarified his view by referring to Schlossberg's theory that non-events matter and Feynmann's sum-over-histories approach to quantum reality, which considers all possible paths between two points (Hawking & Mlodinow, 2011). Thus the intern reasoned that by considering only the facts that had materialised, validity was restricted:

There is little benefit in trying to discriminate between fact and fiction, because you end up with a weak picture of reality. More so if you consider only what is measurable. The scientist, or psychologist must go to greater lengths to fit the mental shoe to the rightful owner. (ELC 104)

The intern practiced within the narrative field where the truth value of every story was accepted. It was this qualitative career counselling perspective that helped the intern to deal with his quantitative incongruence. The narrative was enriched by conceptualising all factual and contra-factual stories as alternative futures, or histories, within a complex dynamic system. In the alternative path theory contradicting stories will cancel each other out. The introduction of contra-factual definiteness collapsed parallel career patterns. This also transpired when career and life narratives shifted the personal reality with every retelling of the story (Hansen, 1997). These bifurcations generated multiple valid voices and realities and every story had a discontinuity between beginning and end, where new segments were spliced into the previous story or segments disappeared between versions. Every story

also contained an element of fiction, but at these discontinuities and fictional anomalies the edge of chaos condition collapsed new insights into career disjunctions and career change. Enriching the career reality by creatively thinking about possible careers and adding extreme alternative career paths, can bring previously unconsidered insights to the decision making process, as ELC 104 demonstrated. The difficulty with the notion to consider all factual and contra-factual stories in narrative career counselling is that it sounds undoable, and it is. Also, the collapse of new insights when anomalies develop in the edge of chaos condition sounds like magic, but it is not (Pryor & Bright, 2011).

By using the concept of contra-factual definiteness, the intern began to find fresh meaning in career assessments within career counselling (Coetzee & Roythorne-Jacobs, 2007). He succeeded to supplement the paradigm bound understanding of validity in psychometrics with a transcended qualitative validity, acknowledging the “sum-over-all-futures”. Within the intern’s heutagogic learning, validity became more than the traditional sum of related research results over time. Belgrave and Smith (2002), and Kvale (2002) concern themselves with the validity of ethnographic research. This was experienced by the intern through heutagogic learning. Qualitative career assessment as described by Foxcroft and Roodt (2007) cannot be the only valid truth describing the person and his/her career dynamic. Heutagogic learning shifted the intern to the conclusion that validity is judged according to how it helps to transform human experience; a teleology interpretation. Thus reflective writing opened an alternative pathway to the intern, who believed that the modernist view of psychometric validity is superficial. This is because it reduces the whole into elements of truth and non-truth and impoverish the plot: “I agree that well designed, well tested tests are reliable measures of what they measure. I agree that psychological testing has a value and that it can add value towards ‘humanial’ wellness. My concern is validity as derivative of cumulating research” (ELC 104).

Contra-factual definiteness is not an attempt to pioneer a quantitative measure for validity, even though it may be possible. Using the contra-factual concept is an attempt to learn about ways in which the nebulous of career possibilities ensphering the chronosubsystem of clients can be clarified. It may also give us information on career disjunctions in the career counselling microsubsystem. It also attempts to

design intelligence to make sense of the possible ways in which extreme thinking provokes the cosmosubsystem and directs the narrative in the career counselling microsubsystem. In voicing his shift in reflective writing, the intern may be supported by Bochner (2011, p. 154): “to give voice to experiences that have been shrouded in silence, to bring our intellect and emotionality together, to merge the personal and the academic and to give something back to others”. In the intern's IOP academic experience, the voice of rebellious and imaginative thinking was thin, but heutagogic learning thickened the plot and the intern became an activist to leverage the voices of others.

4.2.1.5 Gathering evidence towards required outcomes

At a minimum, evidence requires some verifiable documentation. The intern wrote reflections about what he experienced in the career counselling sessions. Writing at the end of every shift generated a set of documents, which provided evidence of experiential learning with an almost real time quality. The reflections described a qualitative process of professional development and although it probed only selected counselling interventions, learning was leveraged by near real time supervisor feedback. The ELCs provided the supervisor with context, and often content, about the selected interventions and enabled the supervisor to make working judgements of the competencies built. “End of psychometrics” (ELC 238), is an example: “I am so happy it is finished, because it was the one task I was reluctant to do. I was amazed to experience the positive reactions from the students during feedback”. After reading the reflection the supervisor had evidence to tick this competence box off. It was evidence towards professional growth. Heutagogic learning captured some evidence in the professional development process and established some support for bridging the intern-practitioner gap. It also fully captured the apprehensions and comprehensions gained in the process.

Reflective writing not only provided the managing supervisor with evidence of progress in bridging the intern-practitioner gap, but was also submitted to the controlling body in the form of a portfolio. The portfolio was submitted to the HPCSA as evidence to inform their compliant/non-compliant decision. The reflections were not the only evidence to inform the HPCSA decision on whether the

gap has been closed. The intern included the quantitative evidence, such as time sheets and an independent report from the external supervisor into the portfolio. Thus, reflective writing enriched the evidence.

In this case study the CCI's reflective writing generates evidence towards compliance. The evidence follows from reflecting on experiences and a process of interpreting feelings and constructing understandings within the dynamic context. The dynamic context is created from the interaction between the intern and his internship supervisors. The reflections also became part of the portfolio of learning, charting both changes and outcomes. As evidence, the reflections and portfolio feed back into the system through evaluations to improve the learning process (Hase & Kenyon, 2007). Thus professional growth is supported through collaborative action (Bolton, 2010). This dynamic evidence supports the static evidence to be submitted and informs the yes/no decision whether the training-practice-professional practitioner gap was plugged or not.

4.2.1.6 Learning about the deficits in competence

Learning deficits, the career counsellor theory-practice gap and the competencies of career counsellors are well described in Coetzee and Roythorne-Jacobs (2007). Creative analysis of the heutagogic learning record reveals features to plug the training-practice-professional practitioner gap and with it, evidence of competencies and deficits. Career conversations often proceed unpredictably because of the complex diversity of career agents and their stories. Competencies are acquired in this dynamic. “Attention, in threes, tuuuurn South!”, ELC 129, referred to the specific competence of establishing rapport: “Just when I think I have this interview-making well under control it rolls over and turn on me. I actually miss an opportunity for a full bore I-message”. Mezirow (2000) refers to these ‘deficit’ experiences as disorientating dilemmas seeding transformative learning, but it is also this on-the-scene contingencies that: “can throw the [intern’s] rhythm out of whack” (ELC 129). “Themes, Periods and Patterns”, ELC 162, provided a more global scenario: “I am surprised that ... distress features prominently at this time of year Distress still terrifies me, because I need much more experience to deal with it effectively”. Thus, the benefit to generate a record, provided the intern and managing supervisor with

information about deficits when measured against the competence benchmark and facilitated the design of interventions.

The competencies to establish and maintain rapport, and to cope with the distress experienced during the counselling process, were purposefully shaped during the internship. But being exposed to practice within the real world of counselling, created contingencies requiring competencies not accounted for. “Protean career”, (ELC 165), presented a client’s career bifurcations and the intern had to shape his competence within the moment of the action: “How do I help this client? How do I tell him about my joys and fears? How do I help him to clarify his needs and his responsibilities and bring them into balance?” The intern had personally experienced moving through career bifurcations, but previous experience did not always hold in the complex space of protean career moves. For example: “Such an important decision cannot be made after an hour of hard punch motivational counselling. Even a counsellor like myself, who did it twice, has no idea of the client’s fears and how his support systems will interact” (ELC 165). Thus previous personal experiences cannot always direct career counselling praxis. Career counselling demands an experiential competence, shaped in practice through reflection and supervision (Bolton, 2010). It also requires a dynamic context to negotiate career disjunctions (Pryor & Bright, 2011).

The world of work is rocked by a series of technology explosions and an exponential expansion into cyber space. This annihilates traditional competencies in the workplace (Senge, 2006) and career counselling profession. The net result is that the intern must learn more and more complex competencies, just to remain fit in the career environment. Electronic platforms and social networks require that the CCI adapts to revolutionary change and gains previously unheard of competencies. “Bell’s whistles”, ELC 171, brings the adaptive competency into focus: “[It] takes an extended skill set”. Thus, not only must some competencies be shaped in practice, but the intern must adapt as new competencies evolve within the career counselling realm.

If the intern's setting, of a complex dynamic space and heutagogic learning, is accepted, competencies and competence deficits cannot adequately be described by only measuring planned outcomes. This is because professional development is

entangled within a complex dynamic system with only a few simple deterministic elements (Pryor & Bright, 2011). The heutagogic learning analysis shows some competencies must be shaped in the act and others evolve in the career and counselling space during the internship. The intern needs to develop the capability of improvisation, the skill to reshape skills in the heat of the moment. The intern must also develop a sense of possible future scenarios and changes in technology. The intern should evaluate how change may negate, or generate skill requirements. Competencies are therefore not fully accounted for within the internship structure. The complex dynamics of career counselling and expansions into the cosmo- and chronosubsystems must be taken into account. These are challenges for the career counselling profession (Coetzee & Roythorne-Jacobs, 2007).

To summarize, the internship as bridge between education and professional career counselling practice is designed to embed professional competencies. Heutagogic learning during an internship is a tool to manage competency development and gather evidence of the competencies acquired. The unfolding of the dynamics of the system indicates that the requirements to fully negate the career disjunctions cannot always be anticipated. The range of heutagogic learning benefits is therefore open ended.

4.2.2 Informs the dynamic space between intern and managing supervisor

Supervision is by nature a managerial process with monitor and control functions and requires a mechanism for informing the supervisor's decisions (Coetzee & Roythorne-Jacobs, 2007, p. 32). The task requires the gathering of measurable performance information and performance evaluations. Traditional tools include time sheets, performance reports and a variety of quality control measures. By acknowledging the internship context as a tertiary education institution with a hierarchical organisational structure, supervision anchors good governance, best practice, service excellence and other bureaucratic jargon. Thus the managing supervisor requires information from the intern about the number of student contacts and the quality of support students receives. Managers go about their business as instructed by policies, procedures and quality management systems (Richardson, 2002). They monitor, control and report by ticking boxes on key performance areas. They initiate quantitative analysis on student turnover numbers and measure service outcomes with customer satisfaction surveys.

In this quantitative frenzy, the CCI's organisational citizenship is reduced to an uneducated guess of where to tick a box, because few managers were IOP students and few know what organizational citizenship means.

During the internship the managing supervisor was responsible for the productivity of the intern as part-time employee at the university and in her role as counselling supervisor she was responsible for his professional development. As manager her tasks included the training and evaluating, benchmarking the quality of the training programme, measuring performance, documenting overtime and rectifying anomalies. As counsellor her responsibility spoke towards the wellbeing of the intern and the wellbeing of the clients. She had a responsibility to facilitate the professional development and career development of the intern. It was in this space that the intern was introduced to qualitative research and reporting. Within this quantitative environment the intern wrote reflections, learnt about ethical counselling behaviour, organisational citizenship and quality service. The analysis reveals training and praxis features.

4.2.2.1 Training features

Counselling phrases are an essential tool in interventions and serve several functions. They maintain rapport, structure interventions and minimize the risk of wild cat conversations and provide a professional sound. Reflecting on a staff meeting, ELC 87, "Staff meeting", the intern recorded how the five counselling phrases evolve through mutation in the annual training sessions: "The mimic of the five counselling phrases is very similar" (ELC 87). The training method evolved from printed script into a theatrical performance. The level of acceptance of this change is also revealed: "That is magic in its own right, but it's magic for me, because it affirms a training idea" (ELC 87).

An example of how reflective practice revealed information to the managing supervisor (Bolton, 2010) about the intern's competency readiness in psychometrics is ELC 194, "Back to Jung". The confidential nature of psychometrics requires that the utmost care is taken to monitor and control the tests. The learning process required the intern to first administer the psychometric tests on himself. The need for this was to

become acquainted with the format and facilitation of the tests, to build confidence and to understand the self in relation to the test outcomes. This reflection informed the supervisor about the difficulties the intern experienced:

Why did I throw Jung back the first time? Easy. Defining intuition as independent of reason is not scientific and just simply dumb. Intuition is not divine intervention and not quantum physics in practice. It is probably information processing in the prehistoric areas of the brain. There is nothing unconscious or spiritual about that. This contaminates the test results completely. I feel I think too much. (ELC194)

Training in a dynamic space to facilitate self-directed learning (Hase & Kenyon, 2007) develops the career counselling professional (Bolton, 2010; Coetzee & Roythorne-Jacobs, 2007).

4.2.2.2 Practice features

To directly manage the quality of the counselling process, an intake form was used to structure sessions. It captured factual information about the student, the student's concerns and the transactional information. Transactional information may be the number of modules the student decided to register for. The CCI facilitated this career conversation process and ensured that all supporting documentation were completed and filed. This process revealed nothing about the CCI's competencies and learning. This was the nested context for reflective practice. The reflections were an indirect monitor and control tool and covered only career conversations selected by the intern to reflect upon. The drawback of information on only a few conversations was softened by the increased coverage of the context when a conversation was reflected upon. Reflections as management tool gave qualitative information on some career conversation sessions and depicted reality in broad strokes (Bolton, 2010; Hase & Kenyon, 2001).

The managing supervisor could not manage skill transference between training and practice, but she could create a facilitating environment and introduced reflective practice to ensure learning and monitoring feedback loops. ELC 124, "Poverty and

low pigment-count”, informed the supervisor about competency deficits and revealed how the intern judged the student from his/her opening statement. The reflection also revealed the intern's realisation that it was bad judgement impeding ethical praxis and informed the supervisor about the intern’s corrective behaviour: “How fragile is ethics in a counselling environment? Even counsellors judge out of habit” (ELC 124).

Reflective writing also aided the supervisor to manage the intern within the context of skillful service agent for the organisation. In “Post-50 choice”, ELC 142, and in “Hyper-tension and mysteries”, ELC 145, students made allegations about the intern's alleged incompetence as advisor with regard to course requirements. How the CCI coped with, and interpreted, these allegations flowed through to the managing supervisor who had to decide how to act on these cues. “No laughing matter”, ELC 176, also reflected on a service deficit, but this time it was a telephone request about access requirements. In this reflection the intern provided evidence of crossing the empathy line: “After I finished the call, I said to the peer-helper that this was an example of how it should not be done. There is no excuse that fits the crime” (ELC 176). The reflection highlighted the experience and informed the supervisor about the corrective learning that resulted: “[W]hen I felt my blood pressure rising, I should have gone for the breathing exercises from my 3rd [external] supervision” (ELC 176).

Reflective practice, as quality control instrument, runs the risk of positive bias, because the intern mostly selects the experience that will make him/her look good. Although the risk of a positive bias is real and undesirable, these reflections are useful feedback for the supervisor, because s/he can act on it. Thus reflections manage the risk and are also action research (Bolton, 2010) into the quality of counselling interventions. With reflections as data, the supervisor has leverage to improve the quality of service and build the intern’s competencies, because the ELCs are assessments of cumulative experiential learning (Kolb, 1984), which show the transfer anomalies and learning bifurcations. Thus, with using reflective writing for managing praxis, the picosubsystem is monitored and the quality of service can be researched within the CCI ecosystem.

4.2.3 Generating features about coping and wellness

The literary search suggests that coping and wellness are important in the world of work (Hillier et al., 2005). In the IOP profession the coping abilities and wellness of practitioners are so important that they are dealt within the ethical code. Article 107 of the Rules of Conduct pertaining to the Psychology Profession of the Health Professions Act, 1974 speaks to the impairment of practitioners. When a practitioner is impaired the risk of probable harm to clients increases. In creative analysis terminology the feature, intern impairment, is a risk where the intern may harm the client. The organisational perspective aligns coping and wellness with productivity and quality of service (Luthans, 2008). In the world of work, employee assistance programmes (EAPs) (Carrol, 1995) and health promoting programmes (HPPs) (Csiernik, 1995) are supported by employers, under the notion that it will protect or improve the return on investments. The coping and wellness features, which the dataset generate, are therefore fully embedded in psychology of work.

Stress and other forms of impairment may have many sources. The dataset reveals the following three: code of conduct, counselling sessions and the organisation. The intern reflected upon the code of conduct early in the internship. What was reflected upon in “Aspiring to the principle of love”, ELC 79, was the code forbidding the kindling of romantic relationships with clients: “I vent my frustration by getting the voices in my head to dialogue their positions and valuations.” That counselling sessions were a source of stress, was not a revelation. The reflection “Adam and Eve are '6-grand' of age”, ELC 102, showed the intern’s frustration with a psychology student who rejected evolution and decided to drop psychology: “Irritation creeps up from deep down in my chest and I am trying to fight off any facial expressions of hostility”. In “Star gates and worm holes”, ELC 204, the service deficits of the education institution increased the stress levels and impaired the intern’s wellness.

The effort to cope meant stress accumulated during the internship and resulted in a stress overhang with an unwell intern fighting back. But “Locked out”, ELC 106, revealed a healing phenomenon: “Amazed by her newly found devotion I ended the listen-to-talk session in cheerful mood”. The survey pattern constructed it differently: “[P]ositive stories may actually generate new energy and create eustress” (ELC 106).

Thus heutagogic learning revealed that career conversations may induce stress, but may also restore wellness. “Painting the voices in my mind”, ELC 108, confirmed this insight and assessed the nature of stories to make sense of eustress (Luthans, 2008): “Stories collapse ... onto canvass, or into writing and the feature transforms into an instance. Understanding of this transcendence has a healing or wellness affect” (ELC 108). Heutagogic learning revealed the interplay between the picosubsystem and its interpenetrating ecosystem and how the intern benefited from meaningful relationships.

Halfway through the internship a stressor emerged from the high number of contacts. The intern revealed that when building trust relationships with multiple clients over time, and carrying these professional acquaintances into the future, overpowered the memory. It resulted in: “[T]he sea of faces that live as pictures in my mind” (ELC 156). Joining the community of voices and distorted faces in the intern’s head, was the voice of the external supervisor: “An alien voice in me head will threaten my sense of sanity (S.O.S.). Maybe it is not about sanity at all, maybe it is the learning kicking in” (ELC 206). Where the voices in ELC 156 cried to be recognised in the crowd (the intern recorded more than a thousand client contacts), the voices in ELCs 204, 206 and 207 cried about being wronged by the macro-ethical dilapidation of the institution. These voices demanded restitution from the counsellor. The intern claimed that the wellness which interesting stories bring, was nullified by the restitution claims. Heutagogic learning reveals the nature of the close relationship between intern, student and institution. The students demand that the intern do right by them when the institution threatens their wellness. This shows how wellness is created and destroyed within the intern's ecosystem.

Reflection 208, “Accentuate the positive” reveals a coping pattern: “I am deliberately making the choice to live in the affirmative for the next six weeks.” The survey in pattern space constructs a global perspective in stating:

[T]he reflection represents wilful change to mind and behaviour as the [intern] shifts himself into the positive psychology realm. This is not a move towards learnt preservation but a move towards learnt prosperity

and wellness. This is creating his own wellness affirming programme (WAP). (ELC 208)

This wellness affirming programme can be linked to the student's story in ELC 88, "Six all out", and generates a pattern for learnt prosperity, or put differently, emergent wellness. It also generates a pattern for the emergence of qualitative management systems to supplement the currently popular quantitative quality management systems and human resources management (Cascio & Aguinis, 2005).

She has been in her current post for eight years getting sucked into a dark hole, so she is going to look for another position in the organisation. It is possible and that will probably stop the stagnation, and revitalise her career. Best outcome of them all, she will use the on site masseuse services of her employer's wellness programme. She will also take her study unit for lunch and go and sit in the garden. (ELC 88)

The features bring the complex dynamic of wellness in the ecosystem of the intern to the surface. Even when wellness starts off as negative, positive experience patterns soon entangle the microsubsystem between intern and client. Wellness is also entangled with the macro-ethical issues in the exosubsystem. Moving down the timeline of the internship, the intern's affective levels fluctuated between stress and eustress, but as eustress reduced any stress overhangs, the intern received a positive return on affective investments. Thus, experiential provocation and heutagogic learning result in a positive return on affective investments and generate innovative cognitive concepts. These concepts include: wellness affirming programme, learnt prosperity, emergent wellness and qualitative management. These concepts probably do not constitute a bifurcation towards professionalism, but contribute to the intern's development.

4.2.4 Emergence of professional practice

In an effort to promote IOP practice as a social good, the HPCSA and other professional bodies make an effort to base the profession on ethical grounds (Allan, 2011). The planned competency outcomes of the internship (Coetzee & Roythorne-

Jacobs, 2007) ensure that time is devoted to develop the intern's understanding of the ethical codes. The emergence of professional practice patterns from the dataset is therefore expected and may have biased the selection of information strings and meme sequences in this research. ELC 79, "Aspiring to the principles of love", confirms the initial expectations: "Inspected ethics to see how it was deployed over the surface of the psychological landscape". To find the essence of ethical practice during the internship, it may be necessary to search the far corners of practice. This intention locks in the postmodern thinking of Ratele (2007), who declares a good research question as one that visits the alley of ghosts. Heutagogic learning as action research (Hase & Kenyon, 2007) should visit the dark alleys of career making when it presents itself. A session with an ex convict produced such an opportunity:

[O]n hearing "criminal", my gut sounds the alarm button. As his narrative develops I feel acceptance for the person and his moral/mental gravitas slowly attracts my adoration and allows the feeling of frightfulness to descend behind the horizon. It is clear to me that he goes through remorse and humiliation as his narrative unfolds, but his clear vision is one of hope....Crime did not pay, and he has paid his debt to society. Not true. This sceptical body language of mine is nothing more than yet another instalment on an invisible debt. It is these day-to-day payments in sensing the distrust which hurt more, I think. (ELC 103)

The reflection made the client's rehabilitation needs visible and exposed the intern's commonsense view of moral living. Hearing the client's story unfolding became a disorientating dilemma for the intern. His view that criminals have only criminal intentions and require rehabilitation through rigid effort, was challenged. In this reflection the mental model changed under the emerging belief that the client's past was contaminated by greed and not scripted in his moral fibre. The client had no criminal intent and committed to a productive life. This is evidence of a shift in the intern's moral perspective and an example of transformative learning. The shift is not a quick in-action decision, but can be understood as an integrative heutagogic learning experience (Hansen, 1997). It started with a disorientating dilemma and grew in the trusting, emphatic and authentic learning environment into professional aptitude. Such an environment must exist for reflective self-disclosure (Taylor, 2000, p. 313).

When venturing past the boundary created by the diversity zeitgeist one enters another far corner of ethical practice. Within the zeitgeist zone, pure understandings of diversity are popular and favour the dimensions that ensure big gains in political capital. Often gender, race and sexual orientation are common headlines. “Ten years! Nog soe nooit djou Honor”, ELC 80, stumbled into a dark alley and jumped an Apartheid ghost: “The interaction between the two of us, a biodata dipole, was an undeniable healthy experience in which we both created meaning that enhanced the other person’s life”. Age entered the diversity mix in “Self-encounter across gender and time”, ELC 100: “The difference between us was little more than gender and 30 years”. Cultural diversity (Brannick, 2014) and time perspective came up in “Late harvest”, ELC 180: “[W]hen this lady starts to talk she is an amazing switch-on and any late thoughts evaporate without trace”. Thus, diversity as defined by popular ideologies and newspaper headlines, probably disappears in career conversations when the career and life stories of counsellor and client entangle. Rapport is strong amid the differences. This means the idea that greater diversity impacts negatively on the value generated in counselling sessions, is not supported in this dataset. The expectation is that greater sameness does not necessarily support greater value. This is affirmed in some sessions where the student and the intern were the same gender, race, generation and even tribal culture. Unbridgeable differences may emerge and value is then destroyed, as in “The talker”, ELC 175. In this analysis of the heutagogy record, diversity emerges as a weak predictor of rapport.

Thus the heutagogy lesson is that the negative impact of diversity exists not in popular physical manifestations, but exists in the powerful diversities of mind and habit. These mental diversities cannot easily be harnessed for political gain and are conveniently exiled to the far corners of the social landscape. The focus of the professional codes of conduct impregnate the social mindset around the ethically correct practices within the zeitgeist zone, but are often misguided by the political correct view of diversity. A new perspective is needed, but the positions in Beuster (1997) and Gobodo (1990) have not disappeared. A new perspective can only inform and reshape academic thinking.

The features on ethical practice and professionalism generated by creative analysis, show that heutagogic learning is not a linear, individually bounded process, but is complex and interrelated (Hase & Kenyon, 2001; Schwartz et al., 2005). The many career conversations, of which each represents a microsubsystem, cumulate the learning and force the intern to consider the macro-ethic and explore the far corners of professionalism under reflection. Unfortunately, the initial mindset of the intern regarding diversity is not recorded in the dataset and it is not possible to determine if the heutagogic learning provoked change or transformative learning (Mezirow, 2000).

4.2.5 Informs the exosubsystem and macro-ethic

The purpose of the supervised career counselling internships is the development of IOP interns towards professional goals, which are mainly one-on-one conversations. The intended outcome is practitioners who are competent in the skills specified (Coetzee & Roythorne-Jacobs, 2007). Success means the requirements of the educating institution and the controlling body, HPCSA, were satisfied. In terms of the system perspective, it means that the picosubsystem is prompted towards growth within the microsubsystem to satisfy the requirements of the exosubsystem.

What the intern does when busying himself/herself with counselling students is described as a list of thirteen major roles the intern must be ready to fulfil (Coetzee & Roythorne-Jacobs, 2007, p. 39). In the role of consultant the description reads: “Advises management on strategic career management issues”, and the methodology to be used reads: “[O]rganisational career support policies, procedures and activities”. This academic perspective does not fully discount the career counsellor as peripheral employee, such as the intern in this disquisition. Creative analysis generates additional role features for the intern as resource of the organisation. These roles relate to the macro-ethic of the organisation (Beaudoin, 2009). In the professional development of the intern, career conversations were not restricted to the microsubsystems. His professional development permeated throughout his ecosystem. Similarly, his ethical conduct was demanded on both micro-ethic level and macro-ethic level. Thus heutagogic learning generated an aggregate of roles and ethical scopes towards the professional development of the intern.

4.2.5.1 Aggregate roles, ethic and scope of practice

In “Qualifications kick open job-doors”, ELC 105, the student: “[F]elt disappointed/frustrated that universities never warn students that a particular degree has no guarantee for a job”. This referred to the career counsellor’s roles as adviser and communicator, where the intern had a duty to suggest appropriate career development strategies to the student. This meme sequence also addresses specific issues between student and management, and refers to the counsellor’s roles as advocate and consultant (Coetzee & Roythorne-Jacobs, 2007, p. 39). This perspective on the macrosystem ethic about education institution transparency therefore calls on the intern as advocate to relay this concern to management (Beaudoin, 2009). Combined with a critical stance on constructions (Fine, 2002), the intern becomes an activist or revolutionary for student rights. The heutagogic dataset recorded these aggregate roles and the macro-ethic scope. In “Ethics as work”, ELC 107, the survey pattern constructed features allowing the emergence of new career counsellor roles: “[I]nstead of waiting, I challenge the system from time to time to see if I can move it”. This is evidence of how the intern morphed into an activist and redressed his ecosystem relationships. It also illustrates that the rebellious autoethnographic researcher (Ellis & Bochner, 2006) has a counterpart in the heutagogic learning dataset.

Manifestations of the activist role, or less threatening, the protesting ethical agent, are evident in “Ek’s ondergedompel”, ELC 92: “Dept of Education just informed them that they need to have B.Ed degrees by end of 2014. The square heads in their holy ivory towers believe in magic”. The intern as activist had to take the message to the authority. In “My housekeeper psychs me out”, ELC 109, activism was extended into politics and how it affected society, because some students still experienced the pain of Apartheid: “She is very happy with her current circumstances, but do mention that there is much pain in need of healing” (ELC 109). The heutagogic lesson is that within the moral realm of counsellor as humanist, the career counsellor must actively protest any political policy or practice of social engineering and global labelling, which hurt some people or people as groups.

With the intern's frame of reference extended from 'professional' to 'organisational citizen', new roles emerge from the analysis and an aggregate scope of practice is revealed. The functional scope of a professional practitioner is well described by the HPCSA (Coetzee & Roythorne-Jacobs, 2007), but by their nature, internships happen within some systemic context. Within this system context parallel scopes of practice are generated. The intern, as employee, has a responsibility towards the institution with a functional scope, which extends into the political inspired social-ethical outreach interventions. "Student overboard!", ELC 111, confirms the extended roles and aggregate scope of practice: "Through these whole two years of misinformation and miscommunication made worse by unanswered phones, cracks in our website, and eager to displease call centres, the student remained calm and willing to wait". This reflection reveals that student neglect enjoys some freedom, because of the student's "passivism" in demanding fair service. The importance of the career counselling intern as activist for ethical practice was captured in, "UNISUCK", ELC 355: "Already one person warned me, *'If the building burns down today, you can know it was me'*". This reflection falls outside the internship boundary of this case study, but is selected because it shows the extreme tension in the career conversation environment. The tragedy of this reflection is that the institution dealt with such threats by ordering campus security to remove them from campus. Customer service changed from customer as king to customer as criminal, even if the institution's lack of a macro-ethic provoked retaliation. Heutagogic learning therefore confirms the big brother attitude George Orwell warned us about in his book "1984", but the CCI was shaped in practice to contain the situation, a needed skill in professional practice. But the CCI also has an ethical duty to act with conviction and restore organisational sanity (Beaudoin, 2009). The analysis reveals a feature from the dataset, encouraging management to create a process where student counselling may act as conduit between student and management.

Heutagogic learning reveals an organisational context with roles and scope of practice parallel to the professional roles and scope of practice, but it reveals nothing about how to prioritise between them within the internship. The benefit is that reflective writing increases the richness of the information and this generative disquisition transforms it to actionable intelligence.

4.2.5.2 Measuring the macro-ethic

The counselling unit as organisational subsystem is itself obliged to give quality service to students, to internal customers and to its own staff. The intern must commit to productive service on both the micro- and macro-ethic level. In “Time in a bottle”, ELC 150, the intern wrestled with what good service entails and how it should be measured.

My log shows clearly that as student numbers increase, my session times decrease and vice versa The 60 minutes may show quantitative inefficiencies that reflect bad on my performance, but I don't mind it so much. The first reason is that quantitative stats say nothing about quality of experience. (ELC 150)

As agent for the institution the intern used his heutagogic learning experience to communicate his changed understanding of performance measurement to the managing supervisor. Heutagogic learning becomes a qualitative assessment of performance to qualify the appropriateness of the intervention outcomes, the ethical appropriateness and the quality of service. A feature judging the return on affective investment emerges from the analysis. Thus a qualitative management process is proposed to extend the established quantitative management processes.

To summarize, the dataset reveals patterns to confirm that the ecosystem dynamic of the intern converged to comply with HPCSA outcomes. It also reveals that the macrosystems are encountered in more direct ways than what are being accounted for by the preset outcomes. Thus the intern encounters the impact of the organisational and social systems by busying himself/herself with counselling students. With the heutagogic dataset revealing the new professional role as activist for student rights, the case can be made for a change in the CCI's epistemological perspective. The disorientating dilemma during the internship was the students' concerns that were consistently encountered during career conversations and the unavailability of any formal management mechanism to address the issues. It becomes clear that the professional development of the CCI cannot be qualified without accounting for the ecosystem.

4.2.6 Emergence of reflective productivity

The creative analysis reveals benefits accrued in several areas of the internship during heutagogic learning and the research focus now turns to the productivity of the reflexive intern. The CCI's productivity is the efficiencies in, and the effectiveness of, practice. In this context productivity is less about cost efficiencies and more about surfacing useful intelligence for the intern to change within his own professional development. Effectiveness is about the emerging quality of the learning experience. Thus efficiency is about the number of opportunities for change which were taken and effectiveness is about the number of extra opportunities created for learning towards professional development. Asking about the productivity of heutagogic learning is akin to evaluating reflective writing as a professional development resource for this internship. The challenge for this direction of inquiry is constructed in the survey of pattern space of "Passing a goal post", ELC 116: "Experiential learning happens in such an uneventful way and so continuous, that awareness is not triggered and it is best recognised through a reflective exercise". Thus it is hardly possible to appropriate or measure something if you don't know it is there. In this reflection reflexivity unfolds as a self-loop (Senge, 2006): "My subconscious (deep awareness) tells me that I'll be astonished with how well the learning turned out upon reflection" (ELC 116). In this loop learning informs learning (Hase & Kenyon, 2007), bifurcations happen and the intern may transform his/her thinking (Richardson, 2002).

4.2.6.1 Reflective writing interpenetrates the chronosubsystem

The intern used the first reflection "Ready, Steady, Go!", ELC 66, of the internship to envision the outcomes and plan the mission goals. He identified hurdles to be negotiated. The envisioning and planning was done without the use of quantitative tools, instead the scenario was sketched and interpreted. The possible future was constructed from the present and actions identified. The intern had to sacrifice himself as "student explorer", ELC 66, in order to be a committed intern. The commitments and sacrifices during the internship also surfaced in "Who am I?", ELC 241, one of the last reflections of the internship: "My qualia is dominated by curiosity, intuitiveness and initiative, but it is my gut guilt that gets me to work and put my head

down”. The reflection evaluated the path travelled and the resulted changes towards professionalism. Thus heutagogic learning promotes affectiveness by sketching out possible future behaviours and evaluating past behaviours. This can impact positively on envisioning possible futures, decision making, time management and risk assessment.

4.2.6.2 Reflective writing interpenetrates with the exosubsystem

The intern used reflective writing to process students' concerns about the university's performance. In “Probing the past”, ELC 120, the student was concerned about the weak performance of the university. She questioned the value she may receive in return for her investment when studying at the institution. Her concern was not only with the money she was investing, but also with the trimming back of her social life to free study time. The difficulty of life, work and study integration is discussed in Hansen (1997). The reflection revealed the intern's inability to respond in a productive manner:

She does not confront me with an emotional argument for which I have a rule – contain, acknowledge emotion, apologise, etc. She puts the fact on the table and ask: “Is the effort worth my while?” I have no pre-designed phrase from the psychological reservoir of wisdom so I opt for floating jargon: “Uhuh”. Maybe not quite that, but something similar radiates my warmth and wisdom towards her. (ELC 120)

The reflection efficiently recorded the gap between actual performance and expected performance from a professional perspective. A more professional approach would have explored the concern much more thoroughly. This ELC links the intern to failures in the exosubsystem, the ethical and performance culture in the university. The reflection recorded the dislocation of the often communicated interconnectedness between the student and institution. Reflective writing can be an effective tool to right wrongs by feeding students' concerns through to management, but it fails if the necessary organisational structures and procedures are not in place. With a feedback system between counselling and management, reflective writing can become affective intelligence to leverage operational improvements (Senge, 2006).

With career counselling already tied to the macro-ethic of the educational institution, ELC 128, “Dissimilar initial conditions, converging endings”, tied the CCI to the social and political systems as experienced by graduates in the world of work. The two students with different dreams, efficacies and expectations finished their degrees and set out to secure a career future:

Both smashed into the same hurdle: “There already are too many coloureds (word used by the clients) employed in Cape Town, but we are short of coloureds in Johannesburg”... The analysis is completely summarised in the words of the second student: “Why did I even bother to study?”. (ELC 128)

This reflective clip was telling career stories and effectively informed the intern about outside influences that impacted on his client’s livelihoods. The intern learnt from these career conversations and recorded the learnt information in near real time within the reflections. These students' concerns effectively forced a critical perspective on the CCI and became a disorientating dilemma (Mezirow, 2000). Thus the dataset analysis reveals that reflective writing surfaced the macro-ethic and changed the way the intern perceived his roles and scope of practice. Heutagogic learning effectively engages the exosubsystem and provides an opportunity to the intern to transform his mental scripts towards professionalism over a much wider spectrum than what is provided for in the pico- and microsubsystems (Coetzee & Roythorne-Jacobs, 2007).

4.2.6.3 Reflective writing records the nature of change

In “The ape in me strikes out”, ELC 82, the intern asserted that he had been developing a deep seated counselling voice to warn and guide him during the counselling sessions. This growth towards a professional mindset was a benefit of reflective practice (Bolton, 2010). The reflection showed the intern was developing a richer career counselling competency to the benefit of clients (Barnard et al., 2012). These changes are steps towards transformative learning and transformed habits of mind should be action orientated (Taylor, 2000). In analysing his behaviour by reflecting, the intern came to the realisation that the mindset-action link may be more

complex and action did not flow in a simple way from a change in mindset. “The ape in me” showed that misguided early Freudian Oedipus behaviour may still exist in the mind of the intern as first response, even if a complete transformed cognitive-affective-conative mindset was constructed to replace it. The analysis of heutagogic learning reveals that there is not necessarily a one-to-one mapping between mindset and behaviour after transformation. The absence of the expected one-to-one mapping between skill and action suggests two parallel mental scripts. The first script is a persistent primitive response with a seemingly stable mental model, which is almost immediate in informing behaviour. It favours quick emotional responses. The second script is a malleable, previously transformed, script susceptible to new information. It favours analysed responses and is generative and adaptable. It emerged in the “twister” metaphor captured in ELC 210, “In the eye of a hurricane”, and was also illustrated in ELC 231, "Crutch". The nature of change follows a complex dynamic.

Heutagogic learning records change and some of these changes are towards building a more responsible practice. The creative analysis shows the bifurcations that resulted in change and reveals the learning loops (Senge, 2006). The loop in ELC 82 brought forth a hidden mental script, which was unfavourable to professional behaviour. The task of the intern was to learn how to override this unwanted script. The intention with the internship is to develop adaptable career counsellors who can mould and remould their minds as they learn through life, but learnt transformations are not a guarantee against old behavioural scripts.

4.2.6.4 Reflective writing records performance from a management perspective

“Hyper-tension and mysteries”, ELC 145, related to service quality. The student alleged the intern was negligent by not stating important course information. By reflecting on the incident, the intern processed the emotional impact of the allegation. In selecting this incident for reflection the intern informed the managing supervisor of a possible service deficit. With this feed through of the reflective record to the managing supervisor, reflective writing was promoted to an additional channel informing management of performance outliers. The analysis of the dataset shows reflective writing as feedback channel is different because it contains a qualitative description of the emotional and perceptual context. Managing supervisors can act on

these incidents and take corrective steps. The corrective steps may be an intervention directed at the intern, or it may require a redesign of the training processes.

In “Time in a bottle”, ELC 150, the intern pondered the relationship between time efficiencies and effective service: “ How do I make the decision when I assign time? How does this difference reflect in the quality of my service?” The managing supervisor was informed about a global concern in the mind of the intern:

I think I am trying to minimise waiting times, but at what cost? The 60 minutes may show quantitative inefficiencies that reflect bad on my performance, but I don't mind it so much. The first reason is that quantitative stats say nothing about quality of experience. The second reason why I can live with my 60s is that it is usually filled with titbits of interesting gossip and humour which I find rewarding. The advantage of time in a Kline bottle is that it has no end. The 15 minute sessions are more of a problem for me and something I must fix.(ELC 150)

This pondering weighed the qualities of qualitative process judgements against quantitative performance measures. The analysis shows how the affectiveness of meaningful qualitative criteria, like emotional rewards, is often lost in quantitative quality systems. The study affirms an appreciation for qualitative appropriation. The reflection indicated qualitative inquiry to be actionable. “Emotions, ghosts and prisoners”, ELC 158, recorded the productive relationship between measures that live in different paradigms: “I feel dissatisfied because it killed my stats. Three 60 plus sessions out of 10. I also feel satisfied because the outcomes were good from my perspective”. Heutagogic learning was used as a qualitative process towards improvement and provided management with a qualitative tool to check, control and correct the intern's competencies and performance. The reflective insight was about quantitative means to improve the productivity of the management function. Thus qualitative appreciation provides supporting inputs into quantitative quality management systems, because heutagogic learning has action ability (Hase & Kenyon, 2007). It may suggest heutagogic learning is an effective tool for the evaluation of interns in professional development (Bolton, 2010).

4.2.6.5 Reflective writing as an impetuous philippic

Reflective writing is not a practice for saying the right things, the nice things and the positive things that supervisors, educators and managers love to hear. It is not a record of the innocuous learning intern, or of good citizenship to please the king, or an effort to enhance the image of the intern. Reflective writing enhances heutagogic learning by re-evaluating experiences to construct knowledge without favour (Hase & Kenyon, 2007). It is used to learn about what is right, nice and positive, but also to provoke and uncover the ugly faces behind the masks, so that the intern can come to a full appreciation of professional practice (Bolton, 2010). This is also how Ellis and Bochner (2006) describe autoethnographic research. Similarly, supervision not only enables and empowers, it also provokes the mindset of the intern.

In “Trying, trying, it’s such a waste of energy”, ELC 90, the intern felt provoked by career counselling theories and tools. This provocation was experienced under external supervision, but was not experienced as a disorientating dilemma, because the intern judged it to be an intervention below his current level of transformation:

I was hooked up to a diagnostic/measuring device to form a perceived cybernetic system of some higher order. This device measured heart beat, skin conductivity and breathing tempo of the now, ‘cyborg in cognito’. Every time I sunk into a zone of comfort a cuckoo would fly across the screen. Although I did not buy into this cuckoo stuff, I learnt something. I’ll be aware of my assumptions. (ELC 90)

This reflection portrayed the intern as cynical about mainstream psychological theories and practices, which included the Freudian Oedipus on the one side and psychometrics on the other. The analysis shows critique, rebellion and cynicism are the shading in many reflections and they range from IOP to management. The process of “impetuous philippic” is how the intern wrestled with the realities he faced during his learning experience. The analysis of the heutagogic record is clear, the road to professionalism is not paved with innocuous behaviour.

A benefit of heutagogic learning within a career counselling training and development milieu seems to be about how it reveals the interrelationships between subsystems. These interrelationships are often positive and productive, but at times warped or dysfunctional. If, with the inputs of the supervisor, the information feeds through to management, heutagogic learning can become a resource management instrument. It can leverage learning to improve productivity and ethical practices. If the information can feed into the quality management systems, then heutagogic features can be transformed into management intelligence. Cumulative assessment of the intelligence may lead to bifurcations in counselling and management knowledge. This is a benefit towards organisational learning (Amagoh, 2008; Senge, 2006).

4.2.6.6 Voids in the reflective writing record

Voids are evidence of the inefficiencies of reflective writing, especially in how they leverage heutagogic learning as a professional development tool for career counsellor interns. Voids also create uncertainty about how heutagogic learning products can adequately inform management about best practices.

On surveying the patterns in “Simple Simon said”, ELC 140, it became clear that the intern did not record the session to the extent that it may become productive during a meta reflection. Only the what-went-wrong, was recorded and the career talk and options that emerged was neglected. It left the managing supervisor without information about the level of thoroughness with which the intern performed his role. In, “A 95% student because he did forsake his darling”, ELC 141, the intern mentioned the dream the student had forsaken, but it was not recorded. That information is now lost to the researcher. If the dream is vital to understanding the intervention, it is a mistake to not record it. If it is not vital, it is probably correct not to record it, because of the need to know ethic (Allan, 2011). Thus reflective writing reveals information that can be transformed into productive developmental and managerial intelligence, but that will depend on the thoroughness with which the intern applied him/herself to his/her heutagogic learning.

To summarize, the research reveals that reflective practice can be productive in helping the intern to generate knowledge from career counselling experiences. It also reveals that heutagogic learning informs the intern's complete ecosystem, if recorded.

4.3 CONCLUSION

Under data selection I indicate the selection criterion to be the benefits of heutagogic learning for my mental and behavioural transformation towards a professional career counsellor. Thinking about the intern's learning is extended from the CCI's micro-subsystems to include the ecosystem. But before the benefits of heutagogic learning could be analysed for mental and behavioural changes, it was necessary to analyse the mindset of the intern as he entered into this change programme. The first features which emerge and are selected describe career disjunctions. The internship is part of the process towards professional registration, but the intern must negotiate the training-praxis gap through self-directed learning. Self-directed learning is dependent on the context of learning and the intern's relationship with the managing supervisor. Andragogic context and heutagogic learning are beneficial within the findings of this research.

The research shows that certain mental scripts resist change. The dynamic verses static conceptualisation of the mindset patterns ensures a better appreciation for change, relapse and resistance. The research generates new perspectives about work and wellness and suggests that counselling conversations and heutagogic learning result in both stress and eustress. This impacts on the intern's productivity.

With this, the plot in this case study is partly unravelled by a global disquisition and creative analysis of emerging features. Denouement, the ability to unravel the thick plot one inherited, is not looking for scientific truths, it is more a form of cloud thinking (Schwartz et al., 2005) and as described in one of the very last reflections of this career counsellor: "It appears and disappears and sometimes it builds into a storm and lightning strikes" (Journal 11). The only tasks left are to present the findings and draw conclusions.

CHAPTER FIVE

INTEGRATION OF FINDINGS AND LITERATURE INTO MEMESCAPES



The knotted torus is a construct in topology, but is the metaphor I most often use to shape my knowledge as a lifelong developing professional.

From the creative analysis process it is clear that bits of information support various features and instances, and suggest the fractal nature of heutagogic learning. I analysed the dataset for meme sequences, favouring actions as descriptor in this autoethnographic case study. In a constructionist paradigm, the meme sequences are shaped into features describing the benefits the instance, intern, gained from this professional development process. The word portrait unfolded in chapter four and in this chapter the line sketches may be brushed in to tell the story behind the portrait and it may be presented in a gallery of memescapes.

Memescapes are mindsets, not models presenting reality, and arrows indicate direction of thinking, not causality. The mindscapes present changes in mindset during professional development. Without the initial conditions of the CCI's mindset being knowable from the reflections, findings about the intensity of any change are not possible. The memescapes cannot be generalised because they are dependent on context and data selection regimes. The memescapes are mere snapshots in the autoethnographic process of meaning making in professional development.

5.1 PROFESSIONAL DEVELOPMENT OF THE INTERN

During this global disquisition process, the features constructing the intern emerge from the heutagogic learning dataset. The features are constructed into a complex memescape about the intern's mindset on entering the internship. The memescape presents the initial conditions for possible transformations towards professional development.

5.1.1 Sketching the initial intern mindset

In chapter one the uniqueness of this internship context is used to justify the inquiry. Among the unique elements are the process of prospect selection and the heutagogic learning process. The career counselling internship is one of a number of narrow gates towards a career as a practicing professional for IOP students. Only a small fraction of first year IOP students, with expectations for an internship, eventually get the opportunity to pass through these gates due to selection practices. It is about goodness of fit (Van Vuuren, 2010) between intern and IOP tradition in the psychometric modernist paradigm, but I slipped through the gate with my quantum (Schwartz et al., 2005) and complex dynamic systems orientation (Amagoh, 2008). On entering an internship, the mental scripts and behaviours of the intern should be known because only then can research determine mental transformations towards professionalism. Revealing the initial conditions in this research may prevent critique that transformative learning research fails to trace the many steps towards transformation (Belenky & Stanton, 2000). The memescape (Figure 5.1) constructed from the research findings shows the unique initial condition of the intern on entering the internship. It also shows the contextual pressures that may help shape the outcome.

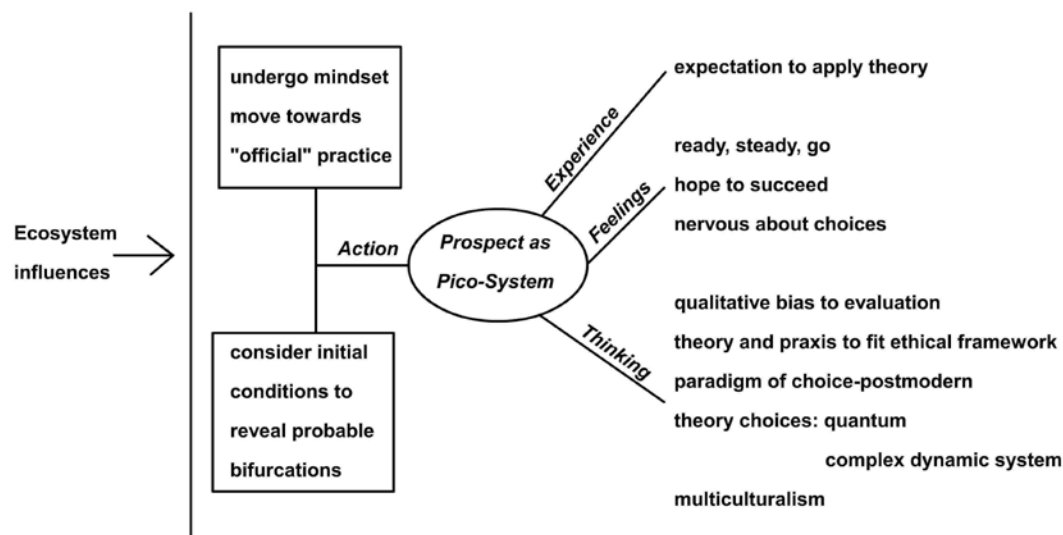


Figure 5.1: The mindset of the intern on selection for the internship

With the initial conditions of the prospect as picosubsystem emerging from creative analysis, transformations towards professionalism may be traced. This can be done, provided that the ecosystem pressure is discounted and the intern's critical voices are

acknowledged in the constructed outcome. Thus the picosubsystem cannot qualify the professional development process completely.

5.1.2 Professional development in complex dynamic career counselling space

In professional development, such as in this autoethnographic case study, behaviour is shaped along the global lines of academic knowledge, relationship building within the training context and ethical practice. The creative analysis of heutagogic learning collapses features about shaping these elements. This is what emerges when the intern's mental script about diversity is provoked. The findings about the diversity elements age, culture and gender are that like-mindedness can cross all the boundaries attributed to the phenomenon of diversity. Acknowledging the power of like-mindedness to overcome division by diversity attributes, means a professional counsellor should attend to a broad-base conceptualisation of diversity. In analysing heutagogic learning, diversity emerges as a smeared concept in professional development. Empathy is basic to professional behaviour (Bolton, 2010; Coetzee & Roythorne-Jacobs, 2007). The creative feature which emerges, requires that the client must be accepted as product of the prevailing social setting. Empathy becomes more than walking in the client's shoes, because the professional career counsellor has to consider the social system within which their microsubsystem is an element. The memescape, Figure 5.2, paints the contexts and the extent of the ecosystem, which should be considered in career conversations and professional development.

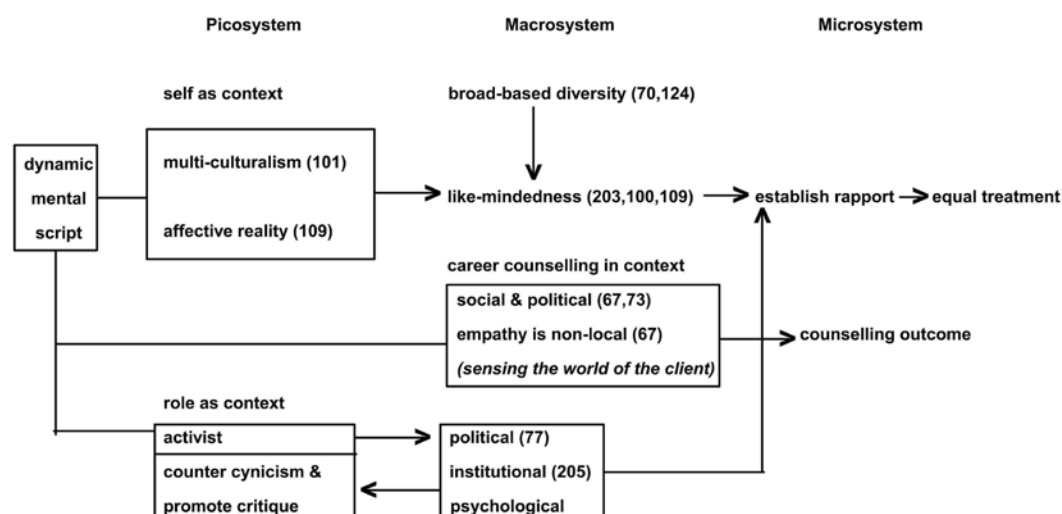


Figure 5.2: The system promoting equal treatment across systems

This memescape shows the intern should develop a willingness to be empathic and socially aware, to treat people equally. The memescape also shows the intern should be willing to act as an activist on the client's behalf when the need arises. Heutagogic learning facilitates the concern that professional training does not reflect the socio-cultural demands of the societies that IOP is suppose to serve, as put forward by (Bakker et al., 2000). It also shows that diversity is best served by a strength approach to facilitate the process of generating meaning, affirming learning and healing as Rapmund and Moore (2002) suggest.

The professional career counsellor must have a deep knowledge of career decision making, career development and the equal treatment of people. One feature which emerges when heutagogic learning is creatively analysed, focuses on the gap between study and working. During the internship the intern found that reflecting on the career gaps of clients created feedback to the intern's own dilemma in negotiating a way to break into the career counselling market. The finding is that even if the design of career path strategies stretches into the future, the discussion of the disjunctions must take place early in the process, and not close to the time when it becomes a crises, as shown in the line sketch, Figure 5.3. The findings differ from the literature discussion in how the gaps are negotiated. In the literature the solution is skewed towards strategies to supplement theory with experience and improve employability. In the findings the disjunctions are negotiated with early career information and self-directive learning. It is the same problem, but negotiated from different developmental perspectives.

The composite memescape, Figure 5.3, shows how the career counsellor is integrated into her/his ecosystem and strategies to cope are forged under external pressures.

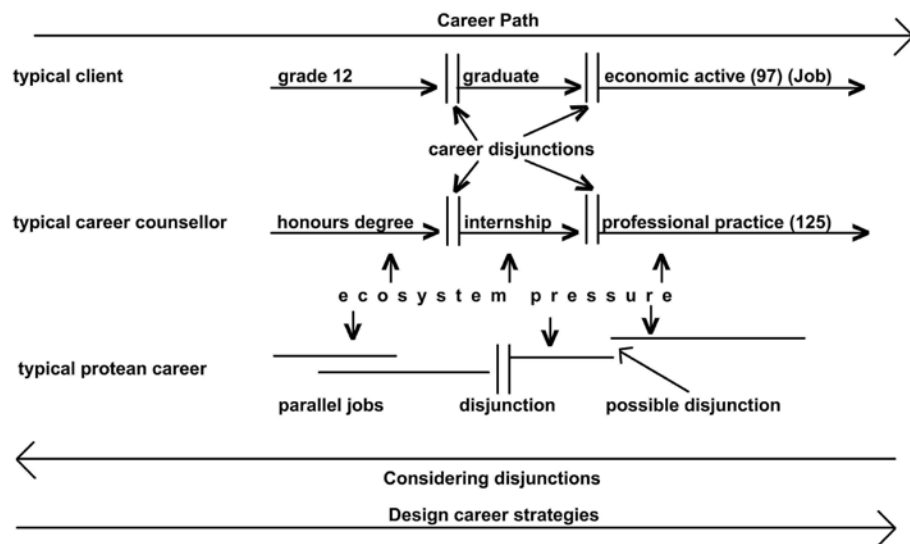


Figure 5.3: Career disjunctions and the gaps between career path modes

The emerging reality is that IOP students must consider strategies to enter into the profession when they enter into their academic career. Also, career counsellors should provoke their clients' career stories with this reality early in the sessions. Thus the intern may use the strategy in Figure 5.4 as it emerged from the dataset.

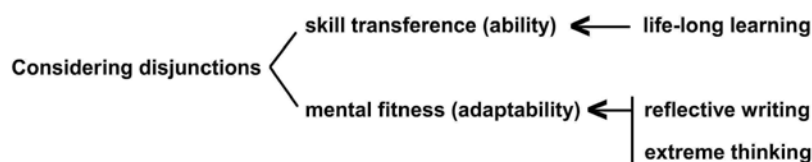


Figure 5.4: Career counselling strategy to cope with career disjunctions

The research constructs less effective and more effective strategies as presented in the Table 5.1 below. Several studies show the importance of well designed strategies because of the influence of individual characteristics and the organisational transfer climate (Gist et al., 1991; Holton, 1996; Holton et al., 1997; Holton et al., 2000).

Table 5.1: Effective career counselling strategies to bridge career disjunctions

Less effective	More effective
Act as it happens	Consider disjunctions early (ELC 66/97)
Clarify career patterns	Coconstruct career vision (ELC 139) Design around career disjunctions
Hunting for a job	Experiment with careers (ELC 97)
Use quantitative tools (outcomes-based training, quality management systems)	Use qualitative tools (reflective writing, portfolios of learning, role play...)

The structure design also contributes to the uniqueness of this internship. Much of the structure encountered was an aggregate of historic accidents which became the default structure. This included compliance rules, policies, procedures and quality management by ticking boxes. These default structural elements tended to be static with well defined outcomes, such as time sheets. From the research it is clear that the dynamic learning environment and generative elements, such as reflective writing lead to a variation of outcomes, or decisions. These outcomes are dynamic and by nature less predictable within the ecosystem. But the professional outcomes which emerge from the system can be evaluated and can with feedback improve professionalism in service. The finding is that using the static modernist structure and generative structure in combination, improves the quality of professional practice over time as in Figure 5.5.

Kolb (1984) and Hansen (1996) propagate a proper relationship among learning, work, and other knowledge generating life activities. Thus, reflective practice is not learning in isolation, but requires structure. During the internship, the dynamic structure was developed by the managing supervisor and included standard bureaucratic measures to appease the DEI and the HPCSA. The structure is embedded in an andragogic training environment, and with reflective writing and feedback a dynamic structure is introduced. In Figure 5.5 static structure is presented by the black box near the bottom and dynamic structure by the partly shaded box below it.

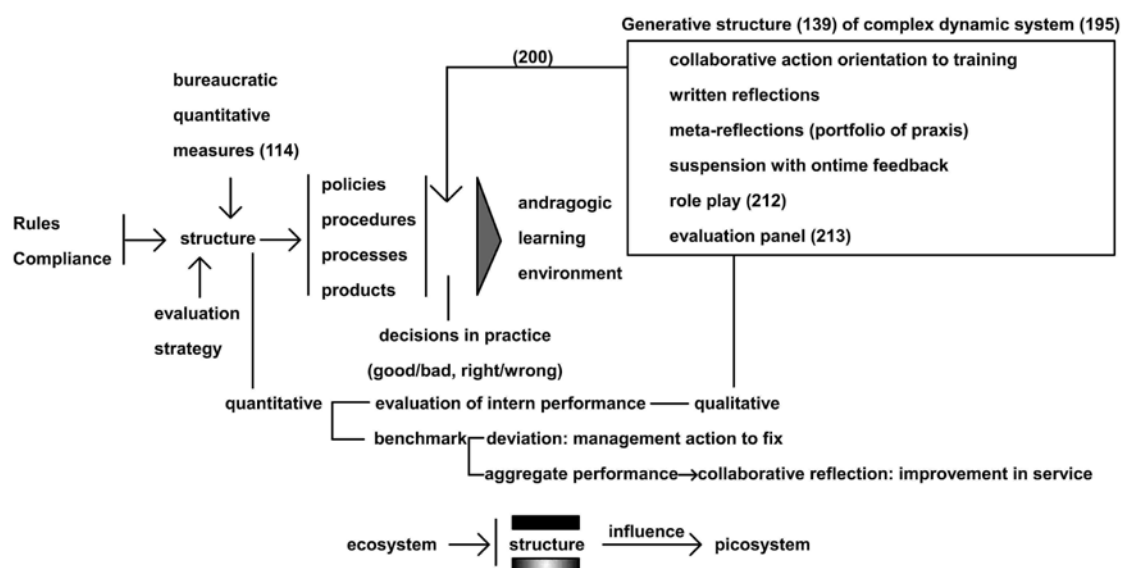


Figure 5.5 Structure influence development

5.2 BENEFITS OF HEUTAGOGIC LEARNING

During the creative analysis process the research reveals many features from the dataset. The following features are selected to bring the benefits of heutagogic learning for professional development into focus: theory-praxis gap, dynamic space between intern and managing supervisor, wellness, emergence of professional practice, the macro-ethic and the productivity of reflective as practice.

5.2.1 Negotiating career disjunctions

The internship as bridge between education and praxis emerges differently in the different features. In the feature, intern development, it emerges as an employability strategy and in the feature, benefits of heutagogic learning, it emerges as a competency based phenomenon. As a benefit the memescape depicts the gap as two development strategies. The first is a design external to the learning-praxis ecosystem. Traditionally external designs were based on development taxonomies (Duminy, 1975) and then the emphasis shifted towards outcome criteria. Taxonomies were based on sound theories of mental development from an individual perspective. Outcome criteria (Coetzee & Roythorne-Jacobs, 2007) use the job description as base and build complex criteria into a static frame with action words and dynamic labels. Where taxonomy designs encapsulated the pedagogic reality, they remained as a relic within the outcomes design. The second design in the memescape presents the dynamic design from within the ecosystem and encapsulates the andragogic reality of adult learning. The design accounts for the complex dynamic internship ecosystem and is a learn-as-you-go strategy. As the intern learns, s/he moves higher up the professional fitness peak and the gap becomes less prominent as captured in Figure 5.6.

The memescape, Figure 5.6, paints the portrait of how the CCI bridges the theory-practice gap by supplementing theoretical descriptions with practical techniques (Coetzee & Roythorne-Jacobs, 2007). It shows that the heutagogic learning design has a different result than the external design and shifts the learning from measuring

outcomes to professional fitness. Criteria such as self-affirmation, dynamic mental script and emotional fitness are pushed harder towards transformation.

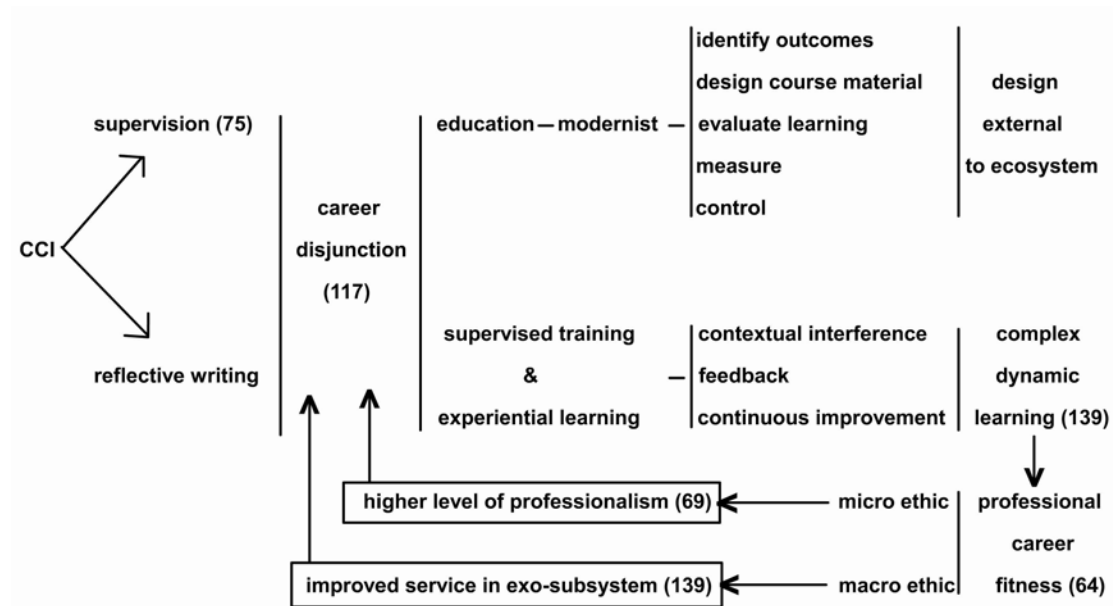


Figure 5.6: Dynamic designs to construct aptness in professional development

In the external design the learning dynamic is also different. When Baldwin and Ford (1988) refer to a training effectiveness of only ten percent of expenditure, their results cannot be generalized to dynamic designs. This dynamic design probably aligns to their recommendation that transfer models be designed around the individual and the environment. The dynamic design aligns favourably with Tziner et al. (1991), because near real time supervision and feedback make effective transfer behaviours more relapse prone. Thus, to create aptness and minimise relapse, the andragogic environment created around supervision must be dynamic. This finding is depicted in the memescape, Figure 5.7, which emerges around constructing professionalism. In this memescape, dynamic designs accelerate the tempo of learning in negotiating gaps between theory and praxis.

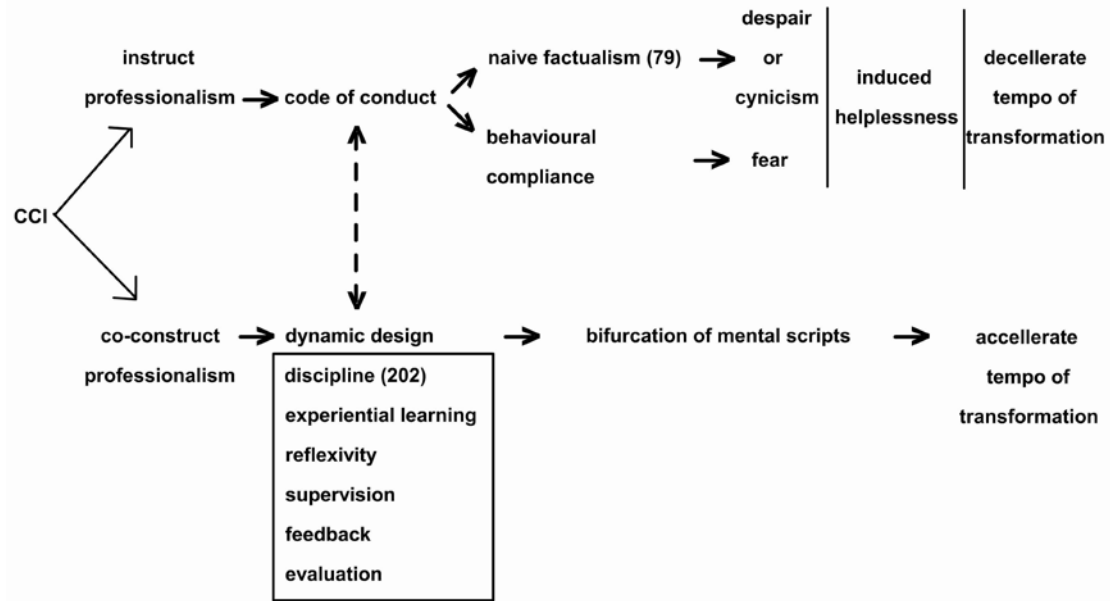


Figure 5.7: Accelerating the tempo of transformation

In the instruction learning culture, with its external design, the code of conduct is preached. The results show the external design may result in naive factualism and despair, and may induce a form of learnt helplessness when it comes to interpreting behaviour in ethical dilemmas. In contrast, the dynamic internship design fosters discipline and provokes mental bifurcations. It accelerates learning and aligns with what Bolton (2010) calls the development path of the intern’s own career narrative towards professionalism. She suggests that it can be appreciated through a qualitative study, showing the complex and interrelated nature of the career counselling profession. A new fold in appreciating the complex dynamic of career disjunctions informs the study around constructing know-how, Figure 5.8. A similar pattern emerges, but this time the dynamic design constructs transformations as valid for all possible career futures. This may prove helpful in protean careers (Muchinsky et al., 2005).

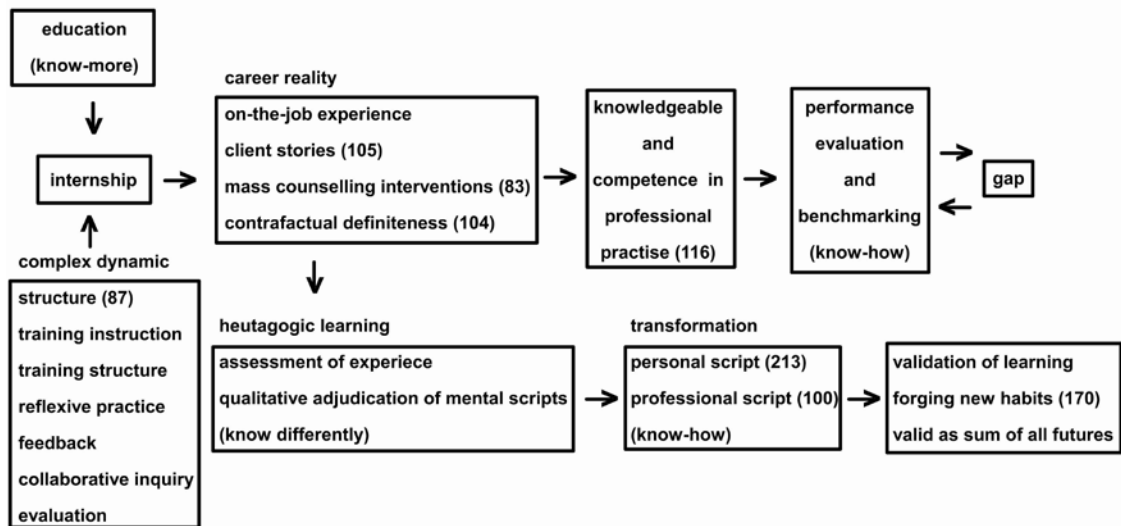


Figure 5.8 Constructing know-how

The memescape on contrafactual definiteness, Figure 5.9, is an element of know-how and links narrative and psychometrics, and considers all possible career paths to enrich reality and build a thick career plot (Barnard et al., 2012). The validity of the thick plot becomes dependent on the transformation of human experience. From this feature it emerges that the enriched reality is only valid if a discordant shift is accomplished in the mindset of the client facing a career disjunction.

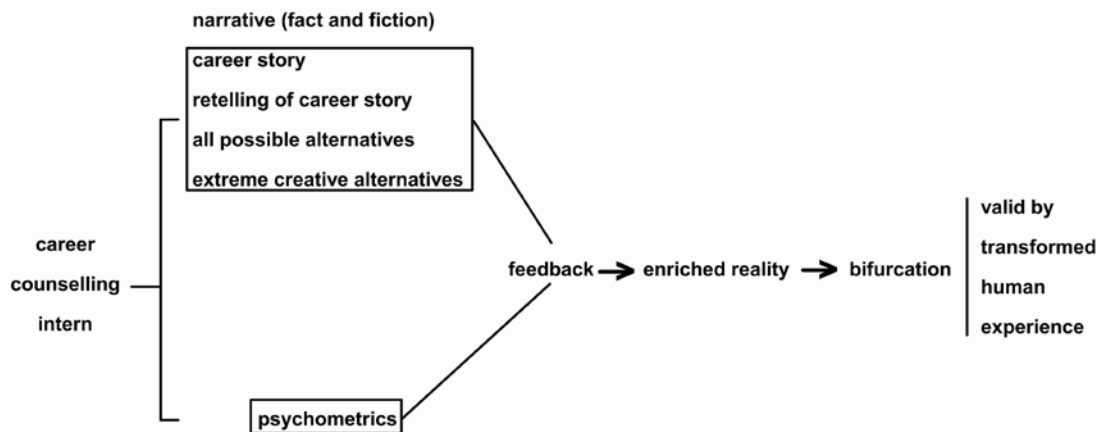


Figure 5.9 Contra-factual definiteness

In a culture where everything that moves is measured and where the current belief is that it can only be controlled if it can be quantified, a qualitative culture faces survival pressure. The value of quantifiable evidence is illustrated by Baldwin and Ford (1988)

who discuss the transfer problem by stating that only ten percent of training expenditure generalizes to the job. This low percentage calls for action and change. Controlling bodies need evidence-based learning and performance results. Hard evidence is proof and ensures that education outcomes are met and the gap towards practice is closed in professional development. The research reveals three streams to generate evidence. First there are the standard quality management documents, like time sheets and tick-the-box administrative control documents. These internally verified documents are supported by independent external supervisor reports and these reports are the second stream of evidence generation. The third set of evidence was generated by the intern in near real time and appears in the memescape, Figure 5.10. The reflective record provides evidence of this complex dynamic process. It is not quantifiable, but is verified over time by the feedback and role play evaluations of the managing supervisor and the evaluation team.

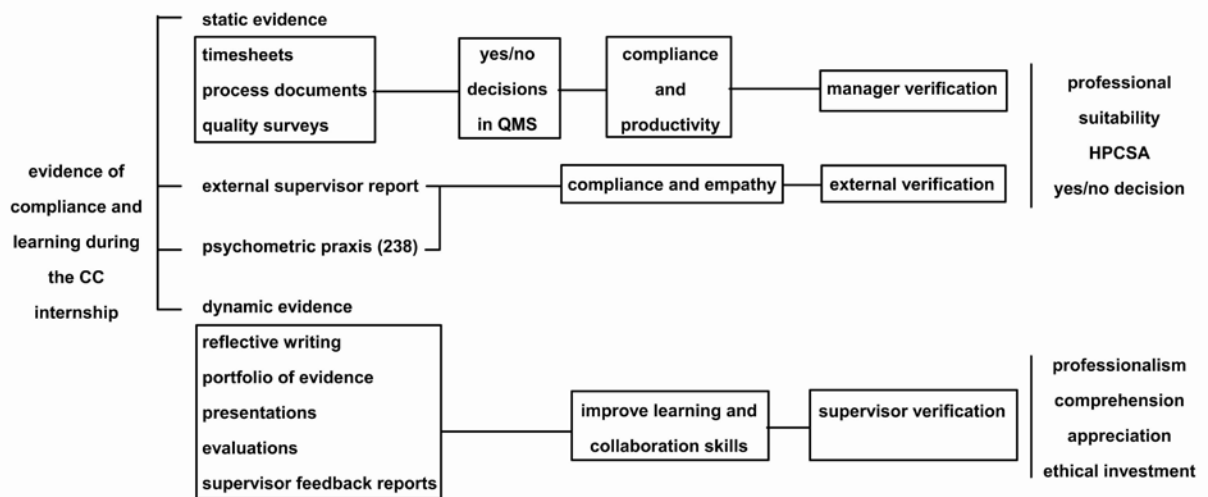


Figure 5.10: Gathering verifiable evidence towards professional development

5.2.2 Heutagogy informs the space between intern and managing supervisor

Heutagogy learning provided a record of verifiable evidence, but the research reveals a possibility of positive bias in the process of selecting experiences to reflect on. In the case study some evidence exists exposing deficits in the intern's behaviour and competencies, but the possibility of entering only professional behaviour into the evidence record remains. Both bias and deficits are constructed in Figure 5.11.

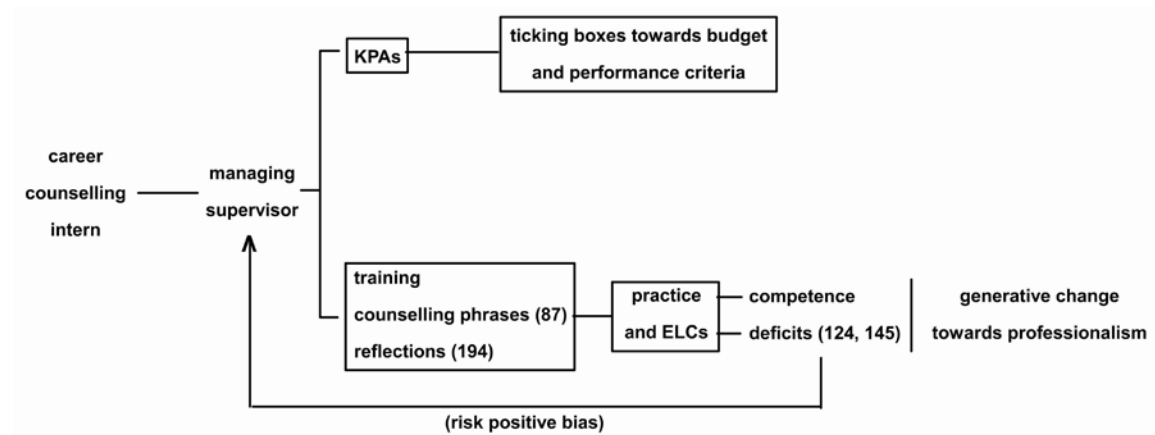


Figure 5.11 The supervision microsubsystem

The managing supervisor is the key authority in the design of the internship training environment and maintenance of the structure (Hutchins et al., 2010). This explains why supervision is a pattern in almost every emerging feature. The nature of learning between intern and managing supervisor is determined in the microsubsystem. In this case study the design is dynamic and crosses the divide between training and practice. Heutagogic learning provided the loop between practice and training, but an andragogic training environment and near real time feedback contributed to provoke the change towards professionalism. From the research it is evident that in a dynamic design the supervisor has a role to monitor the feedback for positive bias.

5.2.3 Generating features about coping and wellness

A wellness affect emerges from this research. Sources of impairment and sources of healing contributed to the intern's wellness as the internship progressed. Under the dynamic conditions the intern learnt to leverage the sources of healing to generate wellness. It means the design and structure of this counsellor development programme provoked change towards professional affirmation and wellbeing (Wiesenfeld et al., 1999). The research constructs a feature where qualitative management and learnt prosperity are in the same pattern bundle as the emergence of wellness. Evidently the intern's mental script changed to promote wellness in the workplace and from it a wellness affirming programme emerged, as in Figure 5.12.

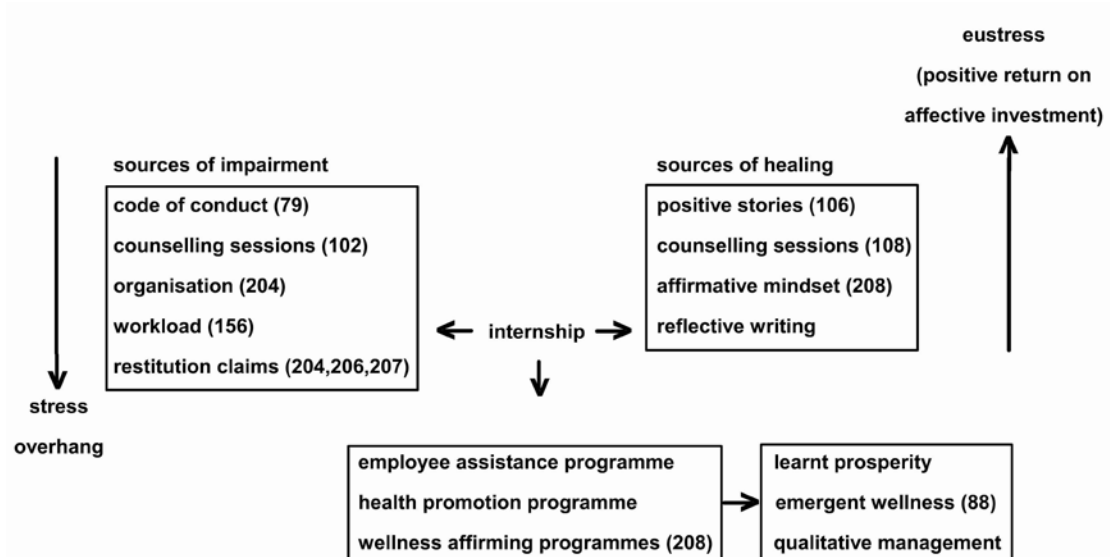


Figure 5.12 Wellness promotion in a dynamic internship environment

Restitution claims were captured in ELCs 204, 206 and 207. A demand of restitution came from students who experienced macro-ethical dishonouring from the education institution. They perceived the career counselling intern as the responsible change agent for the system and revealed the need for a feed through system towards upper management.

5.2.4 Emergence of professional practice across the ecosystem

The research reveals the interpenetrating relationship between professional practice, the body of clients and the organisation within which the internship is facilitated. The intern encountered career stories and diversities beyond normal experience and learnt to cope, but also to grow professionally. The study identifies aggregate roles for the intern within the macro-ethic and a bifurcation in scope of practice. The professional scope of practice is joined by a parallel organisational scope of practice. The organisational scope includes being an upstanding, but critical organisational citizen. This is a step towards creating a learning organisation (Senge, 2006). When the career counselling intern functions as a conduit between management and student in macro-ethical matters, a feedback loop is created to enhance effective management, as depicted in Figure 5.13.

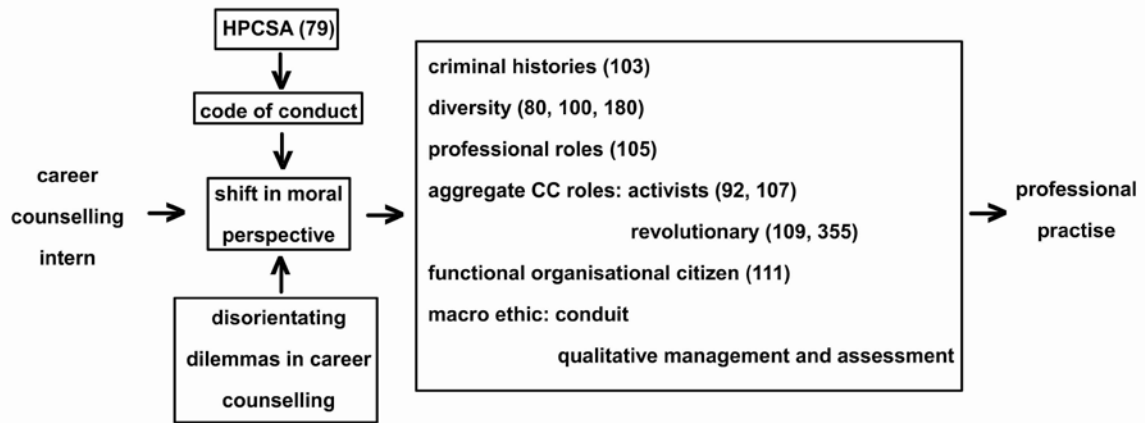


Figure 5.13 Emergence of professional practice across the ecosystem

Constructed in this memescape, Figure 5.13, is a need to expand the qualitative and dynamic management and assessment structure into the organisational management culture to enhance professional practice.

5.2.5 Emergence of reflective productivity

Creative analysis provokes a feature to appropriate the productivity of heutagogic learning. The research reveals that heutagogic learning improved the intern's performance from a management perspective. It also helped to critically evaluate the learning environment and adaptations within the complex dynamic of the system. Heutagogic learning also identified the voids in learning in near real time and allowed for corrective interventions by the managing supervisor. The variety of patterns which emerges from the research means heutagogic learning is efficient and effective within this bounded study. This is beneficial because heutagogic learning has limited survival chance in a modernist world if it is not appreciated as being productive. As a memplex it may survive with other postmodern approaches, but it may only flourish if it can find a synergic relationship with evidence-based modernist methods of learning. Kegan (2000, p. 49) writes: "Certainly no passenger wants an airline pilot whose professional training was long on collaborative reflective dialogue leading to ever more complex apprehensions of the phenomena of flight but short on the technique of landing a plane in a crosswind". Heutagogic learning is productive because it is a cost efficient simulator which allows the intern to mentally negotiate the crosswinds in career counselling and professional practice. The simulator analogy

is fitting because the intern is closely supervised in near real time. The productivity of heutagogic learning cannot be quantified at this moment in time, but it can be verified to a suitable extent. But, as with a hidden curriculum in the universe of academia, there is a hidden productive element in heutagogic learning, as depicted in Figure 5.14.

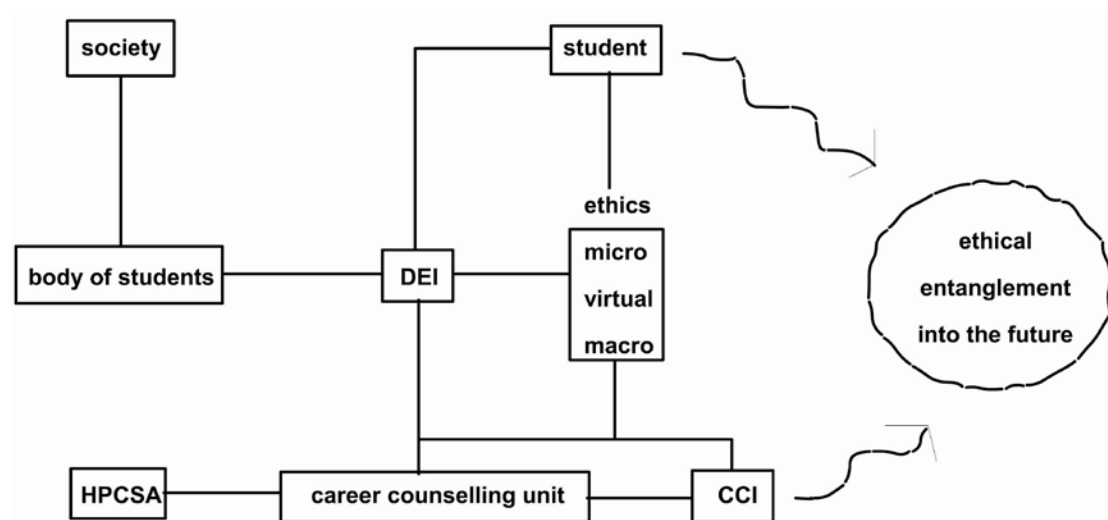


Figure 5.14: Ethical entanglement and transformed aesthetic relationship

The future is more than career expectancies and opportunities. It is about the ethical entanglement between the professional career counsellor and the client, the organisation and society as a whole. There was a transformation in how the intern perceived his ecosystem and interrelationships, which were to be shaped to present the aesthetics of being the self with others. Thus the focus on the micro-ethic between counsellor and client is too narrow. Career counselling is to be expanded from the microsubsystem to include the exo-, cosmo- and macrosystems.

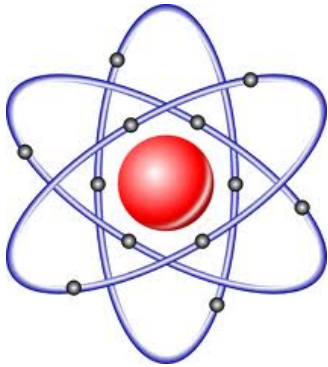
5.3 CONCLUSIONS

Conclusions that can be made from the findings are about the dimensions that emerge as significant in developing and shaping professionals. The emotional, critical thinking and action based intrapersonal dimensions of the developing professional were introduced by the use of Kolb's reflective model, but from the heutagogic learning emerged strong moral and relational dimensions, as shown in Figure 5.14.

The memescapes depict the differentiation between bureaucratic process in managing professional development and the complex dynamic process which shaped the intern in this case study. The memescapes show how evidence for both processes is generated. From the heutagogic learning benefits, the negotiation of career disjunctions emerged very prominent with professional practice and wellness. Also emerging from the creative analysis are features describing supervision space for the internship, the ecosystem and productivity.

CHAPTER SIX

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS



This presentation of an atom structure is only a construction, but it makes science work. My convictions and constructions make science work for me.

It is almost the end of this creative analysis journey. Along this journey the heutagogic learning story unfolded in my mind as the researcher. I constructed features to appropriate and appreciate the benefits I, as the CCI, gained in my professional development during the internship. To achieve a stronger entanglement between IOP research tradition and my autoethnographic case study, chapters four and five maintains a distance between me as heutagogic learner and me as researcher. The distance is necessary to paint the research portrait and construct the memescapes, because it depicts my personal professional development experience. This distance is suspended in this chapter because it is not necessary to describe the destination when painting the story behind my portrait.

6.1 CONCLUSIONS

The broad brush strokes in this portrait are from the reflective relic of my career counselling internship. They emerge from the dataset through creative analysis, but there is a link, because this autoethnographic case study is in itself a reflection on my heutagogic learning. Heutagogic learning to provoke mental transformations is action research towards professional development. The uniqueness of the case in this research resulted from the dynamic andragogic context of the internship, my heutagogic learning and the near real time supervision of my practice.

I conclude that creative analysis answers my research question, because various benefits from heutagogic learning emerge to inform the professional development in this case study. The memescapes help me to re-appreciate my development experience and may be appropriate to inform the professional development and the future development of others.

This global disquisition clarifies the internship as bridge between education and praxis, with an aggregate of features about constructing aptness under supervision, ethical behaviour in practice, know-how, know global, satisfying evidence requirements and recognising deficits in competence. The dynamic space between me as intern and my managing, or counselling, supervisor is also brushed into the portrait and depicts both training and practice benefits. The following benefits emerge from practicing within this nested context: coping, wellness, macro-ethics and productivity. The word portrait shows how heutagogic learning captured my extended roles and scope as CCI within the organisational context. It also depicts the interpenetrating relationship between picosubsystem and my ecosystem.

My research populated the portrait of heutagogic learning with evidence of how the relationship dynamic between myself as CCI and my managing supervisor is informed by feedback loops with near real time control. The need also emerges from the analysis to extend the feedback loops to also include the ethical behaviour and service orientation of the educational institution. These constructs are meaningful to me as reflective career counsellor in private practice and may possibly inform future career counselling internships about the qualitative benefits of heutagogic learning in professional development.

An important purpose with the internship is to provoke mental transformations towards professionalism. To be able to determine the extent of transformations towards counselling competence and ethical behaviour, the initial mindset of the CCI must be known, and it emerges from the analysis. The recorded change in my perspective about diversity is a candidate for a mental transformation. A broad-based perspective of diversity that punctuates like-mindedness assisted me to establish rapport and enhanced the possibility towards equal treatment of all clients. The level of engagement between me as picosubsystem and my internship ecosystem is another candidate for possible mental transformation. I was pulled towards activism behaviour with the high level of subsystem interdependence, creating an opportunity for me to be a conduit between student and education institution in matters of macro-ethics. When I started the internship, my thinking was that my role and ethical behaviour would be dominated by my career conversations with students. I saw my role as a

series of microsubsystem encounters. This assessment changed during the internship and I developed an appreciation for a rich ecosystem. This transformation has a price, because it demands a deeper involvement within the socio-political environment.

The conclusions are not limited to my research aims, because some of the emerging features extended my appreciation for my heutagogic based internship beyond my aims. One such feature concerns my initial mental scripts and the process of their reconstruction. It shows that the change process is managed within the dynamic training and learning design and is a result of regular provocation to stimulate bifurcations. The findings tell the story behind the portrait. There is a story about the acceleration of transformations towards professionalism and a story about the alternative insights generated. I also appreciate how my new habits towards professional behaviour are forged over time and how relapse is proactively inhibited through near real time feedback.

If the deficits in professional development competencies and compliance shortfalls are not brushed into the conclusions of this research into heutagogic learning and qualitative management, the findings will fall short to expectations. This is because it informs my contribution, recommendations and some of the limitations of the study.

6.2 CONTRIBUTION

With the destination of my research journey painted into my professional development portrait as conclusions, and the story of my professional development depicted in memescapes, it is appropriate for me to reflect on my research journey from a reciprocity perspective. I reflect on my experience and the contribution the research is making to my life-long learning as a professional career counsellor. My reflective writing continued well past the time of my professional registration and these reflections often reflected on my internship, but this research as an autoethnographic case study is different. It is a structured meta-reflection worthy of reflection.

6.2.1 My experience of the research process

My managing supervisor and I were aware that my almost four hundred reflections captured knowledge about my heutagogic learning and the benefits of the experience, but we were uncertain as to how to provoke the dataset to reveal the knowledge. This research emerged from those conversations. When I decided on this journey the only certainty was that it should be qualitative research. The one thing I experienced most intensely about this research process was the strict data selection process, because this iterative research journey called for the periodic narrowing of my focus.

6.2.2 My feelings about the research process

The research journey was about emotional ups and downs, because I often didn't know if I should turn left or right. Being accepted to write a masters dissertation made me very happy and I was ready to throw almost four hundred reflections into the research pot. When I started surveying the reflections for patterns, I was still uncertain about the limitations creative analysis would impose on me as researcher. This was made even more difficult, because surveying pattern space became reliving the experiences on which reflections were based. Reliving, as with reflecting, has its own joys and sorrows. I was amused with the emphasis authors of heutagogic learning, constructionism and authoethnography placed on critical analysis and rebellious behaviour. My rebellious behaviour was a result of my theoretical convictions, which were far removed from psychopathology's pathologies and IOP's quantify and know paradigm. I favour complex dynamic systems and quantum realities and one of my most joyous days was when I, as intern, was allowed into a lecture of Professor Snyder discussing ecosystemic psychology. I was angry that IOP ignored this technique when working with teams in organisations and wanted to change it with this research. I feel positive that this process is my effort in changing CCI reality.

Knowing it should be a case study was easy, but bounding this case study to my internship made me sad. I felt the grief because I felt I was denying parts of my learning. Now I am just glad it is almost over and I can free up my time. Gone are any ideas of changing the world of professional development and I am content with making only a tiny contribution. I am amazed by some of the results and the

consistency of the memescapes in differentiating between modernist and postmodernist processes.

6.2.3 My critical thinking about the research process

This research is not a presentation of my original intentions, because the purpose of a masters is not to explore new distant nebulous phenomena. Dissertations are documents which are written to exist in academic and scientific traditions and therefore should integrate existing knowledge and if needed, it may fill a knowledge gap. My thinking is much too wild and rebellious to exist in any tradition and my research supervisor had the additional task to tame me and give my thinking direction. Very little of my rebellious theoretical convictions are visible in my research journey and where they are visible, they are supported by academic authors and researchers who dared to go there before. The exception may be the career counsellor's role as activist which should not be confused with playing rescuer. An activist is a messenger, not a hero.

In general, the memescapes have a clear message and contribute to my appreciation of heutagogic learning. I believe that the message of dynamic designs for professional development must feed forward into future internship designs and the messages around macro-ethics should feed through to the institution's management. I dared to use creative analysis practice and think there should be a place for it in IOP research, because IOP deals with fast changing world of work problems, where innovation is almost always beyond the IOP academic horizon.

6.2.4 This research process as my action

This research project is the action alluded to by some of my reflections, but more action is needed in future. The intention is there to analyse some reflections for research papers and the reflections are available to anyone who intends to initiate a research project with the data. It is my contribution to future action.

6.3 LIMITATIONS

An important limitation relates to the paradigm. Features are illustrative and not quantifiable, because they inhibit statistical induced generalisations. This study limits the outcomes to the professional development of CCIs in a dynamic andragogic context at a DEI campus. More specific limitation are:

- Taylor (2000) asserts that research on transformative learning is conducted in retrospect and is especially limiting in the area of recall. The near real time recording of experience with heutagogic learning addresses this limitation significantly. The shared experiences and the weekly sharing of the reflections with the supervisor also strengthened recall, but the reflections did not define the initial conditions adequately, leaving Taylor's concern valid.
- Heutagogic learning runs the risk of positive bias with informing the supervisor about competencies acquired. The extent to which such a risk materialised, may influence the findings of this study.
- Experiential learning relies on all learning that is conscious to the intern. Significantly important data on professional development may not have been available for analysis, because it never came to mind.
- The dataset and this study represent a male perspective and a female intern may have reflected on very different experiences, leading to very different research outcomes.
- My research may be biased towards an ethic of justice if my gender is accounted for, leading to my emphasis on the macro-ethic.
- My theoretical convictions and rebellious nature definitely influenced my findings on diversity and more conventional researchers may not have selected these patterns for research.
- The dataset and this study represent the learning of an intern at the pension age horizon and a researcher who now enjoys pensioner discounts. With four decades of transformations as initial condition, this study cannot be judged as necessarily applicable to young prospective interns. There is no stereotype voice one can attribute to the well matured mind, but in this research I integrate the work experience of my protean career and my protean mind into my findings.

- In the dataset not all of the external supervisions were reflected upon. If all the external supervisions are reflected upon, it will enrich the dataset from a transformational learning perspective and from a management control perspective. With data on each external supervision becoming available in near real time, the managing supervisor is in a strong position to initiate in-time interventions to benefit the process, especially around ethical practices. This did not happen here, and is a limitation on the data and the research.
- The dataset selected for analysis was limited to the internship, but the transformations may have been influenced by the volunteer year that preceded the internship. The findings about transformations may be overstated since my learning may not have happened in a six month only period. This may put a question mark behind the practice of going cold into an internship.
- Creative Analytic Practice, and specifically autoethnography, liberated me to shape the research in terms of my own necessities rather than to criteria identified by IOP, the managing supervisor or the HPCSA. The act of liberation results in the limitation that important external inputs can be ignored.
- As the instances evolved in the disquisition, the process was not perfect and the managing supervisor never developed as an instance, but remained at the level of features within other instances. This means significant inputs may not have emerged and the results must be evaluated in knowledge of this risk.

6.4 RECOMMENDATIONS

This research story focuses on the benefits of heutagogic learning in professional development and the findings collapse from creatively and critically constructed features. Future studies must provoke the findings of this research and fill the gaps as indicated by the limitations. The findings may be provoked, because the professional development process they present has a successful outcome. Other reasons to provoke the findings are the complex dynamic and systemic nature of the learning process.

6.4.1 Recommendations towards heutagogic learning as internship tool

The research process is based on a reflective dataset and the findings of this meta-reflection now loop back to inform heutagogic learning.

- The heutagogic learning process can be improved by following the lead in Bolton (2010) to create collaborating reflective communities. This was introduced on the satellite campus after my internship and is constructed around a shared experience. A shared experience may be a visit to the museum to appreciate the horrors of slavery on the community.
- It is recommended that dynamic designs with heutagogic learning are introduced in career counselling internships on all campuses of this DEI, but care must be taken to ensure that positive biases are minimised.

6.4.2 Recommendation towards HPCSA evidence

The internship is a requirement and the responsibility of this regulatory body in developing professional conduct and the findings in this autoethnographic case study, feed through to their need for evidence.

- It is recommended to fill the evidence gap in the qualitative appropriations of the intern's capabilities by introducing heutagogic learning into career counselling internship programmes. This is presented to the HPCSA as a portfolio of professional development.

6.4.3 Recommendations towards IOP practice

In this career counselling internship the intern was an IOP student and the findings of this heutagogic learning experience feed through to IOP processes and procedures. The findings may also feed forward to future internships under IOP scopes.

- When heutagogic learning is introduced as practice to develop interns, IOP can redesign their supervision system. The required three month progress report from the managing supervisor or external supervisor can be

complimented with weekly reflections. It allows for the managing and counselling supervisor to be different people, especially where the internship is not campus based.

- During my internship the university became the client organisation when a staff member used our career counselling service. From the reflections it became clear there is a need for the university to be the client in other IOP scopes, such as professional, organisational and wellness development.
- To improve the chance of mental transformations towards professionalism, it is recommended that the practice of going cold into an internship be changed to follow the local volunteer model, where commitment to the process can be evaluated before selection and financial commitments are made.

6.4.4 Recommendations towards IOP research

This research in the constructionist paradigm aligns with the nature of the heutagogic learning dataset and the findings may encourage future IOP research with a critical and creative take on reality to supplement the traditional approach.

- The portrait painted by this research journey shows brush strokes of professional development as complex dynamic and quantum processes and it is recommended that future research also builds from these realities.
- The memescapes identify criteria that may be useful in quantitative studies. Research to clarify and test relationship of features, such as career disjunctions, diversity, qualitative management and wellness may qualify.

6.4.5 Recommendation towards an ecosystemic approach

The findings of this research journey are constructed from a systems perspective and surfaces the macro-ethic.

- The macro-ethical link between intern and organisation is prominent in this research and it is recommended that institutions give more attention to the development of an organisational scope of practice, alongside the traditional professional scope of practice.

6.5 CONCLUDING THE CONCLUSIONS

The conclusions are the destination of this journey, but the recommendations are directions to a new start for heutagogic learning within professional development and within IOP as academic outcome. I hopefully contributed to a new fold in creative analysis practice as research method and autoethnographic case studies as research designs in IOP. The limitations of this journey are the gaps for future research proposals.

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APPENDIX 1

List of the first generation features

A list of the first generation features emerging from the pattern survey. It reveals how several instances evolved from the features.

SELF, COUNSELLING & PROFESSION – INSTANCE

PROFESSIONAL GROWTH

PROFESSIONAL REALISATIONS
RECOVER FROM CAREER SETBACKS - RESILIENCE
PROFESSIONAL JUDGEMENTS

*COUNSELLING AS CAREER

*INTERN DEVELOPMENT

MORAL SPACE OF COUNSELLING & PROFESSIONALISM

COUNSELLING SKILLS

COUNSELLING ROLES

Professional roles

Organisational roles (team players/org citizens)

**Counselling subculture & calling

COUNSELLING SCOPE AWARENESS (*Wrong org structure*)

EXPERIENCING SUPERVISION & COUNSELLING TEAM

*Internal-local and in-house trainer

*Internal-distal

*e-Supervisor

*Meta-supervision

*External

EXPERIENTIAL LEARNING & REFLECTIVE WRITING (*Volunteering & ELCs*)

*Becoming a reflective writer

*Benefits of reflective writing

*Global reflexivity

EMOTIONAL CHANGE DURING COUNSELLING ENCOUNTERS

CAREER IN COUNSELLING CONTEXT

STEREOTYPE HABITS OF COUNSELLOR

RESPONSIBILITY

RELATIONSHIPS

COMMITMENTS

PSYCHO-BEHAVIOURAL TRAITS & CHARACTERISTICS

*DISSIDENTS, Cynics, Critique, & Extremist orientations

*Counsellor orientations and believes

MEASURE, KNOW & CONTROL

Gaps

PSYCHO CAREER & SCIENCE* THEORIES

Chaos

Interconnectedness

Chance and uncertainty

*Topology

Straight-talk

Positive psych

STUDENT'S LIFE & LEARNING - INSTANCE

BARRIERS & LEVERS

Language

Cultural Impact

Rural

*Career

Organisation system

Education System

Early experience and uncritical beliefs

Disability

Levers for success

MORAL/ETHICAL

LEARNING ENVIRONMENT

Student support in education & training

PSYCHO-BEHAVIOURAL TRAITS & CHARACTERISTICS

Psycho-psych

Positive psych

DYNAMIC ABILITIES & VIEWS

EMPLOYABILITY & GRADUATENESS

STUDENT CATEGORIES

45+

60+

ORGANISATION - INSTANCE

Culture, Management and Service – Ethos & Wellness

ORG CULTURE & WELLNESS

Employees

ORG AS DYNAMIC SYSTEM

MORAL – ETHOS & ETHICS

ORG RESPONSIBILITIES

*What makes a good DL student?

*What makes a bad DL student?

*Managing graduateness

MANAGERIAL

MEASURE, KNOW & CONTROL

Gaps

THE TRAINING & LEARNING ORGANISATION

Institution as learning organisation

Org as training, development & supervisory institutions (internships/WIL)

***Internship**

RELEVANCE & COMPETITIVENESS

General

Student strategies

SERVICE BREAKDOWNS

OUTREACH

UNDER-LABOURISM or slavish imitation

Power relationships & political gamesmanship

Industrial

MACRO-SYSTEM - INSTANCE

CAREER DYNAMIC AND GLOBALIZATION

*Social living

Affirmative living

*Diversity constructions

***DYNAMIC** or **COMPLEX EVOLVING SYSTEMS**

***TRANSFORMATIONS/TRANSCENDENCE**

SYSTEM BREAKDOWNS

*Bureaucracy

Culture of rights and demands

* Jailbirds and jailbreaks

Education System

Moral and ethical nurturing

*HPCSA

**POWER RELATIONSHIPS, POLITICAL GAMESMANSHIP
& MORAL CORRUPTION**

MENTAL MODELS

Ideology

Cultural memes of nurture

Responsibility

Discipline

ETD & C

FET, ASSESSMENT & QUALITY (NQF)

BASIC-EDUCATION, ASSESSMENT & QUALITY (Umalusi)

Time / CHRONO-SYSTEM & PROSESS

CAREER DYNAMIC AND GLOBALIZATION

* Career and age

* Technology

RESEARCH TOPICS - INSTANCE

RESEARCH or *DEBATE

EMERGING IDEAS & CONCEPTS (Features & Instances)

APPENDIX 2

List of second generation features

A list of second generation features constructed from first generation features. It allows the instance, of which the feature is an element, to emerge.

SELF, COUNSELLING & PROFESSION – attitudes & abilities (Intern as instance)

A prospect for internship
Intern development towards a counselling career
Ethics and professional growth
Development of counselling skills, scope and role awareness
Supervision and collaboration (Supervisor as instance)
Experiential learning and reflective writing
Intern as dissident
Counselling as career subculture and calling
Careers in a counselling context
Management that measure, monitor and control
Career theories and science

STUDENT'S LIFE & LEARNING – attitudes & abilities (Student as instance)

Barriers and levers
The learning environment, life and work
Student support in education & training
Learnt psychological dynamic of students
Employability and graduateness
Age profile

ORGANISATION – MESO-SYSTEM (DEI, HPCSA and IOP as instance)

Organisational governance, ethos and service
Organisational management – measure, monitor and control
Organisational culture, climate and wellness
Organisation as complex dynamic system
Organisation's macro-ethical rights and responsibilities
Counselling support and subculture
Employee as resource, or strategic careerist and dynamic organiser
Institution as learning organisation
Organisation as service institution (education, training, development & supervision)
Institution as under-labourer

MACRO-SYSTEM (PEST as instance)

Career dynamics, affirmative living and globalization
Evolving system and technical and cultural transformations
Diversity as ambiguous construction
Bureaucracy
Education System (Moral and ethical nurturing)
HPCSA
Power, politics, ideologies and moral corruption
Time

EMERGING IDEAS & CONCEPTS (Innovator as instance)

APPENDIX 3

Selection of ELCs

The ELCs I selected to present as an appendix to my dissertation tell my professional development story in a playful way. They highlight aspects of heutagogic learning and are my signature at the bottom of my autoethnographic portrait. My reflections are available to anyone who wants to critique this dissertation. The reflections are also available to any IOP student who needs this data to study heutagogic learning or professional development. Contact me on philipga.labuschagne@gmail.com.

In my first encounter with my external supervisor I still had visions of a conspiracy, thinking the goal of the counselling psychologist was to change my mental state so that I can mimic psychologists. I feared that my independence of mind was threatened.

ELC 69: Let the voices speak (supervision 1)

Experience

First supervision. Two men gauging each other. From the gun-hand shake, through the size-up stares to the word-traps.*

Feelings

It is a thrilling experience to meet the person who is by authoritarian default in the stronger position. But like my first meeting as prospective peer-helper my concern is to keep this person out of my head. I treasure my sanity.**

Analysis

The dialogue went through twists and turns and the voices in my head came into focus. There was the voice preaching quantum epistemology and in this voice cluster there was the complexity/chaos teacher, but in these first encounters with members of the mind-reading profession, the gatekeeper dominated. I mentioned the uncertain border between quantum solutions and delusions in response to an intervention technique the supervisor was telling me about. He then asked if this was a voice too, like any trained psychologist will do. I agreed.***

Action

I need to develop the voice that scream “delusion”. The aim is to get all these voices in a dialogical relationship. In doing so, the voices of “I”, “Me” and “Others” can help me train to become sensitive to the stories and safe houses of those who choose to unpack their burdened lives in front of me. I’ll not only acknowledge their footprints, but will notice the depth of the impression and the tell tale signs of their travelling ways.****

The dissident at work busy building moral mental models. Personal interests remain high on the agenda and move me into activist mode. It is important to differentiate between professional aspirations, ethics in practice and good old moral temptations.

ELC 79: Aspiring to the principle of love

Experience

Inspected ethics to see how it was deployed over the surface of the psychological landscape. Considered the difference between the ethical principles and aspirational ethics and the difference between ethical dilemmas and moral temptations. Should have guessed what the textbook would use as an example. The thing the professional gatekeepers have with a five year probation on making love with an ex-client. I wrote an ELC on this many months ago.*

Feelings

For some reason this topic and especially the five year stipulation make me hot. This is hot under the collar. Probably because the context is ignored and positive consequences of temptation are banished by decree. By decree means that the professional human-service servant is not allowed to aspire to higher virtues. I feel euphoric about love and have a zest for good moral behaviour, but in the same breath must mention my feelings of contempt for gatekeepers.**

Analysis

I think it is my experience that gatekeepers more often than not act like administrative zombies. They have no flair for context and deal in cold fact. Their energy source is a aggregate of egos and agendas. There is no need to be ridiculous. Of course I know that temptation can easily overpower virtue. Should Adam have trusted Eve, or Simpson the scissor crazy Delilah? What about King David and the ever so beautiful Bathsheba? He was a Deontologist adhering to a Devine Commandment and still he gave way to temptation. I don't think virtue is a match for lust. Still, it is more complex than a simple dichotomy. ***

Action

I vent my frustration by getting the voices in my head to dialogue their positions and valuations. In practice it is easy for me to oblige to the rules of the gatekeepers because I'm too old for this thing called love. But analyse as I may, I do not get the difference between four years and 365 days, and four years and 367 days.****

It is not that I am against psychometrics, I just don't get the attitudes around it. Most IOP students and practitioners I speak to act as if it is an ultimate truth. Others use psychometrics as a get rich scheme. That is when I turn from critical to cynical and mock the practice in my reflections. It happened more than a few times that students bring psychometric evaluations done by professionals to the conversations and say

that makes no sense. Almost always the practitioner was at fault in treating people as bodies on a production line.

ELC 96: Abracadabra, you're an artist

Experience

The 36 year old prospective student went to a counsellor in “mecca d’academia” of the Western Cape. She paid an astonishing amount of money for Something Something to run tests based on Jung and Holland. She received a comprehensive report nicely decorated with a butterfly in colourful, expensive raise-print. Then came the kicker: “I do not know why she showed me that I’m artistic, because I’m not”.*

Feelings

The poisoned arrow burnt like h... as it passed through my heart, but then the butterfly flipped a wing and a voodoo-doll died in America. My face probably showed micro signs of embarrassment, humiliation, contempt, revulsion and outright terror. This while she displayed a shy smile with a blissful sparkle in her eyes. **

Analysis

Why, oh why, does this profession even try to drill ethics into my behavioural pattern. Out in the woods of real life the picture is confusing. This is the third time that I encountered such a problem and the second one from a S...[town name] professional.

Action

I give up. May be not. I’ll change something by just hammering against the ethics rock until I can chip and sculpt it into a beautiful butterfly.

My management supervisor asked me to facilitate the psychometric tests on myself before I use them to label clients and this made for a few interesting reflections.

ELC 110: Post 84 Super 6 (Supervision 6)

Experience

Supervision number 6 out of 26 was the dominant experience of the day. The discussion centred around my MBPI label. I am now, in Orwellian Newspeak, INTP.

Feelings

Just as with my mother tongue, I now belong to some new social group in psycho world. I should be delighted that I can answer, “Am I”?, with “I am because I’m INTP”, instead I feel uncertain about it, and even a little disgusted. This is probably because the labels do not fit my cognitive framework.

Analysis

My emotions are in negative territory but that does not mean testing is necessarily a bad thing to do. It does not fit my cognitive framework because less than 20% of the questions could be answered by me without going into seriously subjective territory,

meaning that the quality of the outcome was contaminated by my mental rainbows – delusions and illusions of my mind. If this is true, then quantitative testing is as subjective as qualitative research. The only difference is that qualitative research acknowledges this “shortcoming”, but quantitative research remains absorbed in its custom made illusion.**

Action

It is time for this debate in my head to end. This debate is as unproductive as the creation versus evolution debate between newspaper “letter writers”. I shall act according to my duty as intern and I shall impeccably and quietly live by my conscience. This is what Orwell would have wanted.***

Before I wrote a reflection I wanted to identify the experience with a name. Often it helped to plagiarise a song or poetry to jolt the creative juices but sometimes it flowed directly from the client’s story. The title of a reflection can reframe the experience and may have a wellness effect. More often it just mocks social convention.

ELC131: There is a Virgin in my soup

Experience

The student is doing a BA (psychology and politics) and is switching to B.Sc (psychology and physiology). On the one hand he helps out in a soup kitchen and on the other he is involved with the Virgin group.

Feelings

Another amazing story originates from one of our students. I’m astonished by the amount of goodwill that goes around in a country like ours. I am sorry that these stories are hidden away and do not surface as mainstream news.

Analysis

This story sounds boring and insignificant on the intake form and does not really impress in this reflection, but it is because those reading it do not have the privilege to sit in. **

Action

Tomorrow morning it will be easy for me to come to the office, because another story awaits. What I do here as ASC is not just clarifying career patterns, I also drive stories even if I am not certain whether I should eat my soup.

How do you reflect on deep social issues that hurt? The title “No baby, no cry” was probably related to a song in my head at the time and it helped to capture the pain in social realities.

ELC 147: No baby, no cry

Experience

Two ladies who both put their earlier careers on hold to be mothers, now want to return to the job market and they decided to start afresh. Surprisingly both are looking at psychology.*

Feelings

It is heartening that women, the ultimate family and social scaffolds, redefine themselves and their values. Both are excited about their mission to explore the psychological landscape, but what excites me is the question of how their nurturing experience will influence the meaning they make of it all. In what ways will it be different to mine? Unfortunately, equal opportunities and treatment generate lots of talk and good intentions, but the heart braking truth is that change is slow and their careers may end very different to their current expectations.**

Analysis

To cry out aloud that there must be change is not really putting an end to those crying in silence, while they aimlessly wander in the dessert of meaning deprivation, because they sacrificed their career expectations for the “higher good” of raising babies. More social change is needed to not side line mothers specifically and women generally.

Action

On the microlevel I am responsible for motivating the mothers I meet to take up the new challenge. I even engage mothers who drive their children to us. Wish there was money for a mother “outreach”.***

Titles that follow from the career conversations can be funny, mock social convention and fill me with eustress and sometimes the reflection is my way to insert my convictions. I also inserted my convictions into the surveys when I constructed meaning as maverick. From complexity practice I used Occam’s razor (to not assume too much) and Octam’s trowel (to not simplify too much). I added Oscar’s hammer (see all derivative features as nails) and Ockert’s chisel (to artistically shape/sculpt scientific narratives into meaningful and aesthetically pleasing concepts, or metaphors into memescapes) to actively protest the 5 year love prohibition ethical ruling.

ELC 148: Sex, gods and silent sufferers

Experience

A first for me. She wants to study psychology and her goal is to become a sex therapist.

Feelings

Oh, mother of Calvinistic mothers, I love this. An activist for action and a therapist in cuddle pathology. She really excites me, because nothing is worse than anxious years of sexual neglect. I rejoice in the knowing that psychology can be meaningful and find myself cheerful and gay throughout the day. This makes me feel in-tune, but I guess psych and its ethical gatekeepers will feel out of tune.

Analysis

The wise books of gods with written narratives have strict rules for both propagation and procreation. For bad boys and girls there are punishments and for those who restrain and refrain there are rewards of plentiful, beautiful sexual relationships into eternity. Unfortunately, the human mind more often than not does not transcend from the one realm to the other during the marriage sermon or ceremony. This disrupts life patterns and impacts negatively on studies and careers. Because it is a dirty, ungodly socially disgusting topic nobody whispers or twitters about. She is neither slut nor saint.

Action

This action is about real activity. Suffer in silence no more my friend, the sex therapist is on her way. No more sobbing, no more tears just sweat and smiles. She made my day. Freud will approve. But, I wonder what will happen if this desirable moral cat jumps the ethical pigeons.

The student's words becomes the title and guides the theme

Sometimes a reflection is nothing more than weaving the client's words into your own reality

ELC 157: Pissing with the Big Dogs*

Experience

This is not a so-so lady student sitting next to me at the counselling table. She works in the rough and tumble world of advertising and she is responsible for a corporate account. Her current agency has employed a life coach to strengthen the integrity of their organisation. She is seeing through the coach and finds the exterior layer to be nothing more than a micron thick. She has the experience to judge integrity, because she resigned her previous job when the marketing director said in an account meeting: "How can we get the transformers (a person who sits in the corner of a shibeen drinking by himself), to not only drink over weekends, but also during the week" **

Feelings

I love powerful stories and this is a powerful story. She refers to her work by citing her American father: "If you want to hunt in the tall grass, you must be prepared to piss with the big dogs". How can I not love this tiny woman saying powerful words like this.

Analysis

Distance learning is hunting in the tall grass for knowledge and the recognition of that effort. Counselling is hunting in the tall grass for information with which one can shape a career and life pattern.

Action

I must learn to piss with the big dogs, but if the grass becomes too tall I must refer it to the Great Dane in the pack. ***

The career counselling internship is not without shadows and dark corners.

ELC 160: Darkness**Experience**

She actually visited yesterday, but it is this morning that I experience the full force of the impact after my dawn reflections. I sensed her distress easily and navigated the counselling session accordingly, but never connected one senseless, totally out of context, phrase to a deeper need. Now, on reflection, I do. *

Feelings

For the first time I am hesitant to see the next student, because I fear a similar experience. I feel the tension in the air. What really scares me is that her life may be in danger, but I have no evidence for such an outrageous claim.

Analysis

It may be that I created a grand illusion around this session, but it feels very real. It leaves me somewhere between scope and hell. Such matters will clearly be outside my scope of practice, but I have a more immediate responsibility when danger can be identified.

Action

I was very slow in making the connections. Maybe lack of experience or it may be a blind eye to all things dark in the mind and lives of living creatures. At this moment it will be inappropriate to do more than discuss my experience with my supervisors and to hope.**

On my best day, I cannot warp my mind around electro-shock therapy. Psychology definitely should be accused of glaring injustice against humanity. I wonder to what extent professional development in IOP has changed this.

ELC 169: Terra gods of the mental realm*

Experience

Our client in the making had an encounter with the Terra gods of the mental realm in 1972. Her concern is that the shocking experience may hamper her chances in academia, because her memory was fried to a patchy perfection. She was subjected to this experience, because a murder and the death of her parents in short succession, perturbed her amygdala, just a little too much.

Feelings

Disgusted in the extreme. I am also angry. The gods in the spiritual realm have stone tablets with moral rules chiselled in to them and if a subject, for whom they always have lots of love, transgresses, they use their lightning tool to change the subject's behaviour. Empathic Terra gods have books filled with rules of proper ethical conduct towards their subjects and more books labelling abnormal behaviour. A client who trespasses into the landscape of abnormal behaviour is (was) cured by the lightning of man and all joy sucked out of the person for life.

Analysis

My first thoughts conclude that only a crazy person can recognise another. It is only a completely insane person who can justify electrical shock therapy and still double-talk (Orwell 84) it as emphatic and ethical. My disgust is more than a primitive reaction, it is based on proper reason. This woman still carries the scars 38 years later.

Action

By nature I seldom forgive, and never forget, believe you me. It is these kind of stories that makes it difficult for me to work in the area of psychology, because it brushes against my grain. This is also why it is so easy for me to brush off their ethical propaganda. I just don't trust them. **

Should I really care about ethics in IOP if my own magic mirror from the IOP production line tells me I am of sound mind, pure soul and picture perfect character?

ELC 190: RIASEC me for life

Experience

It is my duty to perform psychometric tests on myself as part of the CCI. First in the queue is the Self-Directed Search questionnaire of Holland. I am labelled as IAS.*

Feelings

It sounds like a code for some cold virus, but it is actually me. I am flattered to be a strong I. So, I am strongly investigative, but surprisingly I am artistic and social too. All in all I feel a bit empty after the test, because I am fighting against my own sense of sanity.

Analysis

The I, the A and the S, follow each other on the conceptual hexagon of truth, displaying my personality almost like a fortune teller's crystal ball. This lopsided crystal displays the coherentness of my personality traits through its lopsidedness. Although I have the most tolerance for Holland's personality theory, the test leaves me even less convinced than before.**

Action

Imagine that. A few questions and answers and after 30 minutes I gaze deep into the being of my victim with divine knowledge of his/her personality. It is hard for me to accept this on a feeling and ethical level. On a rational level I know it is about simple truths and understandable simplicities. So I'll do more.***

At times I feel creative and writing an ELC becomes more like a monkey trying to mimic a Charles Dickens story. Is this the affect of mass-counselling sessions on the facilitator?

ELC 218: A Tale of Two Realities

Experience

It was a Day of Induction, it was a Day of Learning. Directly after our gruelling presentations we were commandeered to complete the research on our effectiveness. The qualitative questions extracted immediate meaning from the student's new understanding. Unisa is a mega open university and almost cheap. This means it attracts students over a diverse range of cultures and study readiness.

Like Uncle Charles, who dug up meaning from the silliness of human intelligence, we make use of evaluative feedback to "Dick" up meaning around how our intelligence effect the academic expectations of our students.**

Feelings

It is a Day of Sadness, it is a Day of Joy.

A Tale of Two Townships

Reading the qualitative responses rake up a range of feelings. Sadness, almost tears, as they explain how their abilities and values were clarified and their expectations met. In a sense it is also heartbreaking to feel that one can intuitively predict who is ready for distance learning and who is not. Even if we want to, it is difficult to put foolproof interventions and safety nets in place. The global perception is that poverty refers to black townships, but this ignores the white squatter camp, almost within easy walking distance from campus. It does not matter from which settlement the student

comes, I find it a crushing experience to read how they still languish for more information about financial aid. As I read this [the responses on research questions], I re-experience the tears in the eyes of students from my past counselling sessions.

A Tale of Two Thank You“s”

“Thank you for accepting me”. I interpreted this comment on surface value only and therefore ignored any alternative meanings and values. I induced it to mean little more than “Appreciation of effort”. When one of my co-researchers interpreted it to mean more of a bonding experience, I immediately saw this alternative value and although sad that I missed it, I was glad that the deeper meaning surfaced.

Thank you for *“I feel I bonded with Unisa”*. Is it possible to cry of joy? I ask this because this is how this comment makes me feel. It speaks of deep suffering that transforms into jubilation, but with pure and sincere motives.

Analysis

It is an Act of Induction, it is an Act of Deduction. But, it is still the Age of Wisdom, it is still the Age of Foolishness.

A Tale of Two Prospects

At the end of the day, even a Bi-Polar one, an academic institution is a place of examination and judgement. If you are ready, meaning you have a high level of maturity, you claw your way through the Unisa experience (Coined by my co-worker M... S....), or you give up. Given that of late, Unisa developed a mega lack-of-service culture, it takes a mental revolution to cope with the bureaucratic frustration.

From the quantitative evaluation, we can deduce that there is an almost even split between those who have done the necessary preparation and those who have not. From the qualitative evaluation we can induce that the need for clarification of academic systems and processes are huge, but preoccupation with uncertainties around issues, like finance, prevent one group of exploiting the information successfully. ***

Action

It was an Act of Protest, it was a Moment of Calm. It was a Message carried by Thunder, it was an Opinion Spoken in Silence.

A Tale of Two Teams

If my accusation is true that Unisa is plagued by sad service to academic citizens, then this Day of Induction was an act of protest from a “Gideonsbende” to transform service delivery. It was a canon shot over the bow of “Bad Service” and hopefully the thunder behind the warning signal will drive the message home. ****

As we decipher the silent words of our prospects, their opinions are captured emphatically in fresh audible pleads.

At times it felt like it was the Rorschach Inkblot Test all over again. Every experience is about sex and every reflection is pornography.

ELC 219: Addicted to sex

Experience

The prospective psychology student is a painter. She has an art qualification as well as a counselling qualification. She qualified for the latter in Amsterdam where she also worked with people who “suffered” from sex addiction.

Feelings

I shy away from people with addictions, because I do not have the patience to deal with “patients”. I am not familiar with the pathology of sex addiction, so I am more than curious. I find the voice of caution in my head quite irritating as it keeps on mumbling “No need to know”, while I am burning to ask questions about an addiction that causes me to *sit* up straight like an arrow.

Analysis

The theory behind her intervention is probably something like: “Paint your lust away in seven colourful strokes”. Maybe, “...six easy strokes”, but I don’t know, because I didn’t ask. So, what are the definitions and criteria one must meet to be labelled with this hearty red label? Given my Calvinistic perspective, it may be anything more than an hour a month. Her clients are stand-up guys and sizzling ladies, and I venture to think they have a different number in mind.

What I learn from this experience is that psychology has a diverse range of applications, but more so, that one finds that the voice of caution becomes second nature during a counselling session.

Action

The best action will be to volunteer, maybe do an internship there.

At last, the internship is about real work and real learning. But why is garbage the best metaphor an intern can come up with after six months of supervision?

ELC 240: Effort vs Reward & Expectations vs Reality

Experience

Today was the second last day of applications and we were very busy. Today was also the second last day of my internship and it is time to reflect on the past six months. Within my role as intern I did put in a lot of effort. The rewards are unclear. I had expectations about what I wanted to achieve within my internship, and I still have expectations about what I hope to achieve beyond my internship. I am aware that reality mediates expectations in no uncertain terms.

The students who made the effort to come to the DCCAD for help, may, or may not, have benefited from their efforts. I had feedback from a few that were positively rewarded, but I also had feedback from students who were unhappy with my service, meaning that they received a negative reward. Like me, every student had, and still has, expectations on how counselling and degrees should benefit them. Unfortunately, they can, like me, not escape the shackles of reality.

Efforts and expectations within a career is not limited to university students, and when I leave this academic environment behind to pursue my own “private practice”, I shall do well to keep this in mind. This “insight” came from watching the Dustbin Raiders and the Garbage Collectors/Refuse Removers doing what they do. *

Feelings

People in effort mode make me happy, because it means there is will, and there is purpose, but most of all there is growth. It is not about ‘what’ they do, but about the fact ‘that’ they do and for some, ‘how’ they do. I feel sad when we look for our personal growth in the wrong places, because we then become desponded if we don’t find it. I am always excited about the possibility of growth, but it can also leave me anxious, insecure and even terrified if I suddenly find that I have grown in mental areas where I have least expected it (out of comfort zone). Sometimes I find that I am curious about how I and the significant others around me experience our growth, but it may just be true that I am sometimes jealous about the steep growth path of others. However, even in my state of jealousy I appreciate their complexity and feel festive with them.**

Analysis

A dustbin raider puts in a lot of effort for little reward, but there are expectations, a hope, of “the big life altering find”. The refuse removers have a totally different dynamic. On the other side of the food consuming scale are the waiters. We wait that they materialise our gastronomic desires. But, I have listened to a student with a Masters in Political Science, a student with a LLB, a student with a BA Psychology Honours topped with a psychometric internship and the one thing they had in common was that they were waiters. Nothing came from their expected reward after their efforts. Reality have them chasing after tips from those who are splashing in their (this is a different “their” to the previous one) rewards.

I am hoping that the skills I found at the DCCAD during my stay as CCI and which others helped me to shape and polish, will deliver rewards in line to my expectations.***

Action

For dustbin raiders, refuse removers, and waiters it is about effort and reward, about expectation and the cold face of reality. I am no different. I am going out there in the hope of being a change agent, but change must start tonight and with myself. ****

Maybe that is where the big money is.

ELC 242: Investments & Dividends

Experience

It happened, my internship has run its course and so has the 2010 application period. I invested time and money into this self-development opportunity, and so did my family. At this moment the dividends are no more than paper promises, a potentiality with unclear meaning.

I invested energy in the stories of our students and in the stories of my colleagues by listening emphatically to them. They have also invested in my story. What, possibly can the dividends be? Investments in a career is not limited to university students and when I leave this safe space for practicing behind me, to pursue my own private practice, I shall do well to keep this in mind.*

Feelings

I am happy that it is over, because I need more freedom. I am sad that it is over, because it now only exists in the realm of memory. Memories always have an element of sadness for me. I am glad that I had the opportunity to invest in the stories of a great many others and I am certain that I shall soon reap the dividends. I boldly hope that those with whom I have exchanged stories will also receive their deserved dividends. **

Analysis

My decision to pursue the internship on offer was an intuitive weighing of my gut feel and not a calculated intellectual judgment. Therefore, I expect my dividends to be qualitative rather than quantitative.

The one most important thing that I have learnt from the internship experience is that we invest in each other's stories and our dividends are the connections we forge. This is the same for all of us. We can be students, counsellors or professors, but we can also be “bergies” and refuse removers, we invest similarly and our dividends are exactly the same within our realities.***

Action

All what is left to do is to thank those who actively helped me shape and polish my skills as career counsellor in emergence. I thank my external supervisor for settling as a permanent picture of professionalism in my mind. I thank my proximate internal supervisor for too many things to mention and my distant internal supervisors for their training-by-wire efforts and depth in feedback. I thank my peers of the past two years for their support, understanding and help. Many of them have since moved on, but still they shared in this creation. Last, but never the least, I thank my family. (My wife for her approval).****