Exploring the boundary between narrative research and narrative intervention: Implications of participating in narrative inquiry for young people with refugee backgrounds

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Researchers need to be cautious and reflective about the boundaries between narrative research and narrative intervention. Pursuing the ethics of care and the responsive and responsible practice of narrative inquiry obliges qualitative researchers to remain sensitive about the implications of engaging participants in narrative inquiry. This is accentuated with narrative inquiry into the life experiences of marginalised or disempowered populations. This study explored the implications of engaging recently resettled young African participants in narrative inquiry interviews. Thematic analysis uncovered four themes and 11 subthemes from the interviews. The Future Career Autobiography (FCA; Rehfuss, 2009, 2015) was used to understand these participants' narrative themes and explore the possibility of narrative change as a result of participating in narrative inquiry interviews. The findings illustrate the transformative function of narrative inquiry as uncovered by the FCA, and how narrative inquiry could potentially cross a boundary with narrative interventions such as narrative career counselling.

Introduction

Qualitative research enquires into participants' lived experiences and narratives. Many forms of qualitative research (e.g., narrative, ethnographic, phenomenological) encourage researchers to be curious about the implications of qualitative research for participants; such curiosity is considered a natural response of the inquirer who seeks to maintain an ethical stance towards participants who share aspects of their lived experience with a stranger (Ellis & Bochner, 2000). The "ethics of care" (Clandinin, 2007, p. 30; Noddings, 1984) in narrative inquiry research involves being attuned to "affective responsiveness, sympathetic understandings and empathetic awareness" (Hewitt, 2007, p. 1154) of participants. It implies that the narrative researcher is engaged in an ethical project in which separation of an act of caring from inquiry is neither possible nor aligned with the collaborative nature of narrative inquiry. "Thinking in responsive and responsible ways" (Clandinin, 2006, p. 53) about the implications of qualitative narrative research on the lives of participants obliges researchers to reflect and examine the boundaries between research and intervention in their work with participants, particularly with those who have been marginalised or disadvantaged (Huber & Clandinin, 2002).

Narrative research procedures may have a potential to cross a boundary with narrative interventions when researching disadvantaged populations (Dickson-Swift, James, Kippen, & Liamputtong, 2006; Richardson, 2005; Warr, 2004) who may have had fewer opportunities to voice their experiences and feel heard and validated. Narrative researchers are cautioned about their work with disadvantaged populations (Kearns, 2014) as participants' unfamiliarity with research procedures might have unexpected implications for them. Exploring the boundary between narrative research and narrative interventions, such as narrative career

counselling, may help narrative researchers to consider the implications of their research for participants in more informed ways. Clients involved in narrative intervention (e.g., narrative career counselling) have voluntarily decided to participate in a process that invites change into their lives (for examples of research on narrative career counselling see: Maree, 2016a, 2016b; McMahon, Watson, Chetty, & Hoelson, 2012). This is not the case with narrative research participants for whom change may be unanticipated. This uninvited change is often overlooked in narrative research and might not be what the research participants initially agreed to within consent forms.

This research was part of a project that primarily explored through narrative inquiry interviews the career development and life-career stories of young people with refugee backgrounds who had been through a protracted migration journey before resettling in Australia (Abkhezr, 2018). This article focuses on a secondary aim of the project that was to explore the implications of participating in narrative inquiry interviews for young people with refugee backgrounds. Before exploring the potential of narrative inquiry to cross boundaries with narrative interventions, the areas of qualitative research using narrative inquiry and narrative interventions in career development (e.g., narrative career counselling) will be overviewed.

Qualitative research

Qualitative research and inquiry informed by constructivist and social constructionist worldviews contemplate the construction of reality and constitution of self as an agent based on social processes, relationships and the discursive contexts in which people interact with each other (Denicolo, Long, & Bradley-Cole, 2016; Richardson, 2005; Young & Valach, 2004). In many forms of qualitative research informed by these worldviews, researchers

interact with participants to access their subjectivities for the purpose of inquiry. Through these interactions, participants are engaged in conversations that operationalise reflection, meaning making, connectedness, and agency, which are central to constructivist and social constructionist philosophies (Burr, 2015; Gergen, 2001). In particular, social constructionist epistemological conceptualisations of reality consider face-to-face interactions and conversations as human beings' primary reality construction tool (Richardson, 2005; Shotter, 1993). Interviews, as an exemplar of these face-to-face interactions and conversations, are one of the most widely used tools in qualitative research for exploration of participants' lived experience, life stories and perspectives (Gubrium & Holstein, 2012; Hewitt, 2007). Therefore, participation in the social, relational, and the discursive context of research interviews has the potential to become reality and self-constructing (Kim, 2014; Richardson, 2005; Young & Valach, 2004). Therefore, researchers need to consider the potential implications for participants of qualitative research interviews.

More recent reconceptualizations of knowledge production within the discursive context of research interviews (Chase, 2011) have urged a reconsideration of interviews that were once considered only as a "unilaterally guided means of excavating information" (Gubrium & Holstein, 2012, p. 27) from participants. The recent narrative turn in qualitative research (Gubrium & Holstein, 2009; Hyvärinen, 2008; Pinnegar & Daynes, 2007) assumes a more active role for interview participants in which their "active narrativity" (Gubrium & Holstein, 2012, p. 28) is highlighted. Beyond simple redescription, participants' narrative productions through qualitative research are considered as an active practice of knowledge production (Chase, 2011; Kreiswirth, 2000). Therefore, within interviews that inquire into narratives of participants' lived experiences, participants are seen as engaged in the act of producing "subjects, texts, knowledge, and authority" (Briggs, 2007, p. 552).

As a result of the questions and answers of "a non-hierarchical" (De Haene, 2010, p. 6) and "egalitarian" (Kvale, 2006, p. 481) research interview, and the trusting, caring, and collaborative researcher-researched relationship that all align with an "ethics of care" (Clandinin, 2007), a reflexive space emerges within which narratives formulate, reshape, and restructure (Gubrium & Holstein, 2012). Engaging in such active productions during research interviews activates an agentic role for participants in relation to their narrative reproductions that could potentially enhance their sense of "narrative agency" (Gubrium & Holstein, 2012, p. 33). The privileging of participants' narrative agency during interviews (Borer & Fontana, 2012) increases the potential for crossing the boundary between research interviews and narrative intervention (De Haene, 2010; Dickson-Swift et al., 2006; Gubrium & Holstein, 2009, 2012; Richardson, 2005).

Narrative Inquiry

Narrative inquiry (Clandinin, 2006) is a form of qualitative research that prioritises the exploration of "lived experience as a source of important knowledge and understanding" (Clandinin, 2013, p. 17). For its exploratory purposes, narrative inquiry demands the inquirer to get as close as possible to the subjectivities of participants' lived experiences and stay "attentive to the intersubjective, relational, embedded spaces" (Clandinin, 2013, p. 24) in which life stories are lived and constructed. To access and understand participants' different social constructions of reality and the contexts and cultures in which their life stories have been constructed, narrative inquirers use their questions in a form of collaborative co-construction with participants (Trahar, 2008, 2013). This form of questioning is a collaborative research relationship based on rapport and trust.

The narrative inquirer's "capacity to be empathic, nonjudgmental, concerned, tolerant, and emotionally responsive" (Josselson, 2007, p. 539) is prioritised. Therefore, narrative

inquirers are required to develop and maintain rapport with each participant. Josselson (2007, p. 539) concluded that, in the context of narrative inquiry, improving the degree of rapport and trust in the researcher-researched relationship increases participants' degree of "self-revealing" that in turn enhances the trustworthiness of the findings. To connect with participants' stories, an openness to the "multiple voices" (Clandinin, 2007, p. 428) of participants within the research process has been emphasised. Voice, as a polyphonic way of expression, relates to the many different possibilities through which individuals tell their stories. The polyphonic nature of people's voices reflects the multiplicity of their narratives and the many ways through which they could author and re-author their self in different contexts and relationships.

Privileging participants' narrative agency during narrative inquiry (Borer & Fontana, 2012) facilitates "a voice giving process" (Abkhezr, McMahon, Glasheen, & Campbell, 2018, p. 35), particularly for participants who might have been disadvantaged, marginalised, and/or disempowered such as young people with refugee backgrounds (Abkhezr et al., 2018) for whom finding voice is a crucial challenge. Considering that researchers are repeatedly cautioned about remaining within the boundaries of a "professional researcher" (Dickson-Swift et al., 2006, p. 855), the enhancement of participants' narrative agency due to the social, relational, and contextual aspects of narrative inquiry, could challenge the "traditional notions of boundaries" (Richardson, 2005, p. 3) between research and intervention.

Narrative career counselling as a form of narrative intervention
Narrative career counselling in the context of this research, emphasises reflection and revision of life experiences and stories (Savickas, Nota, Rossier, Dauwalder, Duarte, Guichard, Soresi, Van Esbroeck, & van Vianen, 2009). Using relational qualities such as empathy, flexibility, and mattering (Jung, 2015; Schlossberg, 1989; Schlossberg, Lynch, &

Chickering, 1989), narrative counsellors aim to establish an egalitarian and collaborative

relationship with their clients (Abkhezr & McMahon, 2017; McMahon & Patton, 2002;

McMahon et al., 2012; McLeod, 1996; Spangar, 2017). This egalitarian counselling

relationship is about being a more human and genuine counsellor with clients rather than an

authority figure who is distant and mechanical (Anderson & Gehart, 2007). Unlike research

participants in narrative inquiry who are approached by researchers, people approach

counsellors to seek support for dealing with various complications in their life. Counsellors

facilitate change in people's lives. Therefore, "change" becomes a central and mutually

agreed aspect of the counselling process. People are invited to tell their life-career stories and

career counsellors work with them collaboratively to co-construct, de-construct, and re-

construct these stories (Abkhezr & McMahon, 2017). As a result, in narrative career

counselling a re-authoring of life-career stories occurs that aims to enhance agency, and

prepare people to "keep on keeping on" (Reid & West, 2016, p. 4) in disorienting situations.

The relational aspects and aim of narrative career counselling to enhance client's agency

resembles the researcher-researched relationship of rapport and trust in order to connect with

the participants' polyphonic expressions. This resemblance calls for an exploration of the

boundaries between narrative inquiry and narrative career counselling.

Narrative inquiry with young people with refugee backgrounds

The participants of this research were young people with refugee backgrounds who were

approached by the researcher to engage in narrative inquiry with the aim of exploring their

career development and the potential impact of participating in narrative inquiry. Most young

people with refugee backgrounds who resettle in Australia have been through an often

protracted migration journey (Abkhezr & McMahon, 2017; Brun, 2015). During this

migration journey, some sense of active waiting is present through which the young person

repeatedly monitors the likelihood of the occurrence of desired future events (Brun, 2015; Marcel, 1967). However, the nature of this journey and spending long times in transitory contexts also overshadows their sense of agency with uncertainty (Abkhezr, McMahon, & Rossouw, 2015; Abkhezr et al., 2018; Beadle, 2014; Brun, 2015). These young peoples' experiences of trauma and torture may have self-silencing and loss of voice implications for them (Gilligan, Spencer, Weinberg, & Bertsch, 2003; Wessells, 2004).

In order to ascertain their refugee status for being granted resettlement in other countries such as Australia, people with refugee backgrounds usually undergo a series of interviews with various professionals such as the employees of international humanitarian organisations, immigration officers, physicians and psychologists. In such interview experiences, young people with refugee backgrounds are mostly passive respondents to authority figures (Schock, Rosner, & Knaevelsrud, 2015). They have faced interviewers who position themselves only as experts and consider interviewees only as those who provide answers in the form of information (Gubrium & Holstein, 2012). Building rapport and relationships are neither intended nor prioritised. To be granted resettlement, there is also an expectation of recounting the traumatic and negative aspects of their stories.

By contrast, narrative inquiry interviews might be surprising for these young people as research interviewers: 1) aim to establish an egalitarian relationship in which collaborative partnership is promoted and 2) are also interested and curious about their previous positive experiences and stories of skills and strength. Anticipating the surprising context of narrative inquiry interviews for young people with refugee backgrounds, demands the ethical narrative inquirer to remain sensitive and curious about the implications of engaging them in such reflective procedures (Josselson, 2007). Researchers' sensitivity and curiousness are important aspects of conducting narrative inquiry interviews with young people who have refugee backgrounds. Such curiosities informed the aim of this research that was to explore

the implications of participating in narrative inquiry interviews for young people with refugee backgrounds.

Method

Participants

Once approval to conduct the research from the university ethics committee was obtained, five young African participants with refugee backgrounds volunteered to participate and were recruited (see Table 1). The participants included four females and one male, aged between 20 and 28 who had resettled in Australia within one year prior to the research. Recruitment was through purposive and snowball sampling through community organisations. Purposive sampling was initially chosen as a non-probability sampling method due to the nature of this research and particular characteristics of participants (e.g., refugee and resettlement experience, age, English language skills) (Merriam & Tisdell, 2016). Three of the participants were recruited through purposive sampling and two were recruited through snowball sampling. Each participant was given a participant information sheet and an informed consent form, which they completed prior to participation in the interviews. Upon completion, each participant was given a $AUD100 gift card as a token of appreciation for participation in the research.

Table 1

Participants' demographics

Pseudonyms[1]	Time in Australia	Continent of origin	Gender	Religion	Age

[1] These pseudonyms were chosen with each participant's approval.

Maysa	6 months	Africa	Female	Muslim	28
Zafeera	6 months	Africa	Female	Muslim	23
Asima	6 months	Africa	Female	Muslim	22
Kali	1 year	Africa	Female	Christian	20
Amir	6 months	Africa	Male	Christian	21

Measures

The measures used in this research were semi-structured narrative inquiry interviews and the Future Career Autobiography (FCA; Rehfuss, 2009, 2015).

Semi-structured narrative inquiry interviews

Participants completed two semi-structured narrative inquiry interviews that explored their life-career stories and future career plans (see Abkhezr et al., 2018). Although this current article solely focuses on the participants' future career plans, it also considers their experiences of the narrative inquiry interviews and their active participation in narrating life-career stories throughout the interviews that might all contribute to potential narrative changes, as reflected in their FCA.

Future Career Autobiography

To explore the boundary between narrative inquiry and narrative intervention, potential changes that might have occurred to the narratives of participants about their future career plans as a result of participating in the semi-structured narrative inquiry interviews were examined. To measure "narrative change" it is important to use "qualitative narrative tools" (Rehfuss, 2009, p. 82). Because the FCA is a qualitative strategy to engage participants in written forms of storytelling about their future, it was relevant in this research as a means

towards further narrative inquiry. FCA facilitates expressions of current and future career aspirations in a "brief, focused and concise" (Rehfuss, 2009, p. 84) way, so that potential changes across time may be compared. FCA was introduced as a measure of narrative change following career interventions such as career counselling (Rehfuss, 2009). Clients are invited to write a paragraph about their future career ideas once before and once after the intervention (Rehfuss & Di Fabio, 2012).

In the present study, participants wrote their FCA paragraphs once before the first semi-structured narrative inquiry interview and again after the second interview was completed. Each participant was given a sheet titled "Future Career Autobiography" with an instruction: "Please use this page to write a brief paragraph about where you hope to be in life and what you hope to be doing occupationally [five years from now]" (Rehfuss, 2009, pp. 83-84). Considering that the reflexive and empathic environment of qualitative narrative research could potentially enhance narrative agency (Gubrium & Holstein, 2012), exploration of potential narrative changes that might have happened to the participants' narratives of future career plans in their FCAs could clarify the possibility of narrative change as a result of engaging in narrative inquiry. The next section briefly outlines data collection procedures followed by the analytical procedures through which potential narrative changes within the participants' FCA paragraphs were explored.

Procedures

Data were collected using semi-structured narrative inquiry interviews and the Future Career Autobiography (Rehfuss, 2009). Table 2 provides a step-by-step clarification of the overall procedure with each participant. Each participant had two encounters with the researcher.

Table 2

Data collection procedures

1st encounter	
FCA 1	• Upon arrival, the participant completed the 1st FCA sheet.
Interview 1	• The participant and the researcher completed the first semi-structured interview.
2nd encounter	
Interview 2	• The second semi-structured interview was conducted about a week later.
FCA 2	• Finally, the participant completed the 2nd FCA sheet.

The first encounter

The first FCA. Each participant was briefed about the FCA and received a sheet of paper with the FCA instruction on it. Completed FCA sheets were collected by the researcher and kept confidential. Participants received a copy of their FCA sheets at the end of the study.

Semi-structured interview one. The participant was invited by the researcher – who acted as the interviewer – to the interview room. The interviews lasted between 70-90 minutes and were audio and video recorded. This first semi-structured interview followed the interview protocol (see Appendix A). Towards the end of the first interview, the researcher read the participant's FCA paragraph out loud and then inquired about aspects of the FCA that were not already storied by the participant during the interview. For example, if a participant's FCA paragraph mentioned working in a particular environment and it was not mentioned by the participant during the interview, the researcher would then inquire about it. Upon

completion of the first interview, the researcher invited each participant to return for another

interview within a week.

Transcription. The process of transcription by the researcher operated as "an intermediate,

reflective step" (Oliver, Serovich, & Mason, 2005, p. 1273) in which a reflexive attitude

towards interview skills and questions, participant's responses, the researcher-participant

relationship and what might have been done differently was employed. Following such

reflexive strategies, the researcher developed a preliminary list of areas to explore in the

second interview as well as some unique questions for each participant.

The second encounter.

Semi-structured interview two. Approximately a week after the first encounter, participants

returned for the second round of data collection. Each participant and the researcher

immediately started the second semi-structured interview that began with the researcher

exploring each participant's thoughts and reflections on their first encounter. The researcher

showed curiosity about whether participants had learned anything about themselves, what

they thought about their first encounter and what ideas might have come up for them as a

result of such conversations. Then the researcher asked the unique questions that were

developed for each participant through the transcription process. Upon completion of the

second interview, each participant was invited to write the second FCA.

Second FCA and farewell. This FCA followed the same procedures as the first FCA.

Afterwards, the researcher and the participant said farewell. A few weeks later, the

participants were emailed a de-identified transcript of the two semi-structured interviews and

advised to contact the researcher if they wanted to change anything as well as a copy of their two FCA paragraphs. None of the participants requested changes.

Analysis

Data analysis was conducted in two stages. First, a thematic analysis was conducted on data from the two semi-structured narrative inquiry interviews that were related to the participants' future career plans. The purpose of the initial thematic analysis of the interviews was to contextualise and enrich the narrative analysis of the participants' FCAs. Future Career Autobiographies focus on future career plans and aspirations. Therefore, to compare and analyse the two FCA paragraphs of each participant, it was useful to consider the context of such future career plans and aspirations in more depth using the thematic analysis of the interviews. Next, a comparative narrative analysis was conducted on the two FCA paragraphs. The purpose of the comparative narrative analysis was to explore potential narrative changes that may have occurred to the participants' narratives of future career plans and to identify the nature of change (i.e., degree of change) that occurred for each participant between the first and second FCA paragraphs. Data analysis was primarily performed by the first author. However, the themes and subthemes that emerged as a result of the first author's analysis were refined through the process of analyst triangulation as the other authors reviewed and made suggestions to improve confirmability and credibility of the findings. Other measures such as using field notes and journaling were also employed to enhance trustworthiness.

The thematic analysis of the semi-structured interview excerpts

Excerpts that were related to each participant's future career plans, intentions, and goals were extracted from the transcripts of the two semi-structured narrative inquiry interviews and copy/pasted into a separate document. As a result, a separate document was generated for each participant that listed narratives about her/his future plans, intentions, actions, goals, values, and inspirations that were storied in the two semi-structured interviews. A thematic analysis was then conducted on these extracted interview texts to identify themes and subthemes that were influential in shaping of the future career planning of the participants.

The thematic analysis was conducted based on the "six phases of thematic analysis" introduced by Braun and Clarke (2006, p. 87). For this purpose, an "inductive approach" to thematic analysis was used in which the process of coding does not try to fit data into a "pre-existing coding frame" and as a result, this form of thematic analysis is "data-driven" (Braun & Clarke, 2006, p. 83). The first phase was the transcription process conducted by the first author during which initial ideas related to themes and subthemes were noted. In the second phase an initial set of codes was systematically generated from the transcripts and placed into tables. The third phase involved searching for themes across these codes. All codes were collated into potential themes and a new table consisting of these potential themes was created. The fourth phase focused on reviewing themes. In this phase, the authors checked the relationship between the themes, the coded extracts and the entire data set. The fifth phase concerned defining and naming each theme as well as an active collaborative process between the authors to refine themes and identify subthemes. In the sixth phase, the final set of themes and subthemes were related to the interview extracts, research questions and the literature.

In this research, the findings from the thematic analysis of the semi-structured narrative inquiry interviews revealed four major themes consisting of eleven subthemes on

future career plans of the participants. Table 3 lists all the themes and subthemes as well as a

brief definition of each and an example from the transcripts.

Table 3

Themes and subthemes that emerged from the thematic analysis of semi-structured
interviews

Themes	Subthemes	Subtheme definitions	Transcript example
Career Areas	General fields	Participants' general interests towards broad fields of work such as community services	All my plans are to help the babies, the mothers, for giving birth. That's really a problem, the circumcision of girls.
	Specific careers	Specific titles or roles that were mentioned by the participants as desired future options	Aged care is one of the things that I'm thinking about.
	Work environments	Participants' workplace preferences such as the type of workplace and its mission, values, culture and general environment, as well as naming a specific organisation	I mean to get a white-collar job in the future. I want to work as a professional, as someone with people, papers and computers.
Motivations and inspirations	Spiritual motivations	Participants' considerations of the role faith and spirituality in their future career planning	I plan this, but god plans another one for me.
	Relational motivations	Motivational support that the participants drew from experiences of relating with important others in their life	My dad always told me: stay with your plans. Let no one change your mind.
	Personal motivations	Participants' inner experiences in the context of migration that have inspired	Most people believe if you come from a refugee background, you will never

		them to continue working towards their anticipated career plans, despite the challenges	succeed. They forget that if you come from that, you succeed more. It makes you build yourself and be who you want to be.
Past Plans	Previous future plans	Participants' referrals to specific titles they had in mind in the past	I always told my sisters that I want to be a fashion model.
	Transitioning of plans	Participants' comments on the transformation and evolution of the future plans	Since I was young and wanted to be a model things have changed. Now I want to help people.
Actions and Outcomes	Educational action plans	Participants' plans for tertiary education	I will join university after this short course.
	Other actions	Other actions that could bring them closer to their future career plans	Now, I can stand and talk about my life and plans with confidence.
	Outcomes	Participants' comments on the potential and expected outcomes of achieving their future career plans	I want to change a lot of people's thinking and lifestyle.

The four themes together provided a broad understanding of the future career plans of the five young participants with refugee backgrounds in the context of their life-career stories. Therefore, these themes and subthemes were used as a template for the narrative analysis of the two FCA paragraphs of each participant with the purpose of identifying evidence of narrative change.

The comparative narrative analysis of FCA paragraphs

The narrative analysis of the FCA should be consistent with rules that govern qualitative analysis (Rehfuss, 2015). To qualitatively analyse "any changes, expansions, or clarifications in the individual's narrative" (Rehfuss & Di Fabio, 2012, p. 453), each participant's FCA paragraphs were located side by side (as in Table 4) and compared, so that the nature of narrative change within these two texts could be identified (e.g., do their ideas/plans become more specific or broader?). The themes and subthemes that emerged from the thematic analysis of the interviews were used as guidelines for the comparative narrative analysis of the FCAs. An important reason for the use of the themes and subthemes as guidelines was that narratives are "context-sensitive" and they should not be "treated in isolation" (Kim, 2016, p. 191) from different contexts of each storyteller's life. The FCA paragraphs written by each participant were reflective of some elements of the participant's past and present cultural and contextual background. Therefore, a deductive process guided the narrative analysis of each participant's two FCA paragraphs based on the identified themes and subthemes from the semi-structured interviews.

For this purpose, each of the eleven subthemes were first colour coded within the FCA paragraphs (see Table 4). Then, each FCA paragraph was read several times for the purpose of highlighting phrases, statements, and words with a related colour code. Subsequently, for each participant the colour coded FCA paragraphs were located side by side to compare the colour codes. The colour coded FCAs were compared to highlight similarities and differences between them: repeated parts of the initial FCA in the subsequent FCA, missing parts of the initial FCA in the subsequent FCA and new parts that only emerged in the subsequent FCA. At times, even the repeated segments had slight differences, which were considered. If a participant's two FCA paragraphs had identical colour codes (i.e., the exact subthemes repeated) and comparison of each colour code revealed no detailed

text differences, no change between the initial and subsequent FCA paragraphs would be reported. This would mean a high degree of consistency between the two FCA paragraphs.

Following the examination of the nature of narrative change that occurred to each participant's FCA paragraphs, a "Degree of Change" (Rehfuss, 2015, p. 157) theme was attributed to that participant's FCA paragraphs. For example, in the case of a high degree of consistency between the two FCA paragraphs, the relevant "Degree of Change" theme considered would be "None" or "Extreme Consistency". However, this did not occur with any of the participants' FCAs. Many subthemes were repeated within the two FCAs, some were only present in the initial FCA, and some emerged only in the subsequent FCA.

In this paper the process of comparative narrative analysis for one of the participants will be outlined as an example. In the case of Maysa (Table 4), the initial FCA paragraph contained colour coded segments that indicated six of the subthemes among which only two were present in the subsequent FCA paragraph that contained four subthemes. In this article, colours are replaced with different types of typographical emphasis on FCA text.

Table 4

Maysa's initial and subsequent FCA paragraphs

Initial FCA	Subsequent FCA
Studying nursing and obstetrics and gynaecology. *It is my dream to become an obstetrician and gynaecologist* **because where I come from it is big problem to babies and mothers. When I finish my studies in obstetrician and gynaecology, I start working in Australia for 8 years,** then *go back home to help the women in*	Five years from now **I will be finishing my studying** and start work, ***becoming a better person in the community.*** With the help you showed me it was really incredible to me to succeed in life.

<u>need.</u> **So, I'm planning to [work] with**

the NGO or UN in future.

Typographical indicators:

Bold: Educational action plans
<u>**Underline: Other actions**</u>
Italic: Specific careers
<u>Bold / Underline: Relational motivations</u>
<u>Italic / Underline: Outcomes</u>
<u>Bold / Italic / Underline: General fields</u>
Grey Highlight: Work environments
Black Highlight: Motivations and inspirations

These differences will be considered as evidence for a "Degree of Change" that has occurred to Maysa's narratives of future career plans. To determine her particular "Degree of Change" theme, the changing nature of the subthemes was considered. Maysa's initial FCA paragraph contained the six subthemes of "educational action plans" (**Bold**), "other actions" (<u>Underline</u>), "specific careers" (*Italic*), "relational motivations" (**<u>Bold / Underline</u>**), "outcomes" (*<u>Italic / Underline</u>*) and "work environments" (Grey Highlight). Only her first two subthemes of "educational action plans" and "other actions" were briefly mentioned in her subsequent FCA and two new subthemes of "general fields" (***<u>Bold / Italic / Underline</u>***) and a more general value oriented statement related to the theme of "Motivations and inspirations" (Black Highlight) were added. Overall, a "Degree of Change" theme was identified by interpreting the nature of narrative movement between the subthemes within the two FCAs. For Maysa, a comparison of the changing subthemes of her FCAs represented some narrative movement from "some specifications to general fields and values" and this same wording of narrative movement is considered as her "Degree of Change" theme.

Maysa's initial FCA was more reflective of the cultural and contextual background of her home country and the refugee camp, whereas her subsequent FCA was primarily influenced by her new context.

Maysa's FCA "Degree of Change" theme was considered as "some specifications to general fields and values". This degree of change theme was identified as Maysa's FCA paragraphs' narrative change was representative of movement from a more detailed plan (from studying nursing/obstetrics/gynaecology and becoming an obstetrician/gynaecologist) to a more general and value-oriented plan of "becoming a better person in the community", with no specification. Only a few words were repeated and a general focus on "finishing studies and starting work" was shared between her two paragraphs. Six subthemes were found within her initial FCA paragraph (specific careers, work environments, relational, educational action plans, other actions and outcomes) and four subthemes (general fields, educational action plans, other actions and outcomes) were found within the subsequent FCA paragraph. There is no trace of the specific careers subtheme in the subsequent FCA paragraph and even the general fields subtheme is more reflective of a general value rather than a career. The educational action plans have been generalised and there is no mention of a particular course in the subsequent FCA.

The only new and more surprising response in Maysa's subsequent FCA was her comment about the effect of research participation on her future career planning motivation. Therefore, Maysa's "Degree of Change" theme of "some specifications to general fields and values", does not reflect a step backward or confusion in her career planning. It only reflects her current state of situating herself within a new set of information and understandings (both about herself and the educational/occupational availabilities in Australia). The movement from specifications to general descriptions in Maysa's FCAs, with a consideration of the

reflective space of the narrative inquiry interviews reveals an agent who is getting ready to

reassemble her knowledge, skills and resources for a new journey ahead.

Through repeating this procedure, the comparative narrative analysis of each

participant's two FCA paragraphs led to the identification of a unique "Degree of Change"

theme for her/him. Five different "Degree of Change" themes were established as a result of

the narrative analysis of the two FCA paragraphs of all participants. Table 5 provides the list

of all five participants' "Degree of Change" themes that were revealed through the same

analytical procedures as described for Maysa. Zafeera's FCAs were mostly consistent.

However, she specified some work environment in her subsequent FCA paragraph (different

organisations that help people around the world.). Asima added some specifications and

stated more action oriented and pragmatic statements. The change in Kali's FCAs reflected

some change from educational action plans in her first FCA to specifying some details of her

future desired career. Amir's FCAs also changed in the direction of becoming more detailed

and specific.

Table 5

Participants' "Degree of Change" themes

Participants	"Degree of Change" themes
Maysa	Some specifications to general fields and values
Zafeera	Consistency towards some work environment specification
Asima	Some specifications to general pragmatics
Kali	Educational action plans to more career specification
Amir	Moving towards more career specification

Discussion

Overall, the findings showed that all five participants had an initial sense of direction about their future career plans before participating in this research as reflected in their initial FCAs. This general sense of direction and self-knowledge about future career plans of the young participants with refugee backgrounds clarified how the protracted migration journey and years of living in temporary and transitory situations with the hope of resettlement in a country, such as Australia, could contribute to the formation of some general anticipations about a future career (Abkhezr et al., 2018; Brun, 2015). The formation of such general anticipations is a good example of "agency in waiting" (Brun, 2015, p. 19) and actively relating to other alternative future possibilities. Culturally and contextually embedded anticipations of each participant about a future career were storied and re-storied in the collaborative space of the semi-structured narrative inquiry interviews (Clandinin, 2013; Trahar, 2013).

The findings from the narrative analysis of the FCA paragraphs suggests the possibility that one or more of the following outcomes could be attributed to participating in the semi-structured narrative inquiry interviews: 1) the participant was provided a reflexive opportunity to gain more clarity about what might be ahead and the need to revise aspects of her/his future plans, or 2) the participant found space to add more specificity to her/his plans, or 3) the participant's plans were confirmed and further explorations for taking more agentic steps on her/his own, without any intervention from the interviewer was encouraged. Such changes in the narratives of participants address the aim of this research that was to explore potential implications of participating in qualitative research that uses narrative inquiry for young participants with refugee backgrounds.

The narrative changes in the participants' FCA suggest that narrative inquiry using semi-structured interviews could potentially cross the boundary with narrative intervention (e.g., narrative career counselling) and illustrate the transformative function of narrative tools used in qualitative research. Through the application of narrative tools in qualitative research for identifying narrative change (e.g., the FCA), both the initial story and the re-storying process could be highlighted and explored.

Implications for research

The implications of the current research relate to engaging participants in narrative inquiry and also the application of Future Career Autobiography (Rehfuss, 2009, 2015) as a qualitative tool for measuring narrative change. Each will be discussed.

Narrative inquiry

The dialogical and conversational qualities of narrative inquiry provided a foundation on which constructive and reflexive possibilities were generated for the young participants with refugee backgrounds who might have been disadvantaged in their life (Chase, 2005; De Haene, 2010; Jorgenson & Bochner, 2004). The potential dialogical power of these newly constructed meanings for participants who might have rarely experienced narrative agency in their lives might have become transformative to their narratives. This brings us to one of the criticisms of narrative inquiry as a qualitative research method (Trahar, 2008); that by privileging participants' voices for storying lived experience, narrative inquiry could be more therapeutic rather than analytic (Ellis & Bochner, 2000).

The privileging of participants' voices for storying lived experience in this research, clarified the potential for boundary crossing between narrative inquiry and narrative intervention, such as narrative career counselling. Therefore, an awareness of the "inherent transformation" (Anderson & Gehart, 2007, p. xviii) that might occur as a result of the collaborative, dialogical and relational nature of narrative research demands an acknowledgment of the blurring boundaries between qualitative narrative research and narrative interventions. The findings of this study clarified that responsive and responsible pursuing of qualitative narrative research means that a consideration of such blurring boundaries should be an essential preparatory component of research design. Some strategies for dealing with the potential blurring of boundaries are outlined here:

1. Familiarity with the conversational and dialogical dynamics of narrative and qualitative research aims for an abandonment of the expert role traditionally associated with the researcher (Anderson & Gehart, 2007; Miller, 2017). The emergence of the participant's subjective lived experiences in the dialogical context of research occurs through an active-responsive listening (Anderson, 2005; De Haene, 2010). In this research, the lead researcher (interviewer) was a trained counsellor, familiar with narrative approaches to career counselling that considers people as the primary author of their stories (Abkhezr & McMahon, 2017). Throughout the interviews in this research, active and responsive listening strategies were employed and efforts were made by the interviewer to be cautious of the power imbalance of the researcher-researched relationship. The interviewer in many instances maintained a "not-knowing" (Anderson, 2016, p. 263) and curious stance towards the participants' stories. Researchers are urged to reflect on the power imbalance of the researcher-researched relationship throughout the research process and use reflective strategies to reduce this power imbalance in the interviews if possible.

2. Self-reflexivity is, therefore, essential to ensure constant reflection over the power imbalance of the researcher-researched relationship (De Haene, 2010). The self-reflexivity of the researcher operates in a two-directional inwards and outwards movement (De Haene, 2010): (1) reflecting on her/his own internal dialogues and feelings (inwards) and (2) selectively sharing relevant inner reflection or even personal experiences that invite further dialogue (outwards). Self-disclosure is thought to prevent the establishment of a privileged status for the researcher (Dickson-Swift, James, Kippen, & Liamputtong, 2007) and is considered an essential part of creating a non-hierarchical, egalitarian and collaborative relationship. However, it could pose risks for both the researcher and the participant (Dickson-Swift et al., 2006, 2007). A type of researcher's self-disclosure that could promote collaboration, particularly in working with disadvantaged or marginalised populations, relates to matters of clarifying the researcher's social justice values. For instance, valuing the participants' curiosity in this research, the researcher disclosed aspects of his journey, preoccupations and intentions that were grounded in a social justice approach for the career development of young people with refugee backgrounds after resettlement. Issues such as the researcher's self-disclosure and building rapport with participants highlight the importance of relational responsibilities.

3. Relational responsibilities refer to issues of care and ethical practice. As a "deeply ethical project" (Clandinin, 2013, p. 30), narrative inquiry values relational ethics. When opportunities exist for qualitative researchers to incite change that is aligned with values of activism and social justice, taking a neutral and detached stance contradicts the foundations of ethical research. Acting in responsive and responsible ways obliges the researcher to not only stand responsive to the research community, but also to the participants and their communities. It is on such grounds that an "embracing of a double, private as well as public, transformative goal" (De Haene, 2010, p. 5) has been proposed for qualitative narrative

researchers. Hence, while engaging participants who might have lost voice throughout the protracted migration journey, the narrative researcher should embrace the transformative nature of narrative inquiry to be both therapeutic and analytic. In this research, the interviewer linked and introduced some of the participants who showed willingness to services and people who could have supported their career plans and/or responded to their curiosities and questions about certain career and educational pathways. The interviewer also showed encouragement and a humble sense of appreciation when he heard about the brave career decisions and explorational initiations of the participants.

Future Career Autobiography

FCA was originally introduced to measure narrative change as a result of career interventions over time (Rehfuss, 2009, 2015). The present study was the first to employ FCA as a method to explore the implications of engaging participants in narrative inquiry and it has proved useful for clarifying the potentially overlapping and converging boundaries of narrative research and intervention. One of the implications of using FCA for identifying narrative change through participating in narrative inquiry is the analytical process. In previous research (e.g., Rehfuss, 2015), the comparative narrative analysis of the initial and subsequent FCA paragraphs following career interventions was conducted independent of the content of career interventions. However, doing a comparative narrative analysis independent of the content of qualitative research and the participants' life-career stories contradicts the very foundation of narrative research, that prioritises the participants' subjectivity and meaning making in the dialogical processes of research. Therefore, in this research such analytical procedures were sensitive to and prioritised the participants' subjectivity and meaning making. For this purpose, it is important for the researcher to pay attention to the

particularities of the research process with each participant and reflect on the content of interviews as well as the context of each participant's life to achieve a more "experience near" (Stead, Perry, Munka, Bonnett, Shiban, & Care, 2011, p. 107) narrative analysis of FCA paragraphs. Using FCA in qualitative research with recently resettled young African people with refugee backgrounds in Australia, required a new understanding of the potential "Degree of Change" themes (Table 5). The themes that emerged were in consideration of the participant's life-career stories and their cultural and contextual backgrounds. Therefore, it is suggested that "Degree of Change" themes may be participant specific or, where the participant numbers are larger, topic specific.

Limitations of the research

Considering participants' "Degree of Change" themes raises questions about what might have occurred in between the two FCA tasks that resulted in narrative changes for participants. Different factors could be influential in between the writing of the two FCA paragraphs. It is not clear whether participating in semi-structured narrative inquiry interviews on its own or other personal experiences of the participants, inside and outside the context of this research or a combination of these, were influential on the resultant narrative changes. Hence, the broad phrase, "implications of participating in qualitative narrative research" is used in this paper. The potential influence of other variables (e.g., personal experiences outside the context of this research) on participants' future career planning, was a factor to consider and avoid a longer timeframe between the two interviews.

To compare and contrast the initial and subsequent FCA paragraphs, it is important to acknowledge the possibility of the researcher's interpretation influencing the findings

(Clandinin & Connelly, 2000). Using a deductive process for the narrative analysis of FCA paragraphs and employing the themes and subthemes of the semi-structured interviews as guidelines in this analytical process was a step to reduce the influence of the researcher's interpretations. Another step that was considered useful to reduce the possibility of researcher's interpretations influencing the process of data analysis was data triangulation. By using the themes of the participants' future career plans, extracted from the semi-structured interviews in conjunction with their future career plans mentioned within their FCA paragraphs, the trustworthiness of the analysis process was enhanced through data triangulation. Another limitation of this study, similar to other qualitative studies, is that the findings are based on findings from a small number of participants and not generalizable.

Future research

Future research could expand this research design to other areas outside the field of career development. Narrative inquirers who delve into various problematic or controversial domains of people's lives, such as relational issues or minorities' social struggles, could explore whether their research is crossing a boundary with interventions that assist these people in different ways. Future research also could explore the boundary between narrative interventions and other forms of qualitative research such as participatory action research.

In the context of future career research and the use of FCA, a similar research design could be considered with other participant groups. In terms of participants with refugee backgrounds (or even other participant groups), longitudinal research could be considered to explore the lasting effects of the narrative changes that occurred to the participants' future career autobiographies. For instance, after a longer time interval (e.g., one year) the

participants of this research would write an updated Future Career Autobiography. Using the current two FCA paragraphs and the newly collected FCA paragraph, the researcher could inquire about any changes that might have occurred to the narratives of participants concerning their future career plans over time and the factors that might have triggered those changes. In this way, the evolving nature of participants' future career plans in the context of their life after resettlement and other implications of participating in this research could be explored further.

Conclusion

The ethics of care obliges the narrative researcher to remain curious, responsive and responsible about the implications of narrative inquiry that delves into the lives of disadvantaged participants. Therefore, the implications of participating in narrative inquiry for young participants with refugee backgrounds were explored by measuring narrative change within the participants' initial and subsequent FCAs. The findings confirmed that a "Degree of Change" occurred to the participants' narratives of future career plans. The occurrence of such narrative changes as a result of participating in narrative inquiry highlights the potentially overlapping and converging boundaries of narrative research with narrative interventions, particularly in the context of career research that explores the career development of resettled young people with refugee backgrounds as a disadvantaged or marginalised group.

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Appendix

Interview Protocol

Good morning (afternoon)⎯⎯⎯⎯⎯. My name is Peyman. Thank you for coming to this interview. I'm going to begin this interview by asking some brief questions about you and then some other questions about your career journey. After these questions, I'm going to read what you have written in your FCA -that I have here- and if there is anything that comes to your mind about it and we haven't talked about it, you can tell me more by then. After this interview, you will have a 20 minutes break and then I will call you back to watch the video of this interview with my supervisor whom you met just now.

I assume that you have read the Participant Information Sheet and if you still have any questions about it, you can ask me now. As you know, we will be video and audio recording this session today, if it's okay with you. But I want to assure you once again that no one else except me and my supervisors would have access to these videos and your identity will remain confidential at all future stages of publishing and reporting the findings of this research.

If you feel uncomfortable to share anything and don't want it to be recorded, please don't hesitate to tell me and I will stop the recording. One more thing that I want to remind you about is that, if participating in the interviews make you feel emotionally distressed or uncomfortable for any reason, you can choose to seek help from free counselling services here at QUT. You have their contact details in your Participant Information Sheet.

Do you have any questions? - *If Yes:* Ask your question. - *If No:* Demographic Questions.

Demographic questions:

1. How old are you?

2. Where were you born?

3. How/when did you arrive in Australia?

After the demographic questions, we started with the "Educational Backgrounds" questions below. But eventually, these prepared questions were not asked in this particular order and were used more as a guideline about the areas to be covered during the narrative inquiry interviews.

Sample interview questions:

First interview questions

Educational Background

- What is your current level of education? Where did you study?

- How was the experience of education in these locations?

- What educational challenges did you face?

- How did you manage to achieve this level of education despite the challenges?

Vocational Background

- What sort of work experiences did you have before you come to Australia?

- How did you make the decision or happen to engage in those work experiences?

- How did you find those work experiences?

- What challenges or learnings did they bring forward for you?

Future Career Plans

- What are your future career plans?

- How your future career plans did change over time as a result of work experiences

or other incidents?

Family Educational/Vocational Background

- What were the educational levels of your parents/siblings and their careers?

- What sort of influence did your parents or siblings have on your future career plans?

Role Models

- Who were some of your role models in life?

- How did you get to know about these people?

- What have you learned from them?

- How do you think they might have influenced your career plans?

Achievements/Challenges

- What do you consider as achievements/challenges in your life so far?

Post-Resettlement Experiences

- What have you been doing since you arrived in Australia?

- What are your next steps in order to achieve your career plans?

Second interview sample questions

- What do you think about our last meeting? What sort of ideas, might have come up

for you as a result of our last week conversation? (*similar for all participants*)

- How do you think, this achievement could be helpful for you in getting closer to

what you are planning?

- How do you see the role of religion in your life, and in general, how much do you think it is related to some of your career plans?

- How do you think this connection that you see in yourself with the Kenyan culture has influenced your life and perhaps some of your career plans?

- How do you think the people you encountered and worked with have influenced your future career plans?

- How do you think your work experiences in so many different places have influenced your future career plans?

- What is the connection between singing as a passion or as an interest for you, that you are quiet seriously following it, and your future career plans in community services?

- Do you think coming to Australia instead of America, has changed some of your plans for the future?

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