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**DISTINCTIVE FEATURES OF THE CONSTRUCTIVIST AND
SOCIAL CONSTRUCTIONIST CAREER COUNSELING: A DELPHI STUDY**

A Dissertation in

Counselor Education

by

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ABSTRACT

Constructivist and social constructionist approaches, a new paradigm in the career counseling, bring attention to individuals as actors who construct their identities and careers in relation with others. However, often contrasted with positivist or modern approaches, the distinctive features of these new approaches have not yet been explicitly identified. In this Delphi study, expert panel members exchanged their perspectives on what constructivist approaches and social constructionist approaches to career counseling mean, and the distinctive features of these approaches were identified in terms of theoretical underpinnings, counseling processes, nature of client-counselor relationship, and range of applicability. The panel also provided suggestions for a future research agenda to advance theory, research, and the practice of career counseling using these approaches. The expert panel members consisted of nine most cited authors on the topic of constructivist or social constructionist career counseling, and eight among them completed all three rounds of surveys. Issues on which the panel's opinions were notably divided are discussed. These issues include whether to make the distinction between constructivist and social constructionist approaches and what the differences between these approaches are.

Keywords: career, counseling, constructivist, social constructionist, constructivism, social constructionism, research, Delphi, purpose, narrative, story, fidelity

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Chapter 1

Introduction

Hartung (2010) noted four distinct traditions in the 100 years of career counseling history: (a) The differential tradition that emphasizes the individual differences and matches between an individual and an occupation (e.g., Holland's 1959, 1997 personality typology); (b) the developmental tradition that viewed career from the developmental perspective (e.g., Super's 1980 lifespan, life-space approach); (c) the application of social-cognitive theory (Bandura, 2001) involving self-efficacy, outcome expectations, environmental supports and barriers to career issues (Lent, Brown, & Hackett, 1994), and (d) the constructivist and social constructionist emphasis on relationship, meaning making, sense of purpose, and narratives of clients. The emphases of the constructivist and social constructionist views have not received as much attention in other career counseling theories. Among these four major approaches, the constructivist and social constructionist approaches are emerging and are not yet widely practiced.

Despite the importance of the client issues on which the constructivist and social constructionist career counseling approaches focus, some issues were raised in my literature review. First, consensus about specific features that distinguish these approaches from other approaches has not yet been reached. Consensus about specific features of these approaches (e.g., distinctive features of actual counseling dialogue, counselors' beliefs and attitudes, and counseling goals, etc.) are needed to clarify this approach both in research and in counseling practice. Second, the authors of constructivist and social constructionist counseling have not yet identified guidelines about what kinds of clients' needs can be best addressed through these

approaches. These are critical pieces of information necessary for counselors to effectively apply these approaches.

To address the aforementioned issues, I aim to collect opinions on these issues from experts who proposed constructivist or social constructionist career counseling theories or have researched this topic. The Delphi technique, a method which has been widely used for consensus-building among a panel of experts, will be used to achieve this purpose. In addition, the expert panel will also be asked what research should be conducted in regard to the constructivist or social constructionist career counseling approaches.

Research Questions

The research questions that will guide this study are as follows:

1. What are the defining features of the constructivist and social constructionist career counseling approaches that distinguish them from other career counseling approaches? (e.g., What are the distinctive features in theoretical underpinnings, counseling process, and counselor-client relationship? What is the range of applicability?)
2. What research should be further conducted in order to advance theory, research, and practice of career counseling using these approaches?

Significance of the Study

Through this research, experts' consensus about when to use the constructivist or social constructionist approaches with which individuals and how to apply them in actual counseling could be gained. This would help counselors to apply these approaches. Furthermore, experts' consensus on the type of clients' needs that can be best addressed through the constructivist or social constructionist approaches has the potential to guide future research on testing whether these approaches are actually effective with the client population. The consensus on the defining

features of constructivist and social constructionist career counseling approaches would also provide an important basis for empirical studies to examine the effectiveness of these approaches applied to diverse populations, providing specific criteria such as counselors' attitudes, beliefs, and responses using these approaches.

Definitions

Constructivism. According to Young and Collin (2004), the term *constructivism* has been used as a common term that connotes the influence of both constructivism and social constructionism on vocational psychology. Young and Collin distinguished them by indicating that constructivism emphasizes the individual's meaning-making processes, whereas the focus of social constructionism is about the social and cultural influences on the construction of the meaning. Because the distinction between constructivism and social constructionism is not definitive (Young & Collin, 2004) and both constructivism and social constructionism have had implications for vocational psychology and career counseling, in this study, I will use the term constructivism as a generic term that characterizes the influence of both of them.

Constructivist career counseling theory. For my study, constructivist career counseling theories will refer to theories that focus on the process of individuals' construction of meaning of their experiences. Those theories may emphasize how the meaning of experiences is constructed through social interaction. Constructivist career counseling theories include, but are not limited to, theories that emphasize individuals' construction of their own career (Savickas, 2005), use of narrative as a way of meaning making (Cochran, 1997), and social influences on career development (McMahon & Watson, 2008).

Delimitations

To maintain effective communication through the process of this Delphi study, the number of expert panel members was limited to less than ten. Theorists or researchers whose work addressed constructivist career counseling theories were the prospective participants. The detailed participant selection process is described in Chapter 3.

Limitations

One of the main limitations is that the selection of experts may not be inclusive enough to represent the whole constructivist career counseling theorists or researchers, because the number of experts was limited to less than ten. Another limitation is that the criterion for selecting experts was based on the number of citations and publications, which may not be sufficient criteria to characterize an expert. Also, because participation in this study was voluntary, the results may only reflect responses of those who participated in this study.

Chapter 2

Literature Review

Background

Concept of constructivism. According to Raskin (2002), there are several kinds of constructivism, and differences as well as similarities exist among them. Raskin pointed out that the lack of consensus about what constitutes constructivism could be a reason why constructivism had not been considered the mainstream in psychology. Although differences exist among different types of constructivism, it would be necessary to articulate the commonalities among them to further the discussion of constructivist approaches.

According to Young and Collin (2004), the term *constructivism* has been used as a generic term that describes the influence of constructivism and social constructionism on vocational psychology. Whereas constructivism focuses on individual's cognitive processes that construct the world of experience (e.g., meaning making), social constructionism focuses on social and cultural influences on the construction of knowledge and meaning. Raskin (2002) also noted that social constructionism's contention that individuals should be understood as socially constructed identities rather than decontextualized selves distinguishes social constructionism from constructivism. Despite such distinctions, it would not be an overstatement that all types of constructivism, as Raskin claimed, have drawn researchers and practitioners' attention to the importance of human meaning-making process.

History of constructivist career counseling theories. The influence of constructivism on psychology started to spread around the mid-1980s (Richardson, 1993), when articles started to be published about constructivist approaches to career counseling. Savickas (2008) credited David V. Tiedeman as being the first constructivist career theorist, who suggested that people's

careers are constructed by individuals' self-organizing systems, and that purpose plays a key role in the career construction process (Tiedeman & Miller-Tiedeman, 1985). Ochberg's (1988) article is one of the earliest works that showed through case examples how *plots* in individuals' narratives can be used to help them gain integrity and understand themselves better. From the 1990s, discussion about constructivist approach to career counseling were further expanded by Savickas (1993, 1995), Cochran (1987, 1997), and Peavy (1992, 1997), among others.

Context of constructivist career counseling theories. Savickas et al. (2009) compared the 20th and 21st century concepts of work. In his account, jobs proliferated and diversified during the period of industrialization, so the focus of 20th-century career counseling was to match individual traits with job demands. However, because the 21st century is characterized by the development of technology and the globalization of the economy, occupational prospects are much less predictable and job transitions are much more frequent and difficult. This change has led to a change in the concept of career; a career now belongs to an individual and not to an institution (Savickas et al., 2009). Consequently, workers are now required to prepare for frequent job transitions, continue to manage their own careers, and become life-long learners in order to maintain their employability. For this reason, the constructivist approach to career counseling, which focuses on the role of a clear and coherent sense of self, personal agency, and life purpose in constructing careers, is receiving more attention accordingly. Savickas (2011) noted that it is clients' life stories that they can hold onto as they face various transitions and that can provide meaning and direction to their career construction process.

Challenges in Research and Practice

Distinctive features of the constructivist approach. The constructivist approach to career counseling highlights sense of agency, meaning making, and pursuit of personal values,

which have not been the main foci in other career counseling traditions; this is the merit of this approach. This constructivist career counseling approach is often contrasted with positivistic, objectivist, or modern approaches (see Chen, 2003; Sampson, 2009): Constructivist theories share important philosophical underpinnings and some common features in career counseling practice.

Commonalities notwithstanding, different emphases exist among constructivist career counseling theories, making it difficult to define the distinctive common features of these theories. Chen (2003) noted that differences exist among theories in the constructivist camp, and these differences make identifying clear-cut features of constructivist counseling difficult. For example, Savickas (2005) proposed the Career Construction Theory as a meta-theory that integrates three main foci of career theories: (a) individual differences in vocational personality, (b) developmental tasks and adaptability, (c) motivation or life themes. McMahon and Watson's (2008) Systems Theory Framework of career development, however, especially highlights the systemic perspective which helps clients understand various kinds of influences on their career from a comprehensive point of view. These differences among specific constructivist approaches highlight questions about the nature of their defining common features: What are the distinctive features of the constructivist career counseling tradition that uniquely contribute to knowledge or practice? What constitutes the constructivist career counseling approaches? When examining the effectiveness of this approach, what features of these approaches should researchers refer to? A consensus on the defining features of this approach is required to answer these questions, which will effectively guide researchers, counselor educators, and practitioners.

Earlier authors have presented distinctive features of psychotherapy approaches (see Blagys & Hilsenroth, 2000, 2002; Shedler, 2010). Although differences may exist among the

actual implementations of an approach, the definition of distinctive features that distinguish one psychotherapy approach from others serve important purposes in research and practice. Blagys and Hilsenroth (2000, 2002) mentioned several rationales for identifying distinctive features of a psychotherapy approach. First, this knowledge enables researchers to specify and operationalize the intervention more accurately, which in turn can improve the measurement of correlations between the intervention and the outcome. Also, the identified distinctive features can aid both the therapist training and the practice of the therapy itself by offering a specific guide for practice. Hence, defining the distinctive features of the constructivist career counseling approaches is imperative, especially considering the appeal of these approaches and their potential to better help people to navigate the challenges in the 21st century world of work.

As noted earlier, different emphases exist among constructivist career counseling theories, and that may become obstacles in the process of identifying the distinctive features of these approaches. For this reason, one may ask why researchers should take the grouped approach to this task rather than letting each theory identify its distinctive features. As I will show in a subsequent section describing the common features of the constructivist career counseling theories, these theories share considerable commonalities that provide the rationale for grouping these theories (see Chen, 2003; Hartung, 2010; Sampson, 2009). In sum, the constructivist career counseling theories share significant commonalities that provide good reason for identifying distinctive features of this group of theories as a whole. However, significant differences exist on top of their commonalities that would make it helpful to reach consensus among the theorists and researchers on the common features of these theories. Such consensus should be sought because of the negative influences of the absence of this consensus on the practice and training of counselors as well as on research on the constructivist career counseling

approaches. The issues concerning the career counseling practice, training, and research are discussed in the following two subsections.

Issues concerning outcome research. Without the consensus on what constitutes the constructivist career counseling approach, outcome research could not draw sound conclusions as to the effectiveness of this approach. This is because the intervention, which is the independent variable, should be clearly defined first in order to draw such conclusions in outcome research. I could find only three outcome studies on the constructivist career counseling approaches. I review them here to demonstrate how the constructivist career counseling approaches have been defined as the independent variable in outcome studies.

Grier-Reed, Skaar, and Conkel-Ziebell (2009) studied the effectiveness of a constructivist career course for at-risk culturally diverse college students. Rather than focusing on the unique contribution of the constructivist approach, Grier-Reed et al. (2009) viewed constructivism as a way to integrate the trait-factor and the developmental approaches to career intervention. Although the constructivist approach can incorporate the trait-factor and the developmental approaches, and in fact should incorporate them in actual career counseling practice to best help clients' needs, the distinctive features that constitute this approach remained unclearly defined. This makes it difficult to draw conclusions about the contribution of the constructivist approach. In a second study, Grier-Reed and Skaar (2010) sought to replicate and extend the earlier study by examining the effectiveness of the same course curriculum provided to a general college student population who were not identified as at risk. In a third study, Di Fabio and Maree (2012) examined the effectiveness of the Life Designing Counseling and the Career Story Interview suggested by Savickas (as cited in Di Fabio & Maree, 2012). Although Di Fabio and Maree offered a detailed description of the intervention procedure, they did not provide information

regarding whether the actual intervention implemented by counselors reflected the key features of the theory under study or how the counselors were trained before delivering the intervention.

To make outcome research on the constructivist career counseling approach more valid, discussion on *treatment integrity* is imperative. Treatment integrity is defined as the degree to which treatment is implemented as intended (Perepletchikova & Kazdin, 2005). Researchers including Waltz, Addis, Koerner, and Jacobson (1993) and Perepletchikova and Kazdin (2005) have argued that assessing the degree to which the treatment under study was successfully implemented as intended is an essential component of good outcome research. Waltz et al. (1993) proposed two components of treatment integrity, namely *adherence* and *competence*; they defined *adherence* as “the extent to which a therapist used interventions and approaches prescribed by the treatment manual and avoided the use of intervention procedures proscribed by the manual,” and *competence* as “the level of skill shown by the therapist in delivering the treatment” (p.620). In sum, to appropriately warrant the claim that a counseling intervention is effective, the outcome research should include information regarding the level of *adherence* of the actual intervention to the intended intervention and the level of *competence* of the counselors in delivering the intervention.

However, a measure to assess the *treatment integrity* of the constructivist career counseling approaches has not yet been developed. Perepletchikova and Kazdin (2005) maintain that a treatment implementation protocol should be explicitly specified in order to appropriately assess treatment integrity. Thus, the current study, as a preliminary step to develop a measure of treatment integrity for the constructivist career counseling approaches, aims to identify the distinctive features of these approaches.

Issues concerning career counseling practice and counselor education. As McMahon and Watson (2008) argued, one of the challenges of the constructivist career counseling is to apply it in practice. Another challenge noted by Patton and McMahon (2006) is that how constructivist career counseling is defined is still too abstract to guide practitioners. What should the description of a counseling approach look like to effectively guide practitioners in applying it? What components should the description have to serve as a practical guide for practitioners? To address these questions, an organizing framework, which is informed by researchers and widely used counseling manuals, was used in this study to address the common features of the constructivist career counseling theories.

When to apply the constructivist approach. Savickas (2012) noted that counselors may apply different approaches to meet different client needs. The needs that clients bring to career counseling are diverse, from a search for specific information (e.g., internship opportunities) to indecision about a career choice; thus, Savickas' notion seems reasonable. However, despite some descriptions of precipitating situations and client emotional reactions that may indicate the suitability of constructivist counseling by Savickas (2012), theorists have not yet identified specific guidelines about what kinds of clients' needs can be best addressed through the constructivist approach. Additionally, the basic counseling attitudes and beliefs that the constructivist approach suggests (e.g., positive view of clients' potential to author their career narratives) may be necessary in all career counseling situations. This may hold even if clients do not need specific interventions focused on clarifying personal values and purpose (e.g., a client who needs specific information about jobs). Theorists should also achieve consensus on these issues.

Integrating the constructivist approach with other approaches. Counselors may need to know how to integrate the constructivist approaches with modern approaches before they can effectively apply it. Sampson (2009) argued that modern (e.g., focus on individual difference and matching, use of standardized assessments and career information) and postmodern (e.g., emphasis on subjective experiences, meaning making, and narrative) approaches in career counseling are compatible in practice and should be combined. For example, counselors might encourage the use of career information resources along with subjective approaches, so that clients can get more information about other available career options—in addition to what they have seen or heard around them (see Pierce & Gibbons, 2012). Specific ways to integrate these two approaches, or the effects in terms of client outcomes of doing so, however, have not yet been examined in research.

The Organizing Framework

Several authors have proposed constructivist career counseling theories. Because they arise from different types of constructivism, those theories share common features while they differ in some of their emphases. In this section, I review those commonalities using an organizing framework that can help identify the key features and, in turn, specify a protocol for this approach. To achieve this goal, I first review how researchers have described the common features of the constructivist career counseling approaches. Then I explain how I developed the organizing framework to address the features of this approach by citing the criteria for a good counseling intervention guide and by providing examples of widely used counseling manuals. Finally, in a separate section, I present the review of different constructivist career counseling theories using the organizing framework.

Common features mentioned in the literature. McMahon and Watson (2008) stated that the fundamental theoretical underpinning of constructivist career counseling is the belief that clients are active agents in the process of career construction. They also mentioned several other features of the constructivist approach. They suggested that in this approach, (a) the relationship between a client and a counselor is collaborative, (b) the client takes an active role in the counseling process, and (c) the counselor plays an important role in facilitating a client's narrative. McMahon and Watson's description addresses the *theoretical underpinning* regarding how clients are viewed and the *counseling relationship* including its nature, the role of clients, and the role of counselors.

Brott (2001) cited similar features of the constructivist approach: (a) counselors use a systemic perspective to integrate influences that affect the clients' decision making process; (b) the counseling process is collaborative and has a focus on dialogue; (c) clients' narratives serve as the source for self-knowledge (e.g., interest, skills, motivation, etc.); finally, (d) meaning making and dialogue about future actions constitutes the basis for self-realization. Among the features that Brott mentioned (c) and (d) address the *theoretical underpinning*, (b) addresses *counseling relationship*, and (a) and (b) are related to the *counseling process*.

Developing the organizing framework. The *theoretical underpinning*, the *counseling relationship*, and the *counseling process* are all key components that need to be included in a counseling theory to properly guide practitioners in implementing the theory. However, what other components should a counseling approach specify to serve as the basis for a good intervention manual? A good intervention manual should be able to successfully inform the development of the treatment integrity measure, so the use of this measure can ensure that the actual implementation adheres to the intended intervention. So, what other components should

be included in a good intervention manual? The answer to this question will help identify the components that need to be included in the organizing framework of this study to best address the common features of the constructivist career counseling approach.

Perepletchikova and Kazdin (2005) suggested that a treatment manual should be able to guide the intervention with enough specificity so that a rater can determine whether a counselor's implementation followed the intervention protocol. They argued that the specificity of an intervention protocol determines the accuracy of the treatment integrity measurement. Such specification minimizes the amount of inference required of raters in assessing the intervention integrity. They outlined the qualities of an intervention manual that can properly guide intervention delivery: (a) discussing the *theoretical underpinnings* of the intervention, (b) stating *rationales for adherence*, (c) describing the characteristics of the *intervention process*, (d) spelling out *verbatim statements* to be made by the counselor, (e) listing *techniques*, (f) providing examples of intervention operations, and (g) specifying procedures for handling deviations from the intended intervention plan. Although these qualities may not be exhaustive criteria, they provide a solid foundation for recognizing the components of an organizing framework for the constructivist career counseling approaches.

To further develop the organizing framework, I reviewed two counseling manuals and included the components that are absent from Perepletchikova and Kazdin's (2005) criteria. *Cognitive Therapy of Depression*, by Beck, Rush, Shaw, and Emery (1979), has been used as the implementation manual for numerous cognitive-behavioral therapy (CBT) outcome studies (e.g., Elkin et al., 1989; Jacobson et al., 1996) and as one of the inclusion criteria in CBT outcome research meta-analyses (e.g., Cuijpers, Smit, Bohlmeijer, Hollon, & Andersson, 2010; Gloaguen, Cottraux, Cucherat, & Blackburn, 1998). This manual details all the seven components

suggested by Perepletchikova and Kazdin (2005) and more. It addressed several important components that are not included in Perepletchikova and Kazdin's suggestion, such as the description of the *nature of the therapeutic relationship* (see chapter 3, Beck et al., 1979). Beck et al. describe the desirable characteristics of the counselors as well as the therapeutic interactions between the counselor and the client. They also specify when *counselor-client collaboration* is needed and illustrate how such collaboration can be achieved. Another key component included in this manual is the delineation of *the range of applicability*. Beck et al. specify clients' issues (e.g., symptoms) that CBT can address and other instances when CBT cannot be used. As exemplified by this manual, the range of applicability should be addressed in an intervention manual to guide practitioners in deciding when to apply the intervention and when to apply (or incorporate) other approaches.

The second counseling manual that I reviewed is *Client-Centered Therapy* by Rogers (1951). In this book, the first four chapters address the main components of an intervention manual. In addition to the main components that Perepletchikova and Kazdin (2005) suggested, Rogers concentrated on the counselors' attitudes and orientations (chapter 2) and the therapeutic relationship experienced by the client (chapter 3). In chapter 2, Rogers explained the *attitudes* that counselors should maintain (e.g., beliefs about a client) and illustrates the specific implementation of such attitudes. Because a counseling intervention is fundamentally based on a counselor-client relationship, a counseling intervention manual must include a clear statement about what attitudes and beliefs counselors should hold in implementing a counseling approach. One of the distinguishing feature of the constructivist career counseling approaches is that counselors should have the point of view that an individual is an active agent in the process of shaping one's own career rather than an object of an assessment and a placement (McMahon &

Watson, 2008; Savickas, 2008). As such, the organizing framework in this study should include the counselors' *attitudes*. In chapter 3, Rogers discussed how client-centered counseling should be experienced by the client (e.g., the experience of responsibility, the experience of exploration, the experience of reorganizing the self). The account of these experiences helps counselors focus on *counseling process goals* (i.e., what they need to assist clients to experience). As the counseling process goals characterize important features of a counseling approach, they should also be included in the organizing framework of the study.

In sum, informed by aforementioned components, I developed the tentative organizing framework that follows. Because the components included in the framework are informed by counseling manuals and related literature, and because career counseling theories can have components unique to the career counseling setting, I left room for modification. In addition, I accounted for the fact that this framework is not for developing a specific counseling manual, but for extracting the common denominators of different career counseling theories. For this reason, I excluded some of the components mentioned above (e.g., *verbatim statements* to be made by the counselor, examples of intervention operations, procedures for handling deviations). Using this tentative framework, I analyzed the features of the constructivist career counseling theories and present them in the next section.

1. The *theoretical underpinnings*, including propositions and view of human nature
2. The nature of the *counselor-client relationship*, including, but not limited to
 - desirable attitudes and beliefs of the counselor towards the client
 - characteristics of the counselor-client interaction
3. The characteristics of the *counseling process*, including, but not limited to

- counseling process goals (i.e., the goals counselors should assist clients to achieve during the counseling process)
 - characteristics of the intervention process (from beginning to termination)
 - techniques (including use of assessments)
 - what counselors should do and should not do with rationales for adherence
4. The *limits* of applicability, including
- clients' needs that can be addressed by constructivist or social constructionist approach
 - clients' needs that are not likely to be well suited to constructivist or social constructionist approach (i.e., instances where counselors should apply or incorporate other approaches)

Features of the Constructivist and Social Constructionist Approaches

The constructivist career counseling theories reviewed in this section were selected according to the following procedure. First, a list of authors and their publications was developed by using the PsycINFO (via ProQuest) database with the keywords *career*, *counseling*, and one of the following words: *constructivist*, *constructionist*, *constructionism*, and *constructivism*. After excluding the duplicated publications, a total of 82 publications and 53 first authors were identified. Then, I reviewed the publications of the 15 most cited authors. Among the publications, the ones that aim to propose a theory or a theoretical perspective on career counseling were used for the review in this section. Additional publications of these authors that did not appear in the search but were the foundational publications of their theories were also included. The selected authors, publications, and the respective theories are as follows: Savickas (2005, 2011) career construction theory, Patton and McMahon (1999) systems theory

framework, Cochran (1997) narrative approach, Brott (2001, 2005) storied approach, Young and Valach (2004) contextual action theory of career and counselling, Chen (2003, 2006) notion of career human agency and theoretical integration, Peavy (1992, 1997) constructivist career counseling, Campbell and Ungar (2004a, 2004b) postmodern approach, Blustein (2011) relational theory of working, and Richardson (2012) counseling for work and relationship.

The theoretical underpinnings. In this subsection, I review the theoretical underpinnings of the constructivist career counseling addressed in the aforementioned publications. They include the following: clients as the authors in their career construction, an emphasis on clients' sense of agency, an emphasis on clients' purpose in life, and consideration of contextual influences.

Clients as the authors in their career construction. One of the most distinguishable features of the constructivist career counseling approach from other approaches is how counselors view the clients. Savickas (2005) noted that the basic assumption of constructivist epistemology is that reality is not something absolute, outside of us but is what we construct through representation of it. Under this assumption, understanding clients' subjective world and emphasizing their roles as the authors in constructing their "subjective careers" (p.15, Savickas, 2011) becomes the focus in career counseling. Savickas (2008) credited Tiedeman as being the first constructivist career theorist, who brought the significant role of an individual as the active agent in the process of shaping one's own career to the center of career counseling. Savickas compared the notion of *self-concept* of Super with Tiedeman's as follows:

Super saw self as an object, a *me* of attitudes and evaluations. Super's *science of self* focused on Newtonian parts and traits that were the results of knowing the self. Tiedeman's *philosophy of self* views self as subject, an *I* of doing and

thinking focused on getting to know the self. For Tiedeman, self-concept meant process, not state. (Savickas, 2008, p.220)

Whereas Super's viewpoint assumes clients as the objects of evaluations and role assignments, Tiedeman's viewpoint suggest that clients should be understood as the subjects who have philosophy of themselves and who are the main agent of constructing their careers. In a similar way, Peavy (1992) noted that clients have their own sets of beliefs about self, work, and occupations, and clients use these personal meaning structures when making career decisions. Peavy called this knowledge *a lay theory of career*. As such, in the constructivist career counseling approach, clients are viewed as individuals who are the experts on their experiences and are the subjects authoring their own career.

Emphasis on clients' sense of agency. The constructivist career counseling approach emphasizes the need for promoting clients' sense of agency considering that sense of agency is what brings about the construction of career. Cochran (1997) note that "Action is an exercise of human agency, a person's power to act" (p.28). Similar to this notion, Chen (2006) argue that the essence of human agency can be articulated by two variables—intention (i.e., what one thinks) and action (i.e., how one acts). Using the same conceptual frame, Young and Valach (2004) claim that what contributes to the construction of career is the back and forth between actions (before or after contemplation) and intention (i.e., answering the question "what is this about?"). An emphasis on clients' sense of agency can be found in other authors' works as well (e.g., Peavy, 1992; Richardson, 2012). Richardson (2012) mention the critical role of agentic actions in constructing lives and careers as one of the three propositions of her counseling for work and relationship perspective. In sum, as Chen (2003) described, the constructivist career

counseling approach views individuals' subjective intention and the actions followed as the indispensable vehicle in the dynamic and ever-evolving career development process.

Emphasis on the purpose of one's life: the search for meaning. Another common feature of the constructivist approaches to career counseling is its emphasis on sense of purpose and search for meaning. The constructivist approaches' emphasis on clients' sense of agency is a natural corollary of its standpoint that clients are the main agent in constructing their careers. A question that follows next is "what generates agentic actions?" Young and Valach (2004) claim that actions arise out of "retrospective and prospective meaning making" (p. 502). Peavy (1992) accepts the same notion that meaning drives actions. Savickas (2011) demonstrates how career counselors can facilitate clients' meaning making process and how such process can eventually lead to meaningful actions. For example, Savickas (2011) suggests that career counselors could help clients articulate unresolved problems in their early recollections (i.e., *preoccupation*, in Savickas' terms) and identify the solutions to the problems. The actualization of these solutions in their career context means the clients taking steps to achieve their lives' overarching purpose. In such case, the career provides meaning to them. Then, the clients become the main actors in their life stories who exercise their agency and actively construct their careers. In a more general sense, constructivist career counseling, according to Cochran (1997) and Savickas (2011), is the process through which clients can identify their life themes and make sense of their pursuit of careers in light of these themes.

The constructivist career counseling approaches emphasize life's purpose and meaning not only because it serves as the driving force behind one's agentic actions, but also because it could help adapt to the unstable and rapidly changing environment. Tiedeman, as Savickas (2008) describes, emphasized purpose as the key mechanism in self-organization and *the engine*

of career. Tiedeman argued that life purpose enables individuals to bridge the discontinuities in their career unfolding in more adaptive ways. In other words, individuals, as self-organizing systems, try to hold on to their purpose, while the whole of career rearranges to adapt to occupational transitions, personal traumas, and other developmental tasks (Savickas, 2008).

Consideration of contextual influences. Young and Valach (2004) argue that the traditional individualistic perspective on career have not properly reflected the context in which careers are unfolded. Several other authors (e.g., Blustein, 2011; Campbell & Ungar, 2004a, 2004b; Patton & McMahon, 1999; Richardson, 2012; Savickas, 2011) share a common theoretical base of social constructionism that people's behavior cannot be separated from their environmental contexts, thus their career construction should be understood in their own environmental contexts. From the social constructivist perspective, individuals' careers are socially constructed, meaning that the career construction process reflects not only the individuals' actions but also their interactions with others, their culture, and the broader society (Chen, 2003; Blustein, 2011). Based on this fundamental assumption, several authors presented theoretical perspectives focusing on incorporating contextual variables in facilitating individuals' career construction.

Blustein's (2011) relational theory of working also emphasizes the importance of contextual variables forming individuals' career construction processes. Individuals' relational life influences their working experiences, and vice versa. Therefore, Blustein asserts that the scope of counselors' attention should not be limited to intrapersonal constructs, but should expand to the relational context of the clients. In this sense, Blustein's relational theory of working and Richardson's (2012) counseling for work and relationship are similar to one another. As a specific way to incorporate contextual influences in career counseling practice, Patton and

McMahon (1999) proposed the Systems Theory Framework (STF) of career development by which clients can comprehensively understand various kinds of influences on their careers. To take account of the social and cultural influences on the construction of individuals' careers, STF uses a systems theory as an organizing framework for understanding such influences from a comprehensive perspective.

The nature of counselor-client relationship. In any counseling theory, description of the nature of counselor-client relationship in the theoretical approach is essential. The nature of counselor-client relationship is a key feature of the counseling approach, and its description helps practitioners understand and realize the theory-based counseling approach. In this subsection, the counselor-client relationships described in the selected publications are reviewed.

Counselors' basic beliefs. As discussed in the theoretical underpinnings section, the constructivist career counseling theorists, including Peavy (1992), have assumed that individuals' realities are constructed by individuals themselves and that individuals are the main agents who lead the process of constructing their own lives. Based on this perspective, Peavy presented some specific guidelines for career counselors, arguing that career counselors should construe clients as *self-organizing authors* of their own lives and emphasize the role of clients' *agency*. Brott (2001), from the same standpoint, stated that the storied approach (Brott, 2001) views a person as a *self-organizing maker of meaning*. Peavy (1992) argued that counselors should be *researchers* who inquire into clients' meaning structure through which they make sense of themselves and the world surrounding them. Furthermore, Peavy (1992) suggested that counselors should bear in mind the importance of clients' sense of agency and ask themselves how counselors can encourage the self-helpfulness of the clients.

Building a basic working alliance. As the foundation for a good counseling outcome, the constructivist career counseling theories stress the importance of client-counselor working alliance. Brott (2001) argued that the quality of client-counselor working alliance is essential in the storied approach to career counseling and the characteristics of it should be accepting, understanding, trusting, and caring. Savickas (2011) expressed the same notion that the working alliance can start to be built by counselors welcoming clients and accepting them for who they are. Savickas (2011) also encouraged counselors to listen to clients' career stories with curiosity, to resonate emotionally with, and to validate the authenticity of their stories. These qualities of career counselors are considered essential in the constructivist career counseling approaches, in that the working alliance built through these efforts facilitates the constructing and reconstructing of clients' stories.

Co-constructor of meaning. One of the most important roles of career counselors suggested by the constructivist approaches is the role of *co-constructors* of the meaning that clients make of their stories. Cochran (1997) maintained that the counselors' role should not end with eliciting clients' stories and identifying the themes in the stories. Cochran argued that counselors should challenge clients' evaluation of their experiences and environments, suggest different perspectives, correct distortions, and help understand the implications drawn from their stories. More specifically, Savickas (2011) stated that helping clients understand the implication of their stories means connecting the themes emerging from the stories for the career problems that they brought to counseling. To do this, Savickas (2011) suggested that counselors help clients develop overarching *macro-narratives* that reflect the thematic patterns in their stories and encourage clients to ponder the relations between their stories and their current career problems. As implied by the description of a counselor's role above, the counselor's key role

includes providing new perspectives on clients' stories, identifying thematic patterns, and helping clients gain insights about the implications of their stories.

The characteristics of counselor-client interactions. Another important feature of the counselor-client relationship noted by Brott (2001) and Peavy (1992, 1997) is the collaborative nature of the counselor-client interaction. In describing the storied approach to career counseling, Brott (2001) mentioned that counselors are not viewed as authorities who diagnose the problem, explain scores from assessments, and provide solutions. In Peavy's (1997) description, both clients and counselors are experts; clients are experts on their own experiences, and counselors are experts on generating meaning from personal stories, using language that engenders change, and assisting planning and implementing process. Accordingly, the counselor-client interactions in constructivist career counseling are depicted as collaborative rather than directive.

The characteristics of the counseling process. Along with the nature of counselor-client relationship, the characteristics of the counseling process define what the counseling approach should look like. In this subsection, the key characteristics of the constructivist career counseling processes described in the selected publication are discussed.

Narratives as the counseling method. Because constructivist career counseling is based on the assumption that a person lives in a reality that is a representation constructed by the person, constructivist career counseling approaches favor a narrative approach through which a counselor can explore clients' inner structures and co-author their stories. Savickas (2005) expressed the view that if we only deal with the self-organization (i.e., vocational personality) and self-extension (i.e., career adaptability), we miss the *dynamics* that cut across them to integrate all into a *self-defined whole*. Savickas argued that the dynamics of career construction along with the meaning of one's career can only be revealed through *self-defining stories*.

Likewise, Cochran (1997) stressed his view that it is a narrative that provides an organization and integrates the past, the present, and the future (i.e., a goal, purpose). Brott (2001) also noted that dialogue is the primary method to *create* meaning and *generate* experiences of clients. Furthermore, Richardson (2012) asserted that narratives provide the tool for understanding the cultural influences on the construction of clients' lives.

Constructivist career counseling process. Several theorists described constructivist career counseling processes in a similar way, although they sometimes used different terms to describe the same process. In a first phase, counselors and clients work collaboratively to reveal the clients' stories in order to understand how the clients have constructed their identity and career. Savickas (2012) called this phase *construction*, whereas Brott (2001) used *co-construction*. In the next phase, clients begin to see their stories from different perspectives. Brott (2005) noted that in this phase, counselors help the clients explore the origin of their beliefs and values, gauge their importance, and find future directions based on life themes. Savickas (2012) suggested that if any narratives suppress the clients' potential to thrive and enhance their lives, counselors should discuss these self-limiting aspects and encourage them not to allow these aspects to rule their thinking. Brott (2005) called this phase *de-construction*, whereas Savickas (2012) divided this phase into two, namely, *deconstruction* and *reconstruction* phases. By dividing *de-construction* into *deconstruction* and *reconstruction*, Savickas emphasized the counseling process of integrating what clients and counselors have explored into a unified and meaningful theme. In the next phase, designing future chapters of clients' stories becomes the main focus of the counseling process. Brott (2005) called this phase *construction*, whereas Savickas (2012) used *co-construction* and *action* phases. Savickas (2012) highlighted counselors'

role in presenting the clients' life portraits and having the clients revise them in the *co-construction* phase.

Counseling process goals. The constructivist career counseling theories also provide explanations about counseling process goals that counselors and clients should attempt to achieve (i.e., what kind of experiences clients are expected to have) during the counseling process, and how counselors can help clients achieve these goals. Brott (2001) notes that the core of the storied approach to career counseling is story development. The following points illustrate some of the experiences clients are expected to have in the process of constructing and reconstructing their stories.

Self-awareness. Several authors (e.g., Campbell & Ungar, 2004a, 2004b; Chen, 2006; Peavy, 1997; Savickas 2011) have noted that the reflective nature of the constructivist career counseling process enhances clients' self-awareness. Savickas (2011) asserted that by speaking their minds, clients can know their minds. Chen (2006) expressed the same notion—that the constructivist career counseling process should help clients reveal their thoughts and feelings to themselves. More specifically, clients are expected to become more aware of the beliefs they have, the dynamics of their intentionality (Chen, 2006), their needs, life purpose, and passions (Campbell & Ungar, 2004a, 2004b).

Coherence. Another focus of the constructivist career counseling processes is increasing the coherence of clients' stories. Savickas (2011) indicated that coherence serves as one of the constructivist career counseling process goals. Savickas (2011) called a grand narrative that weaves together a client's small stories a *life portrait*; a life portrait reflects the client's identity and offers a viewpoint from which the client can review his or her current career concerns and set their future directions. Furthermore, Savickas (2011) suggested that counselors should help

clients ponder how they want to write their future stories considering the overarching theme of their stories. A life portrait, according to Savickas (2011), should highlight the significance of the client's life and open up a wide range of possibilities for the client's future. Similarly, Cochran (1997) emphasized the importance of helping clients find the coherence in their life stories and prepare for future narratives based on the consolidated identity. As suggested by these authors, developing a cohesive grand narrative that connects the past, the present, and the future is one of the important goals to achieve in the constructivist career counseling process.

Action. The emphasis on clients' *action* can be understood in light of the constructivist career counseling perspective that clients are the authors as well as the main agents in constructing their careers. Young and Valach (2004) contended that it is action through which people construct their answers to the question "how do I want to live my life?" Accordingly, several authors (e.g., Campbell & Ungar, 2004a, 2004b; Peavy, 1997; Richardson, 2012; Savickas 2011) mentioned helping clients engage in actions as one of the foci of the constructivist career counseling processes.

The way these authors described the nature of clients' actions also reflects a distinctive feature of the constructivist approach. Richardson (2012) used the term *agentic action* to characterize such action as *purposeful*. In a manner similar to Young and Valach's contention, Richardson also emphasized the role of agentic actions through which people pursue their aims. Peavy (1997) also stressed the importance of helping clients implement actions that are *meaningful* to the clients and that strengthen their *existential robustness* in the rapidly changing world of work.

Despite these similarities, the degree of emphasis on or the conceptualization of *action* among the authors differed to some extent. As can be inferred from the name of their theory,

contextual action theory of career and counselling, Young and Valach (2004) emphasized action more than the others, putting *action* at the center of career counseling; they conceptualized action as a system that consists of goal setting, strategies, and operations. Furthermore, they argued that career construction is an accumulation of individual projects, each of which is a series of actions, and thus it is action that should be examined and addressed in counseling practice rather than career itself.

The nature of assessment. Few authors have discussed the use of assessment in constructivist career counseling. Brott (2001) noted that both quantitative (i.e., standardized) and qualitative (i.e., non-standardized) assessment could be used in the storied approach to career counseling. Yet, Brott contended that counselors should use data provided by quantitative assessment as symbols that are woven into and provide meaning to clients' stories rather than as discrete pieces of information. Similarly, qualitative assessment (e.g., autobiographies, structured interviews, etc.) is used to provide data that can identify patterns and themes in clients' stories. Savickas (2011) suggested ways to assess psychological constructs that have often been measured through quantitative assessments. For example, in the Career Story Interview, which is a qualitative assessment, vocational interests are assessed by asking clients' favorite magazines or television shows and translating clients' responses into Holland's (1997) RIASEC types. In short, the assessments used in constructivist career counseling have been mainly qualitative in nature, although quantitative measurements can also be incorporated in developing clients' stories.

The range of applicability. As any one counseling theory cannot address the entire range of clients' concerns, it is important to delineate the kinds of concerns that can be addressed by a counseling approach. In my review of the constructivist career counseling theories, I could

find little discussion of the scope of their applicability. Cochran (1997), in the *Career Counseling: A Narrative Approach*, defined a career problem as “a gap between an actual situation and an ideal state of affairs that involves a discrepancy between negative and positive projections of a future course of life in working” (p. 50, Cochran, 1997). In this definition, clients’ career concerns that this approach aims to address were broadly described. Cochran, however, assumed that different clients need different experiences in counseling (i.e., *episodes* in Cochran’s terms), and provided a repertoire of the *episodes*, which include composing a life history, founding a future narrative, constructing reality, changing a life structure, enacting a role, and crystallizing a decision (p.42, Cochran, 1997). Similarly, Savickas (2011) suggested that career counselors could open the first session by asking “How can I be useful to you as you construct your career?” (p.49, Savickas, 2011), whereas Savickas did not specify the career concerns that could be best addressed by the career construction theory. Savickas (2011) noted, as had Cochran, that the standard agenda of the career construction approaches should be followed when it suits the clients’ needs.

Chapter 3

Methodology

The purpose of this study is to collect opinions from experts in order to identify the distinctive features of the constructivist career counseling approaches, and elicit opinions about issues regarding the practice and research of these approaches. The research questions are as follows.

1. What are the defining features of constructivist career counseling theories that distinguish it from other career counseling approaches? (e.g., What are the distinctive features in theoretical underpinnings, counselor-client relationship, and counseling process? What is the range of applicability?)
2. What research should be conducted in regard to the constructivist career counseling approach?

To pursue this goal, I used the Delphi method, which is a widely used technique for building consensus among experts.

The Delphi Method

Although the specific applications of the Delphi method vary from one study to another, the following definition captures the key elements of the Delphi method: “The Delphi Technique is a method for the systematic solicitation and collection of judgments on a particular topic through a set of carefully designed sequential questionnaires interspersed with summarized information and feedback of opinions derived from earlier responses” (Delbecq, Van de Ven, & Gustafson, 1975, p.10). The Delphi method, in essence, is a way of structuring the group communication process, through which the members of the group can effectively address complex problems (Linstone & Turoff, 1975).

The history of the Delphi method. The Delphi method has its origin in studies conducted by RAND Corporation in the 1950s to produce forecasts in regard to military projects. The term Delphi originates from the oracle of Delphi (an archeological site in Greece) who was believed to be able to foresee the future (“Delphi,” 2013). The name Delphi was given to the project because its primary purpose was to look into the future, as the oracle did (Clayton, 1997). However, Dalkey (1969), who introduced the Delphi method, noted that “[the name *Delphi* is] a somewhat misleading appellation, since there is little that is oracular about the methods” (Dalkey, 1969, p.15).

According to Dalkey and Helmer (1963), one of the earliest Delphi studies aimed to collect experts’ opinions on matters such as a system selection or an estimation of the number of required munitions. In the early 1950s, Dalkey and Helmer introduced what is now called the Delphi method that is characterized by the iteration of controlled group communication (Dalkey, 1969). The panel of experts should have at least one opportunity to review the collective perspective and modify their answers (Hsu & Sandford, 2007; Linstone & Turoff, 1975; Murry & Hammons, 1995a; Skulmoski et al., 2007). Through this iteration process, the expert panel begins to form consensus. Dalkey and Helmer (1963) suggested that the Delphi method had several advantages over more conventional forms of group discussion, such as a round-table discussion: The use of questionnaires interspersed with information to consider in making judgments provided the experts with a better environment to first think individually and then respond at their own convenience. Moreover, their judgments could be further refined by the iteration process during which each expert received anonymous summaries of the other experts’ responses from the previous rounds and additional information requested by one or more of the participants. This method allowed for the gradual and careful formulation of opinions, whereas

the results of face-to-face meetings were often influenced by hasty conclusions, power differentials among participants, an inclination to be defensive about one's own opinion, and hesitancy in changing one's opinion.

Since the Delphi method was introduced, this method has been used in various fields of study in numerous forms as a tool for obtaining the most reliable consensus among experts. Although the early Delphi studies were conducted mainly for the purpose of forecasting technological developments or long-range policy formulations (Dalkey, 1969; Linstone & Turoff, 1975), the range of its application expanded to suit the purposes of different studies. For example, Okoli and Pawlowski's (2004) literature review shows that the Delphi method has been used not only for forecasting and issue identification and prioritization, but also to develop concepts, frameworks, and typologies, and to identify common aspects of issues for a theory-building purpose. Similarly, Murry and Hammons (1995a) noted that the Delphi method has been used to identify goals and issues, to develop a strategic plan for problem solving, and to develop assessment criteria. In one study, Murry and Hammons (1995b) used the Delphi method to develop criteria for an assessment of the managerial effectiveness of administrative personnel. One of the purposes of using the Delphi method in the current study is similar to that example: to develop criteria for assessing treatment integrity by identifying key features of the constructivist career counseling approach.

Key features of the Delphi method. A conventional form of the Delphi method involves a researcher or a monitor team designing a questionnaire, sending the questionnaire to a panel of experts, summarizing the results after the questionnaires are returned, developing a new questionnaire based on the results, and sending it back to the expert panel. This feedback process can be repeated more than once, and it provides the panel of experts at least one

opportunity to reevaluate their original responses after reviewing the group response (Linstone & Turoff, 1975). The key features of the Delphi method are often summarized as follows (Dalkey, 1969; Hsu & Sandford, 2007; Murry & Hammons, 1995a; Skulmoski, Harman, & Karahn, 2007; von der Gracht, 2012):

- **Anonymity:** Participants do not know who else is participating in the study. The anonymity enables participants to freely provide their responses with less social pressure than in face-to-face situations, and the responses can be evaluated based on the content and not on the reputation of persons who proposed the idea.
- **Iteration with controlled feedback:** The interaction among a panel of experts is channeled by multiple rounds of surveys, which include summaries of the responses from a previous round prepared by the researcher(s). Such a process can purportedly reduce noise (i.e., irrelevant communication).
- **Statistical group response:** The group opinion is defined using statistical measures (e.g., central tendency, dispersion, etc.). In this way, every participant's opinion is represented; divergence as well as convergence of the final individual opinions can be presented as they stand. The influence of group pressure for conformity can be reduced.

Dalkey (1969) noted that while maintaining these three basic features, the specific Delphi procedures can have many variations. Linstone and Turoff (1975) showed the rich diversity in the procedures of the Delphi method by presenting multiple examples of its applications.

Caveats for the use of Delphi method. The following caveats should be taken into consideration when using the Delphi method. First, the role of a researcher (or a monitor team) is critical to obtaining valid results (Linstone & Turoff, 1975; Murry & Hammons, 1995a):

Researchers' preconceptions about the issue and their perspectives may be imposed upon the respondents (i.e., the expert panel) through the process of formulating survey questions and structures. To minimize this potential problem, the respondents should be provided with opportunities to express their perspectives on the issue. In addition, researchers' skills in interpreting, summarizing, and presenting the group response, as well as maintaining objectivity during these processes may influence the survey results (Linstone & Turoff, 1975).

Another challenge of a Delphi study is the recruitment and retention of the participants. Linstone and Turoff (1975) noted that participants who have differing opinions may drop out, and artificial consensus be reached, when researchers ignore and do not properly address disagreements. Because a disagreement, when it is stable, provides important information, the participants should be encouraged to freely present their opinions when they have differing ideas, and disagreements should be respected. Another cause of participant dropout is the demanding nature of the Delphi method (Linstone & Turoff, 1975; Murry & Hammons, 1995a). Hence, proper compensation for participation should be considered.

Lastly, misunderstandings may occur due to the limitations of written communication (Linstone & Turoff, 1975; Murry & Hammons, 1995a). Differences in language, logic, and culture, as well as lack of clarity in writing may lead to misunderstandings. Thus, researchers should encourage participants to ask questions if any statements are unclear and to correct misrepresentations of their responses made in the summaries.

When to end the iteration process. The iteration process, in which participants receive the group's feedback and get chances to further revise their answers, can be administered for several rounds. As the types of data in Delphi studies differ, the stopping criteria also differ from one study to another.

In some Delphi studies, the iteration process ended when the degree of *consensus* set by a researcher was reached. Von der Gracht (2012) presented a summary of the criteria that were used in previously published Delphi studies for determining consensus. Some of the examples of criteria are as follows: arbitrarily determined levels of agreement (e.g., 51% agreement, 80% in the top two measures—for example, *desirable* and *highly desirable*—on a 5-point Likert-type scale), measures of central tendency and dispersion (e.g., when ratings fall within the range of mean \pm 1.64 SD, when interquartile range is 1 or below on a 7-point Likert-type scale), and cutoff rates (e.g., APMO cutoff rates, used when *agree*, *disagree*, or *unable to answer* categories are used; see Kapoor, 1987). In other studies, inter-rater agreement measures such as kappa statistics and Kendall's W coefficient of concordance were used to indicate the degree of consensus.

On the other hand, some researchers argue that *stability*, which refers to “the consistency of responses between successive rounds of a study” (Dajani, Sincoff, & Talley, 1979, p.84), should be the criterion for stopping the iteration process (Chaffin & Talley, 1980; Dajani et al., 1979; Scheibe, Skutsch, & Schofer, 1975). Dajani et al. (1979) maintains that discussion on the level of agreement is meaningless when the responses between consecutive rounds are unstable, and disagreement may remain stable, which indicates meaningful divergence of opinions. Thus, reporting both the stability of responses between rounds and the level of consensus (i.e., convergence of opinions) is recommended (see Holey, Feeley, Dixon, & Whittaker, 2007; Landeta, 2006).

The stability criteria also differ widely. Scheibe et al. (1975) suggested that less than 15% of change in response between two rounds (i.e., a total number of net changes in response distributions between two rounds divided by the number of participants) may be considered to

have reached stability. Alternatively, statistical measures and tests can also be used as stability criteria (von der Gracht, 2012): the McNemar test (χ^2 test to determine whether two sample distributions of dichotomous data could have been drawn from the same population; dependence between the two samples is assumed), the Wilcoxon signed-rank test (test to determine whether the group's responses significantly moved in either direction on the ordinal scale; the data should be at least ordinal), measures of associations (e.g., Pearson product-moment correlation coefficient, Spearman's rank correlation coefficient; a high correlation indicates stability between rounds), and parametric tests when data is measured on an interval or ratio scale (e.g., dependent samples t-test).

Data analysis. In Delphi studies, both consensus (i.e., the degree of agreement *among participants*) and stability (i.e., the degree to which responses *between two consecutive rounds* are consistent) are important results that should be reported. In the following subsections, some of the stability and consensus measures that can be used for rating and ranking types of data are discussed.

Stability measure for rating results. Various measures have been used to report *stability* of responses between two rounds (see von der Gracht, 2012). The following methods could be considered for analyzing the rating data. Each method, however, has limitations. First, the change in the participants' rating distribution for each item between two rounds can be calculated and compared with a suggested change level of 15% (Scheibe et al., 1975); less than 15% of net changes in rating distributions between two rounds may be considered to have reached stability. The change in the rating distribution between rounds is calculated by dividing the total number of unit change in the participants' responses by the number of participants. This method, however, may give rise to the issue of not being able to assume stability for a large number of

items when the sample size is small. For example, when the sample size is 10 or less, only when one or none of the participants changes his/her rating by one unit will stability be assumed to be achieved for the item.

The second method is the Wilcoxon signed-rank test that can test whether the group's responses on *an item* significantly moved in either direction on the ordinal scale. This test could be used to determine whether the group's response on *each item* is stable between two rounds (e.g., Seagle & Iverson, 2001). However, the applicability of this method can be limited when the sample size is small. A minimum *effective* sample size (i.e., the number of non-zero paired differences) of 6 is required for a non-directional test (Lowry, 2013) to use this test. Even when the effective sample size is greater than six, a small effective sample size may result in a lack of statistical power for the test. That is, although the group ratings for an item between two rounds are quite different, the test result may indicate there is no difference in ratings between the two rounds. Another issue in using this method is that the assumption that each set of paired differences should be independent is violated (i.e., participant A's change in response between two rounds should be *independent* of participant B's change in response between the same two rounds. However, in Delphi studies, all participants are expected to modify their responses based on the same summary of the group's response from the previous round. Thus, strictly speaking, the paired differences cannot be considered *independent*.)

Other methods include a measure of association (e.g., Pearson product-moment correlation coefficient; a high correlation indicates stability between rounds) and parametric tests (e.g., dependent samples t-test). However, these methods can only be used for interval or ratio data.

Consensus measure for rating results. For consensus measures, von der Gracht (2012) noted that the use of a commonly accepted level of agreement (e.g. simple majority, two-thirds majority, and absolute majority) is considered an acceptable practice and is especially meaningful when nominal or Likert-type scales are used. Other commonly used methods include central tendency and dispersion measures (e.g., when ratings fall within the range of mean \pm 1.64 SD, when interquartile range is 1 or below on a 7-point Likert-type scale) and inter-rater agreement measures such as Cohen's kappa (when there are only two raters) and Fleiss' kappa (used only for nominal scale agreement).

Consensus and stability measure for ranking results. For consensus measure of ranking type data, Schmidt (1997) suggested the use of Kendall's coefficient of concordance. The coefficient of concordance, W , represents "the degree of resemblance among the rankings," W value of 1 indicating complete unanimity in the rankings (Kendall & Smith, 1939, p. 276). The Kendall's W value thus can represent the degree of consensus among participants' rankings at each round. In general, a W value of .3 is interpreted as weak agreement, whereas .7 is interpreted as strong agreement. The stability in rankings between two rounds is indicated when the Kendall's W values level off in two consecutive rounds (see Schmidt, Lyytinen, Keil, & Cule, 2001) or when correlation (e.g., Pearson product-moment correlation coefficient, Spearman's rank correlation coefficient) between results from two consecutive rounds is high. However, the specific criteria for high correlation varied depending on the nature of data in each study (von der Gracht, 2012).

Participants

The number of participants in a Delphi study varies depending on the purpose of the study. Skulmoski et al. (2007) reported that the number of expert panel members in a Delphi

study varied from as few as three to as many as over a hundred. As the focus of this study is confined to issues regarding the constructivist career counseling theories, and as the Delphi process in this study should involve a significant amount of information, I decided to limit the number of panelists to from eight to ten.

A Delphi study requires qualified experts who have knowledge and experience about the issues under investigation (Murry & Hammons, 1995a). Thus, a Delphi study should provide legitimate criteria for selecting experts. The specific criteria for expert selection also differ from one study to another depending on the expertise required by each study (Hsu & Sandford, 2007; Okoli & Pawlowski, 2004).

In this study, I identified participants based on the number of their publications on the topic of constructivist or social constructionist career counseling and the number of citations for these publications. The Google Scholar database (via Harzing's Publish or Perish program) was used for the search. The specific procedure used is as follows: First, in order to identify the most cited publications on the topic of constructivist or social constructionist career counseling, I conducted a search by using the keywords *career counseling* (as a phrase), and one of the following words: *constructivist*, *constructionist*, *constructionism*, and *constructivism*. Second, after rank ordering the publication search result by the number of citations, I made a list of the first authors of these publications. Duplicate names were excluded. I did not include authors other than the first authors in the publications, because I assumed that the first authors represented the ideas of their respective teams. Third, the h-index of each author in the list was calculated. The h-index of an author is calculated by rank ordering the publications of the author by the number of citations and then counting the number of the publications from the top (i.e., the most cited). The counting stops before the count becomes smaller than the number of

citations for a publication. The final count is the h index value for the author (“H-index,” 2014). In this study, the h -index for each author was calculated based on only related (the aforementioned keywords were used along with the author’s name in the search) and first-authored publications so that the index could reflect the author’s influence in regard to the topic of constructivist or social constructionist career counseling. The invitation to the current study was sent to the nine authors with the highest h values.

Eight out of the nine authors responded to all three rounds of surveys. The participants include C. P. Chen, P. J. Hartung, P. McIlveen, W. Patton, R. Pryor, M. Savickas, and R. A. Young (the names are listed in alphabetical order, and one participant wanted to keep her/his name confidential).

Data Collection Procedures and Questionnaires

Invitation and consent process. One prospective participant, who, among others, has published extensively on the topic of constructivist or social constructionist career counseling, was contacted first. The prospective participant was asked to send an email of introduction to the other eight prospective participants with the attachment of the formal invitation from the researcher. The formal invitation included a web link to the research consent information. The introductory email was sent to the eight prospective participants, and all of the nine experts gave consent to participate in the study.

Pilot surveys. Skulmoski et al. (2007) emphasized the role of pilot studies in a Delphi study, because such process helps identify problems in the survey instrument and improve comprehension of it. Hence, before I sent each survey to the panel of experts, one or two professional researchers in the career field reviewed the survey questions, and I revised them based on feedback from these reviewers. All three rounds of surveys were formatted in

Microsoft Word and sent to the participants by email. The participants were asked to complete their responses and send them to the researcher via email.

Survey Round 1. After the participants consented to participation in this study, the Round 1 questions were sent to the panel of experts. In the Round 1 survey, the participants were asked to do the following:

1. Provide their perspective on what *constructivist approach* to career counseling and *social constructionist approach* to career counseling mean. The participants were informed that they could provide their definitions for only one of the two terms if they had not often used the other term in their writing, and they could also provide definitions for both, distinguishing one from the other.
2. Provide the citation of their articles/chapters/books that would best represent their current views of constructivist or social constructionist career counseling.
3. Provide suggestions for a future research agenda to advance theory, research, and practice of career counseling using constructivist or social constructionist approaches. The participants were encouraged to consider what kind of research should be done to (a) test the validity of the underlying theory and (b) conduct process and outcome evaluations.

Round 1 results analysis and Round 2 survey. All nine participants returned their Round 1 responses. The participants' responses to each of the three questions above were analyzed and developed into the Round 2 survey questions as follows.

Question 1: Definitions of constructivist and social constructionist career counseling.

In Question 1, the participants provided their definitions of the constructivist approach and social constructionist approach to career counseling. Similar statements were combined, and

overlapping parts and parts that were not directly linked to the definitions were excluded. The final summary included 33 distinct statements: 3 statements that contrast constructivist and social constructionist approaches, 13 statements that define constructivist approaches to career counseling, 14 statements that define social constructionist approaches to career counseling, and 3 statements that do not distinguish constructivist and social constructionist approaches. In Round 2, the participants were asked to rate each of the 33 statements on a 5-point Likert-type scale ranging from *strongly disagree* (1) to *strongly agree* (5) and to provide additional thoughts or different opinions about each statement if they had any.

Question 2: Features of constructivist and social constructionist career counseling.

The article/chapter/book that each participant recommended in Question 2, and additional articles/chapters/books of the author if needed, were reviewed to identify the features of constructivist or social constructionist career counseling in terms of the four components of the organizing framework—namely (1) theoretical underpinnings (propositions, view of human nature), (2) counseling process (counseling process goals, characteristics of the intervention process, techniques, what counselors should do and should not do), (3) counselor-client relationship (desirable attitudes and beliefs of the counselor towards the client, characteristics of the counselor-client interaction), and (4) range of applicability (clients' needs that can be addressed, instances where counselors should apply or incorporate other approaches). In Round 2, each participant received the list of features, each of which was provided with one or more representative excerpts from her/his selected publication(s). The features were presented under each of the aforementioned four categories. Each participant was asked to revise any features or add features so that the overall list could correctly and comprehensively represent his/her

perspective on the key features of constructivist career counseling practices and/or social constructionist career counseling practices.

Question 3: Future Research Agenda. The participants' responses to Question 3 were summarized into 21 research agenda items after combining similar suggestions and excluding overlapping parts and parts that were not directly linked to suggestions for a research agenda. In Round 2, the participants were asked to rate each of the 21 items based on their judgment of its importance in advancing the theory, research, and practice of career counseling using constructivist or social constructionist approaches on a 5-point Likert-type scale ranging from *not at all important* (1) to *extremely important* (5). The participants were also asked to explain the rationale for their ratings, comment on the items, and add any other research agenda items if they wished.

Round 2 results analysis and Round 3 survey. Out of the nine participants, eight sent their Round 2 responses back. The one participant who did not send a Round 2 response informed the researcher that s/he would not be able to participate in the rest of the research due to schedule conflicts. The following subsections describe the processes of analyzing participants' responses to each of the three questions in Round 2 and developing the Round 3 survey.

Question 1: Definitions of constructivist and social constructionist career counseling. In Round 3, the participants were provided with (a) the same 33 statements presented in Round 2 that summarize the participating expert panel members' definitions of constructivist or social constructionist career counseling, (b) the anonymous summary of the expert panel's Round 2 ratings and rationales for their judgments for each statement, and (c) their own ratings for each statement in Round 2. The participants were asked to provide their final ratings for each statement on the same 5-point Likert-type scale ranging from *strongly disagree* (1) to *strongly*

agree (5) after reviewing the panel's ratings for the statement and rationales for their judgments. They were also asked to provide reasons for changing or retaining their previous judgments and any other additional thoughts on the panel's comments.

Question 2: Features of constructivist and social constructionist career counseling.

The features of constructivist career counseling and social constructionist career counseling revised and confirmed by each participant in Round 2 were compiled into a list of 107 features after overlapping features were removed. The numbers of features for each category were as follows: 26 for propositions or view of human nature, 42 for counseling process characteristics, 20 for counselor-client relationship, and 19 for the range of applicability.

A rating type question was designed to ask the participants to rate each feature based on their judgments regarding each feature's representativeness of the constructivist or social constructionist career counseling approaches. In developing the rating scale, however, issues arose concerning how to label the scale points and how many scale points should be used. There are several ways to label the scale points, but they can be categorized into two groups: verbal labeling and numeric labeling (Krosnick & Fabrigar, 1997). In verbal labeling all scale points are fully labeled with words, whereas in numeric labeling, some scale points are labeled with numbers only. Both verbal labeling and numeric labeling have advantages and disadvantages. For example, numeric values are easy to remember and provide equal divisions between the scale points. However, the disadvantage of numeric labeling is that the numbered points do not have inherent meanings. On the contrary, verbal labeling provides a clearer meaning of each scale point, and therefore can yield more precise data. According to Krosnick and Fabrigar's review of previous studies, verbal labeling was found to produce more reliable results. They

reported that when more verbal labels were used, the ratings for the same objects tended to agree more, and the ratings for different objects tended to differ more clearly.

However, selecting appropriate verbal labels for scale points became another issue to address. Krosnick and Fabrigar (1997) suggested that, to be useful, each verbal label should be able to clearly convey the intended meaning. In regard to this matter, I found categories that Waltz et al. (1993) provided useful in that the categories suit the purpose of this study. The categories are as follows: (a) unique and essential, (b) essential but not unique, (c) acceptable but not necessary, (d) proscribed. These categories were developed by Waltz et al. for the purpose of guiding *adherence* measure development. Waltz et al. argued that these four types of items should be included in an adherence measure (i.e., a measure to assess the extent to which a counselor followed the counseling approach under study), because the observers' ratings on these four types of items can provide information regarding whether the independent variable in the outcome study (i.e., implementation of the counseling approach) is successfully manipulated. Although the current study does not aim to develop the adherence measure per se, the use of these categories in the Round 2 survey in this study could specify the distinctive features of the constructivist and social constructionist career counseling approaches. Furthermore, the features classified into these categories in this study could inform not only the future research to develop treatment integrity measure but also career counseling practitioners and counselor educators interested in the constructivist or social constructionist career counseling approaches.

I expanded the aforementioned four categories into six categories in order to draw more detailed distinctions among features as well as to provide a wider range of options for ratings. The "unique and essential" category was divided into *unique and must appear* and *unique and often appear*, because there can be some unique features that may not necessarily appear in every

constructivist or social constructionist career counseling practice. For a similar reason, the “essential but not unique” category was divided into *not unique but must appear* and *not unique but often appear*. The detailed description of each label is as follows:

- **Unique & Must Appear:** These features are *unique* to constructivist or social constructionist approaches, and *must* be present if the practice is to be considered a constructivist or social constructionist career counseling practice. In other words, a career counseling practice could *not* be considered constructivist or social constructionist if these features were missing.
- **Unique & Often Appear:** These features are *unique* to constructivist or social constructionist approaches, and *not always, but often* appear in constructivist or social constructionist career counseling practices.
- **Not Unique but Must Appear:** These features are *not unique* to constructivist or social constructionist approaches, but *must* appear in constructivist or social constructionist career counseling practices.
- **Not Unique but Often Appear:** These features are *not unique* to constructivist or social constructionist approaches, but *often* appear in constructivist or social constructionist career counseling practices.
- **Can Appear but Not Needed:** These features are compatible with constructivist or social constructionist approaches, and therefore not proscribed, but are neither necessary nor unique.
- **To Be Avoided:** These features are incompatible with the constructivist or social constructionist approaches, and therefore should be avoided in constructivist or social constructionist career counseling practices.

In Round 3, the participants were asked to rate each of the features in the compiled list on the aforementioned verbally labeled scale, taking into account the panel members' perspectives that they reviewed in Question 1 (i.e., the panel's ratings and comments to the 33 statements that summarize their definitions of constructivist and social constructionist career counseling) and their own final judgments. For the range of applicability (clients' needs that can be addressed, instances where counselors should apply or incorporate other approaches) items, a 5-point Likert-type scale ranging from *very inappropriate* (1) to *very appropriate* (5) was used, considering the nature of the items in this category.

Because the participants' opinions were divided as to whether constructivist and social constructionist approaches should be distinguished or not, asking the participants to consider constructivist and social constructionist approaches as a whole in rating the features could cause problems. Hence, two rows—namely, constructivist and social constructionist—were provided for each feature, and the participants were asked to provide their ratings on the respective rows. In this way, the participants could provide different ratings for one feature on the two rows if they wished. For example, when the participants considered an item a unique and essential feature of constructivist approaches but not of social constructionist approaches, they could so rate it on the respective rows.

The participants were also informed that they could provide ratings for only constructivist rows or social constructionist rows, if they had not often used the other term in their writing, or provide ratings for both constructivist and social constructionist rows if they wished. They were also asked to provide any explanations for their ratings or other comments on the items.

Question 3: Future Research Agenda. In Round 3, the participants were provided with the participating panel members' ratings and comments on the research agenda items in Round 2.

In addition to the initial 21 research agenda items presented in Round 2, one new item was included in Round 3 in order to obtain participants' perspectives on the importance of conducting experimental studies to assess the effectiveness of constructivist or social constructionist career counseling approaches. The participants were asked to mark their final ratings for each item on the same 5-point Likert-type scale after reviewing the panel's ratings and comments on the item. A column was added to the table so that the participants could provide reasons for changing or retaining their previous judgments and any other additional comments on each item.

Chapter 4

Results

The account of results consists of two sections that correspond to the two research questions: (a) definitions and features of the constructivist and social constructionist approaches and (b) future research agenda. The Round 3 (final round) questionnaire was sent to the eight participants who responded in Round 2. All the eight participants returned Round 3 responses.

Definitions and Features of Constructivist/Social-Constructionist Approaches

One of the purposes of this study was to identify the features of constructivist and social constructionist career counseling in terms of theoretical underpinnings, counseling process, counselor-client relationship, and range of applicability. Heretofore, the terms *constructivist* and *social constructionist* have been used with and without distinction in meaning; consequently, there has not been explicit agreement on their definitions. Therefore, discussion on what constructivist and social constructionist approaches to career counseling mean was needed as a preliminary to further discussion.

To achieve this purpose, two questions were used as shown in Figure 4-1: In Question 1 in Round 1, the participants were asked to provide their own definitions of constructivist and social constructionist approaches to career counseling. The participants were then asked in the Question 1 in Round 2 to express endorsement of or disagreement with each of the 33 statements that summarized the participants' definitions in Round 1. Therefore, in Round 3, each participant could review all of the participants' ratings and comments in Round 2 to these 33 statements, and they were asked to use this information as well as their final judgments to rate the features of constructivist or social constructionist career counseling (the Question 2 in Round 3).

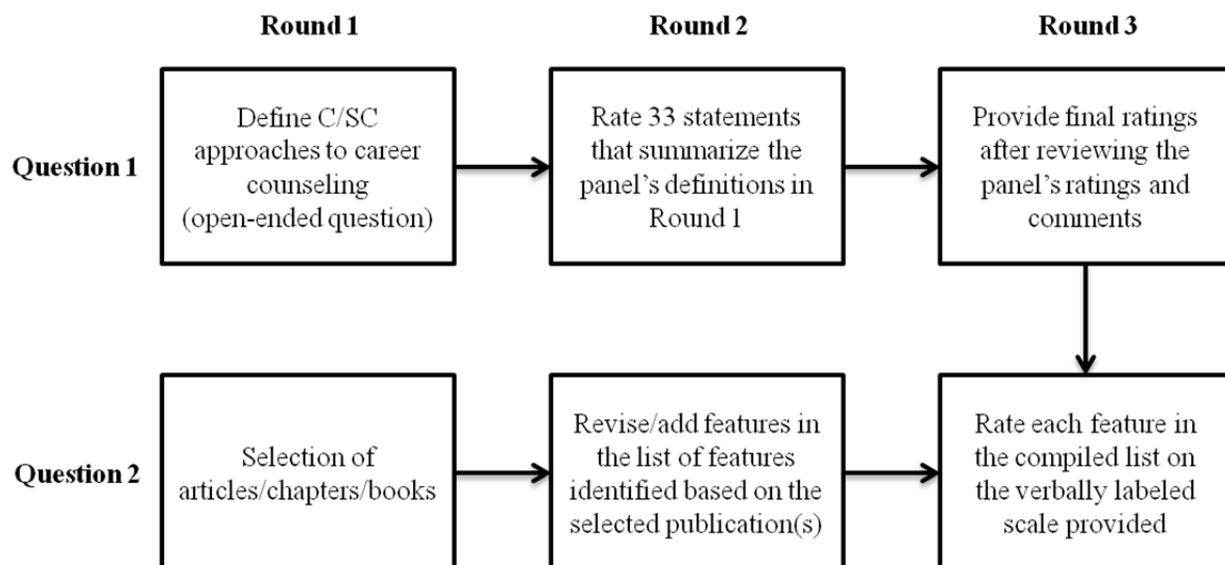


Figure 4-1. Delphi Process Flow Chart (Question 1 and 2)

Definitions of constructivist and social constructionist approaches. The 33 statements that summarize the participants' definitions of constructivist career counseling and social constructionist career counseling are presented in the Table 4-1 along with means and standard deviations of the panel's ratings from Round 2 and 3. The concordance correlation coefficient (Lin, 1989, 2000), which indicates the level of agreement between two variables, as well as the criterion of 15% change level (Scheibe et al., 1975) were used to report *stability* of the panel's responses between the panel's Round 2 and Round 3 ratings. The value of concordance correlation coefficient varies from -1 to 1, and indicates the degree to which paired values (e.g., participant A's rating in Round 2 and Round 3) are equal to each other (the greater the value, the greater the agreement). Applying the 15% change level criterion to the sample of eight, items with more than two net changes in the rating distributions between the two rounds was marked with a dagger (†) in Table 4-1.

Table 4-1

Definitions of Constructivist and Social Constructionist Approaches, their Endorsement Levels in Round 2 and Round 3 Responses, Measures of Dispersion (Standard Deviation and Interquartile Range), and Stability Index (ρ_c)

Item	Round 2			Round 3			r_c
	<i>M</i>	<i>SD</i>	IQR>1	<i>M</i>	<i>SD</i>	IQR>1	
Contrasts between constructivist and social constructionist approaches							
1. A constructivist approach conceptualizes and addresses career concerns as a function of an individual's internal, cognitive meaning-making system. Constructivist career counseling approaches use narrative methods to discern the role and experience of work in a person's life as individually construed by the person. A social constructionist approach conceptualizes and addresses career concerns as a function of the interpersonal meaning a person makes about self, work, and career in relation with others. Social constructionist career counseling approaches use narrative methods to discern the role and experience of work in a person's life as construed by the person in relation with family, community, society, cultural, and other contexts.	4.38	0.74		4.50	0.53		0.83
2. A constructivist approach is a cognitive approach that focuses on the person (i.e., the person's cognition) and does not necessarily address the social origin of constructs. It focuses on the individual and the intrapersonal construction of meaning. A social constructionist approach addresses the social and linguistic origins of life stories and focuses on "co-construction." It focuses on the individual-in-relation and the interpersonal construction of meaning.	4.38	1.06		4.50	1.07		0.94
3. Social constructionism does not deny the mental life of individuals and concomitant cognitive processes (which is the main emphasis in constructivism); instead, a social constructionist approach emphasizes the talk, text, and actions that transpire between client and counselor, and between client and the others in his or her world. The difference between constructivism and social constructionism is a matter of emphasis, extending from what is "internal" in origin, to what is "external" in origin. A radical social constructionist position is that culture contains all the meaning that is possible, and that the individual cannot think outside his/her culture. In pragmatic terms, the difference between constructivist and social constructionist counseling is often hard to discern; it can be a matter of emphasis with respect to how the counselor listens and talks with the client about his/her relating to the psychological world.	4.13	1.36		4.13	1.36		-

Item	Round 2			Round 3			r_c
	<i>M</i>	<i>SD</i>	IQR>1	<i>M</i>	<i>SD</i>	IQR>1	
A constructivist approach to career counseling means...							
1. This perspective emphasizes the agentic qualities of the person; the focus is on the creative capacities of individuals to take control of themselves and their circumstances in order to explore, develop and create meaning and purpose. The emphasis is on meanings, meaning-making, and intentionality in life-careers.	4.75	0.46		4.88	0.35		0.60
2. To be flexible and creative in utilizing a wide range of approaches and techniques including those from positivistic and objectivist schools.	4.13	1.13	*	4.88	0.35		0.16†
3. To have a holistic and respectful view of the client as a dynamic social being	4.50	0.76		4.50	0.76		-
4. The role of the client's subjective views, preferences, thoughts, perceptions are of pivotal importance.	4.38	0.74		4.38	0.74		-
5. To understand that career is built upon one's total life experiences	4.25	0.89	*	4.38	0.92	*	0.91
6. This approach emphasizes individuals as the prime constructors of their own reality and the prime creators of meaning of life events. It emphasizes self-organizing and active knowing by the individual.	4.50	0.53		4.29	0.76		0.81
7. To understand and incorporate complex and dynamic contextual factors in career interventions	4.13	0.83	*	4.13	0.83	*	-
8. Narrative counseling techniques are used to encourage clients to originate their own stories of significant times in their lives and to help them to seek themes and patterns that delineate what really matters to them and then to assist them to begin to construct new stories on which to base action toward the further fulfillment of these life themes and purposes.	4.13	1.46	*	4.00	1.41	*	0.90
9. Techniques/methods: narrative career counseling models; techniques for exploring the personal construct systems clients use; biographical hermeneutics; approaches that view career as a story	4.00	1.31		3.75	1.16		0.91†
10. Psychological or cognitive constructivism is rooted in the work of George Kelly. Focus is on cognition. Counselors view the person as a scientist who uses personal cognitive structures to make meaning of her or his experiences in work and career. A person's sense of being, of understanding reality, and of meaning-making is a function of cognitive processes that control behavior and emotion. This approach involves the elaboration of constructs about career choices. Goals are to predict and control.	3.75	1.39	*	3.75	1.28		0.84†
11. To have a perspective of Humanistic Psychology	3.50	1.31	*	3.50	1.31	*	-

Item	Round 2			Round 3			r_c
	<i>M</i>	<i>SD</i>	IQR>1	<i>M</i>	<i>SD</i>	IQR>1	
12. To empower clients to take actions to make things happen in life-careers	3.75	1.28		3.13	1.55	*	0.59†
13. Constructs (e.g., meanings) reside within the person so counseling starts with the person to understand the career. The self is theorized as essentialist and singular. Focus is on parts of the person, traits such as RIASEC and self-efficacy.	3.38	0.92		3.00	1.07	*	0.67†
A social constructionist approach to career counseling means...							
1. The term social constructionist refers to the epistemological perspective that social reality is constructed through social interaction, history, meaning. How we know and what we know are constructed socially.	4.86	0.38		4.75	0.71		0.77
2. The social constructionist approach emphasizes that psychosocial environmental systems mediate the individual's process in constructing personal meaning.	4.75	0.46		4.75	0.46		-
3. Social constructionism emphasizes the viability of an individual's construction of a personal reality on the basis of its coherence with related systems of personally or socially held beliefs.	4.63	0.52		4.63	0.52		0.47
4. Social constructionist career counseling uses meaning/stories to help people connect narrative to identity and career performative process, and coordinate with others.	4.50	0.76		4.63	0.74		0.88
5. Social constructionist career counselors assert that meaning resides at the nexus of the person and the social structures within which she or he engages to make sense of experience.	4.50	0.76		4.63	0.74		0.88
6. To focus on action; joint-action or collective action in one's careering.	4.50	0.76		4.63	0.74		0.88
7. To understand and deal with complex, dynamic and multi-faceted relationships among various intrapersonal, interpersonal, and extra-personal influences.	4.38	0.74		4.50	0.76		0.88
8. To embrace all the major principles and methods of the constructivist approach, and in the meantime, this approach draws more attention to the social dimensions of meanings and meaning-making.	4.38	0.74		4.38	0.74		-
9. Techniques/methods: techniques that use individual's construction of his or her narrative or story as the basis for career decision making; relational approaches whereby the counselor and client focus upon the talk, text, and action that is generated between the client and others in his/her psychological world	4.38	0.74		4.38	0.74		-
10. Social constructionist career counseling provides a way for clients to understand their assumptions	4.25	0.71		4.25	0.71		-

Item	Round 2			Round 3			r_c
	<i>M</i>	<i>SD</i>	IQR>1	<i>M</i>	<i>SD</i>	IQR>1	
about themselves and the world around them as relative and as amenable to their input and agency.							
11. Meaning is in discourses. Between two people some things are taken as true. Statements produce a particular version of experience.	4.25	0.89	*	4.25	0.89	*	-
12. Social constructionist counseling involves story revision. It is a process of co-constructing a narrative that has integration and coherence enough to move forward across a transition. It assigns values to certain events and attributes in making a story of self and career.	4.13	0.83	*	4.13	0.83	*	-
13. There are multiple selves depending on context, not a singular, essential self. Focuses on person as a whole, not parts.	4.38	0.92	*	4.00	0.93	*	0.62†
14. The social constructionist approach lends itself to the criticism of social institutions; the client is helped to become conscious of his/her relation to those (cultural) institutions. The aim of this conscious examination is to produce a transformative or transgressive outcome for the client, who is, otherwise, constrained by the limits of his/her culture, social class, race, gender, or ethnicity.	4.13	0.83	*	4.00	0.76		0.89
Constructivist and social constructionist combined							
1. Fundamental to both is a quality relationship between the client and the career counselor, where the client is encouraged to participate actively, feel respected, and believe that the counselor is listening deeply and collaborating with them to understand the client's hopes for the future and their past experiences.	4.63	0.74		4.75	0.71		0.87
2. By encouraging clients to tell stories from different settings and times of their lives, rich material may be uncovered that may serve as a foundation for the future story. Themes that are identified in the stories provide ingredients of the future story. Moreover, because themes tend to appear within and across stories, clients come to understand a sense of coherence and continuity across their lives that may inform their future stories.	4.25	1.49		4.25	1.49		-
3. I see similarities between constructivist and social constructionist approaches to career counseling and prefer not to distinguish between them. Raskin (2002) used the term "constructivisms" because of the similarities between the constructivist psychologies which all "theorize about and investigate how human beings create systems for meaningfully understanding their worlds and experiences" (p. 1).	4.13	1.13	*	3.63	1.30	*	0.65†

Note. * = items with interquartile range (IQR) greater than 1; r_c = sample concordance correlation coefficient (not calculated for an item for which none of the participants changed their ratings); † = items with more than 15% of marginal changes between the rating distributions in Round 2 and 3.

As indicators of *consensus*, standard deviation (for relative comparison) and interquartile range (IQR) were used (Murphy et al., 1998). When the IQR of an item was no greater than 1, I have interpreted this as indicating that consensus had been reached (see von der Gracht, 2012).

Contrasts between constructivist and social constructionist approaches. Three statements were in this category. Most of the participants endorsed all the three statements (the means ranged from 4.13 to 4.50), and their responses remained stable over the two rounds. A majority of the participants endorsed the statements that indicated an individual's intrapersonal, cognitive meaning-making system as the focus of a constructivist perspective, and interpersonal meaning making (i.e., co-construction) as that of a social constructionist perspective.

Constructivist and social constructionist approaches were considered to share a commonality in that both of them focus on meanings that individuals impose on themselves and on their experiences (e.g., work, career) in addressing career concerns. Whereas a constructivist perspective was defined as having the focus on an individual as the creator of meaning, a social constructionist perspective was characterized as contending that individuals cannot make meanings by themselves, that is, the meanings are created in their relations with social contexts. On the other hand, constructivists may argue that any social interactions and communicated meanings are eventually *interpreted* by individuals and it is the interpreted meanings the individuals have that ultimately direct their behaviors. These arguments are well summarized in a sentence in one of the statements: "The difference between constructivism and social constructionism is a matter of emphasis, extending from what is 'internal' in origin [a social constructionist perspective], to what is 'external' in origin [a constructivist perspective]"

Although most participants agreed with the idea that the difference between constructivist and social constructionist counseling is often difficult to discern and the two perspectives can

coexist in practice, one participant presented an opposing perspective that the difference is easy to discern because constructivist practice looks more like a cognitive counseling approach that focuses on the individual, whereas social constructionist practice has a focus on the social contexts and interpersonal origins of behaviors: This explains the relatively greater variance of ratings for Statement 3 in the “Contrasts between constructivist and social constructionist approaches” section in Table 4-1.

What constructivist approaches to career counseling mean. Among the thirteen statements sorted into this category, the following statements received mean ratings greater than 4.50 in Round 3: The statements 1, 2, and 3 in the “A constructivist approach to career counseling means...” section in Table 4-1. Most of the participants supported the statement that constructivist approaches view individuals as the creators of meaning of their life experiences and constructors of their own reality (Statement 6). The constructivist standpoint that individuals are constructors of their own reality also relates to its emphasis on individuals’ agentic qualities (Statement 1); the participants characterized constructivist career counseling approaches as having the perspective that not only can individuals assign meanings to their experiences, but they also can take control and “make things happen” in their lives. Having a holistic and respectful view of clients as dynamic social beings (Statement 3) was considered in line with a constructivist perspective as well.

All the participants acknowledged the flexibility of constructivist approaches in utilizing a variety of techniques including those often considered derived from positivist and objectivist schools (Statement 2). Although narrative techniques are often associated with constructivist approaches in the literature, the participants’ responses suggest that practitioners who are

working from a constructivist perspective can, and often should, employ various techniques, not limiting the choice to narrative methods.

The statement about narrative techniques (Statement 8) was one of the statements for which the participants' ratings differed the most. Whereas the half of the participants strongly agreed with narrative techniques being the characteristic of constructivist approaches, the other participants had different opinions; some of them argued that narrative techniques characterize only some constructivist approaches, and other quantitative methods can also be used in constructivist approaches. The others maintained that narrative techniques are more aligned with a social constructionist perspective, and associated constructivist approaches with cognitive techniques such as repertory grid or laddering (Kelly, 1955; Neimeyer & Neimeyer, 1987; Neimeyer 2009).

Another statement with which the participants' opinions differed markedly is the Statement 12. Some of the participants raised the issue of using the word "empower." They asserted that the idea that counselors can "give power" to clients is not consistent with a constructivist perspective, and suggested using a different word such as help, assist, or collaborate, instead of the word empower.

What social constructionist approaches to career counseling mean. Among the 14 statements in this category, seven statements (Statements 1, 2, 3, 4, 5, 6, and 7 in the "A social constructionist approach to career counseling means..." in Table 4-1) were given 4.50 and higher mean ratings in Round 3. As highlighted in the first category (the contrasts between constructivist and social constructionist approaches), the standpoint that "how we know and what we know are constructed socially" (Statement 1) was regarded as the important characteristic of social constructionism. The participants also concurred with the statement that a social

constructionist perspective emphasizes individuals' capabilities to construct their own realities as in constructivist approaches, but a social constructionist perspective views that individuals' construction of realities are bounded by the social contexts (Statement 3). This viewpoint is in line with the idea that meanings are constructed through the interactions between the individuals and their social environments (Statements 2 and 5).

Using stories to help clients understand their identities and career construction process as narratives they author and live in relationships with others (Statement 4) was considered by most of the participants as one of the features of social constructionist career counseling practices. Counseling practice features such as helping clients understand and cope with various social and environmental influences (Statement 7) and focusing on actions including joint actions in a client's career construction process (Statement 6) also received high ratings by most of the participants; however, a few participants noted that these features can appear in some social constructionist approaches, but they do not necessarily characterize social constructionist approaches.

Constructivist and Social Constructionist Combined. Three statements focused on explaining the commonalities of constructivist approaches and social constructionist approaches ("Constructivist and social constructionist combined" section in Table 4-1). The statement with which the participants most agreed was the one that described the nature of counselor-client relationship in counseling; active participation of clients as well as the role of counselors as genuine listeners and collaborators were emphasized (Statement 1). The participants' opinions diverged in regard to the statement about the use of the term "constructivisms" that underscores the similarities between the constructivist and social constructionist perspectives (Statement 3); although half of the participants either moderately or strongly agreed with this statement, several other participants maintained that constructivism and social constructionism are still distinct.

Features of constructivist and social constructionist approaches. The number of features confirmed, revised, or added by each participant in Round 2 was 187 in total. After excluding overlapping items, 107 items—26 in propositions or view of human nature, 42 in counseling process characteristics, 20 in counselor-client relationship, and 19 in the range of applicability—emerged in Round 3.

Seven verbal labels—“unique and must appear,” “unique and often appear,” “not unique but must appear,” “not unique but often appear,” “can appear but not needed,” “to be avoided,” and “unsure”—were used for the ratings. The rating results for the overall list of items are shown in the Appendix F, and the features that met the consensus criterion described below are presented in Table 4-2, Table 4-3, and Table 4-4.

In the analysis, “unique and must appear” category and the “unique and often appear” category were combined and considered *unique and essential* category, and the “not unique but must appear” category and the “not unique but often appear” category were combined and considered *essential but not unique* category. When two thirds of the participants who responded to an item chose the same category among the five categories—namely, “unique and essential,” “essential but not unique,” “can appear but not needed,” “to be avoided,” and “unsure”—consensus for the item was assumed to be reached.

The “unique and essential” items are presented according to the subcategories, namely “unique and must appear” and “unique and often appear,” providing more detailed distinctions; these distinctions were made when the opinions of two thirds of the participants who chose “unique and essential” leaned towards either “unique and must appear” or “unique and often appear.” When these distinctions could not be made (i.e., when the number of the participants who chose “unique and must appear” and “unique and often appear” were about equal), the items

were sorted into “unique and either must or often” subcategory. In the same way, the “essential but not unique” items are also presented according to the subcategories—“not unique but must appear,” “not unique either must or often,” and “not unique but often appear.”

Theoretical Underpinnings (Propositions/View of Human Nature). Out of the 26 theoretical underpinnings items, 21 items met the consensus criterion described above as features of constructivist approaches (C), or as features of social constructionist approaches (SC), or as features of both (C & SC) (see Table 4-2). The other five items for which the participants’ opinions divided are “Abilities, interests, and values are constructions individuals develop through their interaction with others” (Item 2), “Individuals, in concert with others, can construct (make changes in) the environment they live in” (Item 11), “Social and cultural environments play a key role in individuals’ career construction by opening up or limiting opportunities for the individual” (Item 20), “Fulfilling careers are achieved through individuals discovering their most fundamental values and personal meaning, and then seeking to achieve these through purposeful activities.” (Item 25), and “Individuals’ career development follows predictable, sequential stages” (Item 26).

Table 4-2

Theoretical Underpinnings (Propositions/View of Human Nature)

Category		Feature
Unique & Essential	Unique & Must Appear	(C & SC) 1. Self-concept is not an essential quality in oneself; it evolves through the individual’s continuous self-constructing process.
		(C & SC) 3. Individuals construct their identities and careers through active and continuous engagement in the construction process.
		(C & SC) 5. Through constructing narratives of their experiences, individuals shape their identities.
		(C & SC) 6. Individuals are capable of being the authors of their own stories.
		(C & SC) 8. An individual’s career story has dominant themes that provide an overarching perspective and self-organizing possibilities with which to connect current experience to past experiences and then future possibilities.

(C & SC) 9. Narratives that individuals develop to account for their lives and careers continuously evolve over time as the individuals are exposed to new experiences.

(C & SC) 13. Meaning-making and self-construction occur through the medium of language.

(C & SC) 14. Individuals live in language, which both defines and confines their meaning making.

(C & SC) 19. Individuals use stories to impose meanings and interpretations on their experiences; the accumulation of these meanings and interpretations becomes the source of identity construction.

(C & SC) 23. An individual develops a career story that provides continuity over time and coherence among elements (e.g., interests, abilities, values, needs). This story may then be used to direct vocational behaviors.

(C) 4. Individuals are agentic beings who are capable of making self-determined choices, implementing them, and constructing their own careers.

(C) 7. Narratives have plasticity; individuals can construct narratives of themselves the way they want.

(C) 10. Individuals construct their own realities; their perceptions and interpretations become their realities.

(C) 17. Individuals develop personal cognitive structures to make sense of their experiences and the world around them.

(SC) 12. Individuals' identities as well as meanings that individuals impose on their realities are co-constructed through interactions (including discourses and actions) between the individuals and their social and cultural environments.

(SC) 15. Identities and careers are socially constructed; the construction involves co-construction processes during which social relationships and environmental contexts play a key role in shaping the identities and careers.

(SC) 16. Individuals' career construction occurs through recursive interaction with their social and environmental-societal contexts and the contexts of past, present, and future.

(SC) 18. Social and cultural environments play a key role in individuals' career construction by providing the sources of identity construction to the individuals.

(SC) 24. The self-organizing system tends to remain intact; however, individuals may have to rearrange it when faced with a new environment that subjects the system to disequilibrium.

Unique & Either Must or Often	(C) 12. Individuals' identities as well as meanings that individuals impose on their realities are co-constructed through interactions (including discourses and actions) between the individuals and their social and cultural environments.
	(C) 15. Identities and careers are socially constructed; the construction involves co-construction processes during which social relationships and environmental contexts play a key role in shaping the identities and careers.
	(C) 16. Individuals' career construction occurs through recursive interaction with their social and environmental-societal contexts and the contexts of past, present, and future.
	(C) 21. Contexts in which individuals construct their careers are formed by various

social and environmental factors and complex interactions among those factors.

(C) 22. Various intrapersonal (e.g., interest, abilities), social, and environmental factors, influence the individuals' career development; the influences are not always predictable due to the complex interactions among the factors, their changes over time, unexpected challenges, or chance events.

(SC) 7. Narratives have plasticity; individuals can construct narratives of themselves the way they want.

Note. C = constructivist approaches; SC = social constructionist approaches

Counseling Process Characteristics. Table 4-3 shows the counseling process characteristics that met the consensus criterion. The items for which consensus has not been reached include “Counselors elicit small stories (micronarratives) from clients that can reflect how they perceived themselves and their careers (e.g., significant events, recurrent experiences, other important moments and figures)” (Item 12), “Counselors help clients identify and use the influences on and audiences for their new script so that they can garner support in their social and environmental contexts as they rework their identities” (Item 27), “Counselors use qualitative assessments and various narrative techniques to assist clients in reflecting on their lives, elicit the sources for clients’ narratives, and integrate the sources into coherent narratives.” (Item 32), “Counselors help clients to develop attitudes and skills to master developmental tasks that are required at their career development stages” (Item 40), and “Counselors help clients develop planning and decision-making skills” (Item 42).

Table 4-3

Counseling Process Characteristics

Category		Feature
Unique & Essential	Unique & Must Appear	(C & SC) 4. Clients can revise the stories of themselves to better fit present needs and future aspirations.
		(C & SC) 5. Clients will be able to holistically take into account various contextual and relational influences in constructing their careers.
		(C & SC) 6. Clients’ identity narratives reconstructed in counseling can help them adapt to their career situations with flexibility in behavior and fidelity to life themes.

(C & SC) 21. Counselors listen for themes in clients' stories.

(C & SC) 22. Counselors assist clients in finding themes in their stories; clients can find the recurrent pattern of the themes that reflect their pursuit of purpose.

(C & SC) 23. Counselors assist clients in identifying patterns in their stories so that the stories can provide future direction for purposeful action.

(C & SC) 24. Clients and counselors revise the drafts of the clients' macronarratives to script the next scene in their careers, in ways that enhance clients' self-esteem, make their intentions more explicit, and promote their initiative. (Co-construction)

(C) 11. Through discussion with counselors, clients become conscious of the personal construct systems they use to make sense of their experiences and environments; this process can shed light on their career concerns.

(C) 34. Counselors use narrative to assist clients in assigning meaning to their experiences and the various social and environmental influences on them.

Unique & Either Must Or Often	(C) 28. Counselors assist clients in implementing their future stories. (SC) 20. A counselor helps a client see the small stories of his/her life and career from a holistic perspective and develop them into a coherent and meaningful macronarrative (Reconstruction). (SC) 34. Counselors use narrative to assist clients in assigning meaning to their experiences and the various social and environmental influences on them.
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Essential But Not Unique	Not Unique Must Appear	(C & SC) 7. Clients can find meaning and a sense of fulfillment through their work. (C & SC) 10. Counselors encourage clients to reflect on their current career situations including their occupational aspirations, work experiences, life roles, resources, and their decision making strategies. (C & SC) 13. Counselors help clients identify and take account of the influences the intrapersonal (e.g., interests, abilities, personality, values), social, and environmental factors have on the construction of their identities and careers. (C & SC) 25. Counselors help clients reflect on and articulate what really matters to them, that is, what gives them a sense of purpose. (C & SC) 29. Counselors assist clients in setting goals, identifying steps, and prioritizing their actions towards achieving those goals. (C & SC) 30. Counselors assist clients in following through with implementing goals and plans. (C) 36. Counselors assist clients in searching for occupational information. (C) 37. Counselors help clients use occupational information (SC) 8. Counseling begins by asking clients to describe the incidents that brought them in to career counseling and their goals for counseling. (SC) 9. Counselors understand clients' career situations as reflective of various influences that are interconnected with one another. (SC) 14. Counselors help clients reflect on the influences from their past as well as considerations that may affect their future planning.
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Not Unique	(C & SC) 15. Counselors pay close attention to any self-limiting thoughts, rigid expectations, and cultural biases in clients' stories; counselors discuss these aspects
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Either Must Or Often	<p>with clients and encourage them to see their stories from different, life-enhancing perspectives (Deconstruction).</p> <p>(C & SC) 16. Clients become aware of how their current actions are contributing to or hindering their career construction.</p> <p>(C & SC) 26. Counselors help clients reflect on their emotions and use them positively in crystallizing and moving towards goals.</p> <p>(C) 8. Counseling begins by asking clients to describe the incidents that brought them in to career counseling and their goals for counseling.</p> <p>(C) 14. Counselors help clients reflect on the influences from their past as well as considerations that may affect their future planning.</p> <p>(C) 19. Counselors help clients become aware of uncertainty and come to terms with circumstances that they do not have control over.</p> <p>(SC) 17. Counselors help clients examine how their ways of interacting with others influence their career construction.</p> <p>(SC) 35. Counselors assist clients in finding occupations that would best suit their personal traits.</p> <p>(SC) 36. Counselors assist clients in searching for occupational information.</p>
Not Unique Often Appear	<p>(C & SC) 18. Counselors help clients reinterpret their adverse career situations from a positive standpoint and empower them to make the best use of the situations.</p> <p>(C & SC) 41. Counselors help clients manage different life roles along with their roles as workers.</p> <p>(C) 33. Counselors encourage clients to engage in diverse activities so that the clients can expand their understanding of themselves and occupational possibilities.</p> <p>(C) 35. Counselors assist clients in finding occupations that would best suit their personal traits.</p> <p>(SC) 19. Counselors help clients become aware of uncertainty and come to terms with circumstances that they do not have control over.</p>
Can Appear but Not Needed	<p>(C & SC) 38. Counselors use norm-referenced inventories/assessments.</p> <p>(C) 31. Counselors use quantitative assessments to elicit the sources of identity construction.</p> <p>(C) 39. Counselors assess clients' career maturity in terms of where they are in the career development stages.</p>

Note. C = constructivist approaches; SC = social constructionist approaches

Nature of the Counselor-Client Relationship. The nature of the counselor-client relationship items that met the consensus criterion are listed in the Table 4-4. On the other hand, the participants' opinions differed on the following items: "Counselors focus on clients' subjectively experienced careers" (Item 1), "Counselors believe that each client's story is unique and continuously evolves" (Item 3), "Each client is viewed as the person ultimately responsible

for the decision making process” (Item 6), “Counselors are learners who are curious to learn from and about clients in order to co-construct future stories” (Item 8), “Counselors view clients as agentic beings who are fully capable of making self-determined choices, implementing them, and constructing their own careers” (Item 9), “Counselors view each client as a unique being who is a convergence of numerous influences” (Item 16), “Counselors are experts on assessing clients’ issues” (Item 18), “Counselors are career information providers” (Item 19), and “Counselors expect adult clients’ traits (e.g., interests, abilities) to stay relatively the same across contexts and time” (Item 20).

Table 4-4

Nature of the Counselor-Client Relationship

Category		Feature
Unique & Essential	Unique & Must Appear	(C & SC) 2. Counselors view clients as active constructors of their lives and careers. (C & SC) 5. Counselors believe clients can re-author their narratives of themselves to be more vital and livable. (C & SC) 12. Clients assume active roles in constructing their narratives as counselors facilitate the process. (SC) 7. Counselors are collaborators (“co-authors”) in the construction of clients’ stories.
	Unique & Either Must or Often	(C) 7. Counselors are collaborators (“co-authors”) in the construction of clients’ stories.
Essential But Not Unique	Not Unique	(C & SC) 14. In counseling, clients should feel that they can freely explore and express their minds.
	Must Appear	(C & SC) 15. Clients discover their own answers to their career problems in interaction with counselors who facilitate that discovery process. (C & SC) 17. Counselors should be aware of the influence their own beliefs have on the counseling process. (C) 11. Counselors pay close attention to how clients perceive themselves; positive self-belief is a precondition for pursuit of purpose in life and action implementation. (C) 13. Counselors provide an audience for clients to tell their stories. (SC) 10. Counselors can help clients empower themselves to make changes in the

environment in which they live.

Not Unique Either Must or Often	(SC) 11. Counselors pay close attention to how clients perceive themselves; positive self-belief is a precondition for pursuit of purpose in life and action implementation.
Can Appear but Not Needed	(C) 4. Counselors understand clients' stories using typologies.

Note. C = constructivist approaches; SC = social constructionist approaches

Range of applicability. The range of applicability items were rated on a 5-point Likert-type scale ranging from *very inappropriate* (1) to *very appropriate* (5). The Table 4-5 shows the rating results for the 19 items. Most of the items received mean ratings greater than 4.00 except for the three items (Items 17, 18, and 19) that are related to a need for career information or formal psychometric assessment of skills and interests.

Table 4-5

Range of Applicability Ratings (Means, Standard Deviations, and Interquartile Range)

Item		<i>M</i>	<i>SD</i>	IQR>1
1. Clients who experience difficulties in finding meaning or purpose in their current career situations.	Constructivist	5.00	0.00	
	Soc. Constructionist	5.00	0.00	
2. Clients who face transitions in which they feel they need a clearer sense of direction in life and career.	Constructivist	5.00	0.00	
	Soc. Constructionist	5.00	0.00	
3. Clients who are anxious about taking risks of decision making (i.e., indecisiveness).	Constructivist	5.00	0.00	
	Soc. Constructionist	5.00	0.00	
4. Clients who feel their current understanding of self is insufficient or lacks unity.	Constructivist	5.00	0.00	
	Soc. Constructionist	5.00	0.00	
5. Clients who feel anxious because their current identities or stories do not work well in confronting the challenging situations.	Constructivist	5.00	0.00	
	Soc. Constructionist	5.00	0.00	
6. Clients who have finished a story, but fallen out of story, or been de-storied by powerful others (i.e., clients who need to re-story themselves)	Constructivist	5.00	0.00	
	Soc. Constructionist	5.00	0.00	
7. Clients who have self-limiting narratives that are suppressing their potential to thrive.	Constructivist	5.00	0.00	
	Soc. Constructionist	5.00	0.00	

Item		<i>M</i>	<i>SD</i>	IQR>1
8. Clients who find difficulties in adapting to new environments after transitions.	Constructivist	5.00	0.00	
	Soc. Constructionist	4.86	0.38	
9. Clients who feel stuck due to certain environmental factors hindering their career development that they do not have control over.	Constructivist	4.83	0.41	
	Soc. Constructionist	4.86	0.38	
10. Clients who are faced with unexpected challenges (e.g., accidents, abrupt dismissal) that have significant effects on their career development.	Constructivist	4.83	0.41	
	Soc. Constructionist	4.86	0.38	
11. Clients who experience difficulties in defining career paths (i.e., career indecision).	Constructivist	4.67	0.82	
	Soc. Constructionist	4.71	0.76	
12. Clients who find it overwhelming to adequately take into account influences from different social and environmental factors on their career decision making.	Constructivist	4.67	0.82	
	Soc. Constructionist	4.71	0.76	
13. Clients who do not benefit from traditional career interventions like test interpretations and providing occupational information.	Constructivist	4.67	0.82	
	Soc. Constructionist	4.43	0.98	
14. Clients who find it challenging to maintain balance between different life roles including a role as a worker.	Constructivist	4.67	0.82	
	Soc. Constructionist	4.43	0.98	
15. Clients whose optimal career development is hindered by adverse social and other environmental conditions.	Constructivist	4.67	0.82	
	Soc. Constructionist	-	-	
16. Clients who want to get help with their decision-making skills.	Constructivist	4.33	0.82	
	Soc. Constructionist	4.00	1.15	*
17. Clients who are in a position in which information derived from formal psychometric assessment of their level of skills and interests in comparison with others is likely to be helpful to their decision making.	Constructivist	3.83	1.17	*
	Soc. Constructionist	3.57	1.27	*
18. Clients who want to know which occupations would fit them best.	Constructivist	3.50	1.05	
	Soc. Constructionist	3.57	0.98	
19. Clients who are looking for career information such as job search strategies, job market information, occupational information to identify occupational options.	Constructivist	3.50	1.05	
	Soc. Constructionist	3.29	1.11	*

Note. * indicates an item with IQR (interquartile range) greater than 1.

Future Research Agenda

The Table 4-6 shows the results of the participants' ratings for the research agenda items in Round 2 and 3. Among the 22 items, Items 1, 2, 3, and 4 received mean ratings greater than 4.50. The participants agreed that both the process and outcome studies of constructivist or social constructionist approaches are needed: They recognized the need to study the change

processes (e.g., enhancement of intentionality, narratability) in constructivist or social constructionist career counseling (Item 1) and whether the processes bring desired outcomes for clients (Item 4). The importance of investigating the validity of key constructs in constructivist or social constructionist approaches such as adaptability and reflexivity (Item 3) and devising and evaluating innovative career counseling training methods (Item 2) was also emphasized.

Table 4-6

Research Agenda Items

Item	Round 2			Round 3			r_c
	<i>M</i>	<i>SD</i>	IQR>1	<i>M</i>	<i>SD</i>	IQR>1	
1. Conduct qualitative studies to delineate the change processes (e.g., enhancement of intentionality, narratability) in these types of career counseling (e.g., by using action as the unit of analysis)	4.57	0.53		4.71	0.49		0.70
2. Devise and evaluate innovative career counselor training methods	4.29	1.11		4.57	0.53		0.59
3. Explore the validity of key constructs (e.g., adaptability, reflexivity) using qualitative research methods	4.14	1.21	*	4.57	0.79		0.35
4. Study whether constructivist/social constructionist career counseling processes promote desired change and outcomes for clients (e.g., adaptability, intentionality, narratability, career decidedness, subjective well-being)	4.14	1.46		4.57	0.79		0.05†
5. Develop measures of narratability and intentionality to complement existing career adaptability scales	4.00	1.53	*	4.14	1.21	*	0.96
6. Develop culturally sensitive/non-western approaches to career counseling by using a ground up approach to theory development, research and practice	4.00	1.00		4.00	1.00		-
7. Identify constructivist/social constructionist career counseling best practices	4.00	1.15	*	4.00	1.15	*	-
8. Explore how counselors operate with clients working within constructivist/social constructionist counseling frameworks (i.e., to define the core elements/attributes of these approaches through qualitative and observational studies)	4.00	1.41		4.00	1.41		-
9. Examine how the relationship between clients and counselors influence career construction	3.86	0.69		4.00	0.58		0.80
10. Understand the role of emotions in career construction and to explore ways to deal with or utilize emotions in career counseling	3.86	0.69		3.86	0.69		-

Item	Round 2			Round 3			r_c
	<i>M</i>	<i>SD</i>	IQR>1	<i>M</i>	<i>SD</i>	IQR>1	
11. Understand the key constructs in action in individual's lives (i.e., providing operational definition of these constructs)	3.57	1.62	*	3.86	1.21	*	0.84
12. Explore what may limit individuals' agentic capabilities to construct their own lives (i.e., the role of external factors such as chance, misadventure, failure, and larger systems on career development)	3.43	1.13	*	3.86	0.69		0.58†
13. Conduct experimental studies to assess the effectiveness of constructivist/social constructionist career counseling approaches	-	-		3.83	0.41		-
14. Examine the usefulness of narrative methods in assessing core vocational constructs like interests, values, self-concept, vocational identity	3.71	1.11	*	3.71	1.11	*	-
15. Identify what constitutes a successful outcome for constructivist or social constructionist career counseling and objective measures of these. (Researchers must consider that client goals will vary.)	3.71	1.25	*	3.43	1.13	*	0.77
16. Explore what role early childhood events play in adult careers	3.43	1.13	*	3.43	1.13	*	-
17. Test whether a constructivist/social constructionist theoretical approach and its techniques would yield reliable outcomes (i.e., would different counselors with the same client encourage the same stories and life themes?)	3.43	1.27		3.43	1.27		-
18. Compare constructivist/social constructionist-based theories/practices with positivist-based theories/practices and to explore the relationship between them	3.43	1.51	*	3.43	1.51	*	-
19. Compare the core elements of different constructivist and social constructionist approaches	3.71	0.95		3.29	0.95	*	0.26
20. Explore unconscious processes of clients that account for discrepancies between goals and actions	3.29	1.11	*	3.29	1.11	*	-
21. Explore how data from constructivist counseling approaches can be integrated with other information about the person, such as biodata, test results, academic results, parental expectations, financial considerations and family responsibilities	2.86	1.21	*	2.86	1.21	*	-
22. Explore how the constructivist/social constructionist counselor should deal with a client who does not want to take responsibility for creating a personal future (e.g., dependent clients, clients from collectivist culture)	2.71	1.11	*	2.71	1.11	*	-

Note. * = items with IQR greater than 1; r_c = sample concordance correlation coefficient (not calculated for an item for which none of the participants changed their ratings); † = items with more than 15% of marginal changes between the rating distributions in Round 2 and 3.

Chapter 5

Conclusion

As one of the four distinct traditions in the career counseling history, constructivist and social constructionist approaches to career counseling have received increased attention in the literature (Hartung, 2010). Several authors have proposed specific career counseling approaches based on constructivist or social constructionist perspectives. These approaches share substantial commonalities although they are yet distinct from one another in certain respects (Young & Popadiuk, 2012). Young and Popadiuk maintain that the distinctiveness of these approaches should be identified and validated.

To identify the distinctive features of constructivist and social constructionist approaches, this Delphi study was conducted with an expert panel of eight most cited authors on the topic of constructivist or social constructionist career counseling. The participants' publications were analyzed to develop a list of features in terms of theoretical underpinnings, counseling process characteristics, nature of client-counselor relationship, and range of applicability. After the participants revised and added features to their lists, these lists were compiled, and the participants rated each feature, indicating their perspectives on the feature's representativeness of constructivist or social constructionist career counseling approaches. Through the Delphi process, the participants also communicated their opinions on what constructivist approaches and social constructionist approaches to career counseling mean, and the participants were asked to use this information when rating the final list of the features.

As a relatively recent tradition, the literature on constructivist and social constructionist approaches to career counseling has been mostly conceptual. Therefore, it is imperative at this juncture to discuss what research studies should be conducted in order to advance theory,

research, and practice of these approaches. In this regard, the participants proposed items for a future research agenda, and provided ratings of the importance for each item.

Consensus and Disagreements in Conceptualizing the Approaches

In the following subsections, the features that the most (two thirds) of the participants who responded regarded as representative of constructivist and social constructionist approaches are discussed. In the last subsection, issues over which the participants' opinions divided are addressed.

Theoretical underpinnings. The propositions and view of human nature that the participants viewed as characteristics of constructivist and social constructionist approaches are summarized as below. The participants regarded some of the propositions as features that are unique and should appear in both approaches, whereas other propositions were considered more aligned with either constructivist or social constructionist approaches (see Table 4-2).

Individuals as subjects of construction. Both constructivist and social constructionist approaches view individuals' self-concepts as continuously constructed by the individuals, rather than regarding them as essential qualities in the individuals (Item 1). Accordingly, both approaches focus on understanding how clients see themselves and helping clients to see themselves as actors who are constructing their identities ("I am who I believe I am"), and in turn, their own careers ("I am the author and the main character of my career story") (Item 3 & 6).

Emphasis on language. Another important feature of both constructivist and social constructionist approaches is their emphasis on language in individuals' construction of identities and careers. These approaches presume that language is the medium through which construction of meaning occurs (Item 13); that is, individuals think through language, and therefore, the language they use confines their meaning making (Item 14). Based on this presumption,

counselors are expected to pay special attention to the language clients use to describe themselves and their environments in order to understand how the clients see themselves and the environments. Furthermore, this proposition emphasizes the role of language used between clients and counselors as well as the role of counselors as co-constructors of meanings the clients impose on themselves and their experiences.

The role of narratives. Most of the participants agreed that use of narratives in career counseling is one of the unique and essential features of both constructivist and social constructionist approaches. In both approaches, it is assumed that individuals shape their identities through constructing narratives of their experiences (Item 5); in other words, individuals impose meanings and interpretations on their experiences by composing stories, and these stories come to provide sources for identity construction (Item 19). Furthermore, an individual's career story is assumed to have dominant themes that provide meaningful connections among the past, current, and future experiences (Item 8), and to continuously evolve over time as the individual is exposed to new experiences (Item 9). Most participants viewed a career story as a way of providing coherence among different elements (e.g., interests, abilities, values, needs) of an individual's career development (Item 23) in both approaches.

Differences between constructivist and social constructionist approaches. The participants regarded some features as more related to constructivist approaches than social constructionist approaches, or vice versa. The view that individuals are capable of making self-determined choices, implementing them, and constructing narratives for themselves the way they want (Item 4 & 7) was considered more aligned with a constructivist perspective. An emphasis on cognitive structures as the lens through which individuals make sense of their experiences and world around them (Item 17) and realities as perceived and interpreted by the individuals (Item

10) was another aspect that the majority of the participants characterized as constructivist approaches. On the other hand, the participants held the view that an emphasis on the role of social interactions and environmental contexts in individuals' meaning-making and career construction process (Items 12, 15, 16, 18, & 24) were the influence of a social constructionist perspective. These findings show that the expert panel in this study share a similar view with Raskin (2002) and Young and Collin (2004) in that they see the difference between constructivism and social constructionism lies in the social constructionist emphasis on the social origin of constructs individuals develop and contextual influences on their career constructions.

Counseling Process Characteristics. The rating results differentiated constructivist and social constructionist approaches' unique features from those that are *not* unique but must appear in these approaches (see Table 4-3)

Counseling Process Characteristics. Table 4-3 shows the counseling process characteristics that met the consensus criterion. The items for which consensus has not been reached include "Counselors elicit small stories (micronarratives) from clients that can reflect how they perceived themselves and their careers (e.g., significant events, recurrent experiences, other important moments and figures)" (Item 12), "Counselors help clients identify and use the influences on and audiences for their new script so that they can garner support in their social and environmental contexts as they rework their identities" (Item 27), "Counselors use qualitative assessments and various narrative techniques to assist clients in reflecting on their lives, elicit the sources for clients' narratives, and integrate the sources into coherent narratives." (Item 32), "Counselors help clients to develop attitudes and skills to master developmental tasks that are required at their career development stages" (Item 40), and "Counselors help clients develop planning and decision-making skills" (Item 42).

Table 4-3. For example, the participants did not view that helping clients set and implement goals (Items 29 & 30) as unique to these approaches, but did view them as essential to include in order for the counseling process to be complete. In the following subsections, the features regarded as unique and essential features of the two approaches are presented and related issues over which participants' opinions differed are discussed.

Counseling goals. The majority of the participants agreed that reconstructing identity narratives that can help clients adapt to their career situations in line with their life themes but with flexibility in behavior (Item 6) is the goal of constructivist and social constructionist career counseling. The revised or newly constructed narratives should be able to meet the clients' present needs and future aspirations (Item 4).

Development of stories. The majority of the participants regarded development of stories as one of the unique and essential counseling process characteristics of constructivist and social constructionist approaches. In these approaches, counselors listen for themes in clients' stories (Item 21) and assist clients in finding recurrent patterns of the themes that may reflect their pursuit of purpose and provide future direction (Items 22 & 23). After weaving small stories into a meaningful macronarrative, the client and counselor script the next chapter in the story that can enhance the client's self-esteem and promote his/her initiative (Item 24). Although most of the participants viewed the development of stories as the unique and essential features of both approaches, some participants opined that the use of stories are more aligned with social constructionist approaches than constructivist approaches, or that constructivist and social constructionist perspectives do not require narrative techniques.

Taking into account contextual influences. Helping clients to take into account various contextual and relational influences in constructing their careers (Item 5) was regarded as a

unique and essential feature of both constructivist and social constructionist approaches by the most of the participants. Nevertheless, other participants viewed this feature as more relevant to social constructionist approaches than constructivist approaches or even not unique to either constructivist or social constructionist approaches.

Differences between constructivist and social constructionist approaches. As was explicit in the participants' responses about the differences between the two approaches, a focus on clients' cognitive structures in counseling was rated as a unique and essential feature of constructivist approaches rather than of social constructionist approaches. In constructivist approaches, the counseling process is expected to help clients become conscious of their own construct system through which they see themselves and the environments, and this process may shed light on the clients' career concerns (Item 11).

Nature of the Counselor-Client Relationship. As with counseling process, the results distinguished counselor-client relationship features that are unique and essential to constructivist and social constructionist approaches from those that are not unique but essential to these approaches (see Table 4-4). In line with the propositions of these approaches, most of the participants agreed that counselors working from constructivist and social constructionist perspectives should view clients as active constructors of their lives and careers (Item 2) and believe in clients' capacity to re-author the narratives of themselves to be more livable and vital (Item 5). As the prime constructors, the clients are encouraged to assume active roles in constructing their narratives, and counselors are expected to work as facilitators in the process (Item 12). Some participants viewed counselors' role as collaborators, or co-authors, in the clients' construction of their narratives (Item 7) as more related to social constructionist approaches than constructivist approaches: This result reflects some of the participants' view that

constructivist approaches use cognitive techniques rather than narrative. However, other participants had opinions that narrative can be used in constructivist approaches as well. The atmosphere in which clients can feel that they can freely explore and express their minds, and counselors' awareness of the influences their beliefs have on the counseling process were examples of client-counselor relationship features that are not unique to, but essential in constructivist social constructionist approaches.

Range of Applicability. The range of applicability of constructivist and social constructionist approaches is a topic that has not been explicitly discussed in the literature. In this regard, the expert panels' ratings on the appropriateness of these approaches for addressing each client's need provide important new information. The participants unanimously rated seven items (Items 1, 2, 3, 4, 5, 6, and 7 in Table 4-5) as clients' needs that can be *very appropriately* addressed by both constructivist approaches and social constructionist approaches. These clients' issues include wanting to have a clearer sense of direction, purpose, and meaning in life and career, feeling anxious about taking risks in decision making, feeling their understanding of self is insufficient or lacks unity, and being in need of new narratives. Among the 19 items, 16 items received mean ratings greater than 4.00. The three items, for which the mean ratings were smaller than 4.00, included cases in which clients are looking for job search strategies, job market information, occupational information, and formal psychometric assessments to assess the level of skills and interests in comparison with others. However, the participants' opinions differed on these items; some of the participants viewed these clients' needs as addressable while working from a constructivist or social constructionist perspective.

Controversial Issues. Although the Delphi method is well-known for its use in achieving experts' consensus on the matter of interest, how the participants' opinions differed on

certain topics can provide as important information as the topics for which consensus is reached. The Delphi process in this study also revealed important issues about which the participants' opinions were considerably divided. These issues are discussed here as they are critical to properly interpreting and utilizing the results of this study.

An issue that the readers should be aware of in interpreting and utilizing the results of this study is the flexibility and variability of constructivist and social constructionist approaches in their use of techniques. As several authors have noted (e.g., Savickas, 2012; Young & Popadiuk, 2012), constructivist and social constructionist approaches share substantial commonalities. This Delphi study was the attempt to characterize the commonalities in terms of features in counseling contexts. The final results (Table 4-2, Table 4-3, Table 4-4, and Table 4-5) provide the list of the common key features of these approaches concerning propositions and view of human nature, counseling process characteristics, nature of client-counselor relationship, and range of applicability. However, it should not be overlooked that specific applications of a constructivist or social constructionist perspective do not necessarily follow a fixed pattern, but rather can take flexible and creative approaches (Savickas, 2012). The flexibility in the use of methods and techniques explain the varied opinions of the participants as to whether certain counseling practice features are representative of constructivist or social constructionist approaches. For example, whereas most of the participants regarded narrative techniques as the characteristic of constructivist and social constructionist approaches, a few participants expressed the view that constructivist and social constructionist perspectives do not necessarily require narrative techniques, and various other techniques can be utilized in these approaches. Hence, the list of unique and essential features identified in this study should not be considered inclusive of all the features of constructivist and social constructionist approaches. Rather, these features should be

considered some of the common key features of these approaches on which the majority (two thirds and more) of the responded participants agreed but not necessarily unanimously.

Another controversial issue was about the use of the term constructivism and social constructionism. The participants' opinions were divided as to whether to distinguish constructivist and social constructionist approaches, and if distinguished, what their differences are. Some of the participants preferred not to make the distinction and used the term *constructivist* to denote constructivist and social constructionist approaches together, based on their commonalities. Other participants did not agree with blurring the distinction and stressed that the constructivist and social constructionist approaches are distinct despite their similarities. On the other hand, even among those who emphasized the distinction, opinions diverged regarding what the differences between constructivist and social constructionist approaches are: Some of them expressed the view that the differences are difficult to discern in practice, and narrative counseling techniques can be used in both approaches, whereas the others argued that the differences in practices of these two approaches can be easily discerned because constructivist approaches focus on individuals' cognition and therefore use cognitive techniques, and narrative techniques are more aligned with social constructionism. One of the participants pointed out that the terms constructivist and social constructionist have not been used uniformly in the literature. The aforementioned differences in the participants' perspectives partly explain the inconsistent use of these terms in the literature.

Strengths of the Study

One of the strengths of the current study is that it provided a unique forum which uncovered disagreements among the participating experts over some important issues. For example, the discussion among the participants showed that some of them have used the term

constructivist to refer to both constructivist and social constructionist approaches, emphasizing the commonalities between them, whereas the others used the terms *constructivist* and *social constructionist*, distinguishing one from the other: This casts light on why both of the terms were used to describe seemingly similar approaches. Furthermore, the results show how the participants' opinions differ regarding where they think the distinction lies between the two approaches. In this way, the current study presents differences in the experts' perspectives that have not been explicitly discussed in the literature.

Furthermore, the common features of the constructivist and social constructionist approaches, on which the majority of the participants agreed, could provide a meaningful basis for future reference and research. Although the constructivist and social constructionist approaches have been regarded as a group of approaches that share substantial commonalities (Young & Popadiuk, 2012) and often contrasted with positivistic or modern approaches (Chen, 2003; Sampson, 2009), there has been no explicit consensus about what the common features of constructivist approaches and social constructionist approaches are. The current study provided an opportunity for collecting the panel of experts' opinions in regard to this matter, and the result shows what features are regarded as common features of these approaches, the difference in the views among the participants notwithstanding.

Another strength of this study is that the features of constructivist and social constructionist approaches are identified in terms of counseling practice characteristics. Several authors (McMahon & Watson, 2008; Patton & McMahon, 2006) have pointed out the abstract definition of these approaches as one of the challenges, which make the application of these approaches in actual practice difficult. In this study, the features of constructivist and social constructionist approaches were identified in terms of theoretical underpinnings, counseling

process characteristics, nature of client-counselor relationship, and range of applicability.

Although there exists much flexibility in the actual application of these approaches, and it cannot be said that all the characteristics of these approaches are represented, the list of features identified in this study provides an idea what the key counseling practice features of these approaches are.

In addition, the current study elicited the expert panel's thoughts on the range of applicability of constructivist and social constructionist approaches. Although several authors (Cochran, 1997; Savickas 2011, 2012) have maintained that career counseling approaches should be selectively employed depending on the clients' needs, there has been only limited discussion on what kind of clients' needs can be best addressed with constructivist and social constructionist approaches. In this regard, the clients' needs that the expert panel suggested as appropriate to be addressed in the constructivist and social constructionist approaches offer potentially useful information for both practitioners and researchers.

Limitations

The following limitations should also be considered in interpreting the results of this study. Previous researchers employing the Delphi method have recommended that consensus or stability measures should be used to determine the stopping point of the iteration process. However, due to the time constraint and the risk of participant dropout, the number of rounds was predetermined to be three in the present investigation. Instead, the stability measures and consensus measures are reported. Although the expected change in responses is small after revising the judgments once (Hsu & Sandford, 2007; Murry & Hammons, 1995a), it should be noted that the participants ratings for the items, for which the participants' ratings changed more

than the level of the stability criterion, may or may not be changed if they are asked again with the summary of the panel's revised ratings and additional comments.

Another limitation of this study is the small number of the participants. Because a considerable amount of information was expected to be communicated in this Delphi study, the number of the participants was limited to less than 10 from the beginning. The responses of the eight participants, although the selection was based on the objective criteria of number of citations and publications on the topic under study, may not represent the perspectives of all the other authors who also have written extensively on the topic but were not included in the expert panel in the study.

Because the Delphi process in this study depended solely on written communication, the possibility of misinterpretation became an issue. Furthermore, the limited space in written communication—even though the participants were informed that there is no word limit for their responses—and the lack of simultaneous interactions in communication made in-depth discussions difficult to happen. To reduce the possibility of misinterpretation, in Round 2, the participants were asked to inform the researcher if their responses from Round 1 are not represented adequately in the summary. When any confusion arose, the participants and the researcher communicated via emails to clarify them.

Implications

Implications for theory. As the participants' discussion on the definitions of constructivist and social constructionist approaches shows, the distinction between constructivism and social constructionism entails abstract epistemological debate. However, what differences a constructivist perspective and a social constructionist perspective make in counseling has not been clearly discussed in the respective career counseling theories;

furthermore, the participants' opinions differ as to whether the differences in practice can be easily discerned or not.

The participants concurred in the view that the difference between constructivist and social constructionist approaches lies in whether the focus is on the individuals' meaning-making system or on the interpersonal process of meaning making. As one of the participants noted, this difference is rooted in the divergence in the epistemological perspectives: the constructivist perspective that individuals are the prime constructors of meanings and the social constructionist perspective that meanings are created in social interactions. Both the similarity and the difference between constructivism and social constructionism are well summarized in the following quote: "Reality becomes what we make it to be individually (psychological constructivism) and collectively (social constructionism) rather than something directly knowable and discoverable" (Hartung, 2013, p. 42). This summary suggests that both constructivism and social constructionism are concerned with individuals' perspectives through which they view the reality, as well as with individuals' capacities to carve out their own realities. This point relates to constructivist and social constructionist counseling approaches' emphases on, for example, how clients are interpreting their realities, whether these interpretations are functional or not, and whether clients feel empowered enough to construct their careers. In a similar way, the epistemological discussion including the difference between constructivism and social constructionism should be discussed in theories in terms of its implications for practice in order to provide concrete and useful references for research and practice.

Implications for practice, counselor education, and supervision. In order to effectively guide counseling practice, specifying the features of a counseling approach is essential. The list of features identified in this study offers information concerning what the

counseling context features of constructivist and social constructionist approaches are, albeit not specific to either approach. The features could inform counselors/counseling trainees what propositions and views of human nature that they should hold, what counseling goals should be achieved in the process, what they are expected to do in the process, and what the nature of the client-counselor relationship should look like, if they were to use constructivist and/or social constructionist approaches. Furthermore, the entire list of features include not only unique and essential features of these approaches but also features that are not unique yet should appear in these approaches: This could inform the counselors/counseling trainees that other common career counseling features (e.g., counselors assisting clients in setting and implementing goals) are also necessary to make the overall counseling practice complete, and what these features are.

Although providing structured knowledge that shows the key features of a counseling approach is essential in guiding counseling practice, it should be complemented by demonstrations of the approach in order to convey enough details about how to apply it in practice. For example, how counselors can listen for themes and how counselors can help clients weave the small stories is difficult to convey through the brief descriptions the list of features provides. Due to the idiosyncratic nature of the application of constructivist or social constructionist career counseling, demonstrations of various example cases should be provided along with the list of features. The list of features might serve as a structured schema through which counselors could comprehend the demonstrations and learn how the key features can be applied in the actual counseling practice.

Furthermore, when the definitions of the key terms are not clearly defined, teaching the counseling approach becomes a difficult job: Without clear definition of what the constructivist approach and the social constructionist approach to career counseling mean, counselor educators

may encounter difficulties in teaching these approaches. The result of the current study that show the expert panel's perspectives on the definitions of these approaches could be used as a material for providing the overview of these approaches. The topics over which the participants' opinions differed (e.g., different viewpoints regarding the use of the term constructivist and social constructionist) also indicate important issues that the counselor trainees should be informed about.

Implications for research. Young and Popadiuk (2012) noted that the what, why, and how of these approaches should be better understood in order to support the theories with evidence. This Delphi study addressed this issue by facilitating the direct discussion among the experts on the definitions of these approaches and identifying the features of these approaches in relation to counseling practice.

Specifying the key features of a counseling approach is a necessary first step to assess whether the counseling approach is implemented as intended in outcome studies (Pereplechikova & Kazdin, 2005; Waltz et al., 1993). Although the participants' opinions differed about the research methods that should be employed in outcome research studies, for both quantitative and qualitative studies, the issue of determining whether the counseling approach is implemented as intended is critical to the validation of the results of the study. Hence, as the next step of research, measures of fidelity should be developed for each constructivist or social constructionist approach.

Furthermore, the range of applicability of constructivist and social constructionist approaches that the expert panel in the current study suggested generates several hypotheses that should be tested. The clients' needs that the expert panel proposed to be especially well suited to these approaches include pursuit of clearer sense of direction in life and career, anxiety about

risk taking that career decision making entails, insufficient understanding of self, and needs for new narratives (e.g., having self-limiting narratives, being fallen out of story). Future studies should test whether constructivist or social constructionist career counseling approaches promote the desired outcomes in terms of the aforementioned clients' needs. Although established measures could be used for measuring some of the outcome variables (e.g., sense of purpose, career and life satisfaction, sense of identity), other outcome variables may first have to be more clearly defined (e.g., needs for new narratives).

Finally, as methods to dependably assess implementation of these approaches and their variants become available, their effects on clients must be assessed using rigorous methods. Experimental research on counseling outcomes is required to assess efficacy. As Lilienfeld, Ritschel, Lynn, Cautin, and Latzman (2014) have made clear, practitioners often depend on informal clinical observations for evidence of efficacy, but these observations are often flawed and are no substitute for careful experimental study.

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Appendix A
Invitation Letter

Dear Dr. _____:

I write to invite you to participate in a Delphi study concerning constructivist career counseling. I am contacting you because you are one of the most influential authors in the area of constructivist-social constructionist career counseling.

A Delphi study requires experts who have knowledge and experience about the issues under investigation as the participants. Therefore, I identified the 9 most cited authors on this topic. Your participation in this study is thus invaluable as you are one of the few most cited authors in this area.

The purposes of this study are to (a) identify the unique and essential features of the constructivist career counseling in terms of theoretical underpinnings, counselor-client relationship, counseling process, and range of applicability, and (b) develop a research agenda to advance constructivist career counseling.

Your consent to participate in this study is so important to enhance counseling practice, counselor training, and research of the constructivist-social constructionist career counseling. Please click on <https://www.surveymonkey.com/s/SKJW7FF> to read the research consent information. You can also copy and paste above address into your web browser.

Thank you so much in advance for your time and kind consideration.

Sincerely,
ZiYoung Kang
PhD Candidate
Department of Educational Psychology, Counseling, & Special Education
The Pennsylvania State University
zzk5010@psu.edu
(814) 429-9117

Appendix B

Informed Consent Form

Title of Project: Features of the Constructivist and Social Constructionist Career Counseling: A Delphi Study

Principal Investigator: ZiYoung Kang, PhD Candidate
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1. **Purpose of the Study:** The purpose of this research is to collect expert's opinions on (a) what constructivist and social constructionist approach(es) to career counseling mean in terms of theoretical underpinnings, counselor-client relationship, counseling process, and the range of applicability of these approaches, and (b) what research should be further conducted in regard to the constructivist or social constructionist career counseling approach(es).
2. **Procedures to be followed:** There will be three confidential rounds of questions. The questions will be presented by email.

In Round 1, you will be asked which of your articles/chapters/books would best represent your current views of constructivist or social constructionist career counseling. You will also be asked to provide your perspective on what constructivist/social constructionist approach to career counseling means and suggestions for future research.

In Round 2, you will receive a summary of features of a constructivist or social constructionist career counseling approach based on the review of your article/chapter/book. You will be asked to check whether the summary correctly represents your perspective and suggest modifications if needed. You will also be asked to rank several future research agenda items in order of importance and provide rationales for your rankings.

In Round 3, a summary of features identified from Round 2 will be provided, without indicating who made the responses. You will be asked to rate each of the listed features considering its representativeness of the constructivist or social constructionist approach. The

summary of participants' perspectives on the definition of constructivist/social constructionist approach collected from Round 1 and Round 2 will be provided for your reference, again without indicating who made what responses. You will also receive a summary of the participants' rankings about research agenda items and rationales behind their judgments from Round 2. You will be asked to consider changes to your own rankings or retain previous judgments after reviewing the summary, and provide your rationale for your judgments in Round 3.

- 3. Discomforts and Risks:** There are no known risks of participating in this research beyond the risk entailed in a frank discussion with colleagues about your views about constructivist career counseling. The research is not designed to benefit you, personally, but to add to knowledge about constructivist and social constructionist career counseling. This knowledge may eventually lead to improvements in practice or to useful further research in this area.
- 4. Duration/Time:** There will be a total of three rounds of questionnaires. Completing the Round 1 questionnaire will take about 15 minutes, and each of the Round 2 and 3 questionnaires will take about 30 minutes or more or less depending on the amount of information acquired from the previous rounds. You will be asked to return your response within two weeks of the starting date. In case the time frame does not suit your schedule, you will be asked to inform the researcher of a possible date by which you could complete the questionnaire. The first round is planned for February, and the last round is planned to be completed by mid May. This plan is subject to change due to unexpected problems which may arise in a complex undertaking.
- 5. Statement of Confidentiality:** Your participation will remain confidential until all three rounds end. However, names of the nine expert participants will be presented in the publication resulting from the research, because a Delphi study requires qualified experts who have knowledge and experience about the issues under investigation as the participants, and therefore, the list of participants is important information for the readers to determine the credibility of the result of the study. However, your individual response will remain confidential, and the result will be presented only in an aggregated form.
- 6. Right to Ask Questions:** Please contact ZiYoung Kang at _____ or at zzk5010@psu.edu with questions or concerns about this study.
- 7. Voluntary Participation:** Your decision to be in this research is voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer.

You must be 18 years of age or older to take part in this research study. Please keep this form for your records or future reference.

By typing your name in the box provided below, you affirm that you have read the information in this form and consent to take part in the research. If you choose not to participate in this study, please type "No" in the box instead of your name.

Appendix C

Delphi Round 1 Questionnaire

1. “Constructivist” and “social constructionist” are two terms often used to describe particular approaches to career counseling. Please provide YOUR perspective on what they mean in the following boxes. You may provide response for only one of these terms if you have not often used the other in your writing. You may also provide response for both, distinguishing one from the other.

a. *Constructivist* approach to career counseling means...

b. *Social Constructionist* approach to career counseling means...

2. One of the purposes of this study is to identify the features of constructivist and social constructionist career counseling in terms of theoretical underpinnings, counselor-client relationship, counseling process, and range of applicability. These components will provide the framework for the survey of the features.

In Round 2, you will receive a summary of features of a constructivist or social constructionist career counseling approach based on a reading of your article/chapter/book, _____ . If you think a different

article/chapter/book better represents your current views of constructivist or social constructionist career counseling, please provide its citation below.

3. Please provide suggestions for a future research agenda to advance knowledge about the theory, uses, and effects of constructivist or social constructionist career counseling. Please also consider what kind of research should be done to (a) test the validity of the underlying theory and (b) conduct process and outcome evaluations. There is no word limit for your response. Please provide as much detail as you wish.

After completing your responses, save the file, and send it to ZiYoung Kang (zzk5010@psu.edu), by the **18th February**. In case this time frame does not suit your schedule, please let ZiYoung Kang know of a possible date by which you could complete this questionnaire.

Appendix D

Delphi Round 2 Questionnaire

(Savickas' for example)

1. The following pages present the features of constructivist or social constructionist career counseling identified based on a reading of your articles,

Savickas, M. L. (2011). The self in vocational psychology: Object, subject, and project. In P. J. Hartung & L. M. Subich (Eds.), *Developing self in work and career: Concepts, cases, and contexts*. Washington, D.C.: American Psychological Association Press.

Savickas, M. L. (2012). Life design: A paradigm for career intervention in the 21st century. *Journal of Counseling & Development, 90*, 13–19. doi:10.1111/j.1556-6676.2012.00002.x

Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J.-P., Duarte, M. E., Guichard, J., Soresi, S., Van Esbroeck, R., van Vianen, A. E. M. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior, 75*, 239–250. doi:10.1016/j.jvb.2009.04.004

The four components—a) the theoretical underpinnings, b) the characteristics of the counseling process, c) the nature of the counselor-client relationship, and d) the range of applicability—provided the framework for the survey. Representative excerpts from your writing regarding the features are also included with each entry.

DIRECTIONS:

In Round 3, the list of these entries (in bold) will be compiled with the other lists from the other participants, and be provided *without* the excerpts. All the participating expert panel members will be asked to rate each item in the compiled list based on the degree to which it is representative of constructivist approaches and the degree to which it is representative of social constructionist approaches. One of the purposes of this study is to obtain the participants' ratings on the final list, so that it could serve as a source for future research, and in turn, inform counseling practice and training.

With this purpose in mind, please revise any items (in bold) or add items (you do not need to include excerpts) so that the list of items *without* the excerpts correctly represents your perspective on what constructivist career counseling is and/or what social constructionist career counseling is in terms of the four components of the organizing framework. Please consider whether the items are practical and comprehensive enough to represent key features

of constructivist career counseling practices and/or social constructionist career counseling practices.

Please know that some items that may *not* be viewed as unique features of a constructivist/social constructivist approach (e.g., use of interest/personality inventories) are also included in the list. This is so that the result from Round 3 can show the distinction between the unique and essential features of constructivist/social constructivist approaches and those features that are “acceptable but not necessary” or “to be avoided” in these approaches.

A) The theoretical underpinnings

- Propositions
- View of human nature

- **Self-concept is not an essential quality in oneself; it evolves through the individual’s continuous self-constructing process.**

“Self-concept is not an essence that unfolds into the world, it is a task—a project of the person.” (Savickas, 2011, p. 28)

“Building a self-concept and identity was a project of self as a process.” (Savickas, 2011, p. 27)

- **Through constructing narratives of themselves, individuals create their identities.**

“As one speaks one’s story, so one makes oneself, and this self-constructing is a life project.” (Savickas, 2012, p. 14)

“Storytelling makes the self and crystallizes what clients think of themselves.” (Savickas, 2012, p. 15)

“I authors me.” (Savickas, 2011, p. 26)

“Individuals author an identity and construct a career by autobiographically imposing narrative continuity and coherence on their vocational experiences.” (Savickas, 2011, p. 29)

- **Individuals’ identities as well as meanings that individuals impose on their realities are co-constructed through interactions (including discourses and actions) between the individuals and their social and cultural environments.**

“(a) an individual’s knowledge and identity are the product of social and cognitive processes taking place in context of interactions between people and groups as well as negotiation between them... and (b) the meaning an individual gives to reality is co-

constructed in a social, historical and cultural context through the discourse with which we form our relationships” (Savickas et al., 2009, p. 244)

“...construction of a self is a social constructing of a self. It involves not just individual construction but co-construction through co-active collaboration with the social group and community.... The community’s sociocultural and linguistic practices serve as sources of the self and indeed they eventually constitute identity.” (Savickas, 2011, p. 28)

- **Individuals impose meanings and interpretations on their experiences; the accumulation of these meanings and interpretations becomes the source of identity construction.**

“Experience provides the means and meaning through which individuals self-construct an identity” (Savickas, 2011, p. 28)

“A person narratively constructs an identity or story of self-in-situation by digesting experience and transforming it into meaning. Identity is the content in the story of me that the self-constructing process of I imposes on my past experiences.” (Savickas, 2011, p. 28-29)

- **Meaning-making and self-construction occurs through the medium of language. The language used by individuals and in their social environments determines meanings the individuals can make.**

“Language is not a means to express thoughts or feelings that have a prior existence. Instead, language is the very site of self-constructing and meaning making.” (Savickas, 2011, p. 28)

“Language plays a central role in the process of conceptualizing a self, or self-constructing. It is access to language that enables individuals to become conscious of their own consciousness, or self-conscious.” (Savickas, 2011, p. 28)

- **An individual develops a system (in the form of a story) that coherently connects the parts of the self (e.g., interests, abilities, values, needs); this system directs vocational behaviors.**

“Systematizing or self-organization creates a globally coherent pattern from initially independent components such as interests, abilities, needs, and values.” (Savickas, 2011, p. 27)

“Career or vocational self-consciousness is an emergent property of a self-organizing system that through downward causation imposes direction on vocational behavior” (Savickas, 2011, p. 28)

“Individuals compose stories to organize events in their lives into a sequence.” (Savickas, 2012, p. 15)

- **The self-organizing system tends to remain intact; however, individuals may have to rearrange it when faced with a new environment that subjects the system to revision.**
 “When the environment changes, requiring further adaptation, the person adjusts to these changes while keeping self-organization intact as much as possible” (Savickas, 2011, p. 27)
 “The self intermittently rearranges identity into a more ordered and complex pattern, each pattern attaining a temporary equilibrium before encountering a new transition that raises a need for additional self-organization.” (Savickas, 2011, p. 29)
- (Please add here, if needed. You may add more than one item. You do not need to include excerpts.)

B) The characteristics of the counseling process

- Counseling process goals (i.e., what goals counselors need to assist clients to achieve during the counseling process)
- Characteristics of the intervention process (from beginning to termination)
- Techniques (including use of assessments)
- What counselors should do and should not do (may include verbatim statements to be made by the counselor) with rationales for adherence

*** Items that may not be viewed as unique features of constructivist/social constructivist approach.**

- **The goal of counseling is to help clients develop narratives of themselves and their careers that have unity, continuity, purpose, and meaning, and that can provide future direction.**
 “In revising identity and career stories..., the self-as-process repeatedly reorganizes life experiences into narratives with increasing unity, continuity, purpose, and meaning.” (Savickas, 2011, p. 29)
 “For career construction theory, stories constitute a critical element because in addition to building a self, stories provide the efficient means through which an individual also builds a subjective career, that is, a story about her or his working life....” (Savickas, 2012, p. 14)
 “The macronarrative of identity explains clients’ past, orients them to the present, and guides them into the future.” (Savickas, 2012, p. 16)
- **Clients can learn that they are the authors of the stories of themselves.**

“In narrative counseling for career construction, clients learn that I (self) authors me (identity), and through counseling can reauthor a more vital and livable story of me.” (Savickas, 2011, p. 29)

- **Clients can revise the stories of themselves to more lively and satisfying ones.**
 “In narrative counseling for career construction, clients learn that I (self) authors me (identity), and through counseling can reauthor a more vital and livable story of me.” (Savickas, 2011, p. 29)
- **Clients’ identity narratives reconstructed in counseling can help them adapt to their career situations with flexibility.**
 “The life-designing model aims to help individuals articulate and enact a career story that supports adaptive and flexible responses to developmental tasks, vocational traumas, and occupational transitions.” (Savickas et al., 2009, p. 245)
- **Counseling begins by asking clients to describe the incidents that brought them in to career counseling and their goals.**
 “...life design interventions begin by having them describe both the incident that dislocates them from the current episode in their story and their goals for a new scenario that they want to co-construct with a counselor.” (Savickas, 2012, p. 15)
 “First, the client and counselor need to define the problem and identify what the client hopes to achieve by consulting the counselor.” (Savickas et al., 2009, p. 246)
- **Counselors elicit small stories (micronarratives) of clients that can reflect how they perceived themselves and their careers (e.g., significant events, recurrent experiences, other important moments and figures) (Construction).**
 “Then counselors ask clients to narrate micronarratives, or tell small stories, that demonstrate how they have constructed their self, identity, and career.” (Savickas, 2012, p. 15)
 “Narrative processing of identity constructions gathers micronarratives about important incidents, recurrent episodes, significant figures, self-defining moments, and life-changing experiences.” (Savickas, 2012, p. 16)
- **Counselors pay close attention to any self-limiting thoughts, rigid expectations, and cultural biases in clients’ stories; counselors discuss these aspects with clients and encourage them to see their stories from different, life-enhancing perspectives (Deconstruction).**
 “Counselors must always think carefully about how a client’s stories might be deconstructed to reveal self-limiting ideas, confining roles, and cultural barriers.” (Savickas, 2012, p. 16)

“Deconstruction seeks to undo a story’s uncritical domination over the client’s thinking, not destroy the story. The goal is to access different meanings and new knowledge that open up possibilities and restart stalled initiatives.” (Savickas, 2012, p. 16)

- **A counselor helps a client see the small stories of his/her life and career from a holistic perspective and develop them into a coherent and meaningful macronarrative (Reconstruction).**

“In working with the micronarratives, the counselor actively gathers the story threads and weaves them into one tapestry to craft a unified sense of individuality.” (Savickas, 2012, p. 16)

- **Counselors assist clients in finding themes in their stories; clients can find the recurrent pattern of the themes reflective of their purpose.**

“The implicit theme adds meaning and purpose to the plot of the macronarrative.” (Savickas, 2012, p. 16)

“When individuals face challenges and disruptions, the recurrent pattern in the macronarrative theme directs, regulates, and sustains their actions.” (Savickas, 2012, p. 16)

- **Clients and counselors revise the drafts of the clients’ macronarratives in ways that the narratives can enhance clients’ self-esteem, make their intentions more explicit, and promote their initiative. (Co-construction)**

“This revision involves amendments that correct mistakes, adjustments that come to terms with old conflicts and settle accounts, and alterations that enhance self-esteem and support a more optimistic view of life.... This self-clarity enables clients to make their intentions more apparent to themselves and their counselors.” (Savickas, 2012, pp. 16-17)

- **Counselors assist clients in following through with implementing goals and plans.**

“Life design interventions forge links to the world that lies ahead by promoting intention and action.” (Savickas, 2012, p. 17)

“The client needs to engage in some activities related to the possible self they are now narrating.” (Savickas et al., 2009, p. 247)

- **Counselors help clients identify and take account of the influences their social and environmental contexts have on the construction of their identities and careers.**

“Together with the client and significant others the control parameters of potential dynamics in their complex eco-system have to be identified, working hypotheses have to be formulated, then tested and evaluated, and this process must be repeated in an iterative way to formulate sustainable and satisfying solutions. (Savickas et al., 2009, p. 243)

“The person should be encouraged to explore the life theaters in which the different roles may be performed and use the results of this exploration in the self-construction process.” (Savickas et al., 2009, p. 244)

- **Counselors encourage clients to engage in diverse activities so that the clients can expand their understanding of themselves.**

“By engaging in diverse activities, individuals come to learn which abilities and interests they prefer to exercise. Through activities, people build new dimensions of themselves, for example self-efficacy beliefs.” (Savickas et al., 2009, p. 246)

- **Use of norm-referenced inventories/assessments***

Use of occupational information*

Counselors assist clients in finding occupations that would best suit their personal traits.*

“The paradigm for vocational guidance is to (a) enhance self-knowledge, (b) increase occupational information, and (c) match self to occupation.” (Savickas, 2012, p. 15)

“Counselors often use so-called objective measures and normative profiles. However, these methods are insufficient to describe clients as living entities who interact with and adapt to their manifold contexts.” (Savickas et al., 2009, p. 242)

- **Counselors assess clients’ career maturity in terms of where they are in their career development stages.***

Counselors help clients to develop attitudes and skills to master developmental tasks that are required at their career development stages.*

“The paradigm for career education is to (a) assess development status, (b) orient the individual to imminent developmental tasks, and (c) develop the attitudes and competencies needed to master those tasks.” (Savickas, 2012, p. 15)

- (Please add here, if needed. You may add more than one item. You do not need to include excerpts.)

C) The nature of the counselor-client relationship

- Desirable attitudes/beliefs of the counselor towards the client
- Characteristics of the counselor-client interaction

*** Items that may not be viewed as unique features of constructivist/social constructivist approach.**

- **Counselors focus on clients’ subjectively experienced careers.**

“...our fourth presupposition about necessary shifts in career models and counseling methods is to focus on client’s ongoing construction and re-construction of subjective and multiple realities.” (Savickas et al., 2009, p. 243)

- **Counselors are collaborators in clients’ self-construction processes.**

“Construction of a self is a social constructing of a self. It involves not just individual construction but co-construction through co-active collaboration with the social group and community.... The community’s sociocultural and linguistic practices serve as sources of the self and indeed they eventually constitute identity.” (Savickas, 2011, p. 28)

- **Counselors believe clients can reauthor their narratives of themselves into more satisfying and lively ones.**

“In narrative counseling for career construction, clients learn that I (self) authors me (identity), and through counseling can reauthor a more vital and livable story of me.” (Savickas, 2011, p. 29)

- **Counselors expect the traits of adult clients to remain relatively the same across contexts and time.***

“While it is true that some aptitudes such as general intelligence and people’s basic values remain relatively stable, the point here is that as people design and live their lives they should not view their aptitudes and interests as fixed.” (Savickas et al., 2009, p. 243)

- (Please add here, if needed. You may add more than one item. You do not need to include excerpts.)

D) The range of applicability

- Clients’ needs that can be addressed by constructivist or social constructionist approach
- Clients’ needs that are *not* likely to be well suited to constructivist or social constructionist approach (i.e., instances where counselors should apply or incorporate other approaches)

- **Clients who feel their current understanding of self is insufficient or lacks unity. Clients who feel anxious because their current identities or stories do not work well in confronting their challenging situations.**

“A story that cannot be continued must be revised. When this occurs, individuals feel anxious because they encounter challenging situations without the protection of an identity that holds and comforts them. These feelings prompt some individuals to seek career counseling to further their identity work.”(Savickas, 2012, p. 15)

- **Clients who face new transitions in which they find they need a clearer sense of direction in life and career.**

Clients who experience difficulties in finding meaning or purpose in their current career situations.

“... the life design needs of workers in information societies that have destandardized the life course.... The loss of stable structures and predictable trajectories decouples people from modernity’s grand narrative about the life course and expectations about its pattern and structure.” (Savickas, 2012, p. 14)

“With the shift in responsibility for career from institutions to individuals, people must “get a life”... and bridge transitions in that life by using what has been referred to as biographicity... and identity work....”(Savickas, 2012, p. 14)

“In revising identity and career stories..., the self-as-process repeatedly reorganizes life experiences into narratives with increasing unity, continuity, purpose, and meaning.” (Savickas, 2011, p. 29)

- **Clients who have self-limiting narratives that are suppressing their potential to thrive.**

“In some cases, client stories include dominating expectations or insidious ideas that suppress more life-enhancing alternatives.” (Savickas, 2012, p. 16)

- (Please add here, if needed. You may add more than one item. You do not need to include excerpts.)

2. The following summarizes all the participating expert panel members' definitions of constructivist/social constructionist career counseling. The presence of a statement means that at least one panel member contributed this content. It would *not* necessarily represent *your* view. Some of the statements represent a concatenation of the contributions of more than one panel member. The responses were shortened (e.g., overlapping parts, parts that are not directly linked to the definition of constructivist/social constructionist approach to career counseling) and edited in order to keep the communication process manageable.

DIRECTIONS:

Please express your endorsement of or disagreement with each statement below by rating it on the scale provided. Type **X** into the column you choose for each item. If your opinion differs or you have additional thoughts, please provide them in the designated spaces. There is no word limit for your responses.

Also, if your response from Round 1 (please see the other attachment in the email) are not represented adequately in the summary, please note them in the box at the end of this question.

[Example]

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
		X		
(If your opinion differs or you have additional thoughts, please provide them here.)				

Contrasts between constructivist and social constructionist approaches

(1) A constructivist approach is a cognitive approach that focuses on the person (i.e., the person's cognition) and does not necessarily address the social origin of constructs. It focuses on the individual and the intrapersonal construction of meaning. A social constructionist approach addresses the social and linguistic origins of life stories and focuses on "co-construction." It focuses on the individual-in-relation and the interpersonal construction of meaning.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

Contrasts between constructivist and social constructionist approaches

(2) Social constructionism does not deny the mental life of individuals and concomitant cognitive processes (which is the main emphasis in constructivism); instead, a social constructionist approach emphasizes the talk, text, and action that transpire between client and counselor, and between client and the others in his or her world. The difference between constructivism and social constructionism is a matter of emphasis, extending from what is “internal” in origin, to what is “external” in origin. A radical social constructionist position is that culture contain all the meaning that is possible, and that the individual cannot think outside his/her culture. In pragmatic terms, the difference between constructivist and social constructionist counseling is often hard to discern; it can be a matter of emphasis with respect to how the counselor listens and talks with the client about his/her relating to the psychological world.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

Contrasts between constructivist and social constructionist approaches

(3) A constructivist approach conceptualizes and addresses career concerns as a function of *an individual’s internal, cognitive meaning-making system*. Constructivist career counseling approaches use narrative methods to discern the role and experience of work in a person’s life *as individually construed by the person*.

A social constructionist approach conceptualizes and addresses career concerns as a function of *the interpersonal meaning a person makes about self, work, and career in relation with others*. Social constructionist career counseling approaches use narrative methods to discern the role and experience of work in a person’s life *as construed by the person in relation with family, community, society, cultural, and other contexts*.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

A constructivist approach to career counseling means...

(1) Psychological or cognitive constructivism is rooted in the work of George Kelly. Focus is on cognition. Counselors view the person as a scientist who uses personal cognitive structures to make meaning of her or his experiences in work and career. A person’s sense of being, of understanding reality, and of meaning-making is a function of cognitive processes that control

behavior and emotion. This approach involves the elaboration of constructs about career choices. Goals are to predict and control.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

A constructivist approach to career counseling means...

(2) This approach emphasizes individuals as the prime constructors of their own reality and the prime creators of meaning of life events. It emphasizes self-organizing and active knowing by the individual.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

A constructivist approach to career counseling means...

(3) This perspective emphasizes the agentic qualities of the person; the focus is on the creative capacities of individuals to take control of themselves and their circumstances in order to explore, develop and create meaning and purpose. The emphasis is on meanings, meaning-making, and intentionality in life-careers.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

A constructivist approach to career counseling means...

(4) Constructs (e.g., meanings) reside within the person so counseling starts with the person to understand the career. The self is theorized as essentialist and singular. Focus is on parts of the person, traits such as RIASEC and self-efficacy.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

A constructivist approach to career counseling means...**(5)** To have a perspective of Humanistic Psychology

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

A constructivist approach to career counseling means...**(6)** The role of the client's subjective views, preferences, thoughts, perceptions are of pivotal importance.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

A constructivist approach to career counseling means...**(7)** To have a holistic and respectful view of the client as a dynamic social being

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

A constructivist approach to career counseling means...**(8)** To understand that career is built upon one's total life experiences

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

A constructivist approach to career counseling means...**(9)** Narrative counseling techniques are used to encourage clients to originate their own stories of significant times in their lives and to help them to seek themes and patterns that delineate what really matters to them and then to assist them to begin to construct new stories on which to base action toward the further fulfillment of these life themes and purposes.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

A constructivist approach to career counseling means...

(10) To understand and incorporate complex and dynamic contextual factors in career interventions

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

A constructivist approach to career counseling means...

(11) To empower clients to take actions to make things happen in life-careers

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

A constructivist approach to career counseling means...

(12) To be flexible and creative in utilizing a wide range of approaches and techniques including those from positivistic and objectivist schools.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

A constructivist approach to career counseling means...

(13) Techniques/methods: narrative career counseling models; techniques for exploring the personal construct systems clients use; biographical hermeneutics; approaches that view career as a story

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

(If your opinion differs or you have additional thoughts, please provide them here.)
--

Social constructionist approach to career counseling means...

(1) The term social constructionist refers to the epistemological perspective that social reality is constructed through social interaction, history, meaning. How we know and what we know are constructed socially.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

Social constructionist approach to career counseling means...

(2) Social constructionist career counseling uses meaning/stories to help people connect narrative to identity and career performative process, and coordinate with others.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

Social constructionist approach to career counseling means...

(3) The social constructionist approach emphasizes that psychosocial environmental systems mediate the individual's process in constructing personal meaning.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

Social constructionist approach to career counseling means...

(4) Social constructionism emphasizes the viability of an individual's construction of a personal reality on the basis of its coherence with related systems of personally or socially held beliefs.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

(If your opinion differs or you have additional thoughts, please provide them here.)
--

Social constructionist approach to career counseling means...

(5) To embrace all the major principles and methods of the constructivist approach, and in the meantime, this approach draws more attention to the social dimensions of meanings and meaning-making.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

Social constructionist approach to career counseling means...

(6) Meaning is in discourses. Between two people some things are taken as true. Statements produce a particular version of experience.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

Social constructionist approach to career counseling means...

(7) There are multiple selves depending on context, not a singular, essential self. Focuses on person as a whole, not parts.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

Social constructionist approach to career counseling means...

(8) Social constructionist career counselors assert that meaning resides at the nexus of the person and the social structures within which she or he engages to make sense of experience.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

Social constructionist approach to career counseling means...

(9) Social constructionist counseling involves story revision. It is a process of co-constructing a narrative that has integration and coherence enough to move forward across a transition. It assigns values to certain events and attributes in making a story of self and career.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

Social constructionist approach to career counseling means...

(10) Social constructionist career counseling provides a way for clients to understand their assumptions about themselves and the world around them as relative and as amenable to their input and agency.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

Social constructionist approach to career counseling means...

(11) The social constructionist approach lends itself to the criticism of social institutions; the client is helped to become conscious of his/her relation to those (cultural) institutions. The aim of this conscious examination is to produce a transformative or transgressive outcome for the client, who is, otherwise, constrained by the limits of his/her culture, social class, race, gender, or ethnicity.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

Social constructionist approach to career counseling means...

(12) To understand and deal with complex, dynamic and multi-faceted relationships among various intrapersonal, interpersonal, and extra-personal influences.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

(If your opinion differs or you have additional thoughts, please provide them here.)
--

Social constructionist approach to career counseling means...

(13) Focuses on action; joint-action or collective action in one's career.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

Social constructionist approach to career counseling means...

(14) Techniques/methods: techniques that use individual's construction of his or her narrative or story as the basis for career decision making; relational approaches whereby the counselor and client focus upon the talk, text, and action that is generated between the client and others in his/her psychological world

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

Constructivist and Social Constructionist Combined

(1) I see similarities between constructivist and social constructionist approaches to career counseling and prefer not to distinguish between them. Raskin (2002) used the term "constrictivisms" because of the similarities between the constructivist psychologies which all "theorize about and investigate how human beings create systems for meaningfully understanding their worlds and experiences" (p. 1).

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

Constructivist and Social Constructionist Combined

(2) Fundamental to both is a quality relationship between the client and the career counselor, where the client is encouraged to participate actively, feel respected, and believe that the

counselor is listening deeply and collaborating with them to understand the client’s hopes for the future and their past experiences.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

Constructivist and Social Constructionist Combined

(3) By encouraging clients to tell stories from different setting and times of their lives, rich material may be uncovered that may serve as a foundation for the future story. Themes that are identified in the stories provide ingredients of the future story. Moreover, because themes tend to appear within and across stories, clients come to understand a sense of coherence and continuity across their lives that may inform their future stories.

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
(If your opinion differs or you have additional thoughts, please provide them here.)				

ADDITIONAL COMMENTS (e.g., misrepresentations of your Round 1 response)

3. In Round 1, each expert panel member was asked to suggest a research agenda. This section summarizes panel members' suggestions for your review and reactions. As before, each suggestion was made by at least one panel member, and it is possible or even likely that some statements will *not* represent your views. The responses were shortened (e.g., overlapping parts, parts that are not directly linked to suggestion of research agenda were removed) and edited.

DIRECTIONS:

Please rate each suggested research agenda item based on your judgment of its importance in advancing theory, research, and practice of career counseling using a constructivist or social constructionist approach. Type **X** into the column you choose for each item.

If you would like to explain the rationale for your ratings, or if you have any other comments on the items, please provide them in the last column.

If you would like to add any other items, or if your response from Round 1 is not represented adequately in the list, please note them in the box at the end of this question. There is no word limit for your response.

Research Agenda Items	Not at all important	Slightly important	Moderately important	Very important	Extremely important	Comments
Explore the validity of key constructs (e.g., adaptability, reflexivity) using qualitative research methods						
Understand the key constructs in action in individual's lives (i.e., providing operational definition of these constructs)						

Research Agenda Items	Not at all important	Slightly important	Moderately important	Very important	Extremely important	Comments
Explore how counselors operate with clients working within constructivist/social constructionist counseling frameworks (i.e., to define the core elements/attributes of these approaches through qualitative and observational studies)						
Compare the core elements of different constructivist and social constructionist approaches						
Identify what constitutes a successful outcome for constructivist or social constructionist career counseling and objective measures of these. (Researchers must consider that client goals will vary.)						
Study whether constructivist/social constructionist career counseling processes promote desired change and outcomes for clients (e.g., adaptability, intentionality, narratability, career decidedness, subjective well-being)						
Develop measures of narratability and intentionality to complement existing career adaptability scales						
Conduct qualitative studies to delineate the change processes (e.g., enhancement of intentionality, narratability) in these types of career counseling (e.g., by using action as the unit of analysis)						
Compare constructivist/social constructionist-based theories/practices with positivist-based theories/practices and to explore the relationship between them						

Research Agenda Items	Not at all important	Slightly important	Moderately important	Very important	Extremely important	Comments
Test whether a constructivist/social constructionist theoretical approach and its techniques would yield reliable outcomes (i.e., would different counselors with the same client encourage the same stories and life themes?)						
Examine how the relationship between clients and counselors influence career construction						
Explore what the limits to individuals' agentic capabilities to construct their own lives are (i.e., the role of external factors such as chance, misadventure, failure, and larger systems on career development)						
Explore how data from constructivist counseling approaches can be integrated with other information about the person, such as biodata, test results, academic results, parental expectations, financial considerations and family responsibilities						
Explore how the constructivist/social constructionist counselor should deal with a client who does not want to take responsibility for creating a personal future (e.g., dependent clients, clients from collectivist culture)						
Explore what role early childhood events play in adult careers						
Examine the usefulness of narrative methods in assessing core vocational constructs like interests, values, self-concept, vocational identity						

Research Agenda Items	Not at all important	Slightly important	Moderately important	Very important	Extremely important	Comments
Identify constructivist/social constructionist career counseling best practices						
Devise and evaluate innovative career counselor training methods						
Develop culturally sensitive/non-western approaches to career counseling by using a ground up approach to theory development, research and practice						
Understand the role of emotions in career construction and to explore ways to deal with or utilize emotions in career counseling						
Explore unconscious processes of clients that account for discrepancies between goals and actions						

ADDITIONAL ITEMS / COMMENTS (e.g., misrepresentations of your Round 1 response)

After completing your responses, save the file, and send it to ZiYoung Kang (zzk5010@psu.edu), by **May 9th**. In case this time frame does not suit your schedule, please let ZiYoung Kang know of a possible date by which you could complete this questionnaire.

Appendix E

Delphi Round 3 Questionnaire

1. The following shows (a) the summary of the participating expert panel members' definitions of constructivist/social constructionist career counseling (the same summary as presented in Round 2), (b) the panel's ratings from Round 2, (c) their additional comments summarized (The presence of a comment means that at least one panel member contributed this content. It would *not* necessarily represent *your* view), and (d) your ratings in Round 2.

DIRECTIONS:

1) After reviewing the panel's comments and ratings for each statement, please enter your final (Round 3) rating for the statement in the "**Your R3 Rating**" row. The counts of the panel's ratings include your rating in Round 2.

2) Please enter your current rating even if you would like to retain your judgment from Round 2 ("Your R2 Rating"). To record your R3 rating, please type **X** into the column that indicates your judgment in the "**Your R3 Rating**" row, as in the example below.

3) If you would like to explain your reasons for changing or retaining your previous judgments, or if you have any comments on the panel's comments, please provide them in the designated spaces. There is no word limit for your responses. The spaces will expand as you type.

[Example]

Panel's Comments					
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings		1	2	3	2
Your R2 Rating			X		
Your R3 Rating			X		
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Contrasts between constructivist and social constructionist approaches

(1) A constructivist approach is a cognitive approach that focuses on the person (i.e., the person's cognition) and does not necessarily address the social origin of constructs. It focuses on the individual and the intrapersonal construction of meaning. A social constructionist approach addresses the social and linguistic origins of life stories and focuses on "co-construction." It focuses on the individual-in-relation and the interpersonal construction of meaning.

Panel's Comments	<ul style="list-style-type: none"> The process of co-construction is <i>not</i> limited to social constructionism unless this is meant in sort of societal sense. Co-construction occurs in the counseling context with individuals as part of the process of developing stories to uncover life themes. In career counseling, the two approaches can co-exist. 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings		1		2	5
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Contrasts between constructivist and social constructionist approaches

(2) Social constructionism does not deny the mental life of individuals and concomitant cognitive processes (which is the main emphasis in constructivism); instead, a social constructionist approach emphasizes the talk, text, and actions that transpire between client and counselor, and between client and the others in his or her world. The difference between constructivism and social constructionism is a matter of emphasis, extending from what is "internal" in origin, to what is "external" in origin. A radical social constructionist position is that culture contains all the meaning that is possible, and that the individual cannot think outside his/her culture. In pragmatic terms, the difference between constructivist and social constructionist counseling is often hard to discern; it can be a matter of emphasis with respect to how the counselor listens and talks with the client about his/her relating to the psychological world.

Panel's Comments	<ul style="list-style-type: none"> If is fairly easy to discern: a constructivist acts rather like a cognitive therapist and focuses on the individual rather than the social context and interpersonal origins of behavior. In practical sense, there is little value in the distinction between social and personal constructivism– both matter in understanding and helping people develop their careers because individual meaning and action almost inevitably 				
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	will find their expression and implementation in a social context since virtually all work occurs by or through some form of interaction with others.				
	<ul style="list-style-type: none"> The radical view diminishes human potential to think outside environmental/cultural constraint. 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings	1			3	4
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Contrasts between constructivist and social constructionist approaches

(3) A constructivist approach conceptualizes and addresses career concerns as a function of *an individual's internal, cognitive meaning-making system*. Constructivist career counseling approaches use narrative methods to discern the role and experience of work in a person's life *as individually construed by the person*.

A social constructionist approach conceptualizes and addresses career concerns as a function of *the interpersonal meaning* a person makes about self, work, and career *in relation with others*. Social constructionist career counseling approaches use narrative methods to discern the role and experience of work in a person's life *as construed by the person in relation with family, community, society, cultural, and other contexts*.

Panel's Comments	<ul style="list-style-type: none"> In practice the two are <i>not</i> neatly separated like this. If there is a distinction, it is between personal discovery through narrative and individual action through narrative, to implement the results of counseling. Constructivist career counseling approaches use cognitive methods or personal constructs rather than narrative methods. Social constructionist approach should include processes of "conscientization" of institutional influences (e.g., culture, class, gender, race) and to develop narrative (meaning-oriented) and educative (resource oriented) solutions that enable a client to recognize and act upon those influences 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings			1	3	4
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to					

comment on the panel's comments, please do so here.)

A constructivist approach to career counseling means...

(1) Psychological or cognitive constructivism is rooted in the work of George Kelly. Focus is on cognition. Counselors view the person as a scientist who uses personal cognitive structures to make meaning of her or his experiences in work and career. A person's sense of being, of understanding reality, and of meaning-making is a function of cognitive processes that control behavior and emotion. This approach involves the elaboration of constructs about career choices. Goals are to predict and control.

Panel's Comments	<ul style="list-style-type: none"> • Modern constructivism cannot be simply identified with Kelly's views. • Constructivism focuses not only on a purely cognitive process; it also takes into account emotion and motivation. • Kelly is one, but not the only important source of constructivism. • Except disagree with the last sentence – meaning making is a key goal. 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings	1		2	2	3
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

A constructivist approach to career counseling means...

(2) This approach emphasizes individuals as the prime constructors of their own reality and the prime creators of meaning of life events. It emphasizes self-organizing and active knowing by the individual.

Panel's Comments	<ul style="list-style-type: none"> • The critical word here is "prime". Constructivists don't deny the influence of context. • The person's internal world is important in counseling but we all have to negotiate an external reality which will not always succumb to our own desires not matter how passionately we may wish them. 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings				4	4
Your R2 Rating					

Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

A constructivist approach to career counseling means...

(3) This perspective emphasizes the agentic qualities of the person; the focus is on the creative capacities of individuals to take control of themselves and their circumstances in order to explore, develop and create meaning and purpose. The emphasis is on meanings, meaning-making, and intentionality in life-careers.

Panel's Comments	<ul style="list-style-type: none"> This emphasis upon the agentic quality is important and it represents a progression toward social constructionism. 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings				2	6
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

A constructivist approach to career counseling means...

(4) Constructs (e.g., meanings) reside within the person so counseling starts with the person to understand the career. The self is theorized as essentialist and singular. Focus is on parts of the person, traits such as RIASEC and self-efficacy.

Panel's Comments	<ul style="list-style-type: none"> I diverge with respect to the point that "self is essentialist and singular". I believe that this notion represents a primitive form of constructivism. Essentialism is, in my opinion, implies a very different ontology and epistemology (i.e., formist rather than contextualist). This is contradictory – the first part deals with individual meaning and the second seems to deal with external constructions such as traits and interests. This is a confusion of the idiographic-nomothetic distinction. Focus is on the whole and dynamic person whose person quality may include RIASEC and other traits. Traits can be seen as part of constructs from the perspective of George Kelly. The above statement could cause unnecessary confusion with modernism and objectivism thinking. Could be true of some constructivist approached. It isn't fully clear what "essentialist and singular" mean.
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	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings		1	4	2	1
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

A constructivist approach to career counseling means...

(5) To have a perspective of Humanistic Psychology

Panel's Comments	<ul style="list-style-type: none"> • This statement is too broad. Humanistic theories do not share the same epistemology as constructivist theories. • Even though the statement is likely to be true for many constructivists, I do not think it is essential. • There are humanists who are constructivists. • To also have a perspective of cognitive psychology. 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings		3		3	2
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

A constructivist approach to career counseling means...

(6) The role of the client's subjective views, preferences, thoughts, perceptions are of pivotal importance.

Panel's Comments	<ul style="list-style-type: none"> • As they are in other approaches to counseling as well. 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings			1	3	4
Your R2 Rating					
Your R3 Rating					

(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)

A constructivist approach to career counseling means...

(7) To have a holistic and respectful view of the client as a dynamic social being

Panel's Comments	<ul style="list-style-type: none"> As they are in other approaches to counseling as well. 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings			1	2	5
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

A constructivist approach to career counseling means...

(8) To understand that career is built upon one's total life experiences

Panel's Comments	<ul style="list-style-type: none"> Statement is a bit vague. If it means that individuals' bring the impacts of their entire life experience to counseling then this is true; however, if what is intended is that some attempt is to be made in counseling all of those life experiences, then I think it is false. 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings			2	2	4
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

A constructivist approach to career counseling means...

(9) Narrative counseling techniques are used to encourage clients to originate their own stories of significant times in their lives and to help them to seek themes and patterns that

delineate what really matters to them and then to assist them to begin to construct new stories on which to base action toward the further fulfillment of these life themes and purposes.

Panel's Comments	<ul style="list-style-type: none"> • Constructivists do not use narratives, they use rep test, laddering, etc • Characteristic of some constructivist approaches. 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings	1		1	1	5
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

A constructivist approach to career counseling means...

(10) To understand and incorporate complex and dynamic contextual factors in career interventions

Panel's Comments	<ul style="list-style-type: none"> • Characteristic of some constructivist approaches. 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings			2	3	3
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

A constructivist approach to career counseling means...

(11) To empower clients to take actions to make things happen in life-careers

Panel's Comments	<ul style="list-style-type: none"> • The word empower is used frequently in the counseling and career counseling literature, and I find it 'patronizing' and not consistent with my understanding of constructivist/social constructionist approaches. I do not think that career counselors can 'give power' to someone. If you had used a terms such as help, assist, collaborate with then I would agree or strongly agree. 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings	1		1	4	2

Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

A constructivist approach to career counseling means...

(12) To be flexible and creative in utilizing a wide range of approaches and techniques including those from positivistic and objectivist schools.

Panel's Comments	<ul style="list-style-type: none"> • Most constructivists do not see the need for positivist approaches and techniques. 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings		1	1	2	4
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

A constructivist approach to career counseling means...

(13) Techniques/methods: narrative career counseling models; techniques for exploring the personal construct systems clients use; biographical hermeneutics; approaches that view career as a story

Panel's Comments	<ul style="list-style-type: none"> • Narratives are not central element nor is story. It is constructs that take center stage. • Characterizes some approaches. 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings	1			4	3
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Social constructionist approach to career counseling means...

(1) The term social constructionist refers to the epistemological perspective that social reality is constructed through social interaction, history, meaning. How we know and what we know are constructed socially.

Panel's Comments					
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings				1	6
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Social constructionist approach to career counseling means...

(2) Social constructionist career counseling uses meaning/stories to help people connect narrative to identity and career performative process, and coordinate with others.

Panel's Comments	<ul style="list-style-type: none"> • Agree, but not sure what it means exactly. • Possibly. 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings			1	2	5
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Social constructionist approach to career counseling means...

(3) The social constructionist approach emphasizes that psychosocial environmental systems mediate the individual's process in constructing personal meaning.

Panel's Comments					
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

Panel's Ratings				2	6
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Social constructionist approach to career counseling means...

(4) Social constructionism emphasizes the viability of an individual's construction of a personal reality on the basis of its coherence with related systems of personally or socially held beliefs.

Panel's Comments	• It can also be the basis for inviability.				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings				3	5
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Social constructionist approach to career counseling means...

(5) To embrace all the major principles and methods of the constructivist approach, and in the meantime, this approach draws more attention to the social dimensions of meanings and meaning-making.

Panel's Comments	• Not sure it embraces "all" constructivist principles.				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings			1	3	4
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Social constructionist approach to career counseling means...

(6) Meaning is in discourses. Between two people some things are taken as true. Statements produce a particular version of experience.

Panel's Comments	<ul style="list-style-type: none"> Not only in discourses. 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings			2	2	4
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Social constructionist approach to career counseling means...

(7) There are multiple selves depending on context, not a singular, essential self. Focuses on person as a whole, not parts.

Panel's Comments	<ul style="list-style-type: none"> Depends on what you mean by "self", which is a social construction with different meanings. I think I understand the intention of these two sentences but they are contradictory: An essential self implies a whole being. Furthermore, social constructionist approaches recognize that an individual may live in the voices of multiple selves, not a single voice; therefore, social constructionism recognizes this multi-voicedness as "parts". Focuses on person as a whole, not parts "or traits." 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings			2	1	5
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Social constructionist approach to career counseling means...

(8) Social constructionist career counselors assert that meaning resides at the nexus of the person and the social structures within which she or he engages to make sense of experience.

Panel's Comments	• True, but all meaning has to reside in this nexus.				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings			1	2	5
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Social constructionist approach to career counseling means...

(9) Social constructionist counseling involves story revision. It is a process of co-constructing a narrative that has integration and coherence enough to move forward across a transition. It assigns values to certain events and attributes in making a story of self and career.

Panel's Comments	<ul style="list-style-type: none"> • Not necessarily. • Constructivism does this as well. • "...narrative that has <i>continuity</i> and coherence" 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings			2	3	3
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Social constructionist approach to career counseling means...

(10) Social constructionist career counseling provides a way for clients to understand their assumptions about themselves and the world around them as relative and as amenable to their input and agency.

Panel's Comments	• Could happen.				
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	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings			1	4	3
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Social constructionist approach to career counseling means...

(11) The social constructionist approach lends itself to the criticism of social institutions; the client is helped to become conscious of his/her relation to those (cultural) institutions. The aim of this conscious examination is to produce a transformative or transgressive outcome for the client, who is, otherwise, constrained by the limits of his/her culture, social class, race, gender, or ethnicity.

Panel's Comments	<ul style="list-style-type: none"> • Could happen. • There may be particular instances with clients for which this would be true but the simple reality of career counseling is that most people do not want to change the world but rather to find a meaningful place in it. 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings			2	3	3
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Social constructionist approach to career counseling means...

(12) To understand and deal with complex, dynamic and multi-faceted relationships among various intrapersonal, interpersonal, and extra-personal influences.

Panel's Comments					
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings			1	3	4

Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Social constructionist approach to career counseling means...

(13) To focus on action; joint-action or collective action in one's careering.

Panel's Comments					
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings			1	2	5
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Social constructionist approach to career counseling means...

(14) Techniques/methods: techniques that use individual's construction of his or her narrative or story as the basis for career decision making; relational approaches whereby the counselor and client focus upon the talk, text, and action that is generated between the client and others in his/her psychological world

Panel's Comments					
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings			1	3	4
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Constructivist and Social Constructionist Combined

(1) I see similarities between constructivist and social constructionist approaches to career counseling and prefer not to distinguish between them. Raskin (2002) used the term “constructivisms” because of the similarities between the constructivist psychologies which all “theorize about and investigate how human beings create systems for meaningfully understanding their worlds and experiences” (p. 1).

Panel's Comments	<ul style="list-style-type: none"> • I agree with the point in relation to Raskin; however, there are moments when one can distinguish between the two. • Similar, yes. Yet, distinct. • Scholarship involves distinctions. If you want to combine them, they can both be weaved in narrative therapy. • I think the alleged distinction between constructivism and social constructivism is merely a matter of counseling emphasis which will vary from client to client and their respective social situations. 				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings		1	1	2	4
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Constructivist and Social Constructionist Combined

(2) Fundamental to both is a quality relationship between the client and the career counselor, where the client is encouraged to participate actively, feel respected, and believe that the counselor is listening deeply and collaborating with them to understand the client's hopes for the future and their past experiences.

Panel's Comments					
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings			1	1	6
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

Constructivist and Social Constructionist Combined

(3) By encouraging clients to tell stories from different settings and times of their lives, rich material may be uncovered that may serve as a foundation for the future story. Themes that are identified in the stories provide ingredients of the future story. Moreover, because themes tend to appear within and across stories, clients come to understand a sense of coherence and continuity across their lives that may inform their future stories.

Panel's Comments	• Do constructivists elicit stories? Or just constructs and ideas, and beliefs				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Panel's Ratings	1		1		6
Your R2 Rating					
Your R3 Rating					
(If you wish to provide your reasons for changing or retaining your previous judgment, or to comment on the panel's comments, please do so here.)					

2. You have reviewed the panel members’ perspectives on what constructivist/social constructionist career counseling is by reading through the statements in Part 1 above. Based on the information and YOUR OWN final judgments, please rate each feature presented in the tables in the following pages. The features of constructivist/social constructionist career counseling identified by the participating expert panelists in Round 2 are listed in these tables.

DIRECTIONS:

- 1) You will find two rows for each item, “Constructivist” and “Soc. Constructionist” (i.e., social constructionist). Please provide your ratings on the respective rows using the scale provided. The detailed description of each label is provided below.

[Example]

Features		Unique & Must Appear	Unique & Often Appear	Not Unique & Must Appear	Not Unique & Often Appear	Can Appear but Not Needed	To be Avoided	Unsure	Comments
	Constructivist								
	Soc. Constructionist								

- Unique & Must Appear:** This feature is *unique* to constructivist/social constructionist approaches, and *must* be present if the practice is to be considered constructivist/social constructionist career counseling practice. Use this rating when counseling could *not* be considered constructivist/social constructionist if this feature were missing.
- Unique & Often Appear:** This feature is *unique* to constructivist/social constructionist approaches, and *not always, but often* appears in constructivist/social constructionist career counseling practices.
- Not Unique but Must Appear:** This feature is *not unique* to constructivist/social constructionist approaches, but it *must* appear in constructivist/social constructionist career counseling practices.

- **Not Unique but Often Appear:** This feature is *not unique* to constructivist/social constructionist approaches, but it *often* appear in constructivist/social constructionist career counseling practices.
 - **Can Appear but Not Needed:** This feature is compatible with constructivist/social constructionist approaches, and therefore it is not proscribed, but neither is it necessary nor unique.
 - **To Be Avoided:** This feature is incompatible with the constructivist/social constructionist approaches, and therefore it should be avoided in constructivist/social constructionist career counseling practice.
- 2) You may provide ratings for only constructivist rows or social constructionist rows, if you have not often used the other term in your writing. You may also provide ratings for both constructivist and social constructionist rows.
 - 3) When you rate an item on both rows, the rating on constructivist row and the rating on social constructionist row may differ. For example, you may consider an item a unique and essential feature of constructivist approaches, but not of social constructionist approaches, and vice versa. On the other hand, an item may be unique and essential feature of both constructivist approaches and social constructionist approaches.
 - 4) Please feel free to provide any explanations for your ratings, or other comments in the “Comments” column. There is no word limit for your responses. The spaces will expand as you type.

A) The theoretical underpinnings

- Propositions
- View of human nature

A) Propositions/View of Human Nature		Unique & Must Appear	Unique & Often Appear	Not Unique Must Appear	Not Unique Often Appear	Can Appear but Not Needed	To be Avoided	Unsure	Comments
1) Self-concept is not an essential quality in oneself; it evolves through the individual's continuous self-constructing process.	Constructivist								
	Soc. Constructionist								
2) Abilities, interests, and values are constructions individuals develop through their interaction with others.	Constructivist								
	Soc. Constructionist								
3) Individuals construct their identities and careers through active and continuous engagement in the construction process.	Constructivist								
	Soc. Constructionist								
4) Individuals are agentic beings who are capable of making self-determined choices, implementing them, and constructing their own careers.	Constructivist								
	Soc. Constructionist								
5) Through constructing narratives of their experiences, individuals shape their identities.	Constructivist								
	Soc. Constructionist								
6) Individuals are capable of being the authors of their own stories.	Constructivist								
	Soc. Constructionist								
7) Narratives have plasticity; individuals can construct narratives of themselves the way they want.	Constructivist								
	Soc. Constructionist								

A) Propositions/View of Human Nature		Unique & Must Appear	Unique & Often Appear	Not Unique Must Appear	Not Unique Often Appear	Can Appear but Not Needed	To be Avoided	Unsure	Comments
8) An individual's career story has dominant themes that provide an overarching perspective and self-organizing possibilities with which to connect current experience to past experiences and then future possibilities.	Constructivist								
	Soc. Constructionist								
9) Narratives that individuals develop to account for their lives and careers continuously evolve over time as the individuals are exposed to new experiences.	Constructivist								
	Soc. Constructionist								
10) Individuals construct their own realities; their perceptions and interpretations become their realities.	Constructivist								
	Soc. Constructionist								
11) Individuals, in concert with others, can construct (make changes in) the environment they live in.	Constructivist								
	Soc. Constructionist								
12) Individuals' identities as well as meanings that individuals impose on their realities are co-constructed through interactions (including discourses and actions) between the individuals and their social and cultural environments.	Constructivist								
	Soc. Constructionist								
13) Meaning-making and self-construction occur through the medium of language.	Constructivist								
	Soc. Constructionist								
14) Individuals live in language, which both defines and confines their meaning making.	Constructivist								
	Soc. Constructionist								

A) Propositions/View of Human Nature		Unique & Must Appear	Unique & Often Appear	Not Unique Must Appear	Not Unique Often Appear	Can Appear but Not Needed	To be Avoided	Unsure	Comments
15) Identities and careers are socially constructed; the construction involves co-construction processes during which social relationships and environmental contexts play a key role in shaping the identities and careers.	Constructivist								
	Soc. Constructionist								
16) Individuals' career construction occurs through recursive interaction with their social and environmental-societal contexts and the contexts of past, present, and future.	Constructivist								
	Soc. Constructionist								
17) Individuals develop personal cognitive structures to make sense of their experiences and the world around them.	Constructivist								
	Soc. Constructionist								
18) Social and cultural environments play a key role in individuals' career construction by providing the sources of identity construction to the individuals.	Constructivist								
	Soc. Constructionist								
19) Individuals use stories to impose meanings and interpretations on their experiences; the accumulation of these meanings and interpretations becomes the source of identity construction.	Constructivist								
	Soc. Constructionist								
20) Social and cultural environments play a key role in individuals' career construction by opening up or limiting opportunities for the individual.	Constructivist								
	Soc. Constructionist								

A) Propositions/View of Human Nature		Unique & Must Appear	Unique & Often Appear	Not Unique Must Appear	Not Unique Often Appear	Can Appear but Not Needed	To be Avoided	Unsure	Comments
21) Contexts in which individuals construct their careers are formed by various social and environmental factors and complex interactions among those factors.	Constructivist								
	Soc. Constructionist								
22) Various intrapersonal (e.g., interest, abilities), social, and environmental factors, influence the individuals' career development; the influences are not always predictable due to the complex interactions among the factors, their changes over time, unexpected challenges, or chance events.	Constructivist								
	Soc. Constructionist								
23) An individual develops a career story that provides continuity over time and coherence among elements (e.g., interests, abilities, values, needs). This story may then be used to direct vocational behaviors.	Constructivist								
	Soc. Constructionist								
24) The self-organizing system tends to remain intact; however, individuals may have to rearrange it when faced with a new environment that subjects the system to disequilibrium.	Constructivist								
	Soc. Constructionist								
25) Fulfilling careers are achieved through individuals discovering their most fundamental values and personal meaning, and then seeking to achieve these through purposeful activities.	Constructivist								
	Soc. Constructionist								
26) Individuals' career development follows predictable, sequential stages.	Constructivist								
	Soc. Constructionist								

B) The characteristics of the counseling process

- Counseling process goals (i.e., the goals counselors should assist clients to achieve during the counseling process)
- Characteristics of the intervention process (from beginning to termination)
- Techniques (including use of assessments)
- What counselors should do and should not do (may include verbatim statements to be made by the counselor) with rationales for adherence

B) Counseling Process Characteristics		Unique & Must Appear	Unique & Often Appear	Not Unique Must Appear	Not Unique Often Appear	Can Appear but Not Needed	To be Avoided	Unsure	Comments
1) The goal of counseling is to help clients develop narratives of themselves and their careers that have unity, continuity, purpose, and meaning, and that can provide future direction.	Constructivist								
	Soc. Constructionist								
2) Clients can see their lives and careers from a holistic perspective, considering them as ever-evolving stories they author and live.	Constructivist								
	Soc. Constructionist								
3) Clients can learn that they are the authors of and have authority over their own lives.	Constructivist								
	Soc. Constructionist								
4) Clients can revise the stories of themselves to better fit present needs and future aspirations.	Constructivist								
	Soc. Constructionist								
5) Clients will be able to holistically take into account various contextual and relational influences in constructing their careers.	Constructivist								
	Soc. Constructionist								
6) Clients' identity narratives reconstructed in counseling can help them adapt to their career situations with flexibility in behavior and fidelity to life themes.	Constructivist								
	Soc. Constructionist								

B) Counseling Process Characteristics		Unique & Must Appear	Unique & Often Appear	Not Unique Must Appear	Not Unique Often Appear	Can Appear but Not Needed	To be Avoided	Unsure	Comments
7) Clients can find meaning and a sense of fulfillment through their work.	Constructivist								
	Soc. Constructionist								
8) Counseling begins by asking clients to describe the incidents that brought them in to career counseling and their goals for counseling.	Constructivist								
	Soc. Constructionist								
9) Counselors understand clients' career situations as reflective of various influences that are interconnected with one another.	Constructivist								
	Soc. Constructionist								
10) Counselors encourage clients to reflect on their current career situations including their occupational aspirations, work experiences, life roles, resources, and their decision making strategies.	Constructivist								
	Soc. Constructionist								
11) Through discussion with counselors, clients become conscious of the personal construct systems they use to make sense of their experiences and environments; this process can shed light on their career concerns.	Constructivist								
	Soc. Constructionist								
12) Counselors elicit small stories (micronarratives) from clients that can reflect how they perceived themselves and their careers (e.g., significant events, recurrent experiences, other important moments and figures) (Construction).	Constructivist								
	Soc. Constructionist								

B) Counseling Process Characteristics		Unique & Must Appear	Unique & Often Appear	Not Unique Must Appear	Not Unique Often Appear	Can Appear but Not Needed	To be Avoided	Unsure	Comments
13) Counselors help clients identify and take account of the influences the intrapersonal (e.g., interests, abilities, personality, values), social, and environmental factors have on the construction of their identities and careers.	Constructivist								
	Soc. Constructionist								
14) Counselors help clients reflect on the influences from their past as well as considerations that may affect their future planning.	Constructivist								
	Soc. Constructionist								
15) Counselors pay close attention to any self-limiting thoughts, rigid expectations, and cultural biases in clients' stories; counselors discuss these aspects with clients and encourage them to see their stories from different, life-enhancing perspectives (Deconstruction).	Constructivist								
	Soc. Constructionist								
16) Clients become aware of how their current actions are contributing to or hindering their career construction.	Constructivist								
	Soc. Constructionist								
17) Counselors help clients examine how their ways of interacting with others influence their career construction.	Constructivist								
	Soc. Constructionist								
18) Counselors help clients reinterpret their adverse career situations from a positive standpoint and empower them to make the best use of the situations.	Constructivist								
	Soc. Constructionist								

B) Counseling Process Characteristics		Unique & Must Appear	Unique & Often Appear	Not Unique Must Appear	Not Unique Often Appear	Can Appear but Not Needed	To be Avoided	Unsure	Comments
19) Counselors help clients become aware of uncertainty and come to terms with circumstances that they do not have control over.	Constructivist								
	Soc. Constructionist								
20) A counselor helps a client see the small stories of his/her life and career from a holistic perspective and develop them into a coherent and meaningful macronarrative (Reconstruction).	Constructivist								
	Soc. Constructionist								
21) Counselors listen for themes in clients' stories.	Constructivist								
	Soc. Constructionist								
22) Counselors assist clients in finding themes in their stories; clients can find the recurrent pattern of the themes that reflect their pursuit of purpose.	Constructivist								
	Soc. Constructionist								
23) Counselors assist clients in identifying patterns in their stories so that the stories can provide future direction for purposeful action.	Constructivist								
	Soc. Constructionist								
24) Clients and counselors revise the drafts of the clients' macronarratives to script the next scene in their careers, in ways that enhance clients' self-esteem, make their intentions more explicit, and promote their initiative. (Co-construction)	Constructivist								
	Soc. Constructionist								
25) Counselors help clients reflect on and articulate what really matters to them, that is, what gives them a sense of purpose.	Constructivist								
	Soc. Constructionist								

B) Counseling Process Characteristics		Unique & Must Appear	Unique & Often Appear	Not Unique Must Appear	Not Unique Often Appear	Can Appear but Not Needed	To be Avoided	Unsure	Comments
26) Counselors help clients reflect on their emotions and use them positively in crystallizing and moving towards goals.	Constructivist								
	Soc. Constructionist								
27) Counselors help clients identify and use the influences on and audiences for their new script so that they can garner support in their social and environmental contexts as they rework their identities	Constructivist								
	Soc. Constructionist								
28) Counselors assist clients in implementing their future stories.	Constructivist								
	Soc. Constructionist								
29) Counselors assist clients in setting goals, identifying steps, and prioritizing their actions towards achieving those goals.	Constructivist								
	Soc. Constructionist								
30) Counselors assist clients in following through with implementing goals and plans.	Constructivist								
	Soc. Constructionist								
31) Counselors use quantitative assessments to elicit the sources of identity construction.	Constructivist								
	Soc. Constructionist								
32) Counselors use qualitative assessments and various narrative techniques to assist clients in reflecting on their lives, elicit the sources for clients' narratives, and integrate the sources into coherent narratives.	Constructivist								
	Soc. Constructionist								

B) Counseling Process Characteristics		Unique & Must Appear	Unique & Often Appear	Not Unique Must Appear	Not Unique Often Appear	Can Appear but Not Needed	To be Avoided	Unsure	Comments
33) Counselors encourage clients to engage in diverse activities so that the clients can expand their understanding of themselves and occupational possibilities.	Constructivist								
	Soc. Constructionist								
34) Counselors use narrative to assist clients in assigning meaning to their experiences and the various social and environmental influences on them.	Constructivist								
	Soc. Constructionist								
35) Counselors assist clients in finding occupations that would best suit their personal traits.	Constructivist								
	Soc. Constructionist								
36) Counselors assist clients in searching for occupational information.	Constructivist								
	Soc. Constructionist								
37) Counselors help clients use occupational information	Constructivist								
	Soc. Constructionist								
38) Counselors use norm-referenced inventories/assessments	Constructivist								
	Soc. Constructionist								
39) Counselors assess clients' career maturity in terms of where they are in the career development stages.	Constructivist								
	Soc. Constructionist								
40) Counselors help clients to develop attitudes and skills to master developmental tasks that are required at their career development stages.	Constructivist								
	Soc. Constructionist								

B) Counseling Process Characteristics		Unique & Must Appear	Unique & Often Appear	Not Unique Must Appear	Not Unique Often Appear	Can Appear but Not Needed	To be Avoided	Unsure	Comments
41) Counselors help clients manage different life roles along with their roles as workers.	Constructivist								
	Soc. Constructionist								
42) Counselors help clients develop planning and decision-making skills.	Constructivist								
	Soc. Constructionist								

C) The nature of the counselor-client relationship

- Desirable attitudes/beliefs of the counselor towards the client
- Characteristics of the counselor-client interaction

C) Counselor-Client Relationship		Unique & Must Appear	Unique & Often Appear	Not Unique Must Appear	Not Unique Often Appear	Can Appear but Not Needed	To be Avoided	Unsure	Comments
1) Counselors focus on clients' subjectively experienced careers.	Constructivist								
	Soc. Constructionist								
2) Counselors view clients as active constructors of their lives and careers.	Constructivist								
	Soc. Constructionist								
3) Counselors believe that each client's story is unique and continuously evolves.	Constructivist								
	Soc. Constructionist								
4) Counselors understand clients' stories using typologies.	Constructivist								
	Soc. Constructionist								

C) Counselor-Client Relationship		Unique & Must Appear	Unique & Often Appear	Not Unique Must Appear	Not Unique Often Appear	Can Appear but Not Needed	To be Avoided	Unsure	Comments
5) Counselors believe clients can re-author their narratives of themselves to be more vital and livable.	Constructivist								
	Soc. Constructionist								
6) Each client is viewed as the person ultimately responsible for the decision making process.	Constructivist								
	Soc. Constructionist								
7) Counselors are collaborators (“co-authors”) in the construction of clients’ stories.	Constructivist								
	Soc. Constructionist								
8) Counselors are learners who are curious to learn from and about clients in order to co-construct future stories.	Constructivist								
	Soc. Constructionist								
9) Counselors view clients as agentic beings who are fully capable of making self-determined choices, implementing them, and constructing their own careers.	Constructivist								
	Soc. Constructionist								
10) Counselors can help clients empower themselves to make changes in the environment in which they live.	Constructivist								
	Soc. Constructionist								
11) Counselors pay close attention to how clients perceive themselves; positive self-belief is a precondition for pursuit of purpose in life and action implementation.	Constructivist								
	Soc. Constructionist								
12) Clients assume active roles in constructing their narratives as counselors facilitate the process.	Constructivist								
	Soc. Constructionist								

C) Counselor-Client Relationship		Unique & Must Appear	Unique & Often Appear	Not Unique Must Appear	Not Unique Often Appear	Can Appear but Not Needed	To be Avoided	Unsure	Comments
13) Counselors provide an audience for clients to tell their stories.	Constructivist								
	Soc. Constructionist								
14) In counseling, clients should feel that they can freely explore and express their minds.	Constructivist								
	Soc. Constructionist								
15) Clients discover their own answers to their career problems in interaction with counselors who facilitate that discovery process.	Constructivist								
	Soc. Constructionist								
16) Counselors view each client as a unique being who is a convergence of numerous influences.	Constructivist								
	Soc. Constructionist								
17) Counselors should be aware of the influence their own beliefs have on the counseling process.	Constructivist								
	Soc. Constructionist								
18) Counselors are experts on assessing clients' issues.	Constructivist								
	Soc. Constructionist								
19) Counselors are career information providers.	Constructivist								
	Soc. Constructionist								
20) Counselors expect adult clients' traits (e.g., interests, abilities) to stay relatively the same across contexts and time.	Constructivist								
	Soc. Constructionist								

D) The range of applicability

- Clients' needs that can be addressed by constructivist or social constructionist approach
- Clients' needs that are not likely to be well suited to constructivist or social constructionist approach (i.e., instances where counselors should apply or incorporate other approaches)

Directions: Please rate each item based on your judgment as to whether each client’s need is likely to be well suited to constructivist or social constructionist approaches. Indicate whether these approaches are appropriate or inappropriate for each type of client need using the scale provided.

D) The Range of Applicability		Very Inappropriate	Slightly Inappropriate	Neither	Slightly Appropriate	Very Appropriate	Comments
1) Clients who experience difficulties in finding meaning or purpose in their current career situations.	Constructivist						
	Soc. Constructionist						
2) Clients who face transitions in which they feel they need a clearer sense of direction in life and career.	Constructivist						
	Soc. Constructionist						
3) Clients who experience difficulties in defining career paths (i.e., career indecision).	Constructivist						
	Soc. Constructionist						
4) Clients who are anxious about taking risks of decision making (i.e., indecisiveness).	Constructivist						
	Soc. Constructionist						
5) Clients who feel their current understanding of self is insufficient or lacks unity.	Constructivist						
	Soc. Constructionist						
6) Clients who feel anxious because their current identities or stories do not work well in confronting the challenging situations.	Constructivist						
	Soc. Constructionist						
7) Clients who have finished a story, but fallen out of story, or been de-storied by powerful others (i.e., clients who need to re-story themselves)	Constructivist						
	Soc. Constructionist						
8) Clients who find it overwhelming to adequately take into account influences from different social and environmental factors on their career decision making.	Constructivist						
	Soc. Constructionist						
9) Clients whose optimal career development is hindered by adverse social and other environmental conditions.	Constructivist						

D) The Range of Applicability		Very Inappro- priate	Slightly Inappro- priate	Neither	Slightly Appro- priate	Very Appro- priate	Comments
10) Clients who feel stuck due to certain environmental factors hindering their career development that they do not have control over.	Constructivist						
	Soc. Constructionist						
11) Clients who are faced with unexpected challenges (e.g., accidents, abrupt dismissal) that have significant effects on their career development.	Constructivist						
	Soc. Constructionist						
12) Clients who have self-limiting narratives that are suppressing their potential to thrive.	Constructivist						
	Soc. Constructionist						
13) Clients who are looking for career information such as job search strategies, job market information, occupational information to identify occupational options.	Constructivist						
	Soc. Constructionist						
14) Clients who are in a position in which information derived from formal psychometric assessment of their level of skills and interests in comparison with others is likely to be helpful to their decision making.	Constructivist						
	Soc. Constructionist						
15) Clients who want to know which occupations would fit them best.	Constructivist						
	Soc. Constructionist						
16) Clients who do not benefit from traditional career interventions like test interpretations and providing occupational information.	Constructivist						
	Soc. Constructionist						
17) Clients who find it challenging to maintain balance between different life roles including a role as a worker.	Constructivist						
	Soc. Constructionist						
18) Clients who want to get help with their decision-making skills.	Constructivist						
	Soc. Constructionist						
19) Clients who find difficulties in adapting to new environments after transitions.	Constructivist						
	Soc. Constructionist						

3. The following table shows the participating expert panel members’ ratings of importance and comments on research agenda items in Round 2. As before, each suggestion or comment was made by at least one panel member, and it is possible or even likely that some statements will *not* represent your views.

DIRECTIONS:

1) After reviewing the panel’s ratings of importance and their comments on each research agenda item, please provide YOUR FINAL RATING for the item in the “**Your R3**” row based on your judgment of its importance in advancing theory, research, and practice of career counseling using a constructivist or social constructionist approach. The counts of the panel’s ratings include your rating in Round 2.

2) Please record your current judgment of the importance of each potential research agenda item even when you would like to retain your judgment in Round 2 (“Your R2”). Please type **X** into the column that represents your current judgment in the “**Your R3**” row.

3) If you would like to explain your reasons for changing or retaining your previous judgments, or if you have any comments on the panel’s comments, please provide them in the “Comments” column. There is no word limit for your responses. The spaces will expand as you type.

Research Agenda Items		Not at all important	Slightly important	Moderately important	Very important	Extremely important	Comments
1. Explore the validity of key constructs (e.g., adaptability, reflexivity) using qualitative research methods Panel’s Comments:	Panel’s Ratings		1	1	1	5	
	Your R2						
	Your R3						

Research Agenda Items		Not at all important	Slightly important	Moderately important	Very important	Extremely important	Comments	
2. Understand the key constructs in action in individual's lives (i.e., providing operational definition of these constructs) Panel's Comments: <ul style="list-style-type: none"> • Would operationalizing such constructs results in losing their complexity, dynamism, and meaning for individual cases? • Operational definitions should be explicit, yet open to progressive amendments through discourse with members of the scientific community. 	Panel's Ratings	1	1	2	1	3		
	Your R2							
	Your R3							
3. Explore how counselors operate with clients working within constructivist/social constructionist counseling frameworks (i.e., to define the core elements/attributes of these approaches through qualitative and observational studies) Panel's Comments: <ul style="list-style-type: none"> • The constructivist and social constructionist labels are too broad in themselves to generate meaningful findings. Better to look at what people do. 	Panel's Ratings	1		1	3	3		
	Your R2							
	Your R3							
4. Compare the core elements of different constructivist and social constructionist approaches Panel's Comments:	Panel's Ratings	1	1	1	4	1		
	Your R2							
	Your R3							

Research Agenda Items		Not at all important	Slightly important	Moderately important	Very important	Extremely important	Comments
5. Identify what constitutes a successful outcome for constructivist or social constructionist career counseling and objective measures of these. (Researchers must consider that client goals will vary.) Panel's Comments: <ul style="list-style-type: none"> Objective measures do not seem consistent with the approaches although I think identifying successful outcomes is useful. 	Panel's Ratings		2		4	2	
	Your R2						
	Your R3						
6. Study whether constructivist/social constructionist career counseling processes promote desired change and outcomes for clients (e.g., adaptability, intentionality, narratability, career decidedness, subjective well-being) Panel's Comments: <ul style="list-style-type: none"> Not clear that one could reliably and validly identify the independent variables. 	Panel's Ratings	1			2	5	
	Your R2						
	Your R3						
7. Develop measures of narratability and intentionality to complement existing career adaptability scales Panel's Comments:	Panel's Ratings	1		2	1	4	
	Your R2						
	Your R3						
8. Conduct qualitative studies to delineate the change processes (e.g., enhancement of intentionality, narratability) in these types of career counseling (e.g., by using action as the unit of analysis) Panel's Comments:	Panel's Ratings			1	3	4	
	Your R2						
	Your R3						

Research Agenda Items		Not at all important	Slightly important	Moderately important	Very important	Extremely important	Comments
9. Compare constructivist/social constructionist-based theories/practices with positivist-based theories/practices and to explore the relationship between them Panel's Comments: <ul style="list-style-type: none"> • This would help to establish the merits of using both approaches. • Why compare, are positivist the standard of comparison or just a different epistemology? 	Panel's Ratings	1	1	1	2	3	
	Your R2						
	Your R3						
10. Test whether a constructivist/social constructionist theoretical approach and its techniques would yield reliable outcomes (i.e., would different counselors with the same client encourage the same stories and life themes?) Panel's Comments:	Panel's Ratings	1		2	3	2	
	Your R2						
	Your R3						
11. Examine how the relationship between clients and counselors influence career construction Panel's Comments:	Panel's Ratings		1	2	4	1	
	Your R2						
	Your R3						
12. Explore what may limit individuals' agentic capabilities to construct their own lives (i.e., the role of external factors such as chance, misadventure, failure, and larger systems on career development) Panel's Comments: <ul style="list-style-type: none"> • This would transform much of the current thinking about constructivism. • Would depend on the understanding of agency 	Panel's Ratings		2	1	3	2	
	Your R2						
	Your R3						

Research Agenda Items		Not at all important	Slightly important	Moderately important	Very important	Extremely important	Comments
13. Explore how data from constructivist counseling approaches can be integrated with other information about the person, such as biodata, test results, academic results, parental expectations, financial considerations and family responsibilities Panel's Comments:	Panel's Ratings	1	2	1	3	1	
	Your R2						
	Your R3						
14. Explore how the constructivist/social constructionist counselor should deal with a client who does not want to take responsibility for creating a personal future (e.g., dependent clients, clients from collectivist culture) Panel's Comments: <ul style="list-style-type: none"> • There will always be clients in this position; all counseling approaches must manage this issue. 	Panel's Ratings	1	2	3	2		
	Your R2						
	Your R3						
15. Explore what role early childhood events play in adult careers Panel's Comments: <ul style="list-style-type: none"> • The events cause nothing, it is how the client uses them that matters. 	Panel's Ratings		2	2	3	1	
	Your R2						
	Your R3						
16. Examine the usefulness of narrative methods in assessing core vocational constructs like interests, values, self-concept, vocational identity Panel's Comments:	Panel's Ratings		2	2	2	2	
	Your R2						
	Your R3						

Research Agenda Items		Not at all important	Slightly important	Moderately important	Very important	Extremely important	Comments
17. Identify constructivist/social constructionist career counseling best practices Panel's Comments: • This is a good idea, but what is "best" must be contextualized.	Panel's Ratings		2	1	2	3	
	Your R2						
	Your R3						
18. Devise and evaluate innovative career counselor training methods Panel's Comments:	Panel's Ratings		1	1	2	4	
	Your R2						
	Your R3						
19. Develop culturally sensitive/non-western approaches to career counseling by using a ground up approach to theory development, research and practice Panel's Comments:	Panel's Ratings		1	1	4	2	
	Your R2						
	Your R3						
20. Understand the role of emotions in career construction and to explore ways to deal with or utilize emotions in career counseling Panel's Comments:	Panel's Ratings			3	4	1	
	Your R2						
	Your R3						

Research Agenda Items		Not at all important	Slightly important	Moderately important	Very important	Extremely important	Comments
21. Explore unconscious processes of clients that account for discrepancies between goals and actions Panel's Comments:	Panel's Ratings	1	2	2	2	1	
	Your R2						
	Your R3						
22. Conduct experimental studies to assess the effectiveness of constructivist/social constructionist career counseling approaches	Your R3						

ADDITIONAL COMMENTS: If you have any additional comments or questions on the overall study, please provide them here.

After completing your responses, please save the file, and send it to ZiYoung Kang (zzk5010@psu.edu) by **May 30th, Friday**, if not feasible, by **June 6th, Friday**, at the latest. In case this time frame does not suit your schedule, please let ZiYoung Kang know of a possible date by which you could complete this questionnaire.

Appendix F

Rating Results for the Overall List of Features

(From the next page)

A) The theoretical underpinnings

- Propositions
- View of human nature

A) Propositions/View of Human Nature		Unique & Must Appear	Unique & Often Appear	Not Unique Must Appear	Not Unique Often Appear	Can Appear but Not Needed	To be Avoided	Unsure
1) Self-concept is not an essential quality in oneself; it evolves through the individual's continuous self-constructing process.	Constructivist	5	0	1	0	0	0	1
	Soc. Constructionist	6	0	0	1	0	0	1
2) Abilities, interests, and values are constructions individuals develop through their interaction with others.	Constructivist	2	2	2	0	0	0	1
	Soc. Constructionist	2	2	2	1	0	0	1
3) Individuals construct their identities and careers through active and continuous engagement in the construction process.	Constructivist	4	2	0	0	1	0	0
	Soc. Constructionist	6	2	0	0	0	0	0
4) Individuals are agentic beings who are capable of making self-determined choices, implementing them, and constructing their own careers.	Constructivist	5	0	1	0	1	0	0
	Soc. Constructionist	3	1	2	0	1	1	0
5) Through constructing narratives of their experiences, individuals shape their identities.	Constructivist	5	1	0	0	1	0	0
	Soc. Constructionist	6	0	1	0	1	0	0
6) Individuals are capable of being the authors of their own stories.	Constructivist	5	1	0	0	1	0	0
	Soc. Constructionist	4	2	0	0	2	0	0
7) Narratives have plasticity; individuals can construct narratives of themselves the way they want.	Constructivist	5	1	0	0	1	0	0
	Soc. Constructionist	4	3	0	0	1	0	0
8) An individual's career story has dominant themes that provide an overarching perspective and self-organizing possibilities with which to connect current experience to past experiences and then future possibilities.	Constructivist	4	2	0	0	1	0	0
	Soc. Constructionist	5	2	0	0	1	0	0
9) Narratives that individuals develop to account for their lives and careers continuously evolve over time as the individuals are exposed to new experiences.	Constructivist	4	2	0	0	1	0	0
	Soc. Constructionist	5	1	1	0	1	0	0
10) Individuals construct their own realities; their perceptions and interpretations become their realities.	Constructivist	3	1	2	0	0	0	0
	Soc. Constructionist	3	1	2	0	0	1	0

A) Propositions/View of Human Nature		Unique	Unique	Not	Not	Can	To be	Unsure
		& Must Appear	& Often Appear	Unique Must Appear	Unique Often Appear	Appear but Not Needed		
11) Individuals, in concert with others, can construct (make changes in) the environment they live in.	Constructivist	0	2	1	1	2	0	1
	Soc. Constructionist	1	1	1	1	3	0	1
12) Individuals' identities as well as meanings that individuals impose on their realities are co-constructed through interactions (including discourses and actions) between the individuals and their social and cultural environments.	Constructivist	3	2	1	1	0	0	0
	Soc. Constructionist	6	1	1	0	0	0	0
13) Meaning-making and self-construction occur through the medium of language.	Constructivist	6	1	0	0	0	0	1
	Soc. Constructionist	6	1	0	0	0	0	1
14) Individuals live in language, which both defines and confines their meaning making.	Constructivist	5	1	1	0	0	0	1
	Soc. Constructionist	5	1	1	0	0	0	1
15) Identities and careers are socially constructed; the construction involves co-construction processes during which social relationships and environmental contexts play a key role in shaping the identities and careers.	Constructivist	3	2	1	0	0	1	0
	Soc. Constructionist	7	0	1	0	0	0	0
16) Individuals' career construction occurs through recursive interaction with their social and environmental-societal contexts and the contexts of past, present, and future.	Constructivist	3	3	0	2	0	0	0
	Soc. Constructionist	6	0	1	1	0	0	0
17) Individuals develop personal cognitive structures to make sense of their experiences and the world around them.	Constructivist	4	2	1	1	0	0	0
	Soc. Constructionist	2	3	1	2	0	0	0
18) Social and cultural environments play a key role in individuals' career construction by providing the sources of identity construction to the individuals.	Constructivist	3	1	1	1	1	0	0
	Soc. Constructionist	5	1	1	1	0	0	0
19) Individuals use stories to impose meanings and interpretations on their experiences; the accumulation of these meanings and interpretations becomes the source of identity construction.	Constructivist	5	1	0	0	0	0	1
	Soc. Constructionist	6	1	0	0	0	0	1
20) Social and cultural environments play a key role in individuals' career construction by opening up or limiting opportunities for the individual.	Constructivist	2	2	1	2	0	0	0
	Soc. Constructionist	4	1	1	2	0	0	0

A) Propositions/View of Human Nature		Unique & Must Appear	Unique & Often Appear	Not Unique Must Appear	Not Unique Often Appear	Can Appear but Not Needed	To be Avoided	Unsure
21) Contexts in which individuals construct their careers are formed by various social and environmental factors and complex interactions among those factors.	Constructivist	2	3	1	1	0	0	0
	Soc. Constructionist	5	0	2	1	0	0	0
22) Various intrapersonal (e.g., interest, abilities), social, and environmental factors, influence the individuals' career development; the influences are not always predictable due to the complex interactions among the factors, their changes over time, unexpected challenges, or chance events.	Constructivist	3	2	1	1	0	0	0
	Soc. Constructionist	3	2	1	2	0	0	0
23) An individual develops a career story that provides continuity over time and coherence among elements (e.g., interests, abilities, values, needs). This story may then be used to direct vocational behaviors.	Constructivist	4	2	0	0	1	0	0
	Soc. Constructionist	6	1	0	1	0	0	0
24) The self-organizing system tends to remain intact; however, individuals may have to rearrange it when faced with a new environment that subjects the system to disequilibrium.	Constructivist	5	0	2	0	0	0	1
	Soc. Constructionist	5	1	1	0	0	0	1
25) Fulfilling careers are achieved through individuals discovering their most fundamental values and personal meaning, and then seeking to achieve these through purposeful activities.	Constructivist	4	0	2	0	1	0	0
	Soc. Constructionist	3	1	2	1	1	0	0
26) Individuals' career development follows predictable, sequential stages.	Constructivist	0	0	0	3	2	2	0
	Soc. Constructionist	0	0	0	3	2	3	0

B) The characteristics of the counseling process

- Counseling process goals (i.e., the goals counselors should assist clients to achieve during the counseling process)
- Characteristics of the intervention process (from beginning to termination)
- Techniques (including use of assessments)
- What counselors should do and should not do (may include verbatim statements to be made by the counselor) with rationales for adherence

B) Counseling Process Characteristics		Unique & Must Appear	Unique & Often Appear	Not Unique Must Appear	Not Unique Often Appear	Can Appear but Not Needed	To be Avoided	Unsure
1) The goal of counseling is to help clients develop narratives of themselves and their careers that have unity, continuity, purpose, and meaning, and that can provide future direction.	Constructivist	3	1	2	0	1	0	0
	Soc. Constructionist	5	0	2	0	1	0	0
2) Clients can see their lives and careers from a holistic perspective, considering them as ever-evolving stories they author and live.	Constructivist	3	1	1	2	0	0	0
	Soc. Constructionist	5	0	1	2	0	0	0
3) Clients can learn that they are the authors of and have authority over their own lives.	Constructivist	4	0	2	1	0	0	0
	Soc. Constructionist	5	0	2	0	1	0	0
4) Clients can revise the stories of themselves to better fit present needs and future aspirations.	Constructivist	4	1	1	1	0	0	0
	Soc. Constructionist	5	1	1	0	1	0	0
5) Clients will be able to holistically take into account various contextual and relational influences in constructing their careers.	Constructivist	4	1	0	1	0	0	0
	Soc. Constructionist	5	0	1	1	0	0	0
6) Clients' identity narratives reconstructed in counseling can help them adapt to their career situations with flexibility in behavior and fidelity to life themes.	Constructivist	4	1	0	1	0	0	0
	Soc. Constructionist	6	0	0	0	1	0	0
7) Clients can find meaning and a sense of fulfillment through their work.	Constructivist	1	0	4	0	1	0	0
	Soc. Constructionist	1	0	5	0	1	0	0
8) Counseling begins by asking clients to describe the incidents that brought them in to career counseling and their goals for counseling.	Constructivist	0	0	3	2	1	0	0
	Soc. Constructionist	0	0	4	2	1	0	0

B) Counseling Process Characteristics		Unique	Unique	Not	Not	Can		
		& Must Appear	& Often Appear	Unique Must Appear	Unique Often Appear	Appear but Not Needed	To be Avoided	Unsure
9) Counselors understand clients' career situations as reflective of various influences that are interconnected with one another.	Constructivist	1	1	3	0	1	0	0
	Soc. Constructionist	1	1	4	1	0	0	0
10) Counselors encourage clients to reflect on their current career situations including their occupational aspirations, work experiences, life roles, resources, and their decision making strategies.	Constructivist	0	1	5	1	0	0	0
	Soc. Constructionist	0	1	4	1	1	0	0
11) Through discussion with counselors, clients become conscious of the personal construct systems they use to make sense of their experiences and environments; this process can shed light on their career concerns.	Constructivist	4	1	2	0	0	0	0
	Soc. Constructionist	2	1	1	2	0	1	0
12) Counselors elicit small stories (micronarratives) from clients that can reflect how they perceived themselves and their careers (e.g., significant events, recurrent experiences, other important moments and figures) (Construction).	Constructivist	1	2	2	1	0	0	0
	Soc. Constructionist	3	1	2	0	1	0	0
13) Counselors help clients identify and take account of the influences the intrapersonal (e.g., interests, abilities, personality, values), social, and environmental factors have on the construction of their identities and careers.	Constructivist	1	0	4	2	0	0	0
	Soc. Constructionist	2	0	4	1	0	0	0
14) Counselors help clients reflect on the influences from their past as well as considerations that may affect their future planning.	Constructivist	0	0	3	3	0	0	0
	Soc. Constructionist	0	0	6	1	0	0	0
15) Counselors pay close attention to any self-limiting thoughts, rigid expectations, and cultural biases in clients' stories; counselors discuss these aspects with clients and encourage them to see their stories from different, life-enhancing perspectives (Deconstruction).	Constructivist	1	0	3	2	0	0	0
	Soc. Constructionist	1	1	3	2	0	0	0
16) Clients become aware of how their current actions are contributing to or hindering their career construction.	Constructivist	2	0	2	2	0	0	0
	Soc. Constructionist	2	0	2	3	0	0	0
17) Counselors help clients examine how their ways of interacting with others influence their career construction.	Constructivist	1	1	1	2	1	0	0
	Soc. Constructionist	2	0	2	3	0	0	0

B) Counseling Process Characteristics		Unique	Unique	Not	Not	Can	To be	Unsure
		& Must Appear	& Often Appear	Unique Must Appear	Unique Often Appear	Appear but Not Needed		
18) Counselors help clients reinterpret their adverse career situations from a positive standpoint and empower them to make the best use of the situations.	Constructivist	1	0	1	3	1	0	0
	Soc. Constructionist	1	0	1	4	1	0	0
19) Counselors help clients become aware of uncertainty and come to terms with circumstances that they do not have control over.	Constructivist	0	0	2	3	1	0	0
	Soc. Constructionist	1	0	1	4	1	0	0
20) A counselor helps a client see the small stories of his/her life and career from a holistic perspective and develop them into a coherent and meaningful macronarrative (Reconstruction).	Constructivist	2	1	1	1	1	0	0
	Soc. Constructionist	3	2	1	1	0	0	0
21) Counselors listen for themes in clients' stories.	Constructivist	3	1	1	1	0	0	0
	Soc. Constructionist	5	0	1	1	0	0	0
22) Counselors assist clients in finding themes in their stories; clients can find the recurrent pattern of the themes that reflect their pursuit of purpose.	Constructivist	3	1	1	1	0	0	0
	Soc. Constructionist	5	0	1	1	0	0	0
23) Counselors assist clients in identifying patterns in their stories so that the stories can provide future direction for purposeful action.	Constructivist	3	1	1	1	0	0	0
	Soc. Constructionist	5	0	1	1	0	0	0
24) Clients and counselors revise the drafts of the clients' macronarratives to script the next scene in their careers, in ways that enhance clients' self-esteem, make their intentions more explicit, and promote their initiative. (Co-construction)	Constructivist	3	1	0	1	1	0	0
	Soc. Constructionist	5	1	0	1	0	0	0
25) Counselors help clients reflect on and articulate what really matters to them, that is, what gives them a sense of purpose.	Constructivist	1	0	4	1	0	0	0
	Soc. Constructionist	1	0	5	1	0	0	0
26) Counselors help clients reflect on their emotions and use them positively in crystallizing and moving towards goals.	Constructivist	0	1	2	3	0	0	0
	Soc. Constructionist	1	0	3	3	0	0	0
27) Counselors help clients identify and use the influences on and audiences for their new script so that they can garner support in their social and environmental contexts as they rework their identities	Constructivist	1	2	1	2	0	0	0
	Soc. Constructionist	4	0	1	2	0	0	0
28) Counselors assist clients in implementing their future stories.	Constructivist	2	2	0	2	0	0	0
	Soc. Constructionist	3	1	1	2	0	0	0

B) Counseling Process Characteristics		Unique	Unique	Not	Not	Can		
		& Must Appear	& Often Appear	Unique Must Appear	Unique Often Appear	Appear but Not Needed	To be Avoided	Unsure
29) Counselors assist clients in setting goals, identifying steps, and prioritizing their actions towards achieving those goals.	Constructivist	0	0	4	2	0	0	0
	Soc. Constructionist	0	0	5	2	0	0	0
30) Counselors assist clients in following through with implementing goals and plans.	Constructivist	0	0	4	2	0	0	0
	Soc. Constructionist	0	0	5	2	0	0	0
31) Counselors use quantitative assessments to elicit the sources of identity construction.	Constructivist	0	0	0	1	4	1	0
	Soc. Constructionist	0	0	0	1	4	2	0
32) Counselors use qualitative assessments and various narrative techniques to assist clients in reflecting on their lives, elicit the sources for clients' narratives, and integrate the sources into coherent narratives.	Constructivist	2	0	1	2	1	0	0
	Soc. Constructionist	2	1	1	2	1	0	0
33) Counselors encourage clients to engage in diverse activities so that the clients can expand their understanding of themselves and occupational possibilities.	Constructivist	0	1	1	3	1	0	0
	Soc. Constructionist	1	0	1	3	2	0	0
34) Counselors use narrative to assist clients in assigning meaning to their experiences and the various social and environmental influences on them.	Constructivist	3	1	0	2	0	0	0
	Soc. Constructionist	3	2	0	2	0	0	0
35) Counselors assist clients in finding occupations that would best suit their personal traits.	Constructivist	0	0	1	3	1	1	0
	Soc. Constructionist	0	0	2	3	1	1	0
36) Counselors assist clients in searching for occupational information.	Constructivist	0	0	3	1	2	0	0
	Soc. Constructionist	0	0	3	2	2	0	0
37) Counselors help clients use occupational information	Constructivist	0	0	3	1	2	0	0
	Soc. Constructionist	0	0	3	1	3	0	0
38) Counselors use norm-referenced inventories/assessments	Constructivist	0	0	0	0	6	0	0
	Soc. Constructionist	0	0	0	0	6	1	0
39) Counselors assess clients' career maturity in terms of where they are in the career development stages.	Constructivist	0	0	0	1	4	1	0
	Soc. Constructionist	0	0	0	1	4	2	0
40) Counselors help clients to develop attitudes and skills to master developmental tasks that are required at their career development stages.	Constructivist	0	0	0	2	2	2	0
	Soc. Constructionist	0	0	0	3	2	2	0

B) Counseling Process Characteristics		Unique	Unique	Not	Not	Can	To be	Unsure
		& Must Appear	& Often Appear	Unique Must Appear	Unique Often Appear	Appear but Not Needed		
41) Counselors help clients manage different life roles along with their roles as workers.	Constructivist	0	1	0	4	1	0	0
	Soc. Constructionist	1	0	0	5	1	0	0
42) Counselors help clients develop planning and decision-making skills.	Constructivist	0	1	0	3	2	0	0
	Soc. Constructionist	0	1	0	4	2	0	0

C) The nature of the counselor-client relationship

- Desirable attitudes/beliefs of the counselor towards the client
- Characteristics of the counselor-client interaction

C) Counselor-Client Relationship		Unique	Unique	Not	Not	Can	To be	Unsure
		& Must Appear	& Often Appear	Unique Must Appear	Unique Often Appear	Appear but Not Needed		
1) Counselors focus on clients' subjectively experienced careers.	Constructivist	3	0	2	1	0	0	0
	Soc. Constructionist	4	0	2	1	0	0	0
2) Counselors view clients as active constructors of their lives and careers.	Constructivist	3	1	1	1	0	0	0
	Soc. Constructionist	4	1	1	1	0	0	0
3) Counselors believe that each client's story is unique and continuously evolves.	Constructivist	3	0	2	1	0	0	0
	Soc. Constructionist	4	0	2	1	0	0	0
4) Counselors understand clients' stories using typologies.	Constructivist	1	0	0	0	5	0	0
	Soc. Constructionist	1	0	0	0	4	2	0
5) Counselors believe clients can re-author their narratives of themselves to be more vital and livable.	Constructivist	3	1	1	0	1	0	0
	Soc. Constructionist	4	1	1	0	1	0	0
6) Each client is viewed as the person ultimately responsible for the decision making process.	Constructivist	1	1	3	0	1	0	0
	Soc. Constructionist	0	2	3	0	2	0	0

C) Counselor-Client Relationship		Unique	Unique	Not	Not	Can	To be	Unsure
		& Must Appear	& Often Appear	Unique Must Appear	Unique Often Appear	Appear but Not Needed		
7) Counselors are collaborators (“co-authors”) in the construction of clients’ stories.	Constructivist	2	2	1	0	1	0	0
	Soc. Constructionist	4	1	1	0	1	0	0
8) Counselors are learners who are curious to learn from and about clients in order to co-construct future stories.	Constructivist	1	2	2	0	1	0	0
	Soc. Constructionist	1	2	2	1	1	0	0
9) Counselors view clients as agentic beings who are fully capable of making self-determined choices, implementing them, and constructing their own careers.	Constructivist	3	0	2	0	1	0	0
	Soc. Constructionist	2	1	3	0	1	0	0
10) Counselors can help clients empower themselves to make changes in the environment in which they live.	Constructivist	1	0	2	1	1	0	0
	Soc. Constructionist	1	0	4	0	1	0	0
11) Counselors pay close attention to how clients perceive themselves; positive self-belief is a precondition for pursuit of purpose in life and action implementation.	Constructivist	0	1	3	1	1	0	0
	Soc. Constructionist	0	1	3	2	1	0	0
12) Clients assume active roles in constructing their narratives as counselors facilitate the process.	Constructivist	4	1	0	0	1	0	0
	Soc. Constructionist	5	1	0	0	1	0	0
13) Counselors provide an audience for clients to tell their stories.	Constructivist	0	1	4	0	1	0	0
	Soc. Constructionist	1	1	4	0	1	0	0
14) In counseling, clients should feel that they can freely explore and express their minds.	Constructivist	0	1	4	1	0	0	0
	Soc. Constructionist	0	1	4	2	0	0	0
15) Clients discover their own answers to their career problems in interaction with counselors who facilitate that discovery process.	Constructivist	0	1	3	1	1	0	0
	Soc. Constructionist	0	1	4	1	1	0	0
16) Counselors view each client as a unique being who is a convergence of numerous influences.	Constructivist	2	0	3	0	1	0	0
	Soc. Constructionist	2	0	4	0	1	0	0
17) Counselors should be aware of the influence their own beliefs have on the counseling process.	Constructivist	1	1	3	1	0	0	0
	Soc. Constructionist	1	1	4	1	0	0	0
18) Counselors are experts on assessing clients’ issues.	Constructivist	0	0	1	0	1	3	1
	Soc. Constructionist	0	0	2	0	1	3	1

C) Counselor-Client Relationship		Unique & Must Appear	Unique & Often Appear	Not Unique Must Appear	Not Unique Often Appear	Can Appear but Not Needed	To be Avoided	Unsure
		19) Counselors are career information providers.	Constructivist	0	0	0	2	3
Soc. Constructionist	0		0	0	3	3	1	0
20) Counselors expect adult clients' traits (e.g., interests, abilities) to stay relatively the same across contexts and time.	Constructivist	0	0	0	2	2	2	0
	Soc. Constructionist	0	0	0	2	2	3	0

VITA

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Educational Background

Ph.D. in Counselor Education, The Pennsylvania State University, University Park, PA August, 2014
M. A. in Educational Counseling, Seoul National University, Seoul, Korea February, 2008
B. A. in Education, Seoul National University, Seoul, Korea February, 2006
B. S. in Earth Science Education, Seoul National University, Seoul, Korea February, 2006

Work Experience

Researcher, Mentor Supervisor, & Lecturer 1/2011 – 6/2011
Won Coaching Program for Adolescents, Won Buddhism Bureau of Adolescents, Seoul, Korea
Counselor & Campus Mentoring Program Coordinator 3/2008 – 6/2010
Student Counseling Center, Center for Campus Life and Culture, Seoul National University, Seoul, Korea

Editorial Service

Ad Hoc Editorial Board, Career Development Quarterly (CDQ) 5/2013 – present

Selected Teaching Experiences

Group Procedures in Guidance and Counseling (Co-taught) Fall 2013
Counselor Education Program, The Pennsylvania State University, University Park, PA
Guidance Services in Secondary & Elementary Education (Co-taught) Fall 2013
Counselor Education Program, The Pennsylvania State University, University Park, PA

Selected Publications

Kang, Z., & Gottfredson, G. D. (In press). Environments: Diversity in theoretical foundations of career intervention. In P. J. Hartung, M. L. Savickas, & W. B. Walsh, Eds., *APA handbook of career intervention*, Vol. 1. Washington, DC: American Psychological Association.
Kang, Z., & Gottfredson, G. D. (In press). Using Holland's theory to assess environments. In P. J. Hartung, M. L. Savickas, & W. B. Walsh, Eds., *APA handbook of career intervention*, Vol. 2. Washington, DC: American Psychological Association.
Kim, D. & Kang, Z. (2009). Effects of the metacognitive strategy program on attention process for elementary students. *Asian Journal of Education*, 10(4), 195-216.

Selected Presentations

Niles, S., Su, N., In, H., & Kang, Z. (2014, March). The Hope-Centered Model of Career Development and Interventions: A New Approach to Effective Career Counseling. Presentation at the Annual Conference of the American Counseling Association (ACA). Honolulu, HI.
Sharma, G. & Kang, Z. (2014, March). Sense of Purpose Scale: A Validation Study. Poster Presentation at the Annual Conference of the American Counseling Association (ACA). Honolulu, HI.