

Student-Athlete Success Planning for Academics and Career Development:
Practice, Self-Awareness, and Processing

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Abstract

Being a college student in today's world is a demanding role to play. Student-athletes feel increased demand based on the on- and off-field expectations placed on them.

Because of the demands regarding grades, degree completion and sport performance on these students, there has been a call to support and improve the life skills of collegiate student-athletes (NCAA, 1995). This article looks at academic effectiveness and the career development of student-athletes during their collegiate sport experience.

Keywords: Student-athlete, academics, career development

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The National Collegiate Athletic Association (NCAA) continues to increase off-the-field expectations for collegiate student-athletes. The NCAA's (2007) most recent statement on academic reform sets out yearly percentage targets for student progress toward each college student-athlete's college degree. This is far more directive than merely requiring a minimum grade point average (GPA) for athletic participation. The percentage target means taking courses toward completion of a major limits the student-athlete's (or the coach's) earlier strategy of selecting courses for easy grades to keep the necessary GPA level for sport participation.

This continues the trend toward higher academic expectations, a more career relevant college experience, and penalizing athletic teams that have graduation rates below 50% as proposed by the Knight Commission (2001). In addition to the graduation rate, the Commission also suggested that athletic scholarships should be tied to specific athletes until the athlete or the athlete's entering class graduated. This second suggestion implies that, once offered to a specific student-athlete, a scholarship is not portable but committed until graduation. Both of these reports continue a call to support and improve the life skills of collegiate student-athletes (NCAA, 1995).

This article looks at academic effectiveness and the career development of student-athletes during their collegiate sport experience. The component on academic effectiveness will suggest learning and recall strategies that vary depending on the testing task of a student-athlete's specific coursework. Essentially, the strategies present an opportunity to practice for multiple-choice, essay, and problem solving exams. Student-

athletes are well aware of the importance of practice for improving and winning on the field or court. Practice also promotes improving and winning in the classroom as a critical component of many career options and eligibility for participation in collegiate athletics.

The component on career development will use an approach of tailoring increased self-awareness to the career planning process. Pinkney (1983) proposed the Myers-Briggs Type Indicator (MBTI), a personality assessment, as an approach to career planning for two reasons: it is nonjudgmental, dealing with personal preferences for interaction and life decisions, and it considers some issues that more traditional interest assessment does not address. Pinkney (1987) suggested that career titles as the focus of career development ignores important issues such as career settings, role relationships, and personal experiences. Student-athletes may well have unique views about all three issues based on their athletic background and extensive involvement with teams and competition. Both components will use Glass and Benshoff's (1999) PARS processing model to help student-athletes apply the academic enhancement techniques and self-information of the MBTI to their life skills related to career planning.

Focus of Processing

In addition to the three stages of reflecting, understanding, and applying, the process model includes three areas of focus for the processing (P of PARS) experience: activity, relationships, and self (ARS of PARS). In each of these focus areas, intentional questioning may be used to enhance discussion, while helping the individual learn more about him or her and how the experience can benefit him or her. Activity questions help individuals investigate specific situations that an experience included. For example, such

questions here might relate directly to the student-athlete taking the MBTI. The tutor or advisor might ask, “What was the most difficult part of completing this test?” This allows the student-athlete the freedom to discuss what he or she found to be the most difficult part of the experience. A student-athlete might reply, “Answering questions related to what I like and don’t like. I felt exposed while answering them, and I wasn’t sure I was doing it correctly,” which might imply the student-athlete had seldom before considered or given in-depth thought towards his or her likes and dislikes. It also could suggest a lack of confidence when taking inventories related to personal information. The tutor or advisor’s responsibility is to attend closely to the student-athlete’s responses and lead him or her through appropriate discussions that focus on areas of interest.

Relationship questions seek to help the student-athlete learn about ways they deal with others, whether it is with the counselor, family, or peers. Staying with the example of completing the MBTI, the counselor might ask, “What did your results suggest to you about working with others and how you prefer to do that, or difficulties you may have interacting with people?” It may be that issues of trusting others come up here or a theme of having little support to succeed in school but primarily to succeed in athletics becomes evident. It is important that the tutor or advisor not ignore the topics that arise here, but leads the student-athlete to investigate those issues further.

Questions about self are equally important for processing. These questions encourage individuals to think about their own role in the experience and how it may have affected them. An example of a self-oriented question could be, “What did you learn about yourself as you went through this process?”

The PARS model was created to be used as a guide to help counselors more effectively lead people to learn from experiences. The basic idea that experiences are more meaningful when formally processed in a systematic way would apply to student-athletes working with tutors and advisors to improve their academic performance and their future career planning. The model is summarized in Figure 1.

The Reflecting stage is the first to be explored in the model. The first component in this stage is Reflecting-Activity. This is a natural starting point for processing. While the model can be followed in order, asking questions from the first component and then moving to questions in the second component, it is important to remember that this is simply a model for the process, and that effective facilitators take their cues from their students and clients in relation to which questions are asked. For example, if the counselor begins processing by asking Reflecting-Activity questions, and the student-athlete begins to discuss questions typically asked in the Understanding-Relationships section, the tutor or advisor should follow the conversation. Therefore, if a student-athlete discusses a particular topic, it is probably important to the processing experience and may suggest the need to move the processing into a different stage-focus in the model.

Figure 1. The PARS Model

	Activity	Relationships	Self
Reflecting	Reflecting-Activity	Reflecting-Relationships	Reflecting-Self
Understanding	Understanding-Activity	Understanding-Relationships	Understanding-Self
Applying	Applying-Activity	Applying-Relationships	Applying-Self

Academic Effectiveness for Testing Tasks

Benjamin Bloom's (1968) original description of mastery learning proposed the consistent use of "formative testing" where an assessment is made of the student's readiness to be given an evaluative test by an instructor for a grade on necessary material. Basically, the student had a chance to see if more preparation (and where) was needed before performing for a grade. For the student-athlete, this can be presented as a form of practice that allows them to focus their studying where needed for a maximum grade on the instructor's test. "Formative" study techniques follow for different types of tests.

Multiple Choice Tests

Multiple choice items require the student-athlete to select a correct answer from four or five similar options. There is a four step process for maximizing results from studying for a multiple choice test. First, preparation is critical. Exposure to the test material must occur. The issue is how to preserve what is learned in the most productive way. A "formative" practice test would do this efficiently and simply. The student-athlete merely writes down a question from each page studied that he or she thinks might turn up on the instructor's test. As the material is covered over time rather than being "crammed" at the last minute, the questions provides a record of what the student-athlete felt was important.

This record becomes the second step is studying for a multiple choice test, the practice test that can be taken the day or night before the instructor's test. It provides an estimate not only of how well the preparation has been done, but where additional work may be needed. Fortunately, the student-athlete included a page number for each question. This allows him or her to either remember the answer to each question or to

know where to look it up if it is not recalled. This kind of practice test streamlines the final preparation for the instructor's test that will be graded. It also leads to the third part of studying for a multiple choice test, prediction.

Test wise students realize instructors have their own ideas of what is important in the material the students are covering. Predicting an instructor's test questions is part of building the practice test. An active part of successful test preparation is actively trying to predict what will be on the "real" test. Making prediction part of studying and lectures also supports better attention and better concentration while studying or taking lecture notes in class. This also helps the student-athlete be ready for the final part of studying for multiple choice tests, pinpointing.

The student-athlete is encouraged to take his or her practice test, notes, handouts, and textbook to the instructor's in-class test. Immediately after, he or she can go through these materials and put asterisks wherever an instructor's test item is found. There are two primary reasons for pinpointing items immediately after a multiple choice test. First, it provides a guide for selecting future questions for future practice tests. Second, at the end of the semester or quarter it provides a streamlined review process in preparing for the final exam. Students who used this process report that it allowed them to take two final exams on the same day and do well at both!

Essay Tests

The essay test presents the student-athlete with some difficult challenges: in your own words, prove you are familiar with the covered material, you understand it, and you can apply the material correctly when questioned about it. The testing task for essay items is to answer the above challenges by creating a written statement in your own

words. The grade for an item is improved by having a grammatically correct statement (with accurate spelling) that is responsive to the instructor's question, is well organized, and shows a grasp of the material being covered by the test.

Pauk (1984) noted that there are over 30 "key" words in essay items, and each of these key words suggests how the instructor is visualizing the written statement or answer to his or her question. For example, the key word "list" should immediately cue the student-athlete to first put down numbers so their recall answer matches the instructor's ideal format for the student-athlete's response. The key term "compare and contrast" indicates that first similarities should be put into the answer and then the differences. In any case, a minimum of two sentences are expected. How is the student-athlete best equipped to deal with essay items?

Pinkney (1996) advocated an approach to preparing for essay tests that used a tape recorder for taking notes versus the traditional paper-and-pencil notes typically made by students as they read material for an essay test. While tape recorded notes were suggested for students who were inclined to learn best by audio delivery, it seems this style of note making has an appealing aspect for the student-athlete. Essentially, it gives the student-athlete a chance to practice for the essay test task—in your own words meet the challenges of the essay item format. What the student-athlete would do is to read the material, but stop after important information and record a summary of it. Again, a page number would be included as part of the recorded note ("Page 140, the causes of the American Revolution are..."). The student-athlete could easily include motivational and coaching comments as part of the recorded notes. For example, "This will be on the test,

so reread the night before and think about how the American and French revolutions differed.”

The practice aspect of tape recorded studying might be enhanced by encouraging student-athletes to use key terms as part of their note making. “List the causes..., define the..., compare and contrast...” could easily be incorporated into the recording process and encourage the student-athlete to imagine how the information would be presented for key terms the instructor uses. It might also strengthen the practice nature of taped notes to clearly explain what an essay item is asking of the student-athlete and what the challenges are for making a good and responsive answer.

Problem Solving Tests

Problem solving tests are utilized in courses concerning abstract problems such as chemistry or calculus presents some special demands on the student-athlete. Ducey (2006) reviewed learning difficulties and created a taxonomy of what causes such difficulties. Several of those causes seem especially relevant for student-athletes: study skills, specific prior knowledge, and intrinsic motivation may all be affected by the student-athlete’s unique situation. Specific prior knowledge may be missing or historical enough that is hard to recall. Problem solving courses and tests tend to be perceived by many students as harder than most courses and it is thought to be more difficult to get good grades in such courses. For the student-athlete needing a minimum grade point average to maintain athletic participation, such courses likely appear as a poor choice for the time needed to get an acceptable grade. If review and recovery of necessary prior knowledge has to be done first, the decision could well be to invest study time and effort in courses that are perceived to be better choices.

Study Skills for Student-Athletes

Study skills for abstract problem solving may be absent or rusty from disuse if a pattern of avoidance of such courses has occurred. Part of the reluctance to taking this kind of course may be a negative history of unproductive studying and a sense that such material is too complicated for the student-athlete to master. An issue is the nature of the teaching approach to abstract problem solving. In class the student-athlete may have a sense of understanding as the instructor solves problems on the blackboard. Later, trying to do homework problems, the solution may not come even as large blocks of time are invested. The lack of rewards in the form of solutions by successful problem solving may be frustrating and discouraging to the point of dropping the course.

Intrinsic motivation for the student-athlete often revolves around playing time and being eligible for athletic participation. Practice, weight training, game days that last all day or weekend, and other aspects of being a collegiate student-athlete restrict the time available for the rest of a busy college life style. Learning abstract material may appear to take more time and effort than the student-athlete is willing to commit. Studying to do well on abstract problem tests requires some adjustments for the student-athlete.

There is one way to know the instructor's test on abstract problems will be taken successfully and that is being successful at completing the homework problems. Time spent in studying and class is not adequate to ensure success on tests of abstract problems. The best way to be prepared for testing on abstract problems is practice and completion of homework problems requiring knowledge and thinking skills leading to solutions of abstract problems and understanding that process of solutions.

Kozoil's (1989) discussion of the "cognitive Doppler" applies directly to practicing for abstract problem tests. His cognitive Doppler is analogous to the familiar Doppler effect of an approaching train: the closer it gets the louder it gets until it passes. Then it sounds quieter and quieter until it fades away. He felt that abstract problem solving experiences the same effect. In the class room the instructor's blackboard solution makes sense because the instructor verbally explains the abstract reasoning behind the solution. Unfortunately for most students, the only thing in their notes when they get home to do the assigned homework is the concrete solutions from the blackboard. The abstract reasoning that explained how the solution works was verbal and quickly faded as time passed. By the time the student-athlete sits down to do homework, all that is left is the blackboard solution without any clarifying explanation of the abstract reasoning needed to do the solution process.

No matter how long attempts are made to do homework problems, it is not productive studying or practice for the instructor's test if solutions do not result from the student-athlete's time and effort. A real problem for doing abstract problem homework is timing. Student-athletes and students in general often assume the best time to do homework for abstract courses is in the evening or on a weekend when a large block of time can be directed to the task. Unfortunately, this usually means no knowledgeable source of help or coaching is available. Since the instructor's verbal explanation of the solution process is lost, frustration and disinterest can quickly set in. What was understood in the classroom becomes undoable in the evening as the cognitive Doppler does its "fade" in the time since class. There are two strategies for studying abstract

problem solving material and doing better on the instructor's tests: timing and note taking.

Abstract homework can most productively be done during the instructor's office hours when he or she is available for questions. Being able to quickly clarify the needed solution steps with the instructor as soon as help is needed is efficient and enables the solution process to do the homework problems. If the student-athlete's other commitments prevent this, the alternative is to identify when and where tutors are available. Many hard science and math departments sponsor labs specific to their abstract material and staff them with graduate students or upper classmen whose purpose is to assist in reconstructing the solution process. The issue is twofold in successful studying for abstract material: do homework as soon as possible after class, and do it when an instructor, tutor, or coach is available to help with understanding the reasoning process need to solve the homework problems.

The note taking process for most students, including student-athletes, is fairly predictable. Given some indication that information is important, it goes in the student's notes. In an abstract problem course this usually means what is on the blackboard, on an overhead, on a power point slide, or anything that can quickly be copied by the student. This note taking strategy works in many lectures, but has a critical flaw for an abstract problem solving lecture—the concrete solution from the blackboard is saved but all of the supporting abstract reasoning and explanation is lost. The instructor's verbal discussion of the solution process is left to the cognitive Doppler and quickly begins fading as the student's day moves on. By the time the student-athlete is ready to do homework problems, he or she is left with solutions that are no longer understood.

A more productive style of note taking should focus on the instructor's verbal explanation of how and why the solution is derived. A graphic way to encourage this change in focus is to divide the note paper in two by drawing a vertical line down the middle. One side is used for the explanation and the other side for the actual solution on the blackboard. If getting both the solution and the explanation is too much for the student-athlete, he or she would most profitably take notes on the verbal explanation as it is given by the instructor. Students can work with partners or in teams to make sure all the materials are reviewed including verbal explanation and reasoning leading to the solution.

Studying techniques that allow practicing for tests certainly have an intuitive appeal for student-athletes in the sense that it imitates their behaviors in athletic performance. Just as student-athletes enjoy obvious improvement from physical repetition and mental rehearsal as forms of practice, the idea that studying can be practice for classroom tests needs to be explored and processed. In and of itself, this gain from study techniques is probably satisfying to the student-athlete. It may take a bit more processing from a tutor, advisor, or support staff to help the student-athlete make long term connections to career planning. Some sample questions that might be used in processing with a student-athlete who has made changes in his or her study techniques to practice for tests are given in Appendix A. The questions follow the PARS model and may be altered to fit various experiences, tests, or activities that need processing.

Career Planning for Student-Athletes with the Myers-Briggs Type Indicator

Academic success is increasingly an expectation of student-athletes and is an important part of their collegiate experience. This is important, but so too is the broader

picture of the student-athlete's imminent completion of college and formal athletic competition. Good grades and graduation with a major are critical steps in preparing for life after college, career entry, and the end of athletic participation for most student-athletes, other than as a recreational pursuit. Student-athletes likely have some unique career planning issues that traditional career counseling and interest assessment would not address or resolve.

Years of focus on improving athletic skills, being guided by coaches and teammates, developing physically, competing, and engaging in very public performances may well have led many student-athletes to delay or ignore other considerations about their futures. Even as the experience of being a competitive student-athlete has developed strengths and skills, that experience can carry a cost for other aspects of the student-athlete's development. Planning may be limited to the athletic arena and improving in that arena to the exclusion of other areas of development. Career planning may be colored by the hope of becoming a professional athlete able to continue athletic participation at "the next level." The time and energy committed to athletic participation, practice, competition, and being a member of a team can leave little interest or enthusiasm for thinking about life after the student-athlete's sports eligibility has expired. The title oriented nature of career assessment ignores these issues since such assessment focuses on what the student-athlete has in common with people already working in a variety of careers.

Many student-athletes would likely benefit from a more personalized approach to career planning than traditional interest assessment. This seems especially true if their long term and highly focused attention has been committed to their athletic participation.

A career planning approach that considers the student-athlete as a person and avoids focusing on career titles was suggested by Pinkney (1983). He suggested the Myers-Briggs Type Indicator (MBTI) as an alternative to more traditional interest assessment had several advantages, especially with students wanting an immediate answer in the form of a career track. Another kind of student who might benefit from a self-awareness focus before looking at specific career title are students just beginning to think of career planning as something necessary for the near future. Student-athletes who fit either of these student types would likely benefit from self-awareness focus that looks at career issues beyond the scope of traditional interest assessment. For example, having enjoyed the collegiate experience of athletics may have the student-athlete wanting a career that supports future involvement with athletics in some capacity. The actual career title may be less important to the student-athlete than the setting in which a position in the career track takes place.

The Myers-Briggs Type Indicator

The MBTI is an assessment of personal preferences for interacting with the world and the many tasks of living. As such, it changes the focus of the career exploration process from career titles to better understanding the student-athlete. Self-awareness and who the student-athlete is become information to be processed by the counselor, tutor, or advisor as a starting point for looking at future career possibilities.

The MBTI is based on Jung's type theory about the human personality and how people develop preferences for interacting with the world and the many life decisions that we all make. The MBTI generates preference scores on four dimensions that describe sixteen different personality types. The first dimension concerns a person's focus of

interest and orientation to the world, extroverted (E) toward the outside and other people versus introverted (I) with a focus on an inner world of self and ideas where private time is important. A second dimension concerns the process of gathering information of value for decision making. Information can either be gathered by sensing (S, getting facts and data that can be verified) or intuitively (N) where guesses and possibilities are used to deal with the future. The third dimension concerns how decisions are made and the process of decision making varies along a dimension from thinking (T) in analytic, logical ways that make decisions with little personal investment to allowing decisions to be based on feelings (F) with high personal involvement that can make decision making a painful and difficult part of life. Finally, one's style of dealing with the world forms a dimension that goes from judging (J) where structure, closure, and preparedness are valued as a life style to perceiving (P) where spontaneity, awareness, and an open mindedness form a casual life style.

Each MBTI type is comprised of the four letters that the MBTI indicates are the personal preferences on the four dimensions. The MBTI is nonjudgmental since the preferences have no value labels, just different implications for how the person completing the inventory goes about interacting with life and other people. The preferences are not exclusive, since types can use non preferred styles when those seem more appropriate and productive or needed. Each type has strengths and potential issues for the student-athlete taking the MBTI. These strengths and issues form the content of the career planning process and consider career decisions that meet the student-athlete's needs as he or she begins to focus on a career other than that of student-athlete. Whoever is working with the student-athlete (advisor, counselor, support staff) provides the

processing needed to relate the MBTI information to career thinking and decision making. The PARS model seems appropriate with its reflecting, understanding, and applying stages. An organized approach to the necessary processing would help the student-athlete get maximum gains in self-awareness from the MBTI type information. What might be a method to accomplish this process and help the student-athlete translate that information into career planning?

An example of a career planning worksheet that summarizes the strengths, issues, and decisions facing two of the potential sixteen types is included in Appendix B. The worksheets were developed from Keirsey and Bates' (1978) narrative descriptions of each of the sixteen types. Their easily understandable introduction to type and temperament also proposed the MBTI had utility as a career planning resource. The process of using the MBTI with student-athletes is organized around the appropriate career planning worksheet for the student-athlete's MBTI type. Each worksheet is organized into four parts: what the letters of the student-athlete's type stand for, strengths and assets of the type, potential problems or issues for the type, and career planning issues that need to be considered by the student-athlete. For example, the ISTP (introverted, sensing, thinking, and perceptive) type's assets include learning best by action and experience and being self-motivated. Two potential issues for this type are appearing distant to others and being uncomfortable without physical activity.

The career planning issues on the worksheets are settings versus titles, role relationships, predictability versus flexibility, and personal history with organizational life. For example, a student-athlete's experience with role relationships in his or hers athletic arena is usually very structured around teammates, coaches, and support staff. In

the rest of his or her collegiate experience the student-athlete has more of a chance to enter roles by choice and leave when desired. Career choice and career entry will have implications for what roles will be expected of the student-athlete. Knowing what roles the student-athlete enjoys and values is an important piece of career planning with implications for job satisfaction.

A Process for Using the MBTI in Career Planning

The student-athlete's type is determined from the profile and the appropriate career planning worksheet is found (Appendix B) by the tutor, advisor, or counselor working with the student-athlete. The nature of the scores is discussed before any interpretation, and both the nature of a preference score and the strength of a preference score are important. The scores are nonjudgmental and not exclusive. It is important that the student-athlete understand that there are no "good" or "bad" preferences, just that a preference has implication for how a person interacts with the world and others in that world.

Using preferred ways of doing life tasks is usually more comfortable for a person, but does not mean that things cannot be done in other ways when necessary. Examples from athletics abound, such as the quiet, introverted teammate who, as a senior, is asked to assume a leadership role and becomes more vocal and animated on the field or court. A spontaneous, undisciplined gambler of a player matures and becomes more team oriented when benched. Student-athletes can see in their own life space that preferences do not mean change cannot happen. The strength of a preference on the MBTI is indicated on the profile by distance from the midpoint of its dimension.

Generally speaking, a stronger preference suggests it is more difficult for the person to use the non-preferred style. Intuitive types can work with factual sensing kinds of information, but probably dislike doing so and avoid such information unless necessary. A preference for basing decisions on feelings can be set aside when faced with the need for an immediate decision even if it is painful. Those dimensions with a score near the midpoint are usually viewed as suggesting an easy ability or knack for using either preference depending on need. The preference most suited to the need is the one that serves at the moment.

Once the nature of the MBTI scores have been clarified for the student-athlete, the process moves to establish the degree of accuracy of the suggested type of personality the MBTI assessment provides. The suggested strengths and assets for the student-athlete's type are taken from the worksheet and discussed with him or her. These are taken from the appropriate career planning worksheet for that MBTI type of person. The student-athlete is asked to verify such qualities from personal examples in his or her recent experiences. Both athletic participation and college life in general can provide instances and behavior that support or question the qualities suggest by the worksheet. Generally speaking, the MBTI results are seen as accurate and useful. Once the degree of relevance to the student-athlete is established, the process moves on to the potential issues for that type of personality.

Again, these are taken from the worksheet and the student-athlete is asked to consider experiences and behavior that support or challenge these potential issues. Problems the student-athlete has experienced can be an informative way to consider this area. Questions about trouble with coaches, kinds of instructors the student-athlete

avoids, uncomfortable experiences, and issues with teammates may all suggest times when the student-athlete is placed in situations where these potential issues surface by being moved away from the student-athlete's preferences. Part of this exploration is the continued discussion that preferences are not good or bad, but a matter of comfort. The farther a person is from his or her preferences, the less comfortable he or she is likely to be. After discussing and exploring the potential issues, the process moves to the career issues on the MBTI worksheet.

These issues are part of almost any career and entry into that career, but are unlikely to be brought out as part of the usual career planning of student-athletes. For example, settings and titles are very different considerations. A career title is a label about what is done at work. While a title has implication for what is actually done on a daily basis, most of a worker's perceived career satisfaction is determined by the setting in which the career is performed. Co-workers, the boss or supervisor, benefits, compensation, opportunities for training, promotion, and many other aspects of working are determined by the setting, not the title. The student-athlete can verify this by contrasting a home game with an away game. It is the same sport, but there can be a large gap in the atmosphere and enjoyment experienced by the student-athlete.

College majors vary widely on an important dimension that student-athletes need to be aware of. The term "career wedge" refers to how many different careers can be entered with a major. Accounting has a very narrow wedge in that the coursework is very much what accountants do in their careers. Accounting majors become certified public accountants (CPA). The major is narrowly focused on what skills are needed by people who do the work of keeping track of money. Other than that, accountants handle

tax filing, annual reports, and those tasks that keep a business aware of its financial status. English has a very broad wedge in that the coursework involves skill and range in accurate communications. Most careers will value people who are effective communicators and good at writing clearly. Some student-athletes might consider flexibility more important than being able to predict their career future.

Role relationships are an integral part of working and every career will have different role perception of the person doing the career. Co-workers, managers, customers, and many others not only have role perceptions, but those perceptions change depending on the observer's relationship to the worker. Student-athletes can quickly agree that their roles differ from how other players see them to how the coaches look at them. Role relationships are constantly changing and the student-athlete need to think about how he or she will handle differing roles and the expectations that go with them.

Finally, the worksheet raises the concept of organizational life. Careers do not happen in isolation but in the context of an organization's purpose, size, social climate, history, and many other aspects of a group of people with commonalities that both bind workers into a unit. The organization of an athletic department is an example of the diversity of roles played in a large organization but with a common purpose for those who are part of the organization.

Career planning with the MBTI reaches a point where the final step is having the student-athlete identify career of interest that need to be explored and considered in light of the MBTI's effect on self-awareness, the career issues that are part of any career, and what the time line is. At this point interest assessment at a career services office or counseling center may be needed. Accessing a computer program designed for career

exploration such as Choices, SIGI+, or Discover might be appropriate, or one of the many web sites offering assessment is option that may well appeal to many student-athletes as something they can do in their rooms or at a computer lab. The self-awareness promoted by the MBTI should help make this final step a logical and necessary part of the career planning process.

Conclusion

Student-athletes may consider career planning as something that can wait until their playing days are over. Growing expectations about the academic and life skills Knight Commission (2001) produce some immediate pressure to make life skills and academic performance a larger part of the student-athlete's collegiate experience. In support of this, two resources have been suggested: offering different study techniques that allow student-athletes to practice for their academic tests, and using a personality assessment, the MBTI, to increase self-awareness related to career planning.

In their busy, time stressed lives, student-athletes need study skills that are effective and efficient. Structuring study techniques to practice for various kinds of tests supports the need to attain grades that maintain eligibility while progressing toward timely graduation with a major.

The MBTI presents information about the student-athlete in term of strengths and assets while also suggesting potential issues for careers being considered. Better self-awareness seems like an appropriate starting point for the student-athlete's career planning. Effective study techniques and improved self-awareness both promote the development of life skills as part of the student-athlete's collegiate experience.

Implications for Counseling

Counselors working with student-athletes have unique challenges that must be addressed in order to be successful. There is an expectation that student-athletes will succeed academically, and an emphasis on viewing good grades and graduation as critical steps needed to adequately prepare these individuals for life after college. In order to be effective working with this population, it is important for counselors to recognize the unique career planning issues faced by student-athletes that typical career counseling and interest assessments might not address. Counselors should help student-athletes recognize that effective planning includes areas of development outside of their chosen sport. It is likely that student-athletes would benefit from a career planning approach that is more personalized and understanding of the unique challenges they experience as both students and athletes.

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Appendix A

PARS Processing Questions**Reflecting-Activity**

1. What occurred during this activity?
2. What was the hardest part of this experience?
3. What was the most enjoyable part of this experience?

Reflecting-Relationships

1. What did the activity suggest to you about how you relate to others?
2. How important do you believe your relationships are to you?
3. Which relationships appear most important to you at this stage of your life?

Reflecting-Self

1. What did you learn about yourself as a result of completing this activity?
2. How did you react or what did you feel or think during the process of completing the activity?

Understanding-Activity

1. What did you learn about yourself as a result of completing this activity that you were previously unaware of?
2. What do you believe is the purpose of you completing this activity?
3. How will doing this activity benefit you?

Understanding-Relationships

1. What effect do the relationships in your life have on you at this stage of your life?
2. Which relationships affect you the most at this point?
3. How do your relationships with others affect the decisions you make at this point in your life?

Understanding-Self

1. What have you learned about yourself that perhaps you did not know before?
2. How does participation in this experience benefit you as an individual?
3. How accurate do you believe the results were in identifying your personality traits?

Applying-Activity

1. What have you learned from this activity that may benefit you in your daily life?
2. What skills did you use during this experience that you may use back in the “real world?”

Applying-Relationships

1. What did you learn about yourself and your relationship with others that could help you outside of this learning setting?

2. What have you learned about your needs and your relationships with others that will help you in other situations?

Applying-Self

1. What have you learned about yourself that may affect how you handle other situations in the future?
2. What will you do differently back in your daily routine that will be a result of what you learned here?

Appendix B

Career Planning Work Sheet for the MPTI Types

MBTI Work Sheet: ISTJ Type

Name _____

Your type is I S T J: I = Introverted
S = Sensing
T = Thinking
J = Judging

Strengths: Decisive
Detail oriented
Perseveres on tasks
Supervisory potential
Patient with work procedures
Conservative with resources and thinking

Potential Issues:

Concerned with fairness
Dislike fickle or selfish people
Uneasy with uncertainty
Self-sacrificing
Ignore non-data kinds of information

Career Issues to Talk About:

Settings vs. titles
Role relationships
Predictability vs. flexibility
Organizational life and personal history

MBTI Work Sheet: ISTP Type

Name _____

Your type is I S T P: I = Introverted
S = Sensing
T = Thinking
P = Perceptive

Strengths: High energy when involved
Crafts, artisan orientation
Using knowledge personally important
Learn best by action and experience
Self-motivated

Potential Issues:

Others may see as distant
Formal education often tiresome
Uncomfortable without physical activity
Need excitement not involving others

Issues to Talk About:

Settings vs. titles
Role relationships
Predictability vs. flexibility
Organizational life and personal history