CAREER COUNSELORS' PERCEPTIONS OF AND EXPERIENCES WITH THE CAREER

CONSTRUCTION INTERVIEW

by

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(Under the Direction of Jay Rojewski)

ABSTRACT

This collective case study explored the opinions and experiences of career counselors regarding the Career Construction Interview (CCI). Four counselors were interviewed. Environment observations and document analyses were conducted to depict the holistic perspectives of individual cases. Inductive coding methods were used to analyze data. Findings were presented using Individual Portraits, a Within-Case Analysis, and Cross-Case Analysis. Major findings included: articulation of client fit, advanced skill integration, technique clarification, self-initiated training, and nuanced uses of the CCI. Findings may help clarify specific CCI concepts and techniques. Implications of enhanced practice, expanded visibility within the counseling profession, and suggestions for future research are presented. The use of the CCI to illustrate the integrated nature of career and mental health counseling is also discussed.

INDEX WORDS: Career Construction Interview, narrative, career assessment, career

                 counseling, students, counselor perceptions, mental health counseling

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DEDICATION

This dissertation is dedicated to my mother, the eternal optimist. My father, the realist.

And all those individuals searching for meaning and happiness in work and in life.

ACKNOWLEDGEMENTS

I would like to thank Jesus for doing the impossible, once again. I would also like to thank my mother who taught me how to dream and my father who taught me how to plan. I thank my sisters and brother for their relentless encouragement and support. My guy for holding me accountable. My dissertation committee for their guidance and my village for helping me grow.

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CHAPTER 1

INTRODUCTION

Traditional career counseling practices are grounded in antiquated models of predictability (Savickas, 2012). The stable trajectory from career placement to retirement, once a very common experience and expectation, no longer reflects present day realities. Increasingly, employment in the 21st century can be unpredictable and, at times, unstable (Reitman & Schneer, 2008). To address these concerns, career counseling interventions that help individuals navigate frequent occupational transition without losing a sense of self or identity will be particularly helpful (Busacca, 2007). Understanding the motivation behind career selection may also be useful (Savickas, 2005). Exploring why individuals are attracted to particular careers may help increase one's career adaptability and willingness to pursue alternative fields or positions to satisfy their interests. Career adaptability is the capacity to adjust to occupational crisis or transition without losing a sense of identity (Busacca, 2007; Savickas, 2012). Motivation and adaptability provide a springboard toward resiliency when employment is temporary, scarce, or unattainable (Savickas, 2006). Emerging theories rely on a narrative approach to address such issues.

Narrative or story-telling approaches to career counseling provide insight regarding career selection and decision-making (Del Corso & Rehfuss, 2010; Del Corso, Rehfuss, & Galvin, 2011; Savickas, 2009a). Narrative approaches provide context for understanding career selection. Substantial research has been conducted to support career counseling interventions using narrative techniques (Savickas, 2009a; Del Corso & Rehfuss, 2010; Del Corso et al., 2011;

Savickas, 2012; van Vianen, De Peter, & Preenen, 2009). By allowing individuals to reflect upon

past experiences and explain future aspirations, context is added to the decision-making process.

Context provides a more holistic understanding of the individual, acknowledging the values,

motivations, and apprehensions informing the individual's career concern.

A narrative career intervention that has received a considerable amount of attention

within vocational and counseling literature is the Career Construction Interview (CCI) (Barclay

& Wolff, 2012; Busacca, 2007; Del Corso & Rehfuss, 2010; Glavin & Berger, 2012; Maree,

2015; Rehfuss, 2009; Taber, Hartung, Briddick, Briddick, & Rehfuss, 2011; Xie, Xia, Xin, &

Zhou, 2016). The CCI is a five-question interview exploring a person's motivation, adaptability,

and vocational personality by weaving together resonating themes from interview responses.

Each question offers an opportunity to articulate an aspect of self. The five questions work in

concert to illustrate what people value and how they wish to display that value to the world

(Savickas, 2015b).

The Career Construction Interview is not intended to replace traditional assessments, but

complement information they provide (Barclay & Wolff, 2012; Savickas, 2012). A

comprehensive understanding can be gained using both the CCI and traditional assessments.

Barclay and Wolff (2012) conducted a study to determine the correlation between the findings

from the CCI and the results from a traditional assessment. Results from the study indicated a

moderate correlation. Interview data from the CCI were coded to determine an individual's

RIASEC code. RIASEC stands for R- realistic, I-investigative, A-artistic, S-social, E-

enterprising, and C-conventional. The code from the CCI was compared to the RIASEC code

generated from the Strong Interest Inventory (SII), an objective career assessment. The RIASEC

code is a three-letter combination indicating occupational categories that most closely match

respondents work personality (Holland, Whitney, Cole, & Richards, 1969). For example, the code SER would suggest an occupation as an air traffic controller. While the RIASEC code provides categories of preferable career options, the CCI offers a story that could be used to better understand the results. Consider the code SER. Assessment results may suggest *air traffic controller* and *corrections officer* for individuals with the SER code. The decontextualized nature of the SII would not address internal motivations of either option. Although suggestions are provided based on expressed interests, reasons that those interests exist would not be explained. A contextualized decision-making process, like the CCI, would help the individual focus on the skills and internal fulfillment that can be gained from any occupational role; air traffic controller, corrections officer or neither one. Narrative interventions provide insight to consider other jobs that may be equally fulfilling and mitigates a sense of defeat due to a perceived lack of alternative job opportunities.

Due to the nature of the Career Construction Interview, it can be referred to as an intervention, tool, or process. It is considered an intervention because interview facilitation is an action taken to improve a situation. It is referred to as a tool because it is one option or approach career counselors can use when providing assistance. It is considered a process due to the emotional and psychological responses that occur during the interview. Throughout this paper, one of the three terms will be used to refer to the CCI, depending on the context.

Although existing literature suggests the relevance of the CCI, there is paucity of research reporting value in practice. A majority of literature discussing the CCI is pedagogical in nature. Scholars and practitioners have discussed how to conduct the CCI (Del Corso & Rehfuss, 2010; Savickas, 2015a), how to teach the CCI to counselors-in-training (Rehfuss, 2009), and how it can be used with underprepared populations (Hughes, Gibbons, & Mynatt, 2013). The tutorial aides

for the Career Construction Interview provide ample instruction, but minimal insight into its usefulness in practice. Rehfuss, Cosio, and Del Corso (2011) explored counselor perceptions of the Career Construction Interview to better understand their opinion of the tool. While counselors perceived it to be useful in understanding career decision-making, the likelihood of implementation in practice was not discussed. Topics such as the level of difficulty learning the interview protocol, cost and feasibility of training with a skilled counselor, amount of training needed to become competent in facilitation, determining client fit, challenges of facilitating the interview in particular settings, and navigating vulnerable reactions to the CCI are just a few areas inadequately addressed in the literature.

When determining intervention implementation, it is primarily determined by counselor perception. In addition to assessing client needs, an intervention is selected based on counselor preference, competence, and the practicality of using the intervention with a particular client (Capuzzi & Stauffer, 2006). The degree to which the intervention is seen as relevant and easy to facilitate will determine if it is implemented. Understanding how career counselors perceive an intervention can inform the field's awareness of its strengths and limitations. This study was designed to explore counselor perceptions of and experiences with the CCI to better understand implications for practice.

Purpose Statement

This qualitative case study explored the perceptions of and experiences of four career counselors with the Career Construction Interview (CCI). Career counselors are professionals who have been trained in counseling practices with specialized knowledge of career-related issues. Due to the varied nature of their work, a career counselor can be employed by a college or university, community agency, corporation, or have a private practice (Amundson, 2006).

Interviews, document analysis, and environment observation were used to generate data. A multi-step, iterative coding process was conducted to analyze findings. Emerging themes that resonated for particular counselors and themes shared among counselors are presented using a cross-case analysis, which explores the patterns of similarities and differences across individuals (Schwandt, 2015). Findings explained how counselors have come to learn the CCI and points of clarification for understanding the CCI.

Research Questions

The following research questions were used to anchor this study.

1. What are career counselors' perceptions of the Career Construction Interview?

2. What are career counselors' experiences with the Career Construction Interview?

3. How do career counselors determine the practicality of use of the Career Construction Interview?

4. How did career counselors learn to conduct the Career Construction Interview?

Conceptual Framework

Merriam (2009) described a conceptual framework as the scaffold of a study. The framework acknowledges the researcher's primary assumptions and beliefs regarding the study and themselves. In my study, the research questions and design were informed by existing literature, the counselor participants as the cases, and myself as the researcher. Literature, cases, and researcher were three components used to develop and anchor my conceptual framework. The framework was used as an initial guide for my study. It informed how I made sense of emerging themes and ideas from the findings. Concept maps are used to illustrate the primary assumptions embedded in the study and show the relationship between them (Maxwell, 2013). Figure 1 presents my concept map and illustrates the relationships surrounding my primary

assumptions. A description of the three anchoring concepts explain how they helped inform the study.

Figure 1. Concept map of the conceptual framework. Arrows indicate informative interactions. Solid arrows indicate researcher assumptions supported by existing literature. Dotted arrows indicate researcher assumptions not adequately supported by existing literature.

Existing Literature

Existing literature does not offer a specific theory of practice to explain how career counselors select a particular counseling strategy or intervention. However, counseling textbooks offer a number of criteria to consider (Capuzzi & Stauffer, 2006; Corey, 2009; Neukrug &

Schwitzer, 2006) which can be reduced to three primary considerations: client fit, counselor preference and competence, and intervention practicality.

      Client fit. Client fit is the alignment of a counseling strategy with a client's immediate concerns, treatment goals (Nelson, 2002), and worldview (Lapour & Heppner, 2009; Niles & Harris-Bowlsbey, 2013). When clients present challenges that are time-sensitive, the level of anxiety surrounding a situation often informs the selection process. For example, a client who is out of work and desperately in need of immediate placement due to financial obligations may not be open to an extensive approach of self-discovery that does not address getting a job. Providing a list of current openings, reviewing a resume, and conducting mock interviews are likely to be most fitting and better received (Savickas, 2015b). However, a client who begins counseling to learn more about potential career paths may be open to completing a Strong Interest Inventory assessment that offers suggested career fields to explore. Similarly, clients dissatisfied with their current occupation and looking for meaning in work may be open to something that addresses motivation, like the Career Construction Interview.

      In addition to client expectations and priorities, a client's worldview is also taken into consideration when selecting an intervention. Counseling theories practiced within the United States are based on individualistic and Eurocentric belief systems. Given that most established theories were initially normed on White middle-aged men, informing factors such as gender, race, ethnicity, social class, education, ability, and sexual orientation are not always acknowledged (Niles & Harris-Bowlsbey, 2013). Considering the significant impact of personal values on career decision-making, failure to addresses the contextual dimensions of the individual, such as race, culture, or ability, may create a distorted understanding of the decision-making process (Neukrug & Schwitzer, 2006).

Counselor preference and competence. Another area generally considered by counselors when selecting an intervention is their own preference and competence. Counselors have a tendency to develop an affinity toward particular interventions or theories based on how they align with the counselor's beliefs and values. However, counselors may find several theories interesting or particularly helpful. These ideas are then considered along with the aspect of competence.

Ethically bound to only practice within the confines of competence, counselors consider how capable they would be in facilitating the preferred intervention. Typically, counselors may rely on something they already know, learn more about something they are familiar with, or develop knowledge in a new area. As a result, counselors develop a repertoire or toolbox from which to pick when presented with a client concern. In the event a counselor is unfamiliar with a suitable approach, she or he will either work to learn how to facilitate a more suitable approach or will refer the client to another counselor competent in that area (Neukrug & Schwitzer, 2006).

Intervention practicality. Although mentioned last, practicality is often the first consideration made by counselors when selecting an intervention. Practicality of use speaks to the likelihood that an intervention will be conducted. Costs, space, and time are generally the deciding factors, regardless of venue (Capuzzi & Stauffer, 2006).

Without a specific theory of practice guiding the field, counselors typically consider client fit, preferences, competencies, and practicality when selecting an intervention. Competence is not explicitly mentioned in the literature, but more so implied. Ethical standards require counselors operate within the scope of their own competence, setting an expectation for the limitations of practice.

Although Savickas (2015b) did not label his approach a theory of practice, he provided a strategy for intervention selection by exploring paradigmatic approaches to career counseling. Savickas (2015b) acknowledged the existence of three paradigms of career counseling that reflect the history of the field. Although each was developed at different times to reflect the needs of that era, he argues that each paradigmatic view addresses a different career-related issue and can now coexist.

The three paradigmatic approaches to providing career counseling are vocational guidance, career education, and life-designing. According to Savickas (2012), vocational guidance provides an enhanced knowledge of self, occupational choices, and the compatibility of the two. Career education provides an opportunity to assess developmental level, essential career development tasks, and the development of beliefs and skills to accomplish those tasks. Life-design is intended to facilitate meaning-making activities to increase identity formation and career construction. Selection of a particular approach and affiliated interventions are determined by client need or fit (Savickas, 2015c). For example, an individual exploring possible occupations based on personality and work experience may benefit from vocational guidance. Someone in need of assistance developing a resume for the first time could benefit from career education. An individual confused about his or her next career move may find life-design counseling useful. Acknowledging that any of the previous concerns could exist in the modern day, Savickas did not suggest abandoning former paradigms. Instead, he encouraged counselors to consider which paradigmatic approach would be best for the client's presenting concern.

The Counselor as the Case

The purpose of this case study was to understand counselor perceptions of and experiences with the CCI. How counselors determine when to use the CCI, as well as other counseling tools, was explored. The counselor informed the research questions and design.

Literature suggests the importance of aligning counseling strategy with client concerns (Arthur & McMahon, 2005; Cook, Heppner, & O'Brien, 2002; Lapour & Heppner, 2009; Niles & Harris-Bowlsbey, 2009). However, other factors may also inform a counselor's selection of one intervention over another. While it is not widely reported in the literature, it is likely that counselor training, epistemological stance, and the environment in which they function could inform intervention selection. These assumptions were explored during case interviews.

Myself as the Researcher

As the researcher, I am informed by my epistemological orientation or worldview and my previous experience as a career counselor. These influences also shaped how I designed this study and my interpretation of the findings. Guided by a constructivist epistemology, I believe that people create meaning in life based on their personal experiences (Bujold, 2004). The reality in which individuals exist is a self-created construction of what they believe to be true. To understand how career counselors react to the CCI in practice, it is important to hear their reactions and experiences. Semi-structured interviews allowed me to hear counselor experiences and respond to subtle cues that would be unnoticeable otherwise (Peredaryenko & Krauss, 2013). Observing the environment and collecting documents from their office confirmed information shared during the interviews and enhanced my understanding of the contexts in which they functioned.

As a former career advisor, my familiarity with the field was both advantageous and at times, slightly negligent (Denzin, 1989; Heron & Reason, 1997; Mehra, 2002; Peredaryenko & Krauss, 2013). My understanding of the field provided a sense of familiarity between myself and counselors, potentially making it easier to identify with their experiences. On the other hand, this assumed sense of understanding occasionally led me to make assumptions about the counselor's experience (Peredaryenko & Krauss, 2013). There were a few instances when I unintentionally applied my understanding and experiences to participant accounts. I actively engaged in reflexivity to help mitigate and eliminate making assumptions (Stewart, 2010). An example of a reflexive practice is taking notes to document and process my reactions. Consistently checking my thoughts to prevent operating in a space of bias is also a reflective practice. Reflexivity was intentionally practiced to actively acknowledge and counter assumptions that could corrupt my findings. Follow-up communication was also used to gain clarity on comments or experiences that were not adequately explored during interviews.

Subjectivities Statement

My interests in the topic of this study is grounded in personal preoccupations and professional convictions. Searching for personal fulfilment and financial stability, I pursued multiple paths in an attempt to find a career that could satisfy both needs. As opposed to talking with someone to explore my indecision, I lived the process. While the path I chose proved to be fruitful, it was costly and time consuming. After being introduced to the Career Construction Interview, I was exposed to an intervention that could have streamlined my journey.

Ironically, a majority of my professional exploration was spent working as a career advisor. Administering assessments and coaching students through the career development process was both inspiring and disheartening. I finally realized that the services offered were not

adequately meeting students' needs. I was preparing students to select jobs, while the workforce was expecting students to understand their strengths and weaknesses, and know how to leverage both to secure employment.

I believe that the career advising process can offer more than simply revising a resume and helping a student identify a work personality. If given the time, clients may come to understand who they are, what motivates them, and how they will accomplish their career goals. The Career Construction Interview provides a framework to explore each of these areas. Whether or not the CCI can be used in various settings such as a university career center versus a private practice counseling office is something I am curious to learn. While the CCI sounds useful, I wonder how it has been perceived by those in practice.

Realizing the potential impact of the CCI, I was surprised to see a lack of literature supporting this approach in practice. However, before I begin a radical movement in support of the Career Construction Interview, it is important to gather more information. Beginning this study, I was worried my bias toward support of the CCI and anticipated criticisms would cloud my ability to interview with curiosity and intention. When conducting the study, I found that the following techniques did not completely eliminate this issue, but in many ways substantially decreased the frequency.

1. Jottings, or descriptive notes, during field observations and interviews reflecting emotional reactions, prejudices, and assumptions.
2. Audio recording debriefing notes to process my reactions to field experiences.
3. Descriptive memos after coding data to capture new understandings associated with emergent themes.

This study has informed my perspective with the thoughts and experiences of others. Although I cannot generalize my findings, I will use this information to guide and frame my future initiatives, with a more grounded and less idealistic perspective.

Importance of Study

This study was designed to understand counselor opinions of and experiences with the CCI in order to better understand their use of the CCI. Counselor impressions of a particular intervention will impact their use of it. Findings revealed participant opinions and experiences, but also generated suggestions for enhanced practice. Understanding the perceived advantages and limitations of the tool and the contextual factors can provide needed insight to inform the field of career counseling, both theoretically and practically.

Given the myriad of pedagogical aids available for the CCI (Del Corso & Rehfuss, 2010; Hughes et al., 2013; Rehfuss, 2009; Savickas, 2015a; Taber et al., 2011), it is likely that counselors have developed some level of nuanced understanding of the CCI and how it should be conducted. While the number of empirical studies about the CCI continue to grow, it is unknown how counselors are reacting to and assessing the usefulness of this new approach (Cardoso, Duarte, Gaspar, Bernardo, Janeiro, & Santos, 2016; Hartung & Vess, 2016; Maree, 2016; Reid, Bimrose, & Brown, 2016). The literature provides little on how these varied pedagogical efforts have informed the training and practice of career counselors. Findings from this study helped articulate client fit and anticipated outcomes, expectations of facilitator competence and concept clarification, nuanced uses of the tool and suggestions to enhance credibility and practice within the field of counseling. Reports on the role of environment on CCI practice were limited, but presented as a significant consideration.

CHAPTER 2

LITERATURE REVIEW

The field of career counseling was established on a premise of responsiveness and action. Historically, career counseling interventions have been timely and relevant to present day concerns of the American workforce (Wilson, 2013). As society changes, ideas change about how to best address career decision-making. The paradigms or perspectives adopted by the field of career counseling reflect its attempts to best serve the American workforce of the present day (Pope, 2000). Exploring the historical responsiveness of the field provides insight into the development of foundational practices and the significance of modern advances.

There are numerous articles reporting the history of vocational guidance and the societal context in which it functioned (Aubrey, 1977; Capuzzi & Stauffer, 2006; Herr & Shahnasarian, 2001; Neukrug, 2012; Pope, 2000; Savickas, 2009a; Savickas, 2012; Schaub, 2012; Wilson, 2013; Zunker, 2012). Therefore, this will not be an exhaustive review of the history of vocational guidance. This literature review focuses on paradigm shifts in the field of career counseling. Historical events or social climates that were significant to paradigm shifts are mentioned to offer context. This review also highlights specific topics contributing to the significance and design of this study.

This review addresses five areas informing my study. First, paradigmatic shifts in career counseling are presented to illustrate the responsiveness of the field. Counselor perceptions of career interventions and the implications on practice are discussed using the work of Frank Parsons (1909), David Tiedeman (1961), Donald Super (1957), John Holland (1985), and Mark

Savickas (2005) as examples. An introduction to the Career Construction Theory (CCT) is provided to orient the reader to the guiding theory behind the Career Construction Interview (CCI). An overview of the Career Construction Interview is presented to inform the reader of the theoretical assumptions and intentions of the CCI. Lastly, a brief discussion of the CCI's validity in practice is included to explore how objective measures are used to validate the findings from the CCI.

<div align="center">**Paradigmatic Shifts in Career Counseling**</div>

A paradigm is a socially embedded world-view, perspective or approach to understanding and making sense of a complex world (Dillard, 2006). Career counseling's adaptive nature is illustrated by its paradigmatic shifts. Vocational guidance, career development, and career adaptability are three paradigm shifts that illustrate the beliefs, intentions, and practices of the field.

Vocational Guidance

Vocational guidance is assisting individuals with identifying personal strengths and skills needed to fulfill a particular occupational role (Aubrey, 1977). The field of career counseling, initially titled *vocational guidance*, was developed in the late 19th century as a response to the unprecedented changes in the economic and societal system in the United States (Pope, 2000; Zunker, 1994). From 1890 to 1950, the worldview or perspective adopted by the field of vocational guidance was one of objectivity, rationality, and fit (Niles & Harris-Bowlsbey, 2013).

The Industrial Revolution of the late 1800s displaced workers and abruptly changed the American economy. To adjust, the goal was to identify the most efficient way to accurately match individuals to occupational roles that would be a suitable fit. During this time, Frank Parsons (1909) created a three-step approach to provide vocational guidance to individuals

needing assistance. He suggested that career decision-making required three essential elements: understanding of self, knowledge of work, and an understanding of the compatibility of the two. His formula would become the foundation on which most counseling theory was formed (Neukrug, 2012). Parson's work encouraged the field to model its practices after the objective premise of testing and assessment, similar to the field of psychology. It has been argued that the field of vocational guidance was validated through its assessment efforts (Aubrey, 1977). Without a foundation in assessment, the field may not have been sustained or taken seriously. Subsequent vocational guidance interventions of that time were either adopted from psychology or modeled after it.

The vocational guidance paradigm was operationalized through the use of career assessments to match individuals with potential careers. The Stanford Binet Intelligence Test and the Army Alpha Test were used during WWI to determine recruit placement based on intelligence or cognitive ability (Neukrug, 2012). The Strong Vocational Interest Blank, now referred to as the Strong Interest Inventory, was used to predict job satisfaction and fit based on occupational interests. The Strong Interest Inventory continues to be used today.

The vocational guidance paradigm was an intentional effort to address the need to place people in suitable careers. It was based on the premise of a singular career selection that could be achieved by matching individual skills with workplace needs. This paradigm was sustained throughout the first half of the 20th century, until a new workplace reality emerged.

Career Development

The field of career counseling evolved during the second half of the 20th century. Seminal career counseling theories were developed that adjusted the paradigm in response to a new workplace reality (Herr & Shahnasarian, 2001). The economic implications of WWII

created a shift in social class. The American Dream became an aspiration for the white, middle-

class man with a house, wife, kids, and advancement potential at work (Reitman & Schneer,

2008). These individuals held positions at corporations that offered security, advancement, and

retirement in exchange for loyalty and dedication to the corporation (Reitman & Schneer, 2008;

Savickas, 2015c). The focus shifted from placement to promotion. The idea of climbing the

corporate ladder was established. Career counselors were being sought out to provide guidance

about how to navigate corporate structures and advance in a career. While there were very few

women in the workplace at this time, negotiating the role of employee and other life roles also

became a consideration (Herr & Shahnasarian, 2001). The topic of roles introduced another

dimension of career development that was focused on the person and not the occupation.

A slight shift in the paradigm introduced theories designed to approach career counseling

from a developmental perspective. Ginzberg, Ginsburg, Axelrod, and Herma (1951) suggested

that career was not a singular selection, but a series of choices throughout life that were

influenced by distinct factors. Anne Roe's psychology of occupation also addressed career

selection from a developmental perspective acknowledging the influence of family background

and childhood experiences (Lunneborg, 1997). In 1957 vocational psychologist Donald Super

introduced a career development theory that further refined the focus of present day approaches

(Capuzzi & Stauffer, 2006). Less attention was given to occupations and more to characteristics

of individuals and how individuals develop throughout the lifespan (Savickas, 2015c). The idea

of agency was introduced as a tool to navigate career decision-making and life (Savickas,

2015a).

In comparison, the seminal work of psychologist John Holland was also introduced.

Despite the work of his colleagues charting new territory, Holland expanded on the previous

paradigm. Using the matching philosophy as a base, Holland created a typology approach to career selection (Zunker, 2012). While it differed from the development theories of his day, the approach did consider contextual factors, particularly the dynamics of human personality and the impact of work environments on workplace satisfaction. The work of John Holland continues to be used today and is a considered a prominent career development theory (Zunker, 2012).

Career Adaptability

Career adaptability is the capacity to cope with anticipated and unexpected occupational transitions (Savickas, 2015b). The significant changes of the 21st century economy would require a degree of resilience for the labor force (Herr, 2013). Technological advances escalated at an unprecedented rate. While the technology field created unique employment opportunities, globalization significantly disrupted American employment. The Great Recession of 2008 negatively impacted the economy, increasing the unemployment rate (Greenleaf, 2014). The economic shift was coupled with a cultural shift. Employers abandoned ideas of retirement and long-term employment with one company (Reitman & Schneer, 2008). The workplace culture of the 20th century was replaced with contractual, short-term assignments.

The field of career counseling sought to address the new economic climate by adjusting its paradigm. Traditional theories and interventions predicted workplace fit and satisfaction. Developmental theories explained occupational growth and logical progressions in work and life. Although useful to an extent, they did not explain or help people navigate the instability and unpredictability of the 21st century workplace (Bujold, 2002). Individuals could no longer rely on the corporation to support, develop, or define their roles. Ownership of career development and workplace identity would be needed to successfully navigate the new space. A sense of agency would be needed to secure and maintain employment.

New theories emerged to address new concerns. The Theory of Happenstance (Krumboltz, 2009) and the Chaos Theory of Career (Bright & Pryor, 2011) acknowledged unpredictable realities and suggested acceptance and agency as methods to cope successfully.

The Theory of Happenstance directly challenged pre-existing career counseling paradigms. Happenstance is the interaction of planned and unplanned events (Krumboltz, 2009). The theory posits that career cannot be predicted and career selection is not a singular act. Life is unpredictable and while some situations cannot be anticipated, the reaction to such events can be leveraged to create opportunities for growth, personally and professionally. The goal of this approach is to help people explore interests, learn from each experience, and use that insight to create more meaningful lives (Krumboltz, 2009). Essentially, career counselors are helping individuals learn how to function and become unstuck by remaining active in times of occupational uncertainty or trauma.

Chaos Theory of Careers (CTC) also emerged during this time. Subscribing to the idea of unpredictability, it focuses on how change, choice, and complexity of influence help individuals make sense of the chaos and leverage those instances for growth (Bright & Pryor, 2011). Chaos theory values the synergistic and complementary potential of integrating quantitative and qualitative assessment in career counseling (Pryor & Bright, 2006). Using a mathematical base and an extensive list of variables to inform its approach, the goal of CTC is to assist clients with career decision-making by navigating the chaos that exists among the stability and instability (Bright & Pryor, 2011; Greenleaf, 2014). Unlike the simplistic framework of Happenstance, CTC includes several components making it difficult to understand or apply in practice (Pryor & Bright, 2006).

Chaos Theory seeks to aid in career decision-making by helping people make sense of chaotic happenings in a comprehensive way (Bright & Pryor, 2011; Pryor & Bright, 2006). Happenstance moves beyond career decision-making and considers how people can achieve satisfying lives by navigating occupational uncertainty (Krumboltz, 2009). Both theories are making an active effort to help clients acknowledge the uncertain reality and find ways to cope or adjust. With these two approaches, the function of the career counselor is to facilitate the process.

Unlike theories associated with the matching of vocational guidance or theories asserting a logical progression in career from the developmental theories, Happenstance and Chaos are designed to help clients navigate their own path. Acknowledging personal agency and unpredictability, the field shifts to help people make sense of the unexpected and grow from those experiences. Many interventions that seek to help cultivate adaptability are grounded in narrative and constructivist perspectives.

Narrative. Narrative approaches to career counseling reflect the paradigmatic shift toward adaptability. As opposed to using objective measures to understand career decision-making, storied explanations communicate experience and facilitate adjustment (Del Corso & Rehfuss, 2011). According to Cox and Lyddon (1997), the narrative is a form of self that is the combination of several social constructions "in a constant process of becoming" (p. 204). It allows individuals to be viewed and understood as fluid beings as opposed to static traits (Del Corso & Rehfuss, 2011). This perspective helps the counselor view clients as a functioning whole as opposed to segmented parts that can be individually measured and assessed. Similar to constructivism, narrative is a form of meaning-making (Bujold, 2002).

Constructivism. The definition of constructivism has been highly debated in the field of qualitative research and the same can be said in the fields of psychology and counseling (Schwandt, 2001; Young & Collin, 2004). However, recent research offers a basic understanding of how the term can be applied to the field of career counseling. In an extensive look at trending definitions in psychology and counseling, Young and Collin (2004) suggested constructivism is a generic term that can be understood from two distinct frames of reference, constructivism and social construction. Constructivism, understood to be a level of thinking, can be viewed as the internal cognitive processing used by an individual to understand themselves and the world (Sharf, 2010; Young & Collin, 2004). This definition of constructivism pays considerable attention to how individuals think and process their understandings of the world around them (Sharf, 2010). Social construction is the result of an interaction between an individual and the world (Sharf, 2010). It considers how an individual's world view is impacted by interactions with others and the subsequent actions taken by the individual, based on that world view (Young & Collin, 2004). Essentially, social construction is how one makes sense of the world based on his or her beliefs about it and interactions with it.

Foundational concepts of the Career Construction Theory (CCT) are best understood in the social construction paradigm (Sharf, 2010). The creation of career and the illustration of adaptability are two critical components of the CCT. According to Savickas (2005), career is a personal construction created by an individual's decisions. The decisions are an illustration of the individual's career adaptability or capacity to cope with unforeseen and expected career transition (Savickas, 2006). Authorship or the ability to create one's own career story brings meaning to those experiences, despite how disjointed or unrelated they appear. Meaning-making

gives continuity to experiences and to the individual's sense of self; two elements essential to overcome an occupational crisis.

<p style="text-align:center">Counselor Perceptions and Practice</p>

The perceived value of a counseling strategy or intervention is critical to implementation as practice is informed by counselor perceptions (Savickas, 2015b). This idea is illustrated in the work of several career theorists. By exploring the work of Frank Parsons, David Tiedeman, Donald Super, John Holland, and Mark Savickas the significance of practitioner views will be explained.

Frank Parsons

Frank Parsons is often referred to as the Father of Vocational Guidance (Neukrug, 2012). Parsons' work was an innovative and timely approach to address existing workforce concerns of the early 1900s. The Trait-and-Factor three-step model asserts that knowledge of self, knowledge of work, and the synthesis of the two result in a satisfying career match (Chartrand, 2001). His work laid the foundation for traditional and modern day approaches to career. The three-step approach supported by the measurement movement of the early 1900s created a litmus for others to follow. It was supported empirically and easily implemented in practice. The simplicity of its core components made it nearly effortless to teach and facilitate within and across disciplines. Despite criticism for objectifying vocational choice, the ease of the approach sustained it as a standard.

It has been stated that lack of precision in terminology leads to ambiguity in practice and misunderstanding in implementation (Niles & Harris-Bowlsbey, 2013). Interventions with the potential to be useful may not be implemented due to a lack of clarity for use in practice. That idea was illustrated in the work of David Tiedeman.

David Tiedeman

Tiedeman was the first to approach career from a constructivist or meaning-making epistemology. His seminal work went unnoticed by those in the field due to its innovative approach and unexpected transition in language from statistics to subjective understanding. Tiedeman criticized the existing theories of the day as being segmented and lacking ability to create a cohesive understanding of the self, choices, and meaning (Savickas, 2008). Tiedeman wanted to know how lived experiences gave meaning to life. However, due to the complexity and contrast in ideas enhanced by new language it was not as well received by the profession. Kuhn (2000) suggested that language is critical in sharing information. A lack of shared language compromises the process. Despite the value of his approach, its complexity made it difficult to understand and subsequently practice.

Donald Super

Although Tiedman's work was partly in response to Donald Super, it was Super who articulated the value of contextualized approaches to career decision-making that was well-received by the field of career counseling (Zunker, 2012). Super's (1957) work could be considered an illustration of the transitional period needed by the profession to buy-in to a new direction. Super provided a bridge from objective to contextual understanding. It could be argued that he also indirectly introduced ideas of constructivism when addressing questions surrounding role salience and self-concept. Building off common language and implementing slight variations, he ushered in a new way of understanding and approaching career. By addressing roles, context and the consideration of other factors were introduced.

John Holland

Holland (1985) presented a typology theory focused on vocational resemblance. Grounded in the work of Parsons with a slight expansion. It addressed the presence of dimensions of vocational preference, but also provided a simplistic approach to implementation. The theory acknowledged the influence of contextual factors on career selection and satisfaction. However, it also incorporated the aspects of the objectivist paradigm to create boundaries of contextualization. Holland created a hexagon model asserting that individuals would prefer one of six work environments that also reflected aspects of their personality. This acknowledged preferences and meaning, but within a limited scope of options. Assessments were created to determine fit based on vocational preferences. Although a new dimension of contextualization was added, it did not overshadow the familiarity of the matching model. The simplicity of Holland's approach resonated with the field and became well-adopted.

Today, Holland's approach is commonly used in practice and is the foundation for the Strong Interest Inventory and the Self-Directed Search; two of the most commonly used interventions in career counseling (Niles & Harris-Bowlsbey, 2009). While the work of Super is also considered significant and highly praised, it is not as widely implemented as the Holland Code.

Mark Savickas

Without establishing a familiar language, it is possible that many modern day approaches could have gone unnoticed, similar to Tiedeman. However, due to the work of Holland and Super, Savickas builds off the efforts of his predecessors to present a topic, not new to the field, but packaged in a more practical and familiar manner. As a result, the field has been more receptive to his approach. Without the buy-in from the field, interventions are often disregarded

and those that are familiar or better understood, regardless of societal relevance, are endorsed and maintained (Savickas, 2008). Life-Design Counseling for Career Construction is Savickas' (2012) effort to create an intervention that can be practically implemented and understood intuitively. Considered a discourse and not a theory, it prioritizes the importance of creating literature and information that helps to create clarity and understanding through shared language (Savickas, 2015a). Under the assumption that comprehension is a precursor to adoption, creating an understanding among counselors helps with acceptance, implementation, and enhancement. Life-Design is discussed further in the following section.

The Career Construction Theory and Life-Design

The Career Construction Interview (CCI) is grounded in the Career Construction Theory (CCT) developed by psychologist Mark Savickas (Savickas, 2005). Although, Savickas credits David Tiedeman as the original engineer of career construction, over the last 20 years, Savickas has revised this approach to career counseling to offer a more holistic understanding of the client. Career Construction Theory is grounded in social constructionism. It uses three lenses, vocational personality, career adaptability, and life themes to gain a holistic understanding and help individuals make meaning from spoken narratives.

The first component, vocational personality, is the illustration of individual interests. Often referred to as the *what* in CCT. Understanding this construct answers the question, what occupational position will allow an expression of self? The second component is career adaptability. This is an individual's capacity to cope and adjust to unforeseen as well as anticipated occupational crises and stress. Career adaptability answers the question *how*. How will this individual navigate life? Lastly, the theory considers how life themes help to explain the *why* behind career selection. Life themes are the innate and environmentally influenced

motivations that inspire passion and purpose (Savickas, 2012). It is suggested that the life theme is the key to tapping into career-decision making rationale and selection.

The use of the Career Construction Interview in CCT helps to explain the processes of occupational choice, adjustment, and motivation. CCT posits that people do not discover a path or career but create a career narrative by streaming together thematic responses from experiences. The five questions of the Career Construction Interview are strategically designed to facilitate insight and understanding.

The Career Construction Theory has been revised several times since originally introduced in 1998 (Barclay & Wolff, 2012). The most recent iteration is titled Life-Design Counseling for Career Construction or simply, Life-Design. Although fundamental tenets remain unchanged, there are two significant revisions. First, Life-Design is considered a discourse not a theory (Savickas, 2015a). The word theory suggests scientific empiricism with intentions to predict outcomes. That is not the function of Life-Design (M. L. Savickas, personal communication, March 14, 2016).

Life-Design is a career intervention understood and practiced by counselors through shared rhetoric and strategies for engagement. Using consistent language and training practices, Life-Design becomes an ongoing conversation between counselors. As they engage in Life-Design counseling, experiences are shared with other counselors. The intention is to use practice to inform theory. The discourse or discussion in practice would potentially assist in timely adjustments to practice that are often limited by the delay in published theory. The reality of a rampant and unpredictable workplace is used for this perspective (Savickas, 2015a).

The second difference between CCT and Life-Design is scope of application. In future research, Life-Design, as the name infers, will be used to explore other aspects of life beyond

career, such as interpersonal and intimate relationships (Savickas, 2015a). Exploring socially-constructed narratives and identifying themes can be applied to understanding relationships as well as career issues. Savickas (2015a) has modified the approach to increase comprehensiveness with the anticipation that the ideas of adaptability and motivation can be applied to other areas of life beyond vocational decision-making

There has been a substantial amount of literature reporting on the Career Construction Theory and far less on Life-Design. To lessen potential confusion, Savickas maintains the familiar title, and refers to both as counseling for career construction, informally.

The Career Construction Interview

Initially titled the Career Style Interview (CSI), The Career Construction Interview is a narrative, or story-telling approach to understanding motivations behind career decision-making (Savickas, 1998). In this exchange, clients create a narrative that illustrates motivations behind career decision-making past, present and future. This dynamic approach, similar to other seminal approaches, has been revised over the years (Savickas, 1998, 2009b, 2015a). The most recent version of the interview is composed of five questions addressing five topical areas; role models, magazines, websites or other forms of media, favorite story, favorite saying, and early recollections. (Savickas, 2015a). From the responses, the counselor and client work together to identify the major themes and construct a new narrative about the client's current preoccupations and motivations. It offers a way to understand vocational behavior throughout the life span and offers tools clients can use to make choices leading to fulfilled work lives (Savickas, 2005). The Career Construction Interview Guide is included in Appendix A.

The CCI: Validity and Reliability in Practice

The CCI is often given to someone who is experiencing a lack of self-concept with an interest in gaining a deeper understanding of how to move forward (Savickas, 2005). Compared to classic career theories such as Parson's Trait-and-Factor, Holland's Typology theory or Super's Life Span, Life Space theory, the CCI has far less empirical evidence supporting it usefulness in practice (Barclay & Wolff, 2012). However, much of the existing literature addressing its empirical value reports on the combined use of the CCI with other measures.

For example, in a study conducted by Rehfuss and Di Fabio (2012), the Future Career Autobiography (FCA) was used to establish a pre-test baseline for understanding client career goals and apprehensions. After completing the CCI, content from the pre and post-FCA narratives were compared to ones from the CCI. Analysis of recurrent or newly added content was used to determine how the client's career narrative changed after completing the CCI.

Savickas (2015a) provided a list of four assessments that can be used after the second session to determine success in addition to determining the extent to which client goals were met. The Session Rating Scale is used to assess client satisfaction and goal attainment (Shaw & Murray, 2014). The Future Career Autobiography is used to evaluate narrative outcomes (Rehfuss, 2009). The Self-Exploration Scale is used to assess client reflection (Stumpf, Colarelli, & Hartmann, 1983). Lastly, the Innovation Moments Coding System is used to evaluate the process (Cardoso, Silva, Gocalves, & Duarte, 2014). There is a limited amount of literature reporting on the effectiveness of these measures, however among them, the shared consensus is that the CCI is useful to both the client and the counselor in making sense of vocational anxieties and aspirations.

The Career Construction Interview is a dynamic approach to career counseling. While the narrative and contextual components are said to be a strength of this intervention, the lack of research regarding its validity and reliability are obvious limitations. Future research could be conducted to explore how additional measures could be taken to address this area and further enhance the contribution the CCI offers to the counseling procession.

CHAPTER 3

METHOD

This qualitative case study explored career counselors' perceptions of and experiences with the Career Construction Interview. A case study approach was used to explore the perceptions and experiences of four career counselors. Career counselors are professionals who have been trained in counseling practices with specialized knowledge of career-related issues. Due to the varied nature of their work, a career counselor may be employed by a college or university, community agency, corporation, or private practice (Amundson, 2006).

Interviews, document analysis, and environment observations were used to generate data. A multi-step, iterative coding process was conducted to analyze findings. Emerging themes that resonated for particular counselors are presented in a within-case analysis. Themes shared among counselors are presented using a cross-case analysis (Schwandt, 2015).

Research Questions

The following questions anchored my study.

1. What are career counselors' perceptions or opinions of the Career Construction Interview?

2. What are career counselors' experiences with the Career Construction Interview?

3. How do career counselors determine the practicality of use of the Career Construction Interview?

4. How did career counselors learn to conduct the Career Construction Interview?

Research Design

This study employed a collective case study design. A case study is an in-depth

exploration of a phenomenon of interest using multiple data sources, such as interviews and

observations, to gain a contextually-based understanding of a phenomenon (Creswell, Hanson,

Plano Clark, & Morales, 2007). Collective case studies allow for comparisons within and

between cases to explore the shared or competing realities of individuals (Stake, 1995). A case

is a bounded system (case) or multiple-bounded systems (cases) (Creswell et al., 2007).

Typically, cases are bound by a specific time, location, definition, or context (Miles &

Huberman, 1994).

Cases are defined by the focus of the study. Stake (2005) identified three types of cases:

instrumental, intrinsic, and collective. Instrumental case studies focus on a particular issue and

use one case to illustrate the issue. For example, an instrumental case study could explore

workplace reentry for formerly incarcerated individuals and use the story of a single individual to

illustrate workplace reentry. Intrinsic case studies focus on developing an understanding of the

case, e.g., the individual, event, or environment being studied. As opposed to focusing on

workplace reentry, an intrinsic case study would focus on an individual's experience,

personality, grit, or other characteristics that informed reentry into the workplace.

The last type of case study is a collective case study. This approach intentionally selects

multiple cases to illustrate different perspectives of the same issue (Creswell et al., 2007). Using

the same example, a collective case study would recruit several formerly incarcerated individuals

to understand workplace reentry from different perspectives. My study explored counselors'

opinions of and reactions to the Career Construction Interview (CCI). Cases for this study were

bound by counselors' use of the CCI and the specific environment in which they practiced.

This case study used multiple forms of data collection such as environment observation and document analysis to complement face-to-face interviews (Creswell, 2009). Using various forms of data to enhance understanding of a case is commonly referred to as triangulation. Triangulation is a validation strategy used to support the claims and interpretations of the researcher by providing insight from more than one data source (Schwandt, 2015). Triangulation provides varying perspectives and dimensions to understanding the case (Stake, 2005).

Participant Recruitment and Selection

Participants were recruited using purposeful and snowball selection. Purposeful selection is the deliberate recruitment of participants due to their ability to answer interview questions based on their experience (Maxwell, 2013). Snowball selection is a referral method of recruitment. If a participant or potential participant can suggest someone who fits the selection criteria, that person is contacted. Purposeful and snowball sampling are considered forms of intensity sampling that help establish information rich cases due to the substantial amount of relevant information that can be gathered from these approaches (Roulston, 2010).

When selecting participants for a case study, determining the degree that their responses will address research questions is critical. Three selection criteria were established to determine eligibility for this study: experience conducting the Career Construction Interview, holding a Master's degree in counselor education or a related field, and training in career counseling theory and practice. For my study, it was necessary for participants to have experience conducting the Career Construction Interview. While the amount of experience with the CCI was not a priority, the existence of at least one experience was needed for participants to be able to adequately address the research questions.

Savickas (2015b) asserted that a firm grasp of basic helping skills, as taught in Master's degree counselor education or similar programs are essential to the successful facilitation of the CCI. Basic helping skills are defined as active listening, empathy, reflection, and reframing (Neukrug & Schwitzer, 2006). Training in basic helping skills from an accredited counseling program assumes a level of competence for the counselors in my study. Due to the emphasis on basic helping skills for the successful facilitation of the CCI, it was assumed that those not trained in basic helping skills lacked the fundamental competency to conduct the Career Construction Interview appropriately (Savickas, 2015b).

Training in career counseling theory and practice was the last selection criteria. Typically, counselor education programs require students to complete a course in career counseling theory and practice. When considering the third research question, *How do career counselors determine the practicality of use of the Career Construction Interview?* exposure to other career counseling theories, interventions, and their use may be helpful. Knowledge of other theories and interventions will provides alternatives with which to compare the CCI.

During recruitment, potential participants answered a series of questions to establish eligibility and their willingness to participate. An example of a question is, *"How many times have you conducted the Career Construction Interview with clients?"* Another question is, *"Do you have a Master's degree? If yes, in what discipline?"* Individuals without certain thresholds of training were ineligible for the study. See Appendix B for the recruitment flyer.

The selection and recruitment process was conducted over a three-month period using two primary strategies: leveraging existing professional relationships and social media. All potential participants completed a vetting process. The recruitment flyer listed the selection criteria and asked that individuals meeting the criteria email me directly. Once I verified that the

criteria were met, I emailed the consent form for their review. I also included the time commitment in the body of the email. Once the consent form was returned, we worked to schedule a face-to-face interview and time for the observation. See Appendix C for the Participant Recruitment and Consent Form.

Initially, participants were recruited from two professional associations, the National Career Development Association (NCDA) and the Georgia Career Development Association (GCDA). Mark Savickas, developer of the CCI, has gained a substantial amount of exposure from the GCDA, NCDA, and its affiliated publication, the *Career Development Quarterly* (CDQ). With numerous presentations at NCDA and GCDA, as well as over 30 publications in the *CDQ*, it was likely that members of NCDA and GCDA would have been exposed to the CCI more than counselors unaffiliated with those associations.

Attending an NCDA conference and a GCDA dinner provided opportunities to recruit. Having informed Mark Savickas of my intention to study the CCI, I submitted a written request to recruit for my study during an intensive CCI training seminar conducted during the NCDA conference. He agreed. Forty-seven people attended the session. Although the announcement did not generate participants, several attendees approached me to discuss my study. The following night I was invited to a dinner hosted by GCDA. During the dinner, I spoke about my research to the 11 career counselors in attendance. Although most expressed interest in the study, only one was eligible to participate. The GCDA membership director and I spoke about the possibility of recruiting through the GCDA listserv. Counselors from GCDA could serve as a convenience sample, due to the proximity of my location and subsequently provide a more cost effective travel option. Two weeks after the conference, I followed-up with the director, but was unsuccessful. In an effort to reach the GCDA membership, I searched for the LinkedIn group

page. GCDA did not have a page, so I posted a recruitment announcement on the NCDA's LinkedIn page. The announcement yielded six responses from career counselors interested in participating in the study. Two were eligible, only one participated due to previous obligations. A common response to the LinkedIn post was, *"I've never done the CCI, but I am a counselor and would love to learn more about it."* Individuals who expressed an interest in learning about the CCI were sent three introductory articles via LinkedIn messages.

Recruitment announcements were also posted on LinkedIn group pages for NASPA-Student Affair Administrators in Higher Education, American College Personnel Association (ACPA), and the Southern Association of Colleges and Employers (SoACE). These organizations were selected due to their existing career counselor membership. One career counselor responded through SoACE, but there were no responses from NASPA or ACPA. Almost three months into the recruitment process, I emailed Mark Savickas for additional assistance. Within 24 hours, he sent my request to a group of 12 budding and seasoned CCI counselors. Many of the seasoned counselors declined my invitation to participate; however, two offered to serve as consultants for my future research. The call for participants yielded four responses. Of the four, two participants were successfully recruited from this attempt.

Ultimately, four counselors were selected to participate. According to deMarrais (2004), it is difficult to prescribe a particular number of participants at the outset of a case study. Due to the small percentage of eligible counselors, coupled with limitations due to costs and time, four career counselors within the southeast and midwest United States were selected to participate.

Data Collection

Face-to-face in-depth interviews were the primary source of data collection. Environment observation and data analysis were also used to complement interview findings and provide

insight into the context of counselor perceptions and experiences. An explanation of each collection method is described in subsequent sections.

Interviews

Interview data for this study were collected in three forms: audio recorded face-to-face interviews, a Participant Information Form, and a follow-up phone call or member-check. Each approach will be defined and the specific steps of this study will be described.

This collective case study used a semi-structured interview protocol. An interview is a dialogue between two people focused around a research topic. Interviews help researchers gain an in-depth understanding of the perspectives people have surrounding a particular experience or phenomenon (deMarrais, 2004). One of the primary advantages to the interviewing approach is the ability to probe or ask follow-up questions for heightened clarity and context. There are a number of different types and styles to interviewing (Maxwell, 2013). Structured interviews are often rigid and interrogative in nature, limiting the amount of seemingly tangential information. Non-structured interviews are similar to non-directed conversations that address a myriad of topics. While there is potential for rich data to emerge, it is possible that intended topics will not be addressed. Semi-structured interviews provide the organization of a structured interview, with the conversational nature of a non-structured interview. Semi-structured interviews provide the freedom to engage in authentically-developed conversation without sacrificing the exploration of intended topics. Although qualitative data collection should remain fluid to accommodate emergent or unexpected themes, a degree of structure is suggested to remain focused on the overall objective (Maxwell, 2013).

A preliminary interview protocol was developed to facilitate conversation informing the four research questions. The initial interview protocol included 20 questions. During the first

interview, the questions seemed redundant, superficial, and leading. After the first interview, the protocol was revised. The new protocol listed 13 revised questions, but also included a checkbox in the upper right hand corner. The box served as a reminder for me of the key areas to discuss broader questions allowed for more depth and flow. At times, probing or follow-up questions were used to garner additional information or clarify meaning of a respondent's initial question. This approach also facilitated an organic flow during the interview, providing stories reflective of their unique experiences. Appendix D and E provide copies of the revised interview protocols, respectively.

Each interview was strikingly different, yet logically reflective of the particular counselor. For example, the participant Katy spoke at length about her experience with the CCI while completing her dissertation. Her interview also included moments of novice awe and a hesitance to critique the tool. The majority of her responses were specific examples from the dissertation process. At the end of the interview she said, "I was afraid you were going to quiz me on what I knew about the CCI. I didn't have time to study up." Katy's interview differed from the Rebecca, another participant. Rebecca has a laid back, confident, and mentoring approach. Rebecca's interview included suggestions and examples of how to enhance CCI practice, from a seasoned counselor's perspective. Perhaps the fluid nature of the questions facilitated a more organic interaction reflective of their experiences. According to Yin (2009) questions presented in an open-ended format are likely to increase the depth and detail of responses.

Verb tense and contextual consideration were two other strategies used to generate robust stories. According to Weiss (1994), phrasing questions in the past tense may lead to more descriptive and lived recollections, as opposed to general or behaviorally-appropriate responses

provided by present tense wording. During the interview, questions were often phrased in the past tense. For example, I asked "*Tell me about the last time you conducted the CCI*" as opposed to, "*How should a counselor conduct the CCI process?*" The question was asked in an effort to hear a lived experience and not what the participant thought was the correct answer.

Modifying questions based on the context in which the counselor functioned was another strategy implemented in this study. Boyce and Neale (2006) suggested modifying questions according to participants' roles or position in the organization to generate more relevant questions. To model this approach, each protocol was slightly modified according to counselor position, specific programming of the organization, or other distinguishing characteristics. For example, Rebecca was the only counselor who did not hold a full-time position in a university career center. For her, questions about office culture were not centered on a career center perspective, but on her experiences working in private practice and being promoted from adjunct faculty to a lecturer position at her institution.

During each interview, process memos or brief notes were taken to document body language and non-verbal cues of both participant and researcher. Biases, assumptions, and frustrations are examples of emotional responses that were recorded and processed.

Interviews were audio recorded and lasted 60 to 85 minutes. Three of the interviews were conducted in the participant's office. One of the interviews was conducted at a local restaurant, due to the nature of the participant's schedule. All participants were given a pseudonym used throughout the study.

Before each interview, participants were asked to complete a Participant Information Sheet (see Appendix F). The form was created to capture demographic information such as current title, educational background, and training. It provided information to help understand

the participant and reduced the number of interview questions. For one interview, the

information sheet provided additional insights that may not have been explored otherwise. The

Participant Information Sheet was attached to the interview confirmation email. All personal

information and name of institution or employer were redacted from the information sheets.

Approximately three weeks after initial face-to-face interviews, I conducted member-

check meetings. Member-check meetings are follow-up appointments that give researchers an

opportunity to share their understanding of participant responses (Maxwell, 2013). They also

provide participants an opportunity to confirm or clarify their responses.

For my study, member-check meetings were conducted with each participant. Interviews

ranged from 20 to 45 minutes and were conducted by phone. Before the member-check call, the

interview was transcribed, analyzed for initial themes and compared to findings from the

document analysis and environment observations. While transcribing, notations were made for

topics or statements that required clarification. During each call, initial categories and codes

were shared to gain clarity and confirmation of how I understood participant experiences. I also

asked a list of follow-up questions, depending of what needed to be clarified. For example, Katy

spoke at length about her experiences conducting the CCI with dissertation participants, but not

as much with other students. Realizing this gap, I used the member-check call to ask more about

her experiences conducing the CCI outside of her dissertation study.

Member-checking is considered a useful practice in enhancing researcher insight, but it

also has the potential to create an additional layer of inquiry for the researcher (Schwandt, 2015).

For example, if participant and researcher disagree on a finding, the researcher must determine if

the disagreement is due to an error on her part or if her interpretation exposes a reality the

participant is unwilling to acknowledge. There was a similar situation in this study. During Lori

Lynn's member-check call, I asked her to verify how she came to learn about the CCI. Based on the interview, I believed her faculty member introduced her to the tool. However, during the member-check, she disagreed and said she came across it on her own. Despite my confusion, I accepted her response. After the call I reviewed the transcript to determine where the misunderstanding took place. It was an error on my part. I misread the lines. Lori Lynn's member-check provided an opportunity for me to confirm my findings and avoid drawing inaccurate conclusions. According to Schwandt (2015), member-checks are considered an ethical courtesy to participants before their experiences are made public. Each of the member-check calls allowed me to confirm my initial findings and ask additional questions to expand my understanding of their experience. See Appendix G for an example of the member-check interview protocol.

Environment Observation

An environment observation is an intentional and active viewing of participants in their natural setting or research site (Creswell, 2009). Findings from environment observations provide insight into the context in which participant experiences exist. They can also reveal participant perspectives not explicitly stated in the interview (Maxwell, 2013). In my study, observations were conducted at the office of three participants. Due to the nature of the work, an environment observation was not conducted for one participant. Observations were approximately 30 to 45 minutes before the face-to-face interview. A majority of the time was spent sitting in one area, observing interactions. However, at times, I walked around the area giving myself an informal tour viewing the space, taking pictures, and collecting documents. Detailed reports of each environment observation are included in the Participant Experiences section of Chapter 4.

Prior to observations, a determination should be made regarding how researchers will interact with the environment; as an observer strictly taking notes or a participant-observer, engaging with the environment during the observation (Creswell, 2009). Both roles have implications that may impact the data that is collected. It was my intention to assume the role of an observer. I chose to not intentionally interact with the environment or attempt to manipulate it. Observing in waiting areas of university career centers, to most I was invisible, but for others, my presence evoked curiosity among the front desk staff. When approached, I offered brief interaction and assumed my previous position.

During observations, field notes recorded descriptive characteristics about the physical setting, behaviors of individuals in the space, and reflective notes documenting my reactions to what was occurring. Creswell (2009) suggested that an observation protocol be developed beforehand to ensure essential topics are explored. I created a protocol that contained pre-observation questions focusing on observation and post-observation. Each section was designed to orient my thinking and remind me of the study's intention and research questions.

Environment observations offered a contextual understanding of the environment in which the counselor functioned. Information gathered helped to reiterate the ideas and experiences shared in the interview. My role as observer or observer-participant varied based on my interactions with site members. However, the intention was to function as an observer. Appendix H includes the complete environment observation protocol.

Document Analysis

Document analysis is the process of reviewing and evaluating printed or electronic data in an attempt to increase understanding and develop knowledge (Bowen, 2009). Flyers, brochures, posters, and websites are considered documents. This method of data collection is

often used in conjunction with other modes as a form of triangulation (Merriam, 1998). Gathering data in varying forms enhances the comprehensiveness of the findings.

Document analysis for this study included reviewing organizational websites, handouts or other printed materials available in the waiting area, posters on walls, television monitors with scrolling videos, and any other documents of interest. Most materials were taken from the site for further review. Posters, photos, videos and other items were captured by taking pictures. Documents were retrieved during the environment observation. A report of the document collection and analysis method for each case is included in the Participant Experiences section of Chapter 4.

Data Analysis

Data analysis in qualitative research begins immediately following the first receipt of information and continues throughout the study (Maxwell, 2013). Field notes from environment observations and interviews were written within 24 hours of visiting the site. Interviews were transcribed and documents were analyzed within three weeks of each visit. A memo, or written process of my thoughts, explored the consistencies and discrepancies between interview transcripts, observations, and documents.

Interviews

Interviews were transcribed using a familiar data analysis software package, InqScribe. InqScribe converts audio recorded data into typed text to conduct analysis (Paulus, Lester, & Dempster, 2014). InqScribe was my preference due to familiarity with the program, ease of use, and affordable price. This program has customizable short cut keys, adjustable play back speeds, and time stamps. The only difficulty I experienced with it was the time lapse. Depending on

when the tape stopped, some words were not heard the first time around. Otherwise, it was inexpensive and user-friendly.

For this study, interview transcripts were edited to provide clarity and readability (Roulston, 2010). Transcription conventions were used to explain the omission of words, shift in stream of consciousness, addition of clarifying information, emphasis in speech, and the inclusion of physical action or emotional expression. Transcription conventions used were:

…	several words omitted
--	abrupt shift in stream of consciousness
[ ]	researcher's insertion for clarity
CAPS	word spoken with emphasis
( )	physical action, such as moving an object or emotional expression, such as a laugh or sigh

After an interview was transcribed, it was coded. A code is a word or phrase that summarizes the essence of a participant's statement as understood by the researcher (Saldana, 2013). Codes were assigned to each meaning unit or line of coherent thought on the transcript. For example, a transcript line read, "After all this time, I don't consider myself a CCI expert." This sentence was coded, *self-assessment as non-CCI expert.*

The next step was to condense the number of codes. Codes with similar meanings were organized into categories. Categories were named to describe the essence of its codes. An example of a category for codes similar to the one listed above may be, *competency.* Next, categories were condensed to create themes. Themes describe the essence of its categories. Themes are a precise representation of the main ideas that emerged from the participant's interview. Using the previous example, a possible theme might be, *counselor competency.*

Codes, categories, and themes are researcher-generated understandings (Saldana, 2013). These understandings can change with time and further examination of the data.

At times, codes were renamed to a code or category that more accurately reflected the essence of the participant's response. This line from Oscar's interview is an example.

> So we got a volunteer and we went in and I felt like a kid, trying to perform in front of a grown up. Like I forgot some of the questions (laughing).

Initially, that phrase was coded "training experience with the CCI." It was later recoded, "pressure to perform." It was ultimately double coded to retain the context of Oscar's experience with the CCI.

Documents and observations were reviewed individually and analyzed using inductive coding. Verbatims, or quotes that became codes, were also used. An example of a verbatim is when Lori Lynn said, "It's like horoscopes," to describe the CCI. That verbatim quote captured the essence of not only that line, but other issues she presented. Her verbatim words were used to create a code and subsequently, a category.

Memos were recorded during the coding process to define codes to document changes in my understanding. The process of identifying codes, categories, and themes was conducted for each interview transcript individually. This process was considered first-round open coding. The number of codes, categories, and themes varied among participants. There were 49 codes from Lori Lynn's interview, 65 codes from Katy's, 130 from Rebecca's, and 79 from Oscar's. Codes from each interview were explored then divided into categories of similar or shared meaning. The same process was used to identify themes.

Four specific coding methods were used during the analysis: attribute initial coding, in-vivo coding, simultaneous coding, and focused coding. Initial coding is considered the first round of coding when the data is segmented into manageable parts, analyzed, and compared for

similarities and differences (Saldana, 2013). Despite the title, that process was repeated throughout the entire analysis process. In vivo coding is when a participant's exact words or phrases are used to create a code. Simultaneous coding is when two or more codes is assigned to the same segment of data. While it may be viewed as indecision or lack of clarity on the part of the researcher (Merriam, 1998; Saldana, 2013), others have argued that it is warranted if the codes are "descriptively and inferentially meaningful" (Miles & Huberman, 1994, p. 66). Novice researchers are cautioned not to use simultaneous coding excessively and offer a rationale when used. The fourth method was focused coding. Focused coding, similar to initial coding, is done after several rounds of coding and categorizes coded data into themes based on similarities.

Once individual findings were analyzed, I looked for similar and dissimilar elements within and between participants. Maxwell (2013) explained that recognition of discrepant data enhances research validity. Once all interviews, both initial and member-checking were completed, findings were analyzed or coded again within and between participants. This process could be considered second round coding. During this process, themes from individual interviews were recorded. Next, themes from individual interviews were reviewed to identity similarities and differences in themes among all four cases. Lastly, a chart was created to illustrate the themes found within each individual case. Another chart was created to illustrate the common and disparate themes among all four cases.

To organize the analytic process, I created an Excel spreadsheet to maintain a list of codes, categories, themes, and analytic notes for the interviews as well as the document analysis and environment observation. Using a database or something similar helps to increase the reliability of the study as it allows the researcher to be more transparent with data and notes

(Baxter & Jack, 2008). Similarly, analytic memos are a way to reflect on coding decisions and emerging patterns over time (Saldana, 2013).

Environment Observation

This section provides an overview of how the environment observation data were collected and specific details of the analysis process. Reports on the environment observations for each case are included in the Participant Experiences section of Chapter 4.

Environment observations were recorded using modern approaches, but analyzed using more traditional methods. Field notes were taken during the observation using my cellphone. In addition to verbal notations, field note videos were recorded before and after each interview. Upon arriving to the location, I recorded an initial reaction video documenting my first impression of the campus, assumptions, frustrations, and other thoughts going into the interview. Photos of the campus were taken as well to capture an image of the physical environment. Walking back to my car after the observation and interview a debriefing video was recorded to capture my immediate reactions to the experience. Recording initial field reactions immediately after an interview or observation offers a more accurate reflection of the experience (Paulus et al., 2014).

Once arriving to the site, observation field notes were taken using my cellphone. Notes taken using a cell phone may be viewed as more discrete than notes taken on a laptop or in a notebook. An individual sitting in the career center waiting area constantly typing on a smartphone may appear to be texting. Someone holding up a smartphone to take photos of the environment may appear to be taking selfies or photos of him or herself and not others. Although the use of a laptop or notebook could give the appearance of a student searching the internet, revising a resume, or completing a homework assignment, the laptop and notebook presented

limitations. The laptop weighs 4.5 pounds and would limit mobility to take photos easily and discretely in various locations. The notebook lacks the capacity to take photos and would require three things to be carried as opposed to one, as I walked around the waiting area and the campus.

When files were stored and organized, I used the smartphone to streamline the process. Before data collection began, labeled folders were created on my laptop to organize my data. At the end of each observation, notes, and videos were directly uploaded into the corresponding folder. Using the smartphone as opposed to pencil and paper eliminated the need to type field notes. Once uploaded onto the laptop, documents were then password protected and saved onto an external hard drive.

After transcribing and coding each interview, observation videos and notes were reviewed. This process was conducted to listen for clarifying, competing, or complementary data. It also provided an opportunity to address some of the limitations of this collection method. Typically, field notes are expanded into narrative field tales with literary description to help illustrate the experience (Emerson, Fretz, & Shaw, 2011). The videos were a form of literary description. Video reflections used a combination of first and third person language, similar to a narrative field tale. Emerson et al. (2011) considered the narrative field tales to be a bifurcated approach requiring attention and caution on the part of the researcher. Providing a witnessed-event and personal reaction can be challenging for new researchers. Particularly, the first-person point of view may lend itself towards focusing on self or interpreting meaning in the behavior of the observed. The first-person point of view may encourage novice researchers to consider how they feel about the situation as opposed to focusing on the participant's experience. However, writing in the first person acknowledges the biases, assumptions, and frustrations of the

researcher. Videos and notes were reviewed after the coding process to assess for these limitations in my work.

Document Analysis

Analysis of documents was used to understand the type of information provided by the counselor or organization and the types of themes or messages being disseminated. Before beginning the analysis, documents for each site were numbered to better organize the data. Initially, documents were reviewed for content and jottings or notes taken on the side to capture my reactions to the documents. Next, an excel spreadsheet was created to further facilitate the analysis. Having a list of questions to guide the document analysis process provides a strategy to intentionally explore particular areas (Bowen, 2009). The Document Analysis spreadsheet included a tab for each site addressing the following questions for each document collected at the site: 1.What is the perceived purpose of this document? 2. What contribution does this make to the issue being explored? 3. Is this document; authentic, credible, accurate, and comprehensive? 4. How does this document fit in with the other documents selected? 5. What messages is this document sending? 6. What is this document addressing and from what angle or bias? 7. Who was this document created for? 8. Who created this document? 9. How does this document compare to documents selected from other sites?

Next, contextual factors were considered in understanding the messages being delivered. Location, content, color, size of document, intended audience and language were considered. Familiarizing myself with the data by reading each piece several times helped in the emergence of meaningful themes and messages (Bowen, 2009). During analysis, I was specifically looking for ideas that confirmed or competed with ideas presented in the interview or noticed during the observation. The messages in the documents were complementary to those shared during the

interview and situations observed. Process memos were created and added to the Document

Analysis spreadsheet.

Representation of Findings

When considering how to present findings, there are several options. The approach to

representation is a reflection of how the researcher views the world and the assumptions guiding

their research practice (Paulus et al., 2014). I identify with the constructivist epistemology. I

believe truths are socially constructed based on life experiences and the context in which those

experiences exist. While there are personal truths, there can also be shared truths and experiences

among different people. This perspective is illustrated in my representation of findings. The

collective cross-case analysis presents the emerging themes found in each case highlighting their

lived reality in context. It also illustrates a comparison of lived realities between cases. These

findings are presented in narrative and chart form. The narrative provides the context and

essence of the reporting, while the charts provide a simplified explanation of what emerged from

the study.

Criteria for Evaluating Quality Research

In qualitative research, the concepts of validity, reliability, and generalizability differ in

how they are typically defined in quantitative research. Quantitative studies seek to confirm

intended tests, establish replicability, and apply results to similar populations. Qualitative

research seeks to highlight the unique aspects of each participant by providing depth and

enhanced understanding of the phenomena of interest. In my study, validity asserts that the

integrity of responses were maintained (Creswell, 2009) and reliability was demonstrated by the

consistency between the data collected and the presented findings (Merriam, 1998). To establish

a quality study, triangulation, member-checking, and the inclusion of negative or discrepant information were used (Tracy, 2010).

Triangulation implements several data collection strategies to enhance perspective and diminish unilateral understanding (Creswell, 2009). Similarly, member-checking helped compensate for researcher bias and understanding limited to self and personal experience. Including negative and discrepant information provided a more holistic understanding of the study and was intended to increase trust or perceived validity from the reader (Tracy, 2010).

CHAPTER 4

FINDINGS

Due to the amount of data collected, findings are presented in two chapters as opposed to one. Chapter 4 presents Findings Part 1, the within-case analysis. Chapter 5 presents Findings Part 2, the cross-case analysis. Within-case analyses are designed to help the researcher understand the contextual elements of the particular case (Merriam, 1998). Cross-case analyses highlight shared and discrepant experiences among cases. A presentation of both approaches is intended to provide a more holistic representation of the particularities of each case. Outlines for Chapters 4 and 5 are included at the beginning of each chapter to help guide the reader through the data.

FINDINGS PART 1: WITHIN-CASE ANALYSIS OUTLINE

I.   Introduction

II.   Participants

III.   Individual Portraits

    a. Lori Lynn

    b. Katy

    c. Rebecca

    d. Oscar

IV.   Participant Experiences: Within-Case Analysis

    a. Case 1: Lori Lynn -The Skeptic

        i. Interview Themes

            1. Mind Reading and Horoscopes

            2. Weary of Awe Struck Counselors

        ii. Environment Observation

        iii. Document Analysis

    b. Case 2: Katy - The Informant

        i. Interview Themes

            1. Student Disappointment and Excitement with Process and

                Outcomes

            2. Potential Barriers to CCI Use in University Career Centers

        ii. Environment Observation

CHAPTER 4

FINDINGS PART 1: WITHIN-CASE ANALYSIS

This collective qualitative case study explored four career counselors' perceptions of and experiences with the Career Construction Interview (CCI). The following questions were used to guide this study:

1. What are career counselors' perceptions or opinions of the Career Construction Interview?

2. What are career counselors' experiences with the Career Construction Interview?

3. How do career counselors determine the practicality of use of the Career Construction Interview?

4. How did career counselors learn to conduct the Career Construction Interview?

Document and environment observations were used and analyzed for this study. However, semi-structured interviews were the primary data collection method. Interviews were transcribed verbatim and data from member check interviews were included. Documents, observations, and field notes were analyzed to determine the congruency between messages being shared during the interview and in printed forms of context.

Tables and interview excerpts are used to illustrate findings. First, I share an overview of participants including their shared characteristics. Next, individual portraits provide contextual insight into the professional history, current environment, CCI practice, and theoretical orientation of each participant. Lastly, participant experiences function as a within-case analysis to report particular findings from each participant. Each participant's findings are titled to reflect

the essence and distinct nature of the interview. Considering the amount of data presented in this chapter, the outline on page 52 is intended to help the reader navigate this section. The outline highlights this chapter's structure and findings.

Participants

Four career counselors, three women and one man, participated in this study. Due to the limited number of individuals practicing the CCI, race/ethnicity, age, and the title of any scholarly publications or contributions are not disclosed as it could potentially compromise participant anonymity. All counselors worked at colleges or universities in the United States. The specific geographic region is omitted for participant privacy. However, the size and affiliation of the institution is stated to provide context of the participant's environment. Participants were purposefully selected. One participant was the result of a snowball (referral) sampling. Participants were individuals who a) earned a Master's degree in Counselor Education or a related field, b) were trained in career counseling theory, and c) had conducted the CCI at least once.

Before their interviews, participants completed a Participant Information Sheet (see Appendix F). The form was designed to gather demographic information such as current title, educational background, and training. The information helped to organize data, provided insight for interviews and the analysis process, and reduced the number of interview questions. Interview protocols were occasionally revised to further explore information shared on the form. Essentially, information disclosed prior to the interview introduced the unique experiences and perspectives held by each counselor.

Despite the variation in years of experience as a career counselor, function of current position, or environmental context, all four participants shared five similar characteristics.

Whether or not these characteristics help to explain their appreciation and practice of the CCI is unknown. This section is included to provide additional insight. Participants shared the following characteristics: each held a preference toward narrative or constructivist approaches to career counseling, all expressed enjoyment in listening to stories, each provided lengthy responses and often explained concepts using a story, participants frequently used metaphors throughout their interviews, and all participants had professional relationship with the founding theorist of the CCI or a prominent scholar in the field.

Individual Portraits

This section provides contextual realities presented by each participant addressing the following areas: current position, professional background, environment, introduction, initial reaction, and current practice of the CCI, as well as theoretical orientation, at the time of the study. The context offers a comprehensive understanding of each participant's experience.

Lori Lynn

Lori Lynn is the Director of the Career Development Center at a small liberal arts college in the southeast, United States. She has a Master's degree in Professional Counseling and recently completed the requirements to practice as a Licensed Professional Counselor (LPC). Lori Lynn has worked as a career counselor for five years. She previously worked in human resources training and development for 10 years. Since transitioning to career counseling, Lori Lynn has taught undergraduate career development courses, supervised Master's-level students in the professional counseling program, and worked part-time at the university counseling center.

Currently, Lori Lynn is functioning as what she described to be an "office of one." At the time of the interview, she was awaiting approval to hire another full-time staff member. The office is supported by two undergraduate work-study students and an intern from the

professional counseling Master's program. As Director, she is responsible for advising the entire student population, irrespective of major. She also organizes and coordinates all career center events, marketing, and social media accounts.

She describes her campus as "small, diverse, and collaborative." A majority of her students come from a low or lower-middle class background. She believes her students experience a unique set of issues that "many students from larger institutions may not have to face," regarding financial difficulties and familial hardships. Although the demands of her role in the career center are considered vital to daily functioning, she enjoys the collaborative nature of the campus. There are "opportunities to collaborate that may not exist otherwise" due to the smaller size of the campus. Staff members have opportunities to know and trust one another. Last summer, the counseling center experienced an unexpected increase in student visits. To assist, Lori Lynn volunteered to take on a caseload of three students. She enjoyed the opportunity to engage with students and assist colleagues. She reported incorporating aspects of the CCI into a few client sessions.

Lori Lynn was first introduced to the work of Mark Savickas, the CCI developer, when browsing through a career counseling textbook by counselor Thomas Sweeney (1998). She recounted her experience,

> This book here by Sweeney (pulls book off shelf to show me), there's a career counseling chapter in this book that was written by Mark Savickas and so I started reading that. When I Googled, I thought, oh wow, here's an example of being able to take my mental health training and background education and apply my interest in career counseling and bring them together. I was like, perfect. So I started reading articles.

A few years after being exposed to the Career Construction Interview, Lori Lynn was introduced to a notable CCI scholar at a statewide career development conference and began working on a three-year project with him and another notable CCI scholar.

Lori Lynn continued her work with the CCI by teaching a freshman seminar designed to help students explore meaning and purpose. She integrated all five of the CCI questions as weekly writing prompts. At the end of each module, students would submit their answer to the corresponding CCI question. Lori Lynn provided a written response to each student. The final project provided an opportunity for students to share their experiences. Generally, students would mention at least one question from the CCI. When asked about her opinion of the CCI she said, "I love it, but…" The remainder of the interview explored her conflicted perspective. She expressed concern for the integrity of the tool and counselor competency.

When asked about her counseling philosophy or theoretical orientation, she identified with a person-centered approach.

> If I were to sort of peel back all the layers of the onion and look at what are sort of my core beliefs right, of like what is my foundation in terms of how I view - - deal with working with people. I would say that it is definitely person-centered.

She continued,

> I believe that people have the answers within and that when they feel encouraged and they feel that sense of unconditional positive regard that Rogers is so famous for that oftentimes people can grow and they can flourish.

Lori Lynn identifies as a person-centered counselor following the epistemology of humanistic psychologist, Carl Rogers. Rogers' approach to counseling is grounded in creating a space of trust, freedom from judgement, and ridicule. A space where counselors listen more than speak. This approach allows clients to hear their concerns and address the dissonance between who they are and who they want to be.

Lori Lynn offers her perspective of the CCI from the lens of a former trainer now operating from a person-centered counselor perspective. Despite the demands of her primary role

as the director, she engages with the campus and research community to make contributions in practice and theory.

Katy

Katy works as the Assistant Director of Marketing and Career Advisor in the university career center at a large predominately white institution (PWI) in the southeast United States. Prior to her current position, Katy worked as a career advisor for four years at a large PWI and a career coach for two years at a non-profit organization. Katy has a Master's degree in counseling and recently earned her PhD in Counselor Education. She is also a National Certified Counselor (NCC). The NCC designation indicates a level of proficiency to practice counseling, but does not require the additional training or supervision necessary for licensure. Katy is also certified to conduct the Strong Interest Inventory (SII). She is currently completing a Myers Briggs Type Indicator (MBTI) certification course, as it is required for all career advisors in her office.

Katy describes her current office culture as hierarchical, yet collaborative, and open to professional development. Staff are encouraged to connect with higher-level administrators in developing plans to engage students with career preparation. She views this as a welcomed change from her former institution. Given the dual functioning of her current role, she is responsible for marketing for the entire career center and primarily advises students with performing arts majors. A majority of students are in-state residents who have transferred from the local community college in their junior year. She believes the CCI is a useful tool for undergraduate juniors and seniors preparing to transition into the workforce.

Katy was introduced to the Career Construction Interview (CCI), by her faculty advisor during the first year of her PhD program. Considering her interest in narrative work, the faculty member encouraged her to research it further. Katy reported feeling connected to the instrument

from the beginning. When asked about her initial reaction to the CCI, she said, "I loved it." After

being introduced to the interview, Katy read countless books, articles, watched videos, and

attended conference presentations. She mentioned reading Savickas' (1998) article, one that all

the participants in this study mentioned when asked about how they came to learn about the CCI.

After several years of reading and attending conference presentations, she settled on a

dissertation topic that explored undecided, undergraduate freshman students' reactions to the

CCI. Participants were recruited from a freshman seminar. The study was conducted at a large,

public research institution. During a conference the summer before she began collecting data, she

met Savickas personally after attending several of his sessions. Aside from her dissertation study,

Katy has conducted the CCI at least five times.

Katy describes herself as a person-centered counselor who incorporates solution-focused

counseling techniques when working with students as they navigate career decision-making. She

said, "I really do want to initially focus on the person, I want to learn their story. I want to get to

know them, build trust" She continued,

> Then the solution focused part is having them think about action items. Things that -- the
> sort of homework like what are you going to do next? How are you going to do it and
> helping them find solutions to their own problems that they won't have to come back and
> see me countless times. Although I would love for them to come back many times, but I
> really want them to have the answers pretty soon and they're going to be able to develop
> their own answers without me. So I found that with my own research of this in the past
> that those two work very well together.

Katy identifies as a solution-focused, person-centered counselor. Her rationale and

description of her style is supported by these approaches. Building trust and intentionally

focusing on the person first, as opposed to the situation, aligns with the person-centered theory.

The desire to help clients develop actionable items to help resolve issues echoes a solution-

focused school of thought.

Katy acknowledged the importance of developing intimate relationships with students, but her preferences also suggest an awareness of the functionality of her environment. Non-profit and large academic institutions often require client concerns to be addressed within a specified amount of time. Her approach attempts to negotiate student priorities and those of the institution.

Rebecca

Rebecca is a published scholar on career adaptability and the CCI. She is a Licensed Professional Counselor who currently works as a lecturer at a mid-size university in the southeast, United States. She also works in private practice full-time at a faith-based counseling practice. Rebecca earned her PhD in Counselor Education over 12 years ago. She has spent the last 10 years studying the CCI, narrative, and constructivist-based counseling. As a lecturer, she teaches Master's-level courses in the Counselor Education program; lifespan, family dynamics, and career theory and practice. She also facilitates a career planning group for undergraduate student athletes. She conducts a live demonstration of the CCI each semester during the career theories course and integrates aspects of the CCI into her group facilitation. Her dissertation explored meaningful aspects of the CCI. When asked what she hoped to see emerge from this study she said,

> Hearing how it's implemented by different people. Because of the fluid nature. Because it's ever evolving and changing how different people implement it and how they actually use it.

Rebecca's current research agenda focuses on career adaptability and work trauma. She was first introduced to the CCI by her major professor during her doctoral program. After completing her dissertation, Rebecca continued to research and publish on the CCI. She considered this her admission ticket into the "inner circle," or the group of CCI trailblazers

articulating the direction of CCI research. This affiliation increased her access to and knowledge of the constantly evolving career construction theory and the CCI.

In addition to becoming a member of the inner circle, she mentioned other ways she came to learn the CCI. Through conference presentations, reading the literature, and also challenging or writing the literature, she has learned more about the theory and its practice. She primarily uses the CCI in private practice, but always teaches it in her Master's level course. When asked about her initial reaction to the CCI she said, "It profoundly changed the way I counsel. It was the first time I did not feel pressured to be the expert."

Although work setting or environmental climate is important to understanding the participant experience, due to the potentially revealing nature, Rebecca's will not be disclosed. Given her caliber and the specific nature of her work, revealing any additional details would compromise the level of anonymity created by this study. In short, Rebecca described her academic environment as "unsupportive." Many of her colleagues do not view her work with career counseling to be as significant as "real" counseling. However, she said, "my students love me and always tell me how much they appreciate my work and that's what keeps me coming back."

Given the fluid and occasionally unguided direction of this interview, Rebecca was not explicitly asked about her theoretical orientation. However, statements from her interview and observations would suggest she operates from a constructivist paradigm. During the interview she said, "But at the end of the day we do have control to do some career construction from that standpoint that we can create what matters to us…what's your story? Who do you want to be in the world?"

Rebecca's perspectives emerge from the experiences of a seasoned counselor with extensive knowledge of the CCI. Despite ridicule from colleagues regarding the significance of career counseling, she continues to establish herself as a leader within the career counseling profession. She also actively integrates her CCI practice in the classroom, group and individual counseling sessions. Rebecca offered a perspective particularly unique to other participants in this study.

Oscar

Oscar is a Career Development Facilitator II at a large public institution in the Midwest, United States. The Facilitator II classification distinguishes him as the only career facilitator in his office who supervises Master's-level students. Students with career concerns intensified by particular mental health conditions such as depression or anxiety are directly referred him as well. Oscar earned his Master's degree in Counseling and is currently in the first year of his PhD program in Counselor Education. Before completing his master's program, Oscar worked as an academic advisor at his current institution. Oscar has worked as a career counselor for the last five years. He is a Licensed Professional Counselor and holds certifications in the Strong Interest Inventory and Myers Briggs Type Indicator. He also holds the credential of a Global Career Development Facilitator (GCDF). The GCDF is an international designation awarded by the Center for Credentialing and Education. GCDF holders are specifically trained to help individuals navigate career concerns. All career facilitators in his office are required to obtain the GCDF credential within their first year of employment.

Oscar described his office environment as "structured and highly collaborative." Staff members hold advanced degrees in counseling, business, and human services. Career Facilitators and Advisors are assigned students based area of expertise. Students expressing an interest in

management or finance are referred to the advisor with the Masters of Business Administration. Students expressing an interest in the communications or marketing are referred to a career facilitator with a background public relations.

Professional development is encouraged at every level, from student workers to full-time staff. Every staff employee is required to complete all the assessments offered by the center. It is believed this helps staff communicate or identify the value of a particular assessment to students. The office also engages in monthly interdepartmental trainings where a staff member introduces a new intervention or resource to the group. Staff meetings also incorporate a counseling supervision model where advisors and facilitators discuss student concerns and collaborate to best assist that individual.

Oscar was first introduced to the Career Construction Interview by an office colleague. After returning from a conference, she offered materials about the CCI because of his interest in narrative theory and techniques. Oscar said, he conducted the CCI on himself and "fell in love with it." He read books, articles, watched videos, and attended conferences. However, he believes his experience training his colleagues on the CCI is what helped further refine his skill-set. Oscar conducted interoffice trainings for full-time staff and also trained Master's level interns whom he supervises. When teaching courses or guest lecturing, he incorporates the CCI into his presentations. He hopes to study the CCI for his dissertation.

When asked, Oscar identified as a narrative constructivist.

> Yeah. So, I love constructivism because it's such a unique way to get within the client's worldview. So it's the client telling the story. They're constructing their own reality, they're constructing their beliefs. From that too you get to hear not only their story, but you get that social aspect too. So the beliefs, the truths, and sometimes the caustic truths. So who's telling you you (sic) have to graduate in four years? Where's that information coming from? Where's that information saying you're not going to be successful in school?

Oscar enjoys hearing the story and understanding how the client has come to understand the world. His personal affinity toward stories and constructivism may explain the consistent integration of the CCI in his various function and roles.

Each participant offers a unique background from which to understand their opinions of and experiences with the Career Construction Interview. Shared characteristics are also notable. Two counselors identified as person-centered and the other two fall within the constructivist paradigm. Both theoretical approaches prioritize client stories and context. Remaining mindful of these characteristics will offer a more in-depth understanding of how these career counselors experience the Career Construction Interview.

Participant Experiences: Within-Case Analysis

Case study analysis is designed to understand the issues, behaviors, and contexts of the particular cases (Stake, 1995). This within-case analysis was designed to help the researcher understand the "local conditions" or environmental elements informing the case, creating more informed abstractions and understandings (Merriam, 1998, p. 195).

In this section, the unique experiences of each of the four cases are presented. Cases have been assigned the following titles to illustrate the essence of the findings: Lori Lynn – The Skeptic, Katy – The Informant, Rebecca – The Instructor Deconstructing the CCI, and Oscar – The Scholar. In addition to interview themes, a summary of the environment observation and document analysis of each case is included. An outline of this section is provided to guide the reader.

Case 1: Lori Lynn - The Skeptic

Lori Lynn, the career center director at a small liberal arts college. The major themes from this interview were, Mind Reading and Horoscopes, Weary of Awe Struck Counselors, and

Counselor Competency. A substantial amount of her interview focused on the precarious nature and implications of the CCI. Counselor competency was also mentioned by other participants. Due to the overlap of her individual experience with similar experiences and opinions of other participants, this analysis will not include all three themes. Instead, this section will focus on mind reading and awe struck counselors. Responses addressing counselor competency will be included in the cross-case analysis comparison to better illustrate how that idea is experienced by all participants in this study. Responses from the counselor competency theme will appear in the Counselor vs Non-Counselor Debate section of the cross-case analysis.

Interview themes. The following sections explore Lori Lynn's experiences with and perceptions of the CCI.

Mind reading and horoscopes. After discussing Lori Lynn's current role as a career advisor and ongoing research projects with notable CCI scholars, the conversation transitioned into an exploration of her opinions of and experiences with the CCI. She also shared criticisms held by her colleagues. Although she expressed an appreciation for the tool initially, responses later in the interview suggested a level of reservation. Last summer, she watched a live demonstration of the CCI at a national conference, facilitated by a highly recognized scholar practicing career construction. When asked about that experience, she said,

> Um (sounds unimpressed) I thought -- the first part I thought was ok. And I've seen Mark Savickas demonstrate too which is always cool. Ummm, you know I'm -- just to be really honest with you I think um (pause to find words) I love it, don't get me wrong, but I also (sigh) I think it has -- there's a potential for some people who may not have the proper training and background to make assumptions about the client based on what they're saying. Like I can't really find the right word to describe this but I think that it has the potential to be perceived as mind reading. Taking random information and magically creating a story out of it. It's the unknown part of it you know? Like how'd he do that?

The hesitation in her voice and pauses as she searched for words suggested a conflicting emotion. While she appreciated the tool, she was skeptical about how it was presented. Lori Lynn shared criticisms held by her colleagues to expound upon her thought.

> Like I'll just tell you. For instance, I've had a bunch of discussions with our faculty in psychology about assessments and when it comes to the StrengthsFinder, even though that's rooted in positive psychology, there's all types of data that supports the Clifton and Gallop organization and there's a ton of research to support it and the MBTI. Many psychologists feel like it's [the CCI] like basically mind reading. It's like horoscopes. It's basically put together in a way that is marketable to people but has no predictive validity to it.

The previous section acknowledges StrengthsFinder and MBTI as career assessments perceived to be grounded in psychology and supported by research. It appears as if the argument implies the CCI intervention is less credible than the StrengthsFinder and MBTI because of the faculty members' belief it is not grounded in psychology or supported by research. The degree of accuracy of that belief is also debatable. The CCI is grounded in individual psychology, vocational psychology, and constructivist thought. Although the majority of research conducted is qualitative in nature, it appears the methodology used to study it diminishes its credibility. The analogy of horoscopes and the CCI suggest the interview is considered a predictive tool to help foretell future happenings. Literature does not describe the CCI as a predictive tool, but more so one of insight and reflection (Savickas, 2016). Lori Lynn's statement, "It's the unknown part of it. Like how'd he do that," suggest a missing piece in the logic that helps observers understand the process of meaning-making during the intervention.

Weary of awe struck counselors. Weary of awe struck counselors refers to Lori Lynn's reservations about counselors who perceive the CCI and the expert facilitator as a mystical demonstration of career decision-making wonderment. She spoke specifically about how the presenter of a live demonstration was introduced by another counselor.

> There was a woman that got up and was like introducing the guy who started doing the interview [CCI live demonstration] and she was super positive and professional, but there was something about the way she was talking that made it seem like there was this magic wand that we were waving over students. It just felt a little bit too much.

She continued by saying,

> Like ok, let's just remember it's one technique to use with people to gain insight. I think people get so excited because it's so different, it's got this following now that people are like, "Oh my gosh, it's so wonderful, it's so wonderful," and we're all looking and excited and it's a packed house and we're like, "Have you seen him [could be referring to Mark Savickas or Kevin Glavin] demonstrate, have you seen him demonstrate!?" And I just want to be careful that we're not getting so excited that it's like a magic wand of a miracle that is going to now transform this person and now they're making the perfect, amazing career choice and they're satisfied and everything's great.

The novelty of the assessment draws attention, buy buy-in might be misinformed. She repeated the same sentiment later, specifically cautioning counselors.

> I feel like we have to be careful that there's so much more information to gather and to know about people that just a couple of answers to one interview is not going to solve. It's not going to be like the ultimate answer. Like I think we have to remember that it's good for it being insightful and gets a person ready for looking inside, but it's not a one and done. Solved. Like, all of a sudden we've waved this magic wand and it's amazing. It's like this miracle. I just want to be careful.

In the previous statement, Lori Lynn emphasized the importance of counselors being cautious in how they use the CCI and their expectations for the tool. Not assuming that the tool can be used to address every career related issue. Specifically, she pointed out the limitations of such an assumption. She suggested more information remains unknown after the CCI has been facilitated. This sentiment is carried throughout the remainder of her interview.

This section presented Lori Lynn's experiences of how the CCI is portrayed at professional conferences, her reactions to counselor perceptions of the CCI, and views held by her colleagues. Lori Lynn stated her appreciation for the tool numerous times throughout the interview, however she also expressed significant concern for the perceived scope of its use.

Environment observation. Having gained understanding of Lori Lynn's reactions to the CCI, we now explore the environment in which she functions. Environment observations are shared to provide context (Creswell, 2009). Observations also provide an opportunity to confirm, support, or contradict information shared in the interview. The observation provided me with insight regarding the physical space and climate of her institution and office. Information about her position and workload were confirmed in the observation. However, specific findings about the CCI, were not revealed by the observation experience. Despite the lack of information gathered specifically addressing her use or opinion of the CCI, a brief summary of the observation is included to give the reader a context to envision when considering the research findings. Segments of narrative field tales, or descriptive versions of my observation notes are included below. Commentary and points of clarification are included below each narrative tale.

> Crisp, chilled day warmed by the brightness and heat from the sun. Driving 58 miles per hour on a 45 mile per hour road, I almost missed the right turn onto the tree-lined street. The hidden driveway led to a small, liberal arts college adorned with red brick buildings, white columns and finely manicured lawns the color of emeralds. Once on the campus, signage was limited with no indication of which direction to find the career services building. Finally, I spotted a short, stocky built man with olive skin complementing the navy blue jumper and coordinating ball cap sitting on a rider mower. He was a groundskeeper. Pulled up alongside him and asked, "Can you tell me where I can find career services?" "Sure, they just moved," he replied. "Straight down this road, you'll see the GROW [name changed to protect anonymity of the participant] building on your left. Can't miss it." I thanked him and drove away. Arriving at the end of a cul de sac, I saw an unlabeled building on my left with four girls who appeared to be students standing in front. I asked if they knew where I could find career services. Two shrugged their shoulders and looked away. Another looked at her friend with a face of curiosity and slight concern. The fourth replied, "I have no idea." The girls were standing in front of the newly renovated student center. Career services was on the second floor, across from the dining hall.

Admittedly shocked by the response from girls who appeared to be at least in their sophomore year, I also understood the confusion. Having researched the career center prior to the visit, I knew the career center had been consolidated with three other offices. The GROW was

four offices under one umbrella. Although the website argues for the enhanced use and visibility

of these offices due to the new structure, it may have adverse effects. The acronym does not

indicate which offices are within GROW thereby limiting visibility for students who are

unfamiliar with the GROW concept. This new collaboration also explains the lack of directional

signs on campus. On my way to the parking area, I began recording my "initial reaction" arrival

video on my cellphone to record my experiences. I continued recording until I entered the main

doors of the student center.

> The career office was nestled three office suites deep from the hallway entrance. From
> the hallway, only the sign for the first GROW office was visible. Neither career services
> nor the other three offices were listed. I entered the newly constructed, modernly
> designed space filled with natural light, windows, and a tall titanium registration desk. I
> approached the young woman at the desk to ask if I was in the correct location. She
> replied, "Career services? Oh yeah, it's down the hall." She pointed and appeared to turn
> back to her computer when I asked, "can you show me where? I've never been here
> before." She looked up with what appeared to be slight frustration and pointed and gave
> verbal directions standing behind the desk. I was instructed to go down the hallway, pass
> the first GROW suite, through the double doors to the next grow suite, walk through the
> lab area and through the next set of doors down a narrow, short hallway that curved to the
> right. Straight ahead I would find the office of the career center director. I attempted to
> temper my irritation to make sure I was actively observing and not actively judging.

After the journey to Lori Lynn's office, I knocked on her door, but she was meeting with a

student. I returned to the lab area to wait and continue my observation.

> I took a seat in what appeared to be an all-purpose area. An African American female,
> dressed in a white hoodie, blue jeans and a ponytail was sitting at one of the computers.
> The large rectangular space seemed to be divided into three sections. The left appeared to
> be the career services area. Windows on the left wall looking into the hallway of the
> student center. Three short black round coffee tables with four mint green colored arm
> chairs facing the career services hallway. A swiveling kiosk with career services
> handouts positioned on the wall facing the seating area. A poster mounted on the wall
> with the words "Your time is now." The middle section of the room had a back wall with
> three computers. Opposite wall with a built-in bookshelf of resources on career
> management, major selection, scholarships, business, political policy, service learning,
> and foreign language tutorials filled the space. The right side of the room had five rows
> long rectangular tables, a television monitor mounted on the left wall. The right wall had
> been converted into a large whiteboard.

After waiting about ten minutes, Lori Lynn invited me into her office.

> The 54 minute conversation was held in her quaint and eclectically decorated office, gray and yellow the dominant colors. She sat behind a large L-shaped wooden desk. I sat in a paisley upholstered chair facing her with my back towards the door. A canvas stretched rainbow colored poster hung on the wall to the left. It read, "SAFE ZONE, I am an Ally."

The safe zone poster referred to Lori Lynn's support of the Lesbian, Gay, Bisexual, and Transgender (LGBT) movement. Posting the sign is an expression of her support of LGBT students.

During the interview, we discussed a number of topics, many of which are similar to other participant stories. The aspects of this interview that were particularly unique were not the stories shared, but the cautionary tone she maintained when describing her opinions of and experiences with the Career Construction Interview (CCI).

After the interview, I returned to the lab area to begin my formal observation, guided by my observation protocol. Walking back into the rectangular shaped space, I see a tall, thin, brunette with pale skin wearing sandals and workout clothes sitting at a table, texting and talking intermittently to the two young men at the table beside her. A brown skinned stocky male with a beard and trendy, yet sophisticated suit that appeared to be from his local trendy professional clothing store.

The students in the lab area were members of student organizations. Three students were there to work on advertising posters for an upcoming event. A group of 8 student tutors met to discuss schedules and new assignments. Two students walked in to use the computers toward the end of my observation. Given my posture and appearance to be texting the entire time, students did not engage with me.

The environment observation exposed me to the campus and a brief introduction to the contextual environment where Lori Lynn practices. The recent renovation and transition of the

career office has potentially resulted in reduced visibility. However without knowledge of prior visibility, I am unable to make such a claim. The common space occupied by the GROW offices appears to be used by some students. The limited time on campus does not provide enough evidence to determine if the students in the center are a typical representation of student awareness or if the girls standing outside the center are an accurate representation of how informed students are about the location and function of the career services office.

Document analysis. The document analysis was conducted to gain more contextual understanding of the environment in which Lori Lynn practices. During the environment observation, 30 documents were retrieved from Lori Lynn's office. To begin analysis, documents were numbered and the location of retrieval was notated on the bottom of the document. Documents were labeled by number and the first initial of the participant's pseudonym. For example, Lori Lynn's first document was labeled D1L. Katy's first document was labeled D1K. Each document was reviewed and answers to the analysis questions from Bowen (2009) were recorded in the Document Analysis spreadsheet. The labeling, organization, and analysis process was conducted for all four cases.

A total of 12 documents were retrieved for Lori Lynn's office. The center's website was also reviewed. Documents provided insight into the messages shared from the career center to university students. The documents varied in style, color, and quality. Overall, the documents appeared to be produced within the office. Basic white printer paper with black and white font. Many of the documents did not have the university logo, career center logo, or career center contact information. However, phrases such as "contact us," suggested that students should reach out to the career center for additional information.

Each document addressed one of three topic areas: professional correspondence development, career planning, or networking. D7L, an untitled packet of four sheets of paper included resume samples for each academic standing, freshman through senior. D2L appeared to be a PowerPoint presentation providing instructions of how to create a resume. A cover letter checklist, D8L, was also available at the resource kiosk. Seven documents addressed career planning: job search checklist, internship inquiry checklist, and graduate school information sheet. The remaining documents were four action plans designed according to academic standing. They were designed to help student begin to think about next steps. The four documents were titled, "Freshman Career Development Plan - Who Am I?, "Sophomore Career Development Plan - What are my gifts?" "Junior Year Career Development Plan - What is my place in the world? - Preparation" "Senior Year Career Development Plan - What is my place in the world? - Action." In addition to the active language or checklist approach of many of the documents, the four career development plans used language similar to the career construction theory and other constructivist approaches. For example, as opposed to asking, "What do you want to be when you grow up?" The documents ask "who am I?" "What is my place in the world?" The active language and ownership suggest that the student can use the action plans to help them live out what they have come to understand about themselves as an individual and how that can be translated into work.

Case 2: Katy - The Informant

The majority of Katy's CCI perceptions of the CCI come from her dissertation study. Given the unique nature of her experience in comparison to the other cases, much of the information gathered provided information regarding her understanding of how some undergraduate college students responded to the Career Construction Interview. We also spoke

about challenges establishing the CCI as a standard tool for use in university career centers.

Katy's interview informed two major areas for consideration or themes: Student Disappointment

and Excitement with Process and Outcomes and Potential Barriers to CCI Use in University

Career Centers.

Interview themes. The following sections explore Katy's experiences with and

perceptions of the CCI.

Student disappointment and excitement with process and outcomes.

> One thing that they were okay with, but also kind of disappointed with was that they really did want to choose a major and not one of my students chose a major based on this assessment...for people who do want the list, initially they're disappointed.

According to Katy, many of the participants, who were undecided majors were hoping to walk

away from the CCI with a major selected. In other experiences outside of her dissertation study,

Katy reported that clients expected to walk away from the CCI with a list of occupational

suggestions. That was not the case. However, despite the disappointment, students also reported

on value.

> The students that I interviewed in my study [Katy's dissertation] found it very, just personal to them and relatable and authentic to them. Versus just being told you know, you're extroverted and sensing and things like that.

Later, she spoke about the meaningfulness of it.

> For my [dissertation] results, I found some major themes around that it basically was more meaningful for them to take the CCI then it was the Strong and the Myers Briggs. Partially because it did enhance the uniqueness of who they are, it was unpredictable.

In Katy's experience, students enjoyed the customization of the findings that evolved. She also

shared what the student's considered to be a strength of the assessment. The idea that due to the

seemingly random nature of the questions, it was more difficult to manipulate the findings like it

would be with a MBTI or similar assessment that gives readers an indication of what certain

responses could yield. For example, after reading some of the questions on the Myers Briggs, it

might become obvious which characteristics the question was measuring. With the CCI,

participants are often clueless of the question's intention. Katy mentioned this.

> They talked a lot about how with the Strong or the Myers Briggs that as you're going through, it would be very easy to fudge the answers, versus this, where they never knew what my question was really for. Like during the CCI I would ask them about, tell me about a time you were you know eight. Tell me about the first memory you had and so they didn't initially connect the dots so, they talked about how it would be harder to lie. It would be harder to mess up your results because whoever's taking the CCI doesn't know what the questions are meant for 'til we get to the life script part. And so they really liked that, that there was an element of surprise.

Ironically, while students appreciated the element of surprise, she believed they also disliked not

having the opportunity to prepare their answers in advance.

> They did not like that there was partially the element of surprise. They felt like they needed more time to prepare for their answers. They still struggled with the idea that there's not a right answer and so they went back and forth from "we love the surprise, but I wish I had time to prepare sort of an answer script" which we talked about and how that would defeat the purpose of the assessment in general. Overall, they really liked the one on one with the counselor. They felt the computer was just every impersonal and um, yeah. They really liked the one on one, telling the stories, sharing their personal experiences.

When talking about scripted answers, Katy said, "That would defeat the purpose of the

assessment in general." This statement is supported by the literature (Savickas, 2015c). One of

the foundational concepts of the CCI is that an individual will share the story they need to hear at

that exact time to navigate the expressed concern. The authenticity and lack of censorship

facilitates that process. To prepare in advance threatens the validity of the CCI.

> Katy shared her experiences facilitating the CCI to college students and their reactions to

the intervention. She also shared her preference of the CCI over other assessments.

> Yeah, in general I think -- and I say this boldly, I think it's a better assessment and my results found that it was a better assessment than the other quantitative assessments like the Myers Briggs and the Strong, because it was so personal to the individual versus results that come out and you're talking about the similarities between you and hundreds

of other people. The students that I interviewed in my study found it very, just personal to
them and relatable and authentic to them. Versus just being told you know, you're
extroverted and sensing and things like that.

This section reports on Katy's experiences with student reactions to the CCI in her dissertation

study. Responses report conflicted reactions. Despite not selecting a major as a direct result of

the intervention, students gained personal insight into motivations and values.

Potential barriers to CCI use in university career centers. Throughout the interview,

Katy offered suggestions of how the CCI could be made more practical, thereby enhancing

practice in a university setting. She addressed several concerns and often provided suggestions of

how to overcome those challenges to implementation. When asked about challenges that prevent

the use of the CCI from being as widely used as other career interventions Katy responded,

I would say they're a lot of challenges, but the more people who take initiative on doing
this assessment, I think it will grow in popularity and hopefully, eventually it will become
more of a standardized qualitative type assessment that is used across the country in
career centers.

She continued by saying,

I just think in offices across the country in general, people don't know about it and so it's
this foreign tool that a lot of directors because -- some directors do have a counseling
background, but a lot of them don't. They have other types of you know leadership and
higher ed. and they have other types of programs they've come from and so, a lot of
directors don't know about this resource. They know about the quantitative ones, just
because they've been around for so long. But I think when you bring in this slightly
fluffier type of assessment that is a little bit more abstract, I think a lot of directors have a
hard time seeing the value of how students might buy into it and so I found that at my last
site it was really hard to get the buy-in from leadership to say, sure let's advertise this on
our website.

Katy acknowledged that potential challenges exist, limiting the use of the CCI in university

career centers. Lack of exposure and administrative support are two barriers. Given the diversity

of professional backgrounds of career services personnel, many career center directors may not

have a degree in counseling which would limit the likelihood of exposure to the Career

Construction Interview. However, once exposed, some may still fail to find the value in an

approach that does not produce the same types of results as the objective assessments they may

be accustomed to using or seeing in a career center. Despite her endorsement and use of the CCI,

advertising its use on the center website was not approved.

In addition to administrative support, another potential barrier is time. When asked about

criticisms she held or has heard she said,

> I would say a big argument people use is "it takes so long," but I don't see that being the
> case. In my opinion, it takes, it's equal time to do it versus the Strong, personally. It takes
> the students to take a quantitative assessment probably thirty minutes to an hour. Then
> they come in for an hour interpretation. To me, that's not much longer than an hour CCI
> with the student and maybe a follow-up appointment to discuss results.

She offered a suggestion to address the time concern.

> I've also conducted this in group settings and so I've found that to be very efficient use of
> time for those schools that may not have a lot of career counselors in their office. They
> can just do it in group settings and still be able to meet with, if someone wanted to be one
> on one they could. But yeah.

Two practice oriented criticisms were presented. 1. Lack of support from administration and 2.

The issue of time. However, she offered group sessions as an alternative to maximize efforts.

Katy also addressed issues of visibility and credibility.

> I know there are some trainings that are done from time to time on this, but I think if it
> could become more of a formalized type of training where people who do this very well,
> could do it more and you could even be certified in the CCI, I think all of a sudden it
> would become more widespread in career centers across the country. I think there's
> something about certification that helps that authenticity of why.

Katy believed a certification and widespread training could help to further validate and establish

the instrument in the field.

Katy's interview provided information unique to her experiences. She contributed her

experiences with the insights and reactions of college students and colleagues, as well as her

own. Katy shared her reactions to the disappointments and excitement students experience with

the CCI. She also addressed potential barriers for implementation such as time, administrative

support, clarity, and credibility.

      Environment observation. Segments of narrative field tales, or descriptive versions of

my observation notes are included below. Commentary and points of clarification are included

below each narrative tale.

> I felt a raindrop fall on my forehead, directly above my right eyebrow. Then another. The crisp spring morning adorned by blinding sunlight was turning into a sun shower on a researcher with no umbrella. No time to record my initial reaction video, I run down the parking deck steps and into a massive university quad surrounded by large red brick buildings, white columns, and finely manicured grass. Every building looks the same. Finally, another pedestrian trying desperately to escape the irritating raindrops, I ask, "Do you know where I can find career services?" "Sure!" She replies. "I'm actually going there right now." Following the brown-skinned, female wearing rain boots, I finally arrived at the career center. Strategically located in view of the dining hall, sandwiched between financial aid, the registrar's office, and academic advising.

I checked in at the front desk and was greeted by an older woman who was seemingly perplexed

by my visit. Nearly five minutes after introducing myself, she understood that I was not a student

and why I did not have student identification card to show her, but did have an appointment with

a career advisor.

      Katy finally came out to greet me and gave me the grand tour of the facility. The main

area was divided into four quadrants; reception area on the bottom left, closest to the door.

Seating on the bottom right, closest to the window. Career advisor offices on the top right and

peer career advisor section on the top right. Peer career advisors are student workers trained by

the career staff to assist with resume revisions, cover letters, and occasionally, mock interviews.

Exiting the main door crossing over into another hallway, the center housed 5 interview rooms

for employer visits, two large conference rooms and a presentation lab. After the tour, I spent the

remainder of the time collecting documents and observing interactions between center staff and

students.

Document analysis. During the environment observation, 30 documents were retrieved from Katy's site. To begin analysis, documents were numbered and location of retrieval was notated on the bottom of the document. Each document was reviewed and answers to the analysis questions were recorded in the Document Analysis spreadsheet. The career center website was also reviewed.

The career center used documents to communicate several messages that aligned with the center's primary message "Career Success Story: Write Your Next Chapter." Those words appear throughout the center. The verb "write" suggests that students will take the action to create the narrative for the next phase of life. The idea of student direction and action is communicated throughout the documents collected. Of the 30 documents, each provided information about one of the following categories: major selection and job outlook, internships and coop opportunities, graduate school, professional development and branding (professional dress, social media, and elevator pitch), resume and cover letter creation, interviewing, networking, and salary negotiation. The majority of the documents used active language to suggest the student would take steps to create their own story. However, the documents also suggested that the career center would assist with student efforts. Questions were used as document titles and most documents contained strategies or guided activities to help students navigate new situations. Consider the language of the following documents. Document 1 (D1K): "What can I do with a major in…" D22K: "How to handle questions about salary during an interview" D28K: "Developing your 30-second pitch" was a worksheet with prompts on what to include in each section of the 30-second introduction.

Many of the documents also provided a rationale for the significance of certain tasks. D15K: "Networking" handout listed Purpose, Why Network, Goals of Networking, and Find

Your Next Opportunity to Network. Given the extensive amount of information provided to students in print, the word choice acts as the voice of the career advisor countering the hesitation or curiosity of students reading this information. Consider the student who walks pass the networking flyer. If the flyer only stated, "Learn to network" or advertised an upcoming event, a student unfamiliar with the idea of networking or its value may disregard the opportunity. The presentation of messages by the career center helps to inform the uninformed student. The messages advertise the event, promote the skill, but also explain the value of that skill.

The website contained five major tabs, with over 55 links to embedded pages. Videos are used throughout the site to highlight student success stories, information about skill development, promote career center mission, and introductory videos from over half of the 24 center staff members. There is also a link in the upper right hand corner to the Office of Academic Advising. As opposed to being a division of student affairs, as career services is at many institutions, it is a division of academic affairs at this institution.

Case 3: Rebecca - The Instructor Deconstructing the CCI

The majority of the interview with Case 3 was devoted to deconstructing the Career Construction Interview. Although our meeting began with an interview protocol similar to the previous interviews, this conversation was an organic journey through the CCI; exploring the ideas of the Career Construction Interview by addressing counselor tendencies, providing question rationale, and teaching concepts through live demonstration. She also shared her experience of becoming a member of the CCI 'inner circle' and the implications of that affiliation. The following sections explore Rebecca's deconstruction of the CCI and admission into the inner circle.

Interview themes. The following sections explore Rebecca's experiences with and perceptions of the CCI.

Reprimanding a counselor tendency. This theme addresses the tendency of counselors to project or interpret a client's responses with their own experience. Rebecca called it, "bringing in your own stuff." Consider this excerpt,

> It's so fascinating to me to listen to even experienced counselors talk about themselves - and this happens a lot more than it should. Like they're listening to someone's story and they're automatically going, "This is how I would feel" and they're like, "that must have been very hard on you when you're dad did blah blah blah blah (sic)." Maybe not! Is that what the client said? Are you actively listening? Are you really working to hear what they're saying? Are you getting yourself out of the way as much as possible so that you hear their voice?

In the passage, Rebecca was reacting to a behavior exhibited by some counselors when offering comments after a live demonstration of the CCI. She recalled hearing the client describe his experience and the facilitating counselor imposing his own experiences. Rebecca's explanation of her reaction to this behavior is a critical evaluation of the counselor's performance. She continued by saying,

> But what gets people tripped up is when they get their own stuff in it. When they hear a story or they hear a book or they hear a TV show they're like "Oh, I remember that, I watched that. This is what I liked about..." Or their own issues get triggered. That countertransference piece.

In the literature, Savickas (2015c) cautions against this tendency to insert your own meaning onto the client. If the client says, "I love Winnie the Pooh" and the counselor loves Winnie the Pooh, it is highly unlikely that they love this character for exactly the same reasons. The facilitator's challenge is to understand the client's experience without projecting their own. Failure to do so would be countertransference. Rebecca provides perspective on the implications

of imposing assumptions on the client's story. The intention of the CCI is to let the client hear their own story (Barclay & Wolff, 2012). If the facilitator imposes meaning, they are potentially compromising the validity of the intervention.

Providing insight to question value and rationale. This theme refers to the intention behind the question or what it is designed to reveal. Several times, Rebecca offered her insight into the rationale or intention behind a question. This section includes three instances of providing question rationale. She mentioned the role model question, how she discovers the answer to one question in the response to another, and her belief about happy memory responses.

Role model question. The CCI includes 5 questions in addition to one introductory question. The introductory question asks, "How can I be useful to you as you construct your career?" The role model question is the first in the series of 5. It is designed to gain insight into the client's childhood role models and sense of self. The extended version of the question reads,

> Who did you admire when you were growing up? Who were your heroes/heroines? I am interested in learning about three people, other than your mother and father, who you admired when you were about three to six years They can be real people you knew or didn't know personally, make-believe people like superheroes and cartoon characters, or characters in books or the media (Savickas, 2015a).

During the interview, Rebecca talked about the significance of this question.

> What we found was role models alone just that question on what are your early role models and who do you want to be in the world, that one question was something that all the participants they remembered the most. That ah-ha moment of okay, this is your ideal self in the world and how you want to adapt. More than anything else. That's what people remember.

At the National Career Development Association (NCDA) conference 2016 Mark Savickas said, "If you can only ask one question, ask the role models question." The response gives the counselor insight into the person's ideal self and current struggles.

Answer to one question in another. Rebecca spoke about her experience finding answers to one question within the response to another. Specifically, she talked about the potential for responses from question two, *do you read any magazines or watch any television shows regularly? Which ones? - What do you like about these magazines or television shows*, to answer question one, *who did you admire when you were growing up? Tell me about her or him*.

> And I also find that when clients struggle with the early role models, I don't get too hung up on it, but I look at the TV shows. Which characters do you like? Who are you drawn toward? They end up telling you their ideal self through the main character. Typically, if they admire that person, if they admire that person -- and what is it that they admire about that person and how is that person overcoming something that's similar to what they are?

Rebecca's statement suggests that answers from one question can be used to gain insight into another question, despite the different intentions of each. The question about magazines and television shows is designed to understand the client's preferred work environment (Savickas, 2015a). It can help the client understand their preferred job function, office dynamic, or values desired in a workplace. The question about childhood role models is designed to get an idea of who the person is, who they are becoming, and who they want to become. Rebecca is suggesting that if the client identifies an individual who they admire in a television show they are currently watching, it provides information on their preferred work environment and their ideal self.

Happy memory responses. Each of the CCI questions asks the client to reflect on a previous memory or current experience. When talking about client responses, Rebecca offered this perspective to responses with particularly happy memories.

> And what trips people up is sometimes people tell happy memories and I have found just from experience that when they are telling a happy memory it's because they don't experience it right now, in their current life. They're remembering a time in which they felt that because right now it's so not.

In much of the literature and even cautionary tales of counselors within this study, there is an embedded assumption that certain questions will generally trigger unpleasant emotional responses. This is particularly true with question 5, early recollections. That question asks,

> What are your earliest recollections? I am interested in hearing three stories about things that happened to you when you were three to six years old.

After the client provides three memories, they are asked to attach a feeling to the memory, then give it a title, as if it were to appear as a newspaper headline. That question is considered the most intimate and emotionally jarring of all the CCI questions (Savickas, 2015). It could be argued that it may even be one of the most revealing questions.

Rebecca suggested that responses to this question are expected to elicit unhappy memories. The unhappy memory is an illustration of the current state of concern. For example, someone might say, "I remember my uncle taking my favorite guitar when I was at school and never brought it back." The facilitator may respond by saying, "what situation are you currently facing where you feel a person of authority has stolen something from you?" Rebecca made the claim that a happy story in this case may confuse the counselor. An example might be a client who says, "My sister surprised me with a piece of cheesecake on a random Tuesday. It made my day!" Rebecca would say that this client is not experiencing a sense of being randomly rewarded or appreciated. In fact, she feels unappreciated. The counselor would respond to this happy memory by saying, "In what ways are you currently feeling unappreciated?" The client is recalling a happy memory they are not currently experiencing. This finding was particularly interesting because it is not a concept explicitly mentioned in the current literature.

Teaching through live demonstration. There were a few instances during the interview when Rebecca asked me one of the CCI questions to explain a concept, specifically the role model question and the early recollection question. In a typical CCI session, the facilitator will

ask for three examples of each, role models and early recollections. During her impromptu live

demonstration with my information, she only asked for one. The inclusion of our exchange for

the role model question provides an example of the happy memory perspective and illustrates her

use of active listening to reflect my narrative back to me.

> **REBECCA:** If you tell me, who's your early role model, who's one of your role models?
> *INTERVIEWER:* One of my aunts.
> **REBECCA:** Okay. What did you admire about her?
> *INTERVIEWER:* She was the perfect blend of sugar and spice. She was strong and confident
> **REBECCA:** Um hm
> *INTERVIEWER:* She was easy to get along with, but no one really gave her a lot of trouble.
> **REBECCA:** Um hm
> *INTERVIEWER*: Um and she just seemed like she had herself together ALL the time
> **REBECCA:** Um hm. Okay. So based on that, I can say you probably feel just the opposite, often. That you don't feel like you have it together. That you want to have it together. You know that you're not sure. You might not feel strong at times.
> *INTERVIEWER:* um hm
> **REBECCA:** You might feel too too [sic] sweet or too spicy but you're looking for that balance. Just that I can deduce that just because that is who you want to be in the world. Just like her. That's who you want to be in the world. In reaction to what you typically feel. I mean the uncertainty drives you insane and she has, it appears all together. Do you see what I'm saying. That wasn't magic.
> *INTERVIEWER:* Yeah. You just listened. And reflected with additive information [pause] and used that happy memory logic.
> **REBECCA:** That wasn't magic. It was just listening. It was just listening.

In this section, Rebecca used my responses and information I shared previously to generate a

theme or understanding of my role model. While we waited to be seated at the restaurant, she

said, "So you're almost done! [with school] How are you?!" I replied, "just trying to figure out

what to do next." We did not explore that much further as she offered tangential stories about

former students who struggled to figure out their next steps after completing the doctoral

program. Although that space was used to normalize my expressed concern, she used that

information to weave into my role model narrative.

Admission into the "inner circle." Rebecca introduced the idea of a CCI 'inner circle' or individuals who are at the forefront of the research, granting them access to CCI developer, Mark Savickas, other notable scholars, and credibility in the field. We discussed how she gained access to the circle, eligibility criteria, and implications of membership into the inner circle.

> So I kept developing and kept writing and kept publishing on this topic and I just got to know [Mark] Savickas really well and his daughter and I'd become really close with the core group of people that are doing narrative constructive counseling internationally and nationally, both and got in the inner circle so to speak. Does that make sense?

Rebecca's previous statement was followed up with a question about access. How did she gain such access?

> I think that meeting Savickas -- we went out to dinner as a group and then my personality. I got to just taking the initiative you know, introducing what I was doing and you know the moment I started publishing -- you know you publish with somebody in the inner circle so to speak then that's kind of like -- And I found an area that I felt wasn't well defined - career adaptability and work traumas and I just globbed onto it. Then I got to know the other theorists through the conferences and getting to meet people and work with them and write with them and it's like all you need is a break, but once you have a break and you prove yourself they'll keep coming back.

Here, Rebecca spoke about the personal agency to make herself valuable to CCI research. By leveraging her work, she positioned herself to engage with Mark Savickas and other narrative theorists. What remains unknown is the level of difficulty to gain access; if membership is selective and what this means for the advancement of CCI research. During her response she mentioned the need to prove herself. The next question I asked was, how does one prove him or herself?

> Book chapters I've written, writing like research wise, publications… I just submitted right and then it was published so that was a break for me. To have a conceptual article published by a research journal that was like wow. Okay. But I thought it needed to be clarified. So I see a gap. I address it. And then you get known. And you just keep going. You can't stop. You have to keep going.

Rebecca's comment spoke about her ability to find a gap in the literature and use that niche to

break into the area of relevant research. What she considered a notable accomplishment of

getting published in a research-based journal seemingly enhanced her credibility. She then

implied a need to continue to perform at that level. During the member check, I asked about the

implications of her inner circle membership. Could there be value, expectations, or pressures

associated with being a member of the inner circle?

> It gives me access and -- it gives you a seat at the table. You can study something you're
> passionate about, something that speaks to you knowing that you are a part of its design
> because you are creating the research tied to it. That's you! I don't see pressure, I see
> opportunity.

In this section, segments from Rebecca's interview highlighted a number of topics to enhance

CCI practice. She addressed the counselor tendency to impose personal meaning onto the client's

story, a practice that could potentially compromise the integrity of the CCI. Question rationale as

well as a live demonstration to illustrate the concepts were presented. Rebecca's membership in

the CCI 'inner circle' was also presented.

Environment observation. The environment observation for Rebecca was unlike the

other cases in this study. First, Rebecca does not work in a university career center. She works as

lecturer and private practice counselor. Given the nature of her schedule, she suggested we meet

at a restaurant near the college where she teaches. The private practice was over 45 minutes

away. As opposed to conducting a typical environment observation, I explored various mediums

such as her Twitter account, Facebook page, private practice website and the website for the

institution where she teaches. We met at the college and she drove us to the restaurant. On the

car ride over, she shared information about the culture and political climate of her academic

department. Particularly, treatment from other faculty members, criticisms about the value of her

scholarship, and barriers to securing a full-time faculty position. Given her position in the field

and the possibility of compromising her identity, specific information about her environment will not be shared.

     Document analysis. The document analysis was integrated with the environment observation sources. Rebecca's Twitter account, Facebook page, private practice website, and the university website were analyzed to see what messages are being communicated from her or about her to the world. The private practice and university website authenticated her employment and practice. Her tweets and Facebook posts echoed messages shared during her interview. Thoughts shared during the end of the interview illustrated her personal belief in meaningful work and perhaps why she believes in the work of narrative constructivism.

> What do I want my legacy to be? How do I want to be remembered? How do I want to be remembered and what, from this point forward, like what can I -- how can I create meaning to myself right now? Victor Frankl said, you know the guy who was in the concentration camp, existential therapist, he said, if you -- he said despair is suffering without meaning. But if you suffer and there's meaning, if you find meaning in suffering, if you find that -- the fact that I'm going to tell this story one day to people, maybe, my life has meaning.

She continued by sharing her beliefs about work.

> I think every job matters. I'm grateful for the trash man every morning. Is that trash man cognizant of the fact that he's given me a gift of taking away my trash? Probably not. Do we all operate with this overwhelming awareness? When I go to McDonalds I can't tell you how grateful I am on the mornings that I stress out and I'm tired that they have made my breakfast. Do you think that worker's sitting there going, "I'm really glad I'm helping people alleviate their stress that day." Do they have that mindfulness? Probably not. But if people could see that they matter to others and what their job does matters, think about how much more joy or satisfaction they would have. If they could have a mindfulness and an awareness you know. Something as simple as, you know, working at Chick Fil A and that chicken sandwich. But I'm a mom who's at home with kids, stressed out. I've made every meal for the past five weeks and I'm so exhausted. This one moment you're giving me and not having to make this chicken sandwich, what a gift! But most people aren't that mindful. People just want to feel like they're doing something that matters to other people. Job satisfaction. Am I doing something that matters to me? Something meaningful that I consider, cause if I don't value it, why am I going to think that someone else values it? And does it matter to others? Dun dun dun [melodious tune]. I could talk and talk and talk and talk and talk.

Posts on Twitter and Facebook echoed these same beliefs. One Twitter post read

> And most importantly of all, find your passion. It is absolutely essential you find a way to obtain the same level of satisfaction from your work as you do from your free time. To live for the weekend is, after all, to waste away 71.43% of your life. Beau Taplin.

Case 4: Oscar - The Scholar

During Oscar's interview he presented a perspective of assessment, inquiry, and forward thinking. He shared his experiences with the CCI in relation to other career counseling interventions. He also shared how his use of the CCI has been enhanced by his consistent integration of new information into practice, through facilitation and teaching. Although Oscar has a preference towards the CCI, he was also able to identify its limitations and offer suggestions to increase credibility and use in the field. The following sections present Oscar's perspective on assessment, learning through teaching, new directions of the field and suggestions to enhance the credibility of the CCI through visibility and research.

Interview themes. The following sections explore Oscar's experiences with and perceptions of the CCI.

Assessing the assessments. When discussing assessments, Oscar began by talking about the most frequently used tools in his office and his opinions of each.

> Okay yea. So probably the most common ones that the office uses are the Myers Briggs and the Strong Interest Inventory. Everybody is trained and everybody is certified in the Myers Briggs and the Strong.

Although the instruments are widely used in his office, they are not his preference.

> Um I truthfully am not that big of a fan of either, especially with the Myers Briggs. Um, I don't think the career portion of the Myers Briggs is really beneficial to students because if you know the Myers Briggs, you can have one job and you can have 16 different approaches based on your personality type.

He continued by saying,

> And so a lot of the time, students will take these assessments thinking they're going to
> provide an answer, provide a major, a career, and it's at the teaching -- it's like no. You're
> going to get a lot of information about yourself some of it you can use, some of it may
> not be applicable.

The concerns students express about the objective assessment not answering certain questions

are similar to the concerns some practitioners and students have stated regarding the CCI. If

neither definitively results in major selection upon completion, then do either of them have value

in university career services? Later, he clarified his dislike for the MBTI. He said,

> Cause I think really that's why I don't like the assessments or like the Strong or Myers
> Briggs because I do all the talking and it's like you know we're going through and blah
> blah blah blah and a little bit of "what do you think about this? Ok, let's go on to the next
> section. What do you think" -- you know all that explanation where it puts me in the
> expert role and there's a HUGE power differential because you HAVE to come in for the
> interpretation because they're the formal versions and you can't just release them. That's
> why I push the CCI too because it's them taking the lead and kind of doing that so.

That response suggests an underlying preference or appreciation for assessments or tools that

create a balanced level of power and allows the student to become the expert in the room. This

idea was further repeated when he talked about his preference of using Holland's Self-Directed

Search.

> But then a tool that I kind of use and I think that I'm one of the few that really push that is
> Holland's Self Directed Search, the SDS. The reason why is because sometimes it can
> take a while to get an appointment and for students who are like I'm just kicking around
> ideas, I'm not too sure, I'll push them to take the $10 SDS and bring the results back in
> and then we can go over them, but then sometimes that's enough. They just need that one
> missing piece to kind of either reaffirm where they're going or push towards it. And for
> specialized issues the CCI. That is my favorite tool. And I know it's not for everyone.
> Ahh I love everything about it. I really do. It taps into my natural interest of stories and
> people. Because that's really what it is. Being enmeshed in a client's story, but listening
> for the story too.

Oscar shared his criticisms of the MBTI, also addressing the limitations of the CCI. Despite his

preference of the CCI, Oscar acknowledges that it does not address every career concern. At

times, students may not need the full extent of the CCI, but a targeted response provided by the

Self-Directed Search.

   Learning through teaching and practice. In the past four years, Oscar has enhanced his

practice of the CCI through teaching and practice. This section presents his experiences with

learning the CCI through various approaches. Consider the following exchange.

>   **OSCAR:** Every time I'd go [to a conference], I'd bring information back, I'd bring
>   information back
>   *INTERVIEWER:* What'd you do with that information when you brought it back?
>   **OSCAR:** Oh I gave it to everybody. I'm like try this, try this! Look at this, look at this!
>   And I'd bring the information back and then I'd implement it back into what I was doing
>   with clients. And so it almost felt like every time that I would go and connect with people
>   and bring that information back, it was like a little notch more in the right direction.

Oscar described his experience attending conferences, then bringing back information to share

with his colleagues and put into practice. Repeated exposure to the CCI and subsequently

connecting with others to discuss the topic, it appears that Oscar's confidence in his ability to

conduct the CCI increased. He said after attending each conference, "it was like a little notch

more in the right direction." He also discussed his experience giving presentations on the CCI.

>   **OSCAR:** And I presented on this [the CCI] a lot of times. And in presenting it kind of
>   helps, you know understand the material a little bit more too.
>   *INTERVIEWER:* And that helps to improve your craft? Whether you're actually
>   facilitating it or you're sharing it or teaching it to someone else…
>   **OSCAR:** Um hum
>   *INTERVIEWER:* ...that's what helps to build your competency in it
>   **OSCAR:** It really does, yeah. I'm a firm believer in practice. Practice, practice,
>   practice...But yeah, that whole practice thing - I mean, I'm gonna be teaching a class for
>   my advisor in the program on career assessments this week. And so I'm gonna talk a little
>   bit about the Myers Briggs, a little bit about the Strong, a little bit about SDS and THEN
>   I'm gonna do a live demonstration of the CCI. Taking the information I learned from the
>   last conference, reapplying it in a group setting and trying to help iron some more
>   wrinkles, yeah.

Oscar mentioned the idea of practice, suggesting that practicing the CCI enhances the

facilitator's competency. This idea is supported in the literature (Savickas, 2015c).

New direction of the field. This section presents Oscar's concern with the possibility of the National Career Development Association separating from the American Counseling Association. The implications of the separation are discussed below.

> I think it's a big fear like NCDA [National Career Development Association, a division of ACA] talking so much about separating from ACA [American Counseling Association] and I just think that's gonna further drive the wedge between career counselors and mental health counselors. And even CACREP [Council for Accreditation of Counseling and Related Educational Programs] is looking at kicking out a career course and doing...and doing more like psychological intervention.

Oscar introduced his concern regarding potential policy changes to the field of career development. His statement also addressed the cultural climate of the field. It is not uncommon to hear career counseling is not counseling or mental health counseling is different than career counseling. This ill-informed idea has a tendency to permeate and position the field of career counseling as being less valuable or more trivial than mental health counseling. He mentioned popular knowledge of NCDA attempting to separate from ACA for a presumed conflict of priorities. CACREP is the accreditation board for counseling related programs. CACREP accredited programs generally require 60 credits. Non CACREP programs require 45 credits. The additional number of credit hours suggest a higher rigor and more prepared practitioner as a result. CACREP established the required program of study for Master's and doctoral level programs. Currently, only one career counseling class exist within the required curriculum. A decision to remove the only career counseling class from rigorous counselor education training is reflective of its perceived value by the accreditation board. Oscar is suggesting that the board would replace the career theory and practice course with one focused on psychological testing and assessment. The addition would be the second testing and assessment course in the curriculum. Oscar also stated,

Yeah. And that's one thing that, that Mark [Savickas] brought up. It's almost like not training counselors anymore, but training mini psychologists. And it's like no! And I don't know, I feel like this [CCI] is a way to bridge that gap and to like show counselors like you were saying, this is what it can be used for, this is what it's not, but show them this is where counseling is and you can't separate it and it is life design and I think -- I don't know, it could build a bridge between the two because I don't want NCDA to separate because UGH I don't know. It makes me -- I don't think we need division. I think we need unification. And it's yeah I think this could be a tool to help out with that.

In the last passage, Oscar explained how the CCI could be used to illustrate the work of career counseling and show the integrated nature of mental health, life, and career.

Enhancing perceived validity and visibility through research. When asked about his criticisms of the CCI Oscar shared criticisms held by colleagues, but he also offered suggestions of how those criticisms could be challenged or addressed. Consider the following passage,

Yeah she's [his mentor] like, "oh yeah - it takes too long. Not a whole lot of data on it," and I'm like you know -- but you know it's kind of one of those weird things where you know it works, but that's the big thing. How can we show people that it works? So what do people who take the quantitative mindset, what does it take for them to really see this and to understand that this is valid? Right? Cause the Strong, tons of data and information. Always publishing things. Same thing with the SDS. Myers Briggs you have it on both sides, people who applaud it and other people who say this is absolute crap (chuckles).

Oscar introduced the idea that some may believe the intervention takes too long and there is a limited amount of quantitative data supporting its validity. He questions how supporters of the CCI can prove its worth. He also mentions the use of the MBTI or the Strong Interest Inventory, despite it not being endorsed by everyone, but merely having more research suggests its usefulness. So it would appear that the critique is the CCI lacks the needed research to be considered credible. The question of validity is that it lacks perceived validity. Current literature suggests that the CCI addresses the intended concerns. Perhaps a misunderstanding of the intention would give the perception of being invalid.

Later, Oscar mentioned another criticism. Not one of his own, but sentiments of his

colleagues.

> Well how do you know if it works? And so that, you could always do the pre and post
> screening or something like that too, but um yeah. Then you have people who are like,
> "oh that's just guessing. You know you should use the actual Strong [Strong Interest
> Inventory]." But it's like, ugh to me it's more valid because it's from them and where the
> Strong, there's always that idea of you should, I should be answering like this. I should be
> answering like that.

Oscar later suggested ways to increase relevance and visibility.

> And maybe because it's just in the career realm. Maybe it needs to be pushed more to
> ACA. Pushed more into the other areas. Dr. X [a published CCI scholar, name
> undisclosed] will be presenting at ACA on early recollections. But it's kinda a way to
> start bringing this into that. So maybe actually blowing it up on a larger spotlight so more
> counselors can see it.

Oscar suggested expanding CCI exposure beyond the career counseling niche by integrating it

into general counseling practice, not just career counseling practice. Perhaps Dr. X's presentation

on early recollections will help mental health counselors see the integrated nature of childhood

memories, anxieties, frustrations, motivations, hopes and dreams on career planning, work

satisfaction, life satisfaction and mental health. Oscar shared how he does his part to increase

visibility of the CCI.

> And honestly, whenever I present at counseling conferences that's my tie in, that this is an
> actual career counseling technique. It's counseling based so counselors kind of buy into
> that because the stereotype is you don't do counseling in career.

By intentionally highlighting the integrated nature of this tool to mental health counseling, Oscar

attempts to help increase CCI credibility and visibility.

Environment observation. Brisk air on my face, sun in my eyes. Driving down a city

street being welcomed into the college area marked by an overpass with the name of the

institution in large bold lettering. Oscar sent me an email the night before letting me know where

to park. Arriving to the visitor parking lot, I am pleased to see how close the lot is to the career

center. Ample signage, with directional arrows leading the way. The career center is located

between financial aid and the registrar's office. Walking into the building, academic advising is

on my left, the elevator is on my right. Career services is located on the second floor beside the

Dean of Students office.

> Go inside. Girl at front desk says, so you're doing a study for your PhD? I replied, I'm just meeting with Oscar and looking around a bit.
> **FRONT DESK WORKER:** Oh, what are you studying?
> *ME:* Talking to him about the CCI.
> **FRONT DESK WORKER:** Oh the Career Construction Interview? I love it. What are you studying?
> *ME:* Oh wow, have you taken it before?
> **FRONT DESK WORKER:** Yes! It was great. They make us take all the assessments. It's cool.
> *ME:* What did you like about it?
> **FRONT DESK WORKER:** The questions were so random, but they told me a lot about myself.
> *ME:* Did it help you with a specific career issue?
> **FRONT DESK WORKER:** Not really. It was just really cool.
> *ME:* What did you learn about yourself?
> **FRONT DESK WORKER:** I don't know. I mean after talking with Oscar, I just realized how much I really enjoy helping people and talking things out and solving problems. So I'm just gonna go ahead and apply to grad school next year. I was worried about money and if I could do it, but I'm just gonna do it.
> *ME:* Wow. Well good luck.
> **FRONT DESK WORKER:** Thanks! You too.

The remainder of the observation was spent collecting documents and sitting in the career center

waiting area. No students visited the center during my observation. It was 9:30 am on a Monday

morning and walk-in hours did not begin until 11:00 am. The center's director went out to get

coffee from the on-campus Starbucks and said hello to me on her way out. She glanced in my

direction on her way back in and smiled.

Document analysis. A total of 33 documents were reviewed from this site. Documents

were collected, numbered, and sorted according to intention of production. The six categories

were career center advertisements, career center services and resources, employment

opportunities, graduate school preparation, mental health referrals and university resources. The career center website was also reviewed.

The majority of the documents retrieved from the career center were typical items often found in a career center. However, the inclusion of mental health and university resources was unexpected for a career center. The analysis process began with collection. One copy of each document in the career center was taken. Documents were then numbered and sorted into thematic categories based on messages. After being sorted, documents were reviewed using a list of pre-existing questions as suggested by Bowen (2009). Quality of document in regards to professional appearance, paper, design, and use of color were noted. Word choice was also reviewed.

Impressions of documents from this site were compared to documents collected from other locations. As opposed to what appeared to be intentional use of active verbs and directives to encourage students to take control of their career planning, messages at this site suggested a center of collaboration between the career facilitators, advisors, and students. "Donuts and Resumes," title of an event to help with resume creation and revision. "3 Ways to Connect: Walk-in hours, scheduled appointments, or skip the line and connect online." Event titles suggest a collaborative approach to helping students navigate career development. In addition, the use of urgent language was expressed with students and employers alike. For example, a link on the home page reads, "Students: It's time to start planning your career today!" Another reads, "Employers: Start recruiting today!"

As opposed to checklists, this site produced guides. Cover letter, networking, resume, and interviewing guides. Each document addressed the purpose of the document, quick tips, and extensive examples. A parent tab was located at the top of the homepage. The parent page

included a frequently asked questions link to explain career center services for university students. It also included a video of a career development facilitator discussing how students can partner with career services to select a major. Given the possibility of parental involvement and attempting to maintain compliant with Family Educational Rights and Privacy Act (FERPA) regulations, this may be the center's attempt to help parents feel more involved in the student's progress. Additionally, parents may become informed about events or services the student is unaware of or may have overlooked. The messages shared through the documents confirm Oscar's beliefs about his role as a career development facilitator and what his office provides.

Within-Case Analysis Table

The within-case analysis table provides an illustrated summary of the findings for the within-case analysis to enhance the reader's clarity of the findings. Individual cases are listed on the top row of the table. Guiding research questions from this study are listed on the first column. Some themes addressed more than one research question. The conceptual framework for this study suggested an interconnectedness between considerations of practice and research questions. This table is not intended to attribute value or weight to particular categories. It simply provides a visual description of which within-case themes addressed which of the four research questions.

Omission of data regarding Research Question (RQ) 4 for Cases 1, 2, and 3 does not imply that data was not found. Given the general responses, those findings are included in the cross-case analysis as opposed to the within-case analysis. Case 4 provided unique information that warranted the inclusion of his experiences in the within-case analysis.

Table 1

Within-Case Analysis

	Research Question 1 Opinions and Reactions to the CCI	Research Question 2 Experiences with the CCI	Research Question 3 Practicality of the CCI	Research Question 4 How learned to conduct CCI
Case 1 Lori Lynn's Themes	Mind Reading & Horoscopes	Mind Reading & Horoscopes

Weary of Awe Struck Counselors | Mind Reading & Horoscopes

Weary of Awe Struck Counselors | |
| Case 2 Katy's Themes | Potential Barriers to CCI Use in University Career Centers | Student Disappointment and Excitement with Process and Outcomes | Student Disappointment and Excitement with Process and Outcomes | |
| Case 3 Rebecca's Themes | Reprimanding a counselor tendency

Teaching through illustration | Reprimanding a counselor tendency

Providing question rationale

Teaching through illustration | Reprimanding a counselor tendency

Teaching through illustration | |
| Case 4 Oscar's Themes | Assessing the assessments

New direction of the field

Enhancing perceived validity and visibility through research | Learning through teaching | Assessing the assessments | Learning through teaching |

This chapter presented each of the four cases for this study. Counselors were individually introduced to provide context to understanding research findings. Participant experiences were described to illustrate the unique perspectives of each case. Each of the four research questions were addressed by the findings of this aspect of the study. The next section will present shared emergent themes. Although more than one participant addressed a particular concept, they often provide nuanced perspectives.

CHAPTER 5

FINDINGS PART 2: CROSS-CASE ANALYSIS OUTLINE

I. Introduction

II. Cross-Case Analysis

    A. Outcomes and Applications

        1. Career Construction Interview Outcomes

        2. Client Fit

        3. Establishing Client Buy-In

        4. Environment and Practice

    B. Counselor vs Non-Counselor Debate

        1. Emotional and theoretical preparedness of the facilitator

            a) Nature of the CCI - "This assessment goes deep"

            b) Facilitator knowledge of career counseling theory

        2. Facilitation skills

            a) Establishing rapport

            b) Active listening and probing questions

            c) Challenging

            d) Advanced skill integration

        3. Alternative Method to CCI: My Career Story

        4. Self-Initiated Training

    C. Debunking the "Magic Trick"

1. Facilitator's role

    a) "Curious passenger"

    b) "Not the expert"

    c) "Not the wizard behind the curtain"

2. Comparison and pressure to perform

3. Permission to disagree

D. The Evolution of the CCI

1. Constantly evolving

2. Suggested revisions

3. "CCI is an oral tradition"

III. Conclusion

CHAPTER 5

FINDINGS PART 2: CROSS-CASE ANALYSIS

Cross-case analyses are designed to inductively explore the experiences, descriptions, and explanations among the cases (Merriam, 1998). During this cross-case analysis, five major themes emerged from this study: Outcomes and Application, Counselor versus Non-Counselor Debate, Self-Initiated Training, Debunking the "Magic Trick," and the Evolution of the Career Construction Interview (CCI). Themes may contain subcategories that further explain the concept and its dimensions.

Themes presented in this comparison reflect the opinions or experiences of at least two or more participants. The five major themes presented in this section were selected based on frequency of mention across cases, nuanced understandings across cases, and potential contribution to the literature.

Outcomes and Application

This section addresses participant opinions regarding possible outcomes of CCI facilitation. It also presents career concerns and client characteristics informing the participants' practice of the CCI.

Career construction interview outcomes. This section presents participant opinions of client experiences as a result of completing the CCI. Participant reports of their experiences and perceptions suggest a decrease in emotional anxiety and a heightened sense of confidence to navigate career decisions. When considering outcomes, participants were asked which outcomes indicate a successful CCI session. Lori Lynn said,

If the client has an insight then to me it achieved its goal... I think any level of insight would mean that it worked. You know I think it depends on the client you know. A small insight for a client that rarely has insights (chuckles) is progress, right? So I just feel like, identify if there's an insight then we can do something with that.

Lori Lynn suggested that client insight, at any level, is an indicator of success. She introduced the idea that insight or enhanced awareness of self or situation is an intended outcome of the CCI. As opposed to insight, Katy used student reactions to determine the success of their CCI experience.

It was taking them through different aspects of their enjoyment of it. Did they find it helpful? Did they find it or the other two assessments more helpful? What was their favorite question on the assessment? What was most meaningful for them kind of thing?

Indicators such as enjoyment, perceived helpfulness, favorite question, and meaningfulness were used to assess usefulness. She also asked students to compare the CCI to other assessments. When considering client responses to completing the CCI, Oscar said,

It's like a tangible sense of release. And the clients that I've had have had some really good success with this. After they've done the CCI and we process the information, I'll tell them, "you seem, you seem lighter" And they're like, "yeah! Actually, I just feel great." And it's so, it's amazing to see.

Oscar spoke about his experience witnessing the emotional or internal burdens that were released as a result of completing the CCI.

And it's just like they believe that they can do it. And that's - I think this [the CCI] is what helps them do that. It pushes them to show that they've gone through some shit before you know, they're still going through it and now, they can just push through to the other side.

Oscar suggested the CCI helped inspire confidence in his clients, giving them the motivation to move forward. In Rebecca's experiences with the CCI, she mentioned similar outcomes.

It gives them confidence moving forward with whatever that is. Comfort. Doesn't always clarify. That's what I've seen over the years. That's how I've seen it. It kinda gives them confidence to gather more information. Take the chance to go to the school. To stay put. To not be scared. Whatever it is, I see it increase confidence.

Rebecca's experience suggests that clients develop a confidence to apply action to the career decision-making process. Whether or not the client decides to make specific changes, they develop confidence in that decision. Her statement, "doesn't always clarify" also draws attention to what could be perceived as a potential limitation of the tool. She continued by sharing a story about a former client who enjoyed the CCI process, but did not gain specific career suggestions.

> She [former client] just loved hearing her story, identifying her role models, but it didn't impact what she wanted to do. But it didn't clarify for her what to do. When I saw her again she still didn't know what to do, but she enjoyed the process.

Previous responses addressed increased insight and confidence in career decision-making choices. The last statement from Rebecca addressed the concerns that are not resolved through the CCI process. The former client enjoyed the experience, but did not make a career selection. It was suggested that an outcome of the CCI was to increase awareness and confidence to inspire movement. What does a lack of career movement suggest in this situation? Consider the following statement from Rebecca.

> It [the CCI] doesn't give you a list of settings or occupations to reflect on. It doesn't give you different types of jobs – it doesn't give you career information. It's only as good as the information you put into it.

Rebecca outlined specific outcomes that are not accomplished through CCI facilitation, specifically, occupational selections. She continued by saying, "it's only as good as the information you put into it." In other words, the CCI can offer new perspective and insight about the individual, but it does not present new information about external entities, i.e., a potential job. Consider this statement from Rebecca

> They're not gonna walk away going, I need to be a doctor now. Cause there's no information gathered. There's none. That's what the Self-Directed Search [objective career assessment] does, is it says see, look at all these other careers and it makes them start thinking.

In this section, increased insight, decreased anxiety, and the confidence to move forward were stated as outcomes of the CCI. Specific job selection was not considered to be an intended or likely outcome of the CCI. The idea the tool is limited to the information possessed by the client was also considered. Next, we consider client fit.

Client fit. Client fit refers to the alignment of client concerns, willingness to participate, and the intended outcomes of the intervention. In this section, practitioners share opinions of CCI application based on concern and willingness. When asked which characteristics or elements would make an ideal CCI facilitation, Oscar said,

> So what would make them ideal, honestly for me is willingness to participate. The clients who are actively in the process of working through an issue, that's where they want to be. And it's not so much not knowing their options, but just having that issue that they can't decide on. I don't know whether to go left or right or straight or back. Clients who are stuck, clients who are in transition that is really when the CCI can be beneficial for them.

Oscar's response introduced a new idea and expands upon an opinion previously shared by Rebecca. He mentioned the client's willingness to actively work through a current situation. However, he distinguished a difference between an individual unaware of his or her options and someone who is contemplating more than one option, trying to become unstuck. It could be implied that the CCI may be a better fit for someone exploring options and not looking for career information. Oscar clarified this concept when he said, "the freshman walking in saying I don't know what to choose as a major, it's probably not gonna do them a lot of good."

The freshman undergraduate student may visit the career center with limited career information regarding possible career aspirations and the required educational training. Salary, work-life balance, and congruency between possible jobs and personality characteristics may be unknown to the student as well. Oscar's comment suggested that individuals seeking similar information would not find the CCI helpful as it does not offer specific suggestions.

Rebecca's perspective on this topic further elaborated on Oscar's idea, but also offered the added dimension of age.

> Honestly I like to use it with people who are transitioning who are a little older. They already have - -I like the role models question for any age but thinking about story lines I like - - anyone under 18 or so they are still developing their sense of self and still individuating from their family. Not sure if it's too advanced for some people.

During the interview, after Rebecca suggested an age limitation, I asked if she thought it would be best suited for older people. She replied,

> I think it depends on what their need is…I don't have to give them career information. Whereas the younger you get the more information I have to give you. You have to gather information from different fields or to be able to figure out different - I think it's to the extent of what we're exposed to.

In her experience, Rebecca found older clients to have a greater understanding of self and are more informed regarding career-related topics, presumed to be acquired over time. She suggested that individuals younger in age, particularly under 18 have not undergone enough life experiences to fully answer the questions presented during the CCI.

Client fit introduced the idea of concern and outcome alignment, client willingness to participate and the consideration of the limitations associated with younger clients. Next, we consider client buy-in.

Establishing client buy-in. Client buy-in refers to the client's willingness to participate in the CCI and also being receptive to the possible outcomes. Consider Katy's experience with buy-in.

> I think if they're open to it. I always invited them to do. If we, usually students would be in the midst of another assessment with me or I could tell they were still exploring majors and they just were not at a point where they felt comfortable in making that decision quite yet.

Katy described factors that trigger her to introduce the CCI. Next, is how she would explain it to students.

I'd let them know, this is another tool. I would just say, you know I have this other tool. It's a different type of assessment where you're really just talking and sharing your story with me. Some students would just tell me flat out, "No. That doesn't sound interesting to me. I don't really want to do it." Other students though, they were intrigued by it. Like "sure, I don't mind sharing my story. Maybe it will help, maybe it won't."

Student reactions appear to be an indicator of buy-in.

But I always wanted it to be up to them whether or not they decided to do it. So it really wasn't a prescriptive thing. It was more, more organic. Were they open to it? Cause if they're not open to it, they're probably not gonna answer authentically anyway, and so it's not gonna help them very much. But students who were open to it, I found that they really really (sic) did enjoy it.

Katy shared the conditions used to determine whether or not to introduce the CCI. She also

mentioned the significance of buy-in for usefulness. According to Katy, individuals who are not

open to the CCI will not value from it. Her idea could lead to speculation of what types of

individuals are not open to the CCI. What is the likelihood that particular personality types or

personal beliefs prevent an individual from completing the CCI?

When Oscar was asked about establishing client or student buy-in, he said,

So, awe man. That is a really good question. How do I introduce it? So what I do is I typically reflect on what they've told me. Like, oh okay so you're looking for this but, you've already taken the Myers Briggs, you've already taken the Strong, or they don't want to take it or they just, you know just telling them their story back a little bit. And then what I tell them - typically what I sell them on is, I have this really awesome instrument that I like to use and it's called the Career Construction Interview and it's really fun. I always say fun! It's like fun questions and really good and it's as I say it I realize I kind of bubble up and I think they see that.

Similar to Katy, Oscar identified the client's presenting concern, then determined the CCI would

be a helpful intervention. He admitted that his presentation is somewhat biased as he uses words

like fun and the "bubble up" of his demeanor. His style introduces the question, to what extent

does the counselor's bias or enthusiasm impact student reactions or willingness to participate?

Next we consider environment and practice.

Environment and practice. Environment and practice refers to counselor reactions to how much one's office culture or structure is considered in their use of the CCI. While each participant suggested some consideration, the intensity and confidence in responses varied. First, we consider Lori Lynn's response,

> Uh, the office culture? Well I mean of course you have to consider it to some degree. My office is relatively small so I of course would not have the chance to do it [the CCI] as much as I would like. As my staff grows I would definitely be open to sharing this technique with them and encourage those who knew it well to work with students in that way.

Lori Lynn's statement "to some degree" could suggest that culture is a consideration, but not the only factor in determining CCI use. The size of her office in regards to number of staff members was presented as a reason for not implementing it as much. However, given her position as the center director, she holds a particular level of influence. She stated she would "encourage those who knew it well" to practice the CCI. Given her previously discussed hesitations surrounding use, it sounds as if she would determine who "knew it well" and thereby to some extent control the use of the CCI in her office. The other participants in this study were not in a position to alter the culture of their office to the extent of Lori Lynn. Katy's response to this question addressed workload, but she appeared unsure of her answer. She said,

> I think it depends on their workload. How many students they're trying to take care of. In my two settings, I could, but in others you may have a smaller office where they can't. I'm not sure - - I don't know exactly how I could answer that question. I think it depends on the institution.

Katy sounded hesitant during her response and stated she was "not sure" about how to answer the question. However, she did mention the number of counselors in the office and workload as two considerations. The confidence and intensity of her answer was noticeably different than Oscar's.

> Yeah I think work setting is HUGE! If the position is heavily numbers or assessment driven then work environment is crucial. But if more holistic it's okay. So basically if the career center is more than the career center. If it's life issues. How it affects personhood. But if it's strict or very structured, you don't break, it could be difficult to use. Administration does have to be supportive.

Oscar sounded adamant about the role of work setting on CCI practice. He suggested that the overall goal of the center and its functions could dictate the space given to practice a narrative intervention, such as the CCI. He also mentioned administrative support as a factor.

> Rebecca's perspective did not include the same level of enthusiasm as Oscar's, but the sentiment was shared.

> Environment? Yeah, sure. If you're in a practice where insurance- -you know I would say well no. This probably won't work. Nope. I mean, that's not to say, listen -- if you have more time to work with clients and you actually work the three sessions into the eight you're given by insurance, then yes, maybe. But honestly, it depends on how much time you have.

Rebecca's initial response "yeah sure" was communicated in a definitive, yet nonchalant manner. However, as she continued, she began sharing her thoughts as they occurred. She offered a perspective unique to the other participants. She was sharing her hesitation as a private practice counselor required to consider the limitations of insurance companies to reimburse for client treatment. As opposed to university career counselors who may have to consider the size of office and other competing priorities such as career fair planning or internship placement, Rebecca considers the amount of time allocated for each client based on insurance. As a private practice counselor, she has to consider the presenting concern and how best to address the concern in a specific amount of time, ensuring the client can be covered for treatment and she can be paid for her services.

Each participant response suggested environment to be a factor when considering CCI use. Rationale was reflective of individual experiences and current environmental

considerations. Lori Lynn's position provides a level of influence to determine the extent to which her office culture would support CCI facilitation. Katy believed workload was a consideration, but ultimately, it would be institution specific. Oscar was vigilant in his view of environment informing use, but also mentioned the need for administrative support. Rebecca shared the realities of private practice and how insurance informs use.

This section considered how office culture or work environment informed use of the CCI. The next section considers counselor or facilitator preparedness.

Counselor versus Non-Counselor Debate

The Counselor versus Non-Counselor Debate asks if someone without formal counseling training is qualified to facilitate the CCI. It refers to an internal tension held by practitioners and the field at large. This topic was discussed in each interview. The emotional and theoretical preparedness of the facilitator and facilitation skills are presented to explore the debate further.

Emotional and theoretical preparedness of the facilitator. This section presents participant opinions, suggestions, and experiences regarding the ability to navigate a potentially emotional space while integrating his or her understanding of career counseling theory. First we consider emotional preparedness.

Nature of the CCI -"This assessment goes deep." The nature of the CCI refers to the composition, design, or potential space created when facilitating the tool. It is highly subjective, intimate, probing, and has the potential to foster a vulnerable interaction between the client and counselor. In some cases, counselors are hesitant to suggest this tool be facilitated by individuals not formally trained to navigate the complexity of client responses. When asked if someone who was not a trained counselor could effectively facilitate the CCI, specific answers varied. However, each participant response included a clause of caution.

"This assessment goes deep." Katy used those words when referring to the nature of the Career Construction Interview. She was referring to the highly intimate nature of the questions and the vulnerability it can provoke in clients. She said,

> And I think because this assessment goes deep, it hits some, could be very hurtful and painful memories.

Oscar said,

> It's understanding that, right? It's understanding that the clients can become emotional and being really comfortable with that and being able to honor that space and honor those emotions and letting them know like hey, it's okay.

Katy introduced the possibility of an emotional experience for the client. Oscar addressed the facilitator's capacity to maintain a space of comfort for the client and experience a level of comfort for themselves that allows the client to experience a level of vulnerability. Earlier in his interview Oscar said,

> Especially for the early childhood memories. Because that is when it really gets real for the client. And if clients are going to become emotional, it's typically early recollections. That really builds up emotion with people.

Here, Oscar introduced the early recollections question, also referred to as the early childhood memories question. The early recollections question is the last question of the CCI. It is specifically saved for last as it has the potential to be the most emotionally disturbing. It is suspected that adequate rapport and trust would have been established before the question is posed, thereby increasing the likelihood of an authentically shared narrative. The question asks, "tell me about three of your earliest memories before the age of 7." The client is later asked to give a title or theme to each story. The rationale behind the question is that the titles give insight into the client's present struggle. Oscar continued by sharing the implications of training on this question.

> The early recollections can be blindsiding, like ohhh "I didn't even realize that" and so for people who aren't trained to sit in the space of the client and be comfortable with the client's emotions that can be jarring. There are some people in the office who don't like the emotional aspect with clients. Um for me, I love it. Whenever somebody opens up I'm like, alright! Let it out!

Oscar suggested that individuals who are uncomfortable with emotional responses may not be prepared or capable to facilitate this part of the CCI. Katy and Oscar shared their opinion about what a CCI session could become; emotional and potentially jarring for the unsuspected facilitator. They both referenced the counselor or facilitator having the capacity to establish a safe foundation and comfortably sit in the emotions of the client. Do those skills come from formal training or can a person eventually develop those skills with practice. Oscar acknowledges the suggestion of CCI developer, Mark Savickas, but with reservation. He said,

> Yeah! That's a great question. Um. And it's so funny because Mark [Savickas] really pushes this as a tool for everybody to use. Like for academic advisors, for everything, but um you know it's the counselor in me that kind of wants to pump the breaks, especially for the early childhood memories.

According to this statement, despite the potential intensity of the CCI, Mark Savickas, CCI developer suggests that it is a tool that can be used by anyone. Lori Lynn disagreed.

> I would be very concerned if I was just to tell someone who you know who may be just knows how to do coaching or resume reviews to do this. Because I think they would not know how to respond to an answer like that and college students can feel like, "oh you're asking me so I'm going to tell you, I'm going to be honest with you. You're listening to me so I'm going to answer you honestly." That you [the facilitator] could be shocked and you can answer in such a way that shows them that you're shocked and you're shutting down and they could then feel some shame about them sharing that story. So I think that is big to me.

Lori Lynn's statement suggest that individuals who primarily conduct career coaching or resume revisions lack the necessary skills to facilitate a counseling intervention. Consider her example.

> Like if a student had a traumatic upbringing and doesn't have any role models to share and really struggled in naming them because they had abusive parents, or um had an early memory that was not positive. So I've had clients who have not been able to do that

because it's been too difficult. Or and so it's hard so how would - if a counselor didn't have in my mind the proper training in responding to a client what damage could potentially be done if a client is disclosing.

The primary concern presented is the possibility of doing harm to the client due to a lack of facilitator competence. Lori Lynn eventually offered a definitive position in the debate.

I feel like a caution -- I know this is a long answer to your question, but it is really important that people who attempt this technique have adequate training in counseling. I don't think this is an appropriate technique for someone who has not had a Master's degree at least a Master's degree in counseling. I just don't. I think you need to have a background that helps you understand how to handle people with care and how to handle mental health.

Lori Lynn's opinion on the matter is concrete. She does not believe individuals lacking formal training in counseling should facilitate the CCI. Rebecca offered a more fluid response.

And so, I'm not of the mindset that you have to be a counselor to do this [the CCI]. As long as you're clear about in your mind what it is that you feel like you are or are not doing.

Rebecca does not explicitly state that the facilitator must be a trained counselor, but that they must be aware of their skill level and its limitations.

The idea that "this assessment goes deep" speaks to both the emotional layers and practitioner preparedness. Is it possible for someone who is not a counselor to facilitate the Career Construction Interview? Some participants in this study would say no. Others would say, it is important for the facilitator to know their limitations and the potential of the tool. Oscar ended his response by saying,

But you know, I say that now and it's so funny because I wasn't a counselor when I first started to use this and I loved it, so yeah. I think you can be effective, but the counseling certainly helps.

Another discussion addressing the nature of the CCI introduced the idea of unanticipated exposure. Rebecca shared her experience conducting the CCI with a client who did not truly have a career concern.

Now here's the thing that gets tricky. This is not just a career style interview. Long before career construction or whatever, it was the Lifestyle Assessment based on Adler [Alfred Adler, psychologist]. So this stuff is gonna come out with the relationships with their mother, with their father, with people in their lives. Other stuff's gonna come up that has nothing to do with career. It's interrelated. I had a lady once that I did the Career Construction Interview with and what ended up happening was it was less about work. It was so much about her love life that was coming up because that's what was painful and predominant. The fact that she didn't have a boyfriend. That was the issue, not finding a job during all of this. So ALL of this stuff that came up was tied to that. All of it. Not at all career. So what I've told my students is, you must be sure that they have a true career concern. There has to be some anxiety around career. That's been my experience. Other stuff will come up, that whatever it is that's bothering them, truly bothering them and it might not be related to career.

Given the psychological principles and theories on which the CCI is based, it is not irrational to believe that the CCI can provide insight into more than career motivations. The tool is designed to address personal values and motivations that are applied in a career context. Removed from space of career, those values would remain accurate for the client's life. Considering the complexity and novelty of her experience, the story was shared with Oscar to gain his perspective on the matter. He replied,

Yeah! And I'm actually, I'm okay with it. Because honestly, this is life design, so yeah you can structure it around career but in all honesty, I mean like we talked about in the beginning, you can't separate out those two. So yeah, a person's life is going to come up. And so, what do you do? Do you tip toe around that or do you ask the client, so talk to me about this. If you don't talk to the person about that, then you don't honor it and you're kind of trampling on that sacred space you created. So yeah, I'm okay and maybe that's just me. I'm fine with people bring up those life issues because it is part of their life and honestly, who's to say her focusing on oh man I'm lonely and I am looking for something that that's not affecting her career and her ability to make decisions and how that goes? So yeah, it is all connected. So I say bring it up. It's fine. Like, you might get dirty. It's okay. And I mean, and it's so wonderful because it's safe for the client. But it's also safe for the counselor too. Like, whenever a client is really emotional, sometimes I'll feel the tears coming up in my eyes too. And that's wonderful to have that experience with them and to let them know it's like that was very powerful and it's like, I'm feeling your emotion with you and oh. And even hearing that is such a relief. Because sometimes it can't even connect with other people emotionally to share what it is they're going through. And so, it's sort of the counseling helps, there goes that connection piece.

Rebecca and Oscar introduced notable, yet slightly competing perspectives. They both recognize

the interconnected relationship between career and life concerns. However, Rebecca cautioned

counseling students to confirm a true career concern exists before conducting the CCI; to prevent

a personal counseling session tangentially related to the career concern. On the other hand, Oscar

said, "bring it up." He considered the inclusion of personal information or concerns as a way to

honor the relationship and gain full perspective. In the event a non-counselor was placed in this

position, would they have the skills to navigate the new space and progress appropriately?

Although this was not explicitly stated, it would be useful to know how the facilitator's

knowledge of Adlerian or other counseling theory could help integrate the personal and career

related concerns. Next we consider how facilitator knowledge of career counseling theory is

addressed in the counselor versus non-counselor debate.

Facilitator knowledge of career counseling theory. When considering the counselor

versus non-counselor debate, the knowledge of career counseling theory becomes important. The

CCI is a narrative intervention with questions informed by three psychological approaches:

Donald Super's Life-Span, Life-Space developmental theory, Alfred Adler's work in Individual

Psychology and the consideration of personality and life tasks, and John Holland's vocational

personality typology. Rebecca believes a CCI facilitator should have a working knowledge of

these approaches to adequately understand how to fully integrate the client's narratives and

career concerns. She started by saying,

> There was an argument over whether people who aren't counselors can do the early
> memories ...cause it's Adlerian, which is psychodynamic by nature. So it's underlying
> bigger things. Adlerian career counselors are looking at it and they're saying, what is the
> guiding fiction? What is the private logic? What is this person striving to overcome
> because of childhood pain or inferiority? A narrative person is looking at it like, now out
> of all the stories you could tell, you're telling yourself that story to remind yourself of
> something in relation, in relation to the current career concern.

Adlerian, like the other approaches previously mentioned, is a theory with embedded

assumptions that can be applied to practice. Generally taught in counselor education programs, it

is unlikely that an untrained advisor would know how to navigate the complexity or rationale of

these approaches. She continued by saying,

> Yeah and it depends on what you're looking for. So like TV shows, I can be looking at
> from a RIASEC model like I can be asking myself about vocational personality
> wondering what is it that they are attracted to? I'm thinking themes, personality, but also
> maybe from a narrative perspective of how are they adapting. Like why is this show
> interesting?

The RIASEC model comes from Holland's vocational assessment. The six dimensions are R -

realistic, I - investigative, A - artistic, S - social, E - enterprising, and C - conventional. Each

dimension gives insight into personality characteristics that align with particular occupations or

interests. When facilitating the CCI, an individual may talk about how much they enjoy being

organized, working with details, prefer to plan things out, but likes to have fun. The first three

characteristics directly align with the conventional trait. A counselor would hear those and

consider them when the person mentions feeling safe at her banking job, just bored. Rebecca

continued by saying,

> But unless you have a pretty good working knowledge of the RIASEC it's hard for you to
> see the vocational personality.

Her comments suggested that to facilitate this process of integration, the counselor would need

knowledge of the RIASEC model and be able to apply its principles during the interview. Next

we consider facilitation skills in the counselor versus non-counselor debate.

Facilitation skills. This section presents five facilitation skills participants considered

essential when facilitating the Career Construction Interview: rapport, active listening, probing

questions, challenging, and advanced skill integration.

Establishing rapport. Rapport refers to the general sense of connectedness between counselor and client. The counselor assumes and empathic stance and works to create a space where vulnerability is possible. Oscar considered rapport to be an important component of the CCI process. It is also the impetus for creating a safe space, free from judgement. In the counselor versus non-counselor debate, it is questioned if non-counselors possess that capability. Oscar said,

> The clients might not want to open up. They might be short or terse in their responses and then you're not getting the full benefit of the interview. And so yeah, I'd say first and foremost it's the ability to quickly build rapport with the client and be able to make them feel extremely comfortable whenever they walk in.

Oscar also introduced the idea of creating a safe space.

> I think one is and this is one Mark [Savickas] really emphasizes a lot is the ability to create a safe space for the client. The client has to feel safe meeting with you and they have to feel safe in the office, and they have to feel safe giving the information too. And if any of those pieces are missing, it's probably not going to be very effective.

Similar to the idea of a safe space, Oscar also mentioned the capacity for the counselor to be non-judgmental and how it aligns with the philosophy of the CCI.

> This one is easy to teach, just don't judge the client. And that's what's so nice about the CCI is you're not critiquing their story, you're not suggesting alterations like you would a resume. You're letting them tell it and you're asking them questions and you're being naturally curious about that. And that gets clients to open up because you can see them shift a little bit when you ask about their role models. And you're like oh they sound interesting. Why don't you tell me a little more? Then it's like oh it's safe. It's safe to talk about them, it's safe for them to like really engage. And so, that's the foundation that the CCI has to be built on. And from there it's just you know it allows you to work in depth with the client. But those characteristics, they have to be there.

Lori Lynn agreed.

> I try to set up my sessions in a way that a student would feel comfortable articulating themselves and feeling this is a non-judgmental space. So I try to set up my sessions that they are and more often than not I find that students are very willing to be honest with me in the session, which is why I always have a tissue box because I -- students will often just be very open and comfortable sharing their feelings with me.

Lori Lynn described a space of vulnerability, which is achieved by establishing a level of trust.

Katy said,

> I think establishing trust with the client is very key initially. They're not going to feel comfortable sharing some of those memories with you. So thinking about the foundation as a counselor. Not to just dive in really quickly with these questions, but setting that foundation early.

Participants mentioned environmental characteristics intentionally developed to facilitate the

CCI. Participants spoke about establishing trust and a safe space free from judgement, where

clients were willing to open up and be vulnerable. However, to create such a space, the

counseling skill rapport is needed to lay the foundation that encourages such intimate

experiences. Next we consider the helping skills active listening and probing questions.

> But you're there with them and the client has to know that you're there with them and that if they do go to some place that is dark, that you're not going to leave them alone there. That you're in there with them.

> ***Active listening and probing questions.*** Active listening is the intentional effort to hear

client words, but also consider the emotions and expressions associated with the content. Probing

or follow-up questions are asked to gain clarity and depth about information shared. First we

consider Rebecca's comment regarding active listening.

> That [active listening] is a skill that ideally counselors would know how to do above, above (sic) and beyond, ideally to the other population right? We've got practice listening, listening (sic) intently. We've been trained to hear and notice and observe.

Rebecca's comment on active listening is presented first as it is a prerequisite to probing

questions. Rebecca assumed counselors would have more experience and training in active

listening than non-counselors. Follow-up or probing questions would be informed by information

captured while actively listening. Katy identified probing questions as an essential tool and skill

to implement especially when the client is not particularly talkative.

Definitely probing questions because you can initially ask a question that's on the CCI, but if you can tell a student is struggling - my second participant in my study was extremely quiet, very shy, her answers were maybe two or three words and so, even though her interview was very short, I had to use so many additional probing questions just to get at what sort of the essence of her story cause she was just not letting me know anything.

Rebecca shared her experience using follow-up or probing questions and their importance.

Some of my students they'll ask the question you know, "what are your three favorite subjects?" You know and "Psychology. Why do you like that? Blah blah blah. Why do you like this, why do you like that?" Well I don't go that fast. I'm not that, I'm not that (sic), I'm not that structured or rigid or bound by the questions. I'm going to let them keep talking. Like I'm gonna ask follow-up questions to that. But that's really key information that you're getting at that point, because at that point that's when they elaborate into more specificity.

In the previous passage, Rebecca critiqued the approach taken by her Master's level students in the counselor education program. She mentioned the pace and flow of the interview. As opposed to quickly going down the list of questions, she suggested the counselor truly explore the essence of the client's responses. Without the probing and slight deviations, valuable insight would be undisclosed. She continued to say,

Especially, that first question. I'm gonna ask more than how can I be useful? I'm gonna listen intently and I'm gonna say, let's say they're like -- you were to say, "I don't know what I'm going to do after this. I have this degree and I have no idea how that's going to play out in the world. I have no idea." And so, so I may say what I hear you saying is you have some uncertainty, you're not sure what's going to happen next. What are some of the fears you have?

In that passage, Rebecca also modeled reflection, another counseling skill. She reflected back what the client shared and asked a follow-up question to gain more clarity. She also reflected back to make sure she understood what the client said, a caveat she mentioned earlier, getting your own stuff out of the way. The follow-up question may have been asked to ensure she heard the client's fears as opposed to assuming or imposing her own. Below is an example of what might happen after the follow-up question.

[Client's response in quotation marks] "Well actually, I'm scared to death because you know frankly from my experience if I don't have a game plan, things go badly." Okay. And then what's gonna come out of the interview? They're gonna have role models that help them deal with uncertainty despite it. Their motto is probably gonna be something that is comforting to themselves you know, and they're probably gonna tell me an early memory -- They're probably gonna tell me an early memory related to an experience that was painful where something didn't happen and they were blindsided.

Rebecca provided an example of the seemingly domino effect or logical progression of follow-up questions. A probing question is asked to clarify a statement. The client's response gives insight into the previous statement, but also provides additional information. The response is then considered in relation to other questions in the interview. This is where the counselor starts connecting the dots and anticipating or listening for themes. Based on what the client shared in the first question, Rebecca is anticipating stories or responses that support or further clarify the information that was previously shared. Next we consider the counseling skill, challenging.

Challenging. In this section, we understand challenging through Katy's definition. She considered the technique groundbreaking if used correctly and damaging if used improperly.

It's not conflict, it's where you want them to clarify something. Like they say it then they go against what they just said (looking up toward ceiling, thinking) when you're sort of helping them notice the contradictions in what they're saying. Sorry I forget the term for that. It's a counseling technique. Challenging! That's it! The challenge for counselors I think is a hard skill to develop because we want to encourage and be empathic, and to challenge, it almost causes a little conflict in the midst of the CCI.

Here Katy introduced a counseling technique often taught in Master's level programs. More advanced than a basic helping skill, challenging is when a counselor addresses the inconsistencies in client statements or behaviors. In her interview, Katy offered an example. The student began their conversation sharing an interest in becoming a veterinarian. However, as the conversation progressed, the student revealed that she hated blood, did not do well in her science courses and only liked her dog Moe, not other animals. During the interview, Katy took a risk by challenging the inconsistencies in her student's story. She hoped the rapport established by that

point would help temper the blow of being challenged. Lastly, we consider advanced skill

integration.

　　Advanced skill integration. During her interview, Rebecca introduced an idea that could

be considered advanced skill integration. Consider this excerpt.

> It really takes somebody I think who has the active creativity, the insight into
> relationships. I think there has to be a level of higher order thinking and creativity that
> can weave it -- that can see the concern, the career concern and let the client talk so much
> that the themes over time become so evident about what they are trying, that they can
> hear. Not just from me. That I'm drawing out the narrative.

Creative insight, higher order of thinking, weaving, and listening. Although the literature advises

the CCI facilitator to listen for the story, Rebecca explains what that means. At the minimum, it

requires at least two different processes and an aptitude to be creative in the approach. Clarifying

and integration are other tasks performed by the facilitator. Rebecca mentions the simultaneous

facilitation of several skills. In the counselor versus non-counselor debate, is advanced skill

integration considered a determining factor?

　　Many of the essential skills mentioned in this section are echoed from previous sections.

However, the explanations mentioned here offer more perspective and depth. According to the

participants, rapport, active listening, probing questions, and challenging are essential to

facilitating the CCI. Considering that sentiment, we are reminded of the caveats of facilitation.

Due to the intimate nature of the CCI, could someone unskilled in the previous areas facilitate

the CCI? More so, could they integrate numerous skills at one time while also considering the

implications of career counseling theory? Would someone without those skillsets have the desire

to facilitate the CCI? Oscar addresses that question in the next section.

　　Alternative method to the CCI: My career story. Many of the participants in this study

commented on the emotional aspects of the CCI and how the process could impact the client and

the facilitator. However, Oscar was the only participant to mention the My Career Story (MCS) as a viable alternative. The My Career Story is a four question adaptation of the CCI. Essentially, the MCS includes all the CCI questions with the exception of the last one, early recollection or earliest childhood memories. A workbook was published by Mark Savickas and Paul Hartung titled, *My Career Story: An Autobiographical Workbook for Life-Career Success* (2012). A self-directed text, the workbook is designed specifically for individuals in transition. It encourages clients to use the book to help find meaning and direction for their next career move. The book can be used by individuals, in group settings, or within a course as the main component or a single activity. Essentially, the MCS walks the individual through the CCI process and provides additional questions and prompts.

The MCS is divided into three major sections, similar to the CCI: Telling your story, hearing your story, enacting your story. Telling your story is the completion of the four questions. Hearing your story is the self-guided process of identifying the themes from the micro narratives in the first part of the interview. This step of active reflection is the process that would generally be completed by the live facilitator. For example, instructions in this section state, "look at the words you used to describe your heroes or heroines on page 6. Write down the first adjective you used to describe each one of them." The next question says, "write down any words or similar words that you used more than once to describe them." If completed by a facilitator, he or she would be listening for the first adjective the client used in describing his or her heroes. The facilitator would listen for and words or similar words that were used more than once. In essence, the individual completing this workbook would be coached in using the counseling skills needed to help recognize themes and help co-construct a new narrative. Oscar suggested that the MCS could be used by a facilitator who is uncomfortable with the emotional

aspects of the CCI or would benefit from the step by step process to learn how to conduct the CCI. The third section, enacting your story is the process of developing an action plan to move forward with the career decision-making process.

The three sections in the workbook mirror the three segments or appointments when completing the face-to-face version of the CCI. Telling the story is the actual interview. Hearing the story is the second appointment, when the facilitator sits with the client to co-construct the life-script or meta-narrative. Enacting your story is the final meeting where the facilitator and client meet to discuss actionable steps such as creating a plan, scheduling an informational interview, researching specific career options, or other actionable items to move the process forward.

Oscar shared his opinion regarding when the MCS could be used as an alternative to the CCI in a career counseling situation.

> Being a counselor certainly helps in conducting the CCI. I would, and this is me, I'd suggest for non-counselors to do more of the My Career Story with clients, opposed to the CCI. Just because the My Career Story leaves out early recollections. And it's just focused on the top four questions. And that way, that's a good training because you start learning and it's a lot of self-directed with the client too. For the non-counselor you can see how that process works and unfolds and maybe eventually get comfortable with the early recollections.

Oscar viewed the MCS as an alternative and a potential tutorial gateway. The non-counselor could become familiar with the process, decreasing the likelihood that the client would become emotional. In his recommendation, Oscar spoke more about the MCS being facilitated as opposed to being conducted individually. Rebecca shared her opinion about the usefulness of the MCS when completed by an individual.

> The Career Story Workbook whatever, I don't find it's meaningful. I've been giving it to my students. It's basically the Career Construction Interview in a workbook. You do it yourself. But here's the problem. And it's like when a colleague [name omitted] sent me all these audios. He's like Rebecca, can you --I answered all the questions on the Career

Construction Interview -- He did it on audio and he sent it to me, he wanted me to interpret. I'm like that's not how it works. That's somebody in the inner circle telling me, you don't understand co-construction then. You don't get co-construction, because it's not -- it's the fluidity and the dynamic between and the same way with the workbook. So I've been having my students do the workbook right, and they do it and they're like ok and then they see the interview, "Whoa! I never would have gotten that from the workbook," because it's the dialogue. So it's a time consuming process that's given but gosh!

Rebecca introduced a few topics to consider. First, she mentioned her opinion of the MCS, "Don't find it's meaningful." Next, she offers criticism about the work of an 'inner circle' colleague. It would be said that her lack of support rests in the omission of the co-construction process. In her opinion, an individually completed workbook removes the dialogical process that helps reconstruct a new narrative. Similarly, providing third party interpretation of audio recorded sessions also omits the element of co-construction.

Whether or not the MCS is a useful tool, this study offered contrasting perspectives of the potential use and implications of the MCS.

Self-initiated training.

Unlike the formalized trainings required to conduct the Myers Briggs Type Indicator (MBTI) or the Strong Interest Inventory (SII), the CCI does not have an associated required training. Outside of attending CCI presentations at regional or national conferences, all the participants reported learning the CCI in the same manner; reading literature, watching videos, learning from colleagues, and putting the theory into practice. When asked about her CCI training, Lori Lynn said,

Oh (big sigh), ugh (searching for words), it's all done -- honestly, I've just had to figure it out on my own.

She continued,

The Career Construction, that was all just me learning myself, watching -- I bought the video [Savickas' APA video], I watched. I went to the conferences, I read a ton, I started asking questions which is how I got hooked up with two notable career construction

scholars to do research [names omitted for anonymity] so that -- my inquisitive nature you know, just wanting to know more.

Katy described her training by saying,

> I attended NCDA [national conference] and I got to hear a few different sessions on it. I got to hear a complete session by Dr. Kevin Glavin [notable CCI scholar]. He did a complete session, which was wonderful to see it play out. I was able to see several YouTube videos that also illustrated, by Savickas, him doing it which was really helpful. Other than that it was mostly reading books. As many articles as I could find. So that and just discussing it with my chair [her dissertation committee chair] who knew about it and knew Dr. Savickas, so she had a relatability to it as well.

Lori Lynn and Katy described a self-directed process of taking advantage of available resources, whether it be videos, conference presentations, or colleagues. Lori Lynn also mentioned her "inquisitive nature" to know more. Due to the lack of a formal training, participants created their own learning experience. What can be said about a counselor who chooses to learn the CCI, despite the lack of formal training? Lack of formalized training also creates a space of uncertainty or need for clarity for some newcomers. Consider Katy's experience.

> I started looking up other types of articles that had been written by a variety of individuals on the topic cause the name had changed from what, career style interview to career construction, so I was confused about what was what, but then the more I looked into it the more I realized they were the same thing.

The frequent revisions to the CCI created some confusion for Katy. Despite the confusion, she continued to learn more and clarify her understanding.

When asked about her CCI training, Rebecca replied,

> How was I trained? I was trained by just the -- I read the 2005 Theory of Career Construction article, I watched the APA 2006 video tape of Savickas and I did it. And I watched at a conference. Those 4 things. That was my extent of training and then the rest was continually going to conferences and watching and then and then on my dissertation listening to all the other -- like I taught it to students and then I watched them do it and over the years it's like I trained myself. I've learned what has worked and what hasn't. Both from my experience and from my students.

Lori Lynn and Katy have been studying the CCI for the last 4 years. Rebecca has over 12 years

experience with the CCI. Nonetheless, the reports Rebecca made about her training are similar

to what Lori Lynn and Katy reported. The distinction is Rebecca's early admission into the

"inner circle." She also credited her experiences teaching and training others on the CCI as

aspects of her own training. Learning through teaching was also a strategy mentioned by Oscar.

While Oscar has not yet been formally admitted into the inner circle, he continues to hone his

craft by training his colleagues on the CCI. He found that to be extremely helpful to learning the

tool. He said,

> I would bring them [CCI material] into staff meetings and say hey, can we try this out? And so luckily, the staff was super supportive in letting me use them as guinea pigs in trying to get this going. It was so funny because, that, the trial and error, just having to fall completely flat on my face, and just using this with a client and they're looking at me and I'm looking at them cause nothing's going on. And so there's a lot of that, but then I read Mark's [Savickas] book on career counseling and that started to fill in some gaps that I had.

Oscar mentioned his early experiences facilitating the CCI and enduring the learning stage.

Sitting with clients, expecting something to happen and pushing through the trials and errors of

his training.

Debunking the "Magic Trick"

Debunking the magic trick refers to the insight participants of this study provided to help

dispel the myth or assumption that the CCI is magical. This section presents counselor reactions

to the idea of the CCI being considered a magic trick. We also explore the facilitator's role, the

pressure to perform, and permission to disagree.

Facilitator's role. Facilitator's role is the position played by the counselor or facilitator

during the CCI process. Participants in this study suggested that assuming the appropriate role

may be the first step in truly understanding the process.

"The curious passenger." Oscar used this phrase to describe the role of the counselor

and the dynamic created during the CCI process. The counselor does not drive, but is simply

along for the ride.

> I kind of view my role as just a curious passenger and kind of like I'm walking along a path with them and they're pointing things out and sometimes it's my job to be like, "hold on, what's that over there? Oh, okay, well let's walk towards that." So it's, it's (sic) really being there for the client, but it's letting them be safe. It's letting them feel safe so they can tell their story so they can like go, "well, it's kind of dark and scary over there. I don't know" And it's like, no it's okay. I'm here with you. We can look at it or we can come back to it or we don't have to go there. "Okay, well, I guess let's look at that." So you know you kind of go down this road together.

The space created in this scenario is one where the client maintains control of the experience,

while also feeling supported to explore areas of vulnerability or ignore them. The counselor asks

questions that may encourage new thinking or meaning making. Oscar continued by saying,

> And that's really -- it's kind of like a very structured way for a client to explore themselves and that's what they're doing. They're driving. They're taking control. They have the power over their own story and that's what I'm doing. Giving them that space to do that and just having a natural curiosity in the story that they're telling and help them make their own connections.

The role of the counselor is to provide a safe space where the client feels in control. The

counselor uses questions to facilitate meaning making.

"Not the expert." Oscar shared how the typical role of the counselor is shifted during the

CCI process. He described it as "role reversal."

> It's the client giving you their assessment and you ask them questions to connect it and find meaning to it. So it's a very different approach to traditional counseling assessments. You are providing the space and the questions and the reflection, but you're not giving them the assessment and telling them their results. You're not the expert, they are.

According to this excerpt, the CCI process could be somewhat of an adjustment for some

counselors. Individuals accustomed to knowing the right answers and filling the role of expert

may find the new dynamic uncomfortable. He continued by connecting this to the "magic trick."

I think, the people that might think it's a magic trick, this is just my opinion, but they might have a little bit of a bigger ego and their view of how to help people. The client's doing a lot of the work and maybe the people going, it's a magic trick it's because one, you're not playing a huge role in making those connections. You are providing the space and the questions and the reflection, but you're not giving them the assessment and telling them their results. You're not the expert, they are. It could seem like a magic trick because of how fast clients can make connections. But, the trick only works if you let the client drive.

Oscar shared his opinions of those viewing the CCI as a magic trick. He argued that their assumptions of how they are supposed to engage with the client are misaligned with the intentions of the tool.

"*Not the wizard behind the curtain.*" Not the wizard behind the curtain refers to the idea of transparency during the CCI process. During the process, the facilitator will weave together themes from the micro narratives to cohesively reflect the client's experiences. For some, this process is difficult to understand. To avoid this, Oscar shows clients his process.

I tell them, it's like -- and I show them the interview responses and say, "this is where I'm getting that information from." I'm not a big smoke and mirrors type of counselor. I'm very transparent, so that way they can see exactly, like, I'm not making this up. This is your words. This is your phrasing. This is how I came up with that. That way, they're making those connections too. And, you're not the wizard behind the curtain, you're there with the client, which is why I love this too because it's not, there's not a whole lot of guessing to it. You're showing them.

Rebecca shared an example of how counselors come from behind the curtain and show clients what is happening. Showing clients that they are the ones making connections, the counselor is simply rephrasing or reflecting their stories within the context of the presenting concern. Rebecca said,

So you're sitting there. I'm outside, I'm not the fish in water. So I'm outside of you when you're talking about being, you knowing feeling uncertain about where to go with your career, I'm gonna ask you an early memory and out of all the stories you tell me and you're pulling out you're telling me something happened, you were really uncertain, it's so clear to me it's like so blatantly obvious to me that I'm like so just like you were scared here you were scared there and people are like "WHOA! How did you do that?" I'm like, you told yourself that. I'm not doing anything. You told yourself that. I'm not doing

anything magical.

While this excerpt is included in this section, it could have also been used to illustrate the idea of advanced skill integration. It was included in this section because of Rebecca's statement, "you told yourself that." As illustrated in this example, clients or onlookers often become awestruck by how the counselor creates meaning out of the stories. However, in reality, the counselor is simply restating what the client has said. By explaining this concept to clients and CCI skeptics, it helps to demystify the process. There are three specific skills being used in tandem: listening, reflecting or rephrasing, and theory integration. Explicitly articulating the skills being used helps to establish the true role of the counselor and explain what is happening during the process. Due to the number of skills illustrated in this example, this excerpt could have also appeared in the advanced skill integration section of this paper, but it was equally useful here. It illustrates how the articulation of advanced skill integration helps bring the wizard from behind the curtain.

Another example of how the wizard comes from behind the curtain is explaining another meaning making technique. Consider Rebecca's rationale.

> Here's what's really cool about that. I start with a thread right. I look for the themes in the three early memories I look for themes. If there are not themes, you haven't asked enough questions, you haven't built enough rapport or you haven't broken up the early memory enough.

Explaining how themes are formed can be useful to counselors new to the CCI. Explaining why themes do not form is equally valuable. Part of the magic trick idea is that people doubt their ability to hear correctly or create accurate and eloquent metaphoric themes. However, Rebecca offers insight into how those tasks can be accomplished. First, she looks for the themes created from three memories; that requires active listening. If the counselor is unable to identity the themes, she gives three possible reasons why the theme was not detectable. Explicitly providing techniques to assess for potential oversights can help practitioners enhance their practice. The

suggestions also help to demystify the process and present the specific steps taken to form themes.

Comparison and the pressure to perform. Comparisons refer to a counselor's tendency to compare themselves to Mark Savickas or other CCI scholars. The pressure to perform is an anxiety provoking concern that a counselor will be unable to facilitate the CCI correctly. Similar to stage fright. First, participant experiences discussing the tendency to compare are presented. They are followed by participants' descriptions of their experiences addressing the pressure to perform.

After watching the videos or attending a live demonstration, "people will look at Savickas and go there's no way I can do that." Rebecca's statement was echoed by Lori Lynn. Consider the following excerpt.

> He [Mark Savickas] has such a gift and you know his approach and his demeanor and his use of metaphors and you know his emphatic nature, he's really got a gift and you watch and you think wow, I wish I could, we all think, a lot of us think we could be that good at it [facilitating the CCI] and so it would be great to get some training to feel like you were as competent. So like you know I get that I could see how people could feel like -- I feel like that sometimes too. I wish I could be as good as he [Mark Savickas] is in the video.

Lori Lynn shared her desires and what she believed to be the desire of others to conduct the CCI "as good as him." She also identified particular traits such as, demeanor, use of metaphors, empathic nature; all that bestow a "gift" that Savickas has, implying she and others do not possess the same gift or ability. This lack of confidence also existed within the "inner circle." Consider the following exchange between me and Rebecca.

> **REBECCA:** For a long time everyone was scared to do the interview live.
> *INTERVIEWER*: Even in the inner circle?
> **REBECCA:** Even in within the inner circle people were afraid to do it live at a conference. I was the first one to do that. Kevin [Kevin Glavin, CCI scholar], him doing it this past time. First time. This is since 2008. That was 8 years okay. Out of fear that what if I can't weave that together for the client into a complete package and put a little bow on it?

Rebecca shared the apprehension many inner circle members or CCI experts faced to conduct a

live demonstration of the CCI. Although they were presumably aware of the techniques used to

weave together themes, they found the challenge intimidating. Rebecca continued this

explanation by addressing a practical component that may be forgotten in a live demonstration.

> Okay. In the real world we -- you really don't want time wise, you don't want to be under pressure to sit there and have to weave it all together and make it into something pretty that feels like a magic show. What do you have 30, 40 minutes tops. Something that actually spans three forty-five minute visits? Okay. But it ends up feeling that way. I think.

Perhaps it was not only the pressure to create meaningful themes in front of a live audience, but

the added pressure to do so in an abbreviated time period. Live demonstrations are typically

conducted in 30-40 minutes to leave time for explanation and questions. However, the actual

CCI is designed to span three separate counseling sessions. Counselors are generally given at

least a week between the first and second session to process the information.

According to participants in this study, both novice and veteran CCI counselors

experience anxiety around facilitation. To what extent the comparison to Savickas and others

lead to a pressure to perform is unstated. The likelihood that the comparisons leads to a

reluctance or failure to perform is also left unaddressed. Despite the potential pressures

associated with CCI facilitation, Rebecca reported not feeling the anxiety to the extent of her

colleagues. When asked if she gets nervous she said,

> No. I don't. When I first learned this, it changed the way I do counseling. All counseling. It was the first time I didn't have to be the expert. As much as I can get out of the way and listen really listen, I see my client respond.

Whether or not Rebecca was ever nervous to conduct the CCI was not directly asked. She

reiterated the adoption of the non-expert role. She emphasized listening.

Permission to disagree. Permission to disagree is an assumed state of confidence in one's ability to conduct the CCI. Rebecca's experiences illustrate this concept.

> **REBECCA:** Sometimes I've watched him [Mark Savickas] and I'm like, I wouldn't say that. That's not how I'd define it. You really want to hear the words exactly from the client. You really want to hear those words exactly.
> *INTERVIEWER:* You disagreed. You gave yourself permission to disagree.
> **REBECCA**: Exactly. I know how to listen and just because he hears it differently or reflects back something I wouldn't doesn't mean I'm wrong or he's wrong.

Understanding this strategy alone could help debunk the magic trick. A counselor's confidence in their ability to actively listen could help to alleviate the pressure to "get it right." Rebecca shared another occasion when she disagreed with an inner circle colleague.

> I was listening to a colleague [name omitted for anonymity] interview and there were a couple times I was like wow, he reflected back something I wouldn't have reflected back. That's interesting. I might not have seen it that way. I see where he sees it that way. His words are his words or reflection. But here's the key, it doesn't matter what I would or would not do. What did she [the client] say, "Exactly!" Did she say "yes." Did he [the client] say, Oh my gosh so true?" I'm looking for these phrases to give me a cue. But if I'm reading the person in front of me and they're kinda giving me this spaced off yea, maybe, I'm still processing. I know I'm not, I haven't gotten it. I know that that's not it--I'm not reflecting it back then. If I'm not, you're gonna give me a look and kind of go "no, that's not quite right." It's not quite right. And we don't stop until the client feels like, you got it.

Here Rebecca gave counselors permission to disagree or reflect back differently, as long as the client is giving affirming feedback. It sounds like the indicator of how well the counselor is facilitating can be determined by the client's responses.

Debunking the magic trick is about providing clarity to the process. In this section, participant experiences and suggestions in three areas could be applied to demystifying the CCI process. According to the participants in this study, understanding the role of the counselor helps orient the expectations and dynamics required to successfully facilitate the CCI. Explicit directions of how to move from behind the curtain could help to explain meaning making

processes. Addressing the limitations and articulating strategies to overcome comparisons and pressures to perform could help normalize the anxiety many CCI counselors feel.

Evolution of the CCI

According to the participants in this study, approaches to debunking the magic trick are associated with a counselor's confidence in their abilities. Given the dynamic nature of the CCI, to what extent could counselors' perceived confidence in their ability to conduct the CCI be informed by the rapidly changing nature of the tool? In this section, participant opinions and experiences with evolution of the CCI are presented.

Constantly evolving. Rebecca has studied the CCI for over 10 years. The following excerpt is about her experiences as a doctoral student being introduced to the CCI when "it was the Career Style Interview" and how she watched it evolve over the years.

> I've watched it evolve from the Career Style Interview to briefly the Career Story Interview, ever so briefly to the Career Construction Interview. I've watched Savickas change the types of questions, which questions, how they do it. I mean, I've watched it evolved. It's evolved.

Katy, comparably a novice with less than 5 years of experience said,

> It just has so many versions. It felt like every time I would learn one title or one aspect of it, I'd read something else and it'd be different. It was hard to keep up.

Oscar also spoke about the constantly evolving nature of the CCI and compared learning it to other tools.

> The CCI is more like a lifetime investment, constantly changing style and techniques evolving. Every year I notice something new or read a new article. Learning the CCI takes more effort because it's "still alive" and it grows over time. With the others [career assessments] we'll just wait for a new revision. So yeah, it's like continuing education as a counselor you have to get your CEU [continuing education units] to stay current, that's how I view the CCI.

Suggested revisions. When considering the evolving nature of the CCI, Rebecca also

mentioned some of the CCI's antiquated question and changes she would make to the CCI, if

given the opportunity.

> I've watched Savickas say, "What's your favorite book?" Well not everyone reads books.
> So he's kinda adapted, what are some of your favorite stories, what are your favorite TV
> shows. Kevin Glavin he kind of argues and I can understand this generation you start to
> ask the magazine question they -- their eyes start to roll over like what are you talking
> about? But if you ask what are your favorite websites and why. What websites would you
> go to? What parts of the website, it might be more meaningful for this generation than a
> magazine.

Rebecca commented on some revisions made to the CCI to better address the interests of a more

technologically inclined generation. She also talked about changes she would make to the CCI.

> And this is what changed me, because I'm tempted. If I could rewrite the Career
> Construction Interview, if I could make it a little different, I already know how I would
> do it differently. I would ask, "What critical incidents have you experienced in your life?"
> The critical incident is something that happened that was memorable and shared in that
> space. It illustrates the current struggle. It could also be useful for folks who can't
> remember an early childhood memory.

Oscar also suggested a few revisions.

> I think I'd tweak it [the CCI] here and there. I won't just stick with magazine and
> television shows I ask about pod casts, YouTube or websites. It's common for people to
> say I don't have a TV. So there are some tweaks or revisions.

"CCI is an oral tradition." Rebecca used this phrase to describe the existing nature and

evolution of the CCI.

> I mean it's it's (sic) an oral tradition. What you're finding Mylene is at this level, oral
> tradition becomes before written. What you see at conferences and stuff -- and the sad
> thing is that [Mark] Savickas can just change it with his words and then it's changed. So
> that makes research really hard when it's that fluid. You know? But you know we all kind
> of do it in our own way. We [inner circle members] all kind of do it -- it's still all kind of
> similar, but how we go about doing it may vary a little bit.

Rebecca presented the idea that the CCI is an oral tradition and the implications that surround

that reality. She said, "Savickas can just change it with his words and then it's changed." What

power. What does that mean for practitioners? Rebecca said it makes it difficult to do research. If research is difficult for a member of the inner circle, what does that mean for researchers outside that orbit of access?

This cross-case comparison presented five major themes that emerged from this study. The five themes were topics addressed by each case, but oftentimes, with a nuanced perspective reflecting their own experiences. Outcomes and application, counselor versus non-counselor debate, self-initiated training, debunking the magic trick, and the evolution of the CCI all informed my understanding of the CCI and how counselors view it in practice.

CHAPTER 6

DISCUSSION

The 21st century workforce is marked by unpredictability, instability, and transition (Savickas, 2012). Deviating from the linear and predictive career paths that defined the 20th century, workers are now expected to adapt to a rapidly changing work climate (Reitman & Schneer, 2008). Individuals seeking assistance in navigating this emerging reality may present concerns traditional career counseling theories were not designed to address. Although assistance with matching personality and skill with occupation remains a primary goal, the highly contextualized nature in which these transitions occur complicate the rigid nature of traditional developmental and typology-oriented theories and interventions. Narrative, or story-based, career counseling interventions offer a more holistic view of individual concerns. Understanding the underlying motivations, frustrations, and individual values provides insight and confidence to move forward during career transition.

The Career Construction Interview (CCI) is a narrative approach to career counseling. Rather than answering predetermined choices to match an individual's personality with that of others, the CCI provides a personal narrative reflective of an individual's career concerns. Furthermore, it creates an opportunity to gain a holistic perspective during times of occupational transition. The career construction interview is also designed to help increase levels of career adaptability. Career adaptability is an individual's capacity to cope with anticipated and unexpected career transitions or traumas (Busacca, 2007; Savickas, 2012). Providing a career counseling intervention designed to increase contextual insight and career adaptability may assist

in adequately addressing the needs of the existing and emerging workforce. The consideration of context does not suggest an abandonment of traditional measures, but rather an integrated or customized approach. Integration creates a space to consider the usefulness of objective and contextually driven interventions when both perspectives are needed to adequately address a career concern (Savickas, 2015b).

Despite the alignment of subjective-based assessments with the unpredictable climate of the 21st century workplace, the amount of literature reporting on their usefulness, outcomes, and practice is limited, particularly from a counselor's perspective (Rehfuss, Cosio, & Del Corso, 2011). Research on the Career Construction Interview has continued to increase over the last decade, however little is reported on counselor experiences with the CCI and its perceived value in practice. This study was conducted to explore career counselors' opinions and reactions to the CCI. When selecting an intervention strategy, counselors consider client concern (Nelson, 2002), their personal epistemological orientation (Lapour & Heppner, 2009; Niles & Harris-Bowlsbey, 2013), and scope of competency with a particular tool (Neukrug & Schwitzer, 2006). Practicality of cost, time, and environment are also considered (Capuzzi & Stauffer, 2006). Acknowledging the number of considerations when selecting an intervention, this study explored how those issues have informed counselor perceptions of and experiences with the CCI.

This collective case study explored four career counselors' perspectives of and experiences with the Career Construction Interview. Four research questions were used to anchor this study:

1) What are career counselors' perceptions or opinions of the Career Construction Interview?

2) What are career counselors' experiences with the Career Construction Interview?

3) How do career counselors determine the practicality of use of the Career Construction

Interview?

4) How did career counselors learn how to conduct the Career Construction Interview?

Although stories about practicality and learning to conduct the CCI could be considered

experiences, the relevance and value of each to the overall study warranted separate research

questions, as opposed to subcategories within the experience question.

Interviews, document analysis, and environment observation were used to generate data.

A multi-step, iterative coding process was conducted to analyze findings. Data were organized

on an Excel spreadsheet and analyzed by hand without support from qualitative analysis

software. Reflexivity notes and audios from interviews and observations were recorded to

monitor my biases and assumptions. Data were presented in the forms of individual portraits,

within-case analysis summaries, and cross-case analysis comparisons. Reports were used to

present individual and shared themes that emerged from counselors' experiences. Five major

findings emerged from this study: articulation of client fit, advanced skill integration, technique

clarification, self-directed training, and nuanced uses of the CCI. The remainder of this chapter

will present major findings, conclusions, implications for practice, limitations, and suggestions

for future research.

Discussion of Findings

The five major findings from this study are presented in this section: articulation of client

fit, advanced skill integration, technique clarification, self-directed training, and nuanced use of

the CCI. Findings were determined by synthesizing data from the within-case and cross-case

analyses. Each finding will be defined, described, and positioned within existing literature.

Articulation of Client Fit

Articulation of client fit refers to counselors' descriptions of intended CCI outcomes and client concerns suitably addressed by those intended outcomes. Essentially, it is the explicit description of the alignment between career issue and intervention. Clearly stating the intended outcomes of the CCI minimizes the likelihood of the tool being misapplied. Counselors identified insight, confidence to move forward, and perceived usefulness of the CCI as outcomes of client experiences. Insight was defined as any new information about self or situation that did not exist before the CCI. Confidence to move forward is the client's belief in their capacity to make the next career-related decision. Insight and confidence are outcomes supported by existing literature (Hartung & Vess 2016; Rehfuss, Del Corso, Galvin, & Wykes, 2011; Savickas, 2015b, Savickas & Guichard, 2016). Participants believed the CCI is best used with clients who are in transition or a space of confusion regarding which career opportunity to pursue. One participant discussed how client age and life experiences inform the results of the CCI. It was suggested that clients with fewer lived experiences have fewer memories to reflect upon and share during the CCI. Some participants also compared the intention of the CCI to objective or matching-based career assessments, commonly used in university career centers. Objective assessments are used to match client traits with potential career paths (Super, 1983) and provide information about compatible career options. The CCI provides intimately contextualized information about the client (Hartung & Vess, 2016) without offering specific information about a particular career. Understanding the intention and limitations of each may lead to enhanced selection practices.

Although existing literature addresses the intended outcomes of the CCI, findings from this study clarify ideas not explicitly stated in the extant literature. While literature identifies an enhanced sense of self-awareness, discovery, and direction as outcomes for the CCI (Rehfuss et

al., 2011; Savickas & Guichard, 2016), specific concerns adequately addressed are not articulated. Consider Katy's experience with the CCI. Katy was a career counselor studying the CCI for her dissertation study. She shared her experience learning the CCI through training videos and conference demonstrations, but the majority of her understanding of the CCI came from reading the literature. She stated, "I read everything I could find about it [the CCI]." However, despite her familiarity with the literature, she conducted a study using the CCI to help undecided college students select an academic major. After conducting the study, she did not find major selection to be an outcome of the study and reported feeling disappointed. According to Katy, her study found that the CCI would not provide a list or specific suggestions for major selection. Other participants in this study confirmed this finding. Rebecca and Oscar believed that the CCI would not adequately address a major selection concern. Katy's experience reading the literature and using the CCI to address an unintended concern illustrates a disconnect in understanding how theory applies to practice. This study helped to clarify intended outcomes and client concerns.

The findings from this study also corroborate the most recent research on this topic. According to Maree (2016), the CCI is designed to facilitate forward movement in career decision-making. Recent studies have begun to explore reflection and reflexivity in career construction counseling (Guichard, 2016; Lengelle, Meijers, Hughes, 2016; Maree, 2016; Reid, Bimrose, & Brown; Savickas, 2016; Savickas & Guichard, 2016). Reflection is the process of learning about self through careful consideration of past experiences. Reflexivity is the act of moving forward or making changes based on insight gained from reflection. According to Savickas (2016), clients gain a degree of self-understanding that stimulates new ideas or perspectives based on existing knowledge. Rebecca's argument that individuals with limited life

experiences would have limited information to contribute is supported by this claim. Those with fewer life experiences would have a decreased level of existing knowledge to draw upon. However, numerous CCI studies have been conducted with traditional college-aged students as well as middle-aged or older individuals facing a career transition (Barclay, 2012; Lengelle et al., 2016; Reid et al., 2016; Reufuss, 2009). What remains unresolved by the literature is the extent to which the number of client experiences impact the value of the CCI.

Advanced Skill Integration

Advanced skill integration refers to the counselor's ability to simultaneously employ several counseling skills and counseling theories to navigate client concerns. The facilitator's integration of counseling skills and theoretical knowledge is used to help the client hear their own story and make sense of their experiences. That insight is used to create a new narrative that can help facilitate understanding, decision-making, and action.

Explanations of advanced skill integration gained from this study clarified aspects CCI administration. Articulation of specific skills and timing of their use reflected a roadmap used by counselors when attempting to conduct the CCI. Explaining the simultaneous use of various helping skills and the integration of counseling theories revealed the unstated techniques that create a magical illusion for observers during a live CCI demonstration. Essentially, the counselor's strategy was articulated and explained.

Findings from this study also addressed the counselor vs. non-counselor debate. This debate questions if someone without formal training in counselor education is capable of facilitating the CCI effectively. By articulating the required skill set, expectations of implementation are established. In addition to considering skill integration, participants shared their opinions regarding the emotional preparedness of the CCI facilitator. Many questioned

whether or not those lacking formal training possessed the knowledge to integrate skills and the emotional readiness to work through clients' emotional reactions.

Technique Clarification

Technique clarification, which is the deconstruction of CCI question rationale, is the second aspect of CCI administration. One participant provided concise, yet thoughtful, explanations of how she understood the intention of particular questions and client responses. She offered an approach to handling unexpectedly pleasant responses and described techniques for using responses from one question to answer another. The participant also offered a rationale of what can be discovered from the early recollections question. These clarifications have the potential to demystify the CCI process.

Self-Directed Training

Self-directed training refers to the manner that participants were trained using the CCI. Each of the four participants reported using similar training videos, attending conference presentations, and exhaustively reading the literature to learn how to conduct the CCI. However, each participant had access to a university funding source, allowing conference attendance and access to university libraries with scholarly publication databases and training videos. The primary training video mentioned by participants was produced by the American Psychological Association (APA) and cost $69.95 for APA members, $99.95 for non-members (Brown & Tullos, 2016). Three of the four participants reported viewing this particular video for free through the library of their respective institutions.

Participants also learned through personally initiated teaching and research opportunities. Initiating inner-office training sessions, teaching the intervention to graduate students in counseling programs, collaborating with CCI scholars on research projects or completing

dissertations on the topic are specific examples of how participants created opportunities to further explore the tool and enhance knowledge. Participants displayed a level of initiative by creating self-engineered training. However, access to library resources and professional journal subscriptions becomes an area for consideration. It introduces the idea of access and the implication of financial limitations on CCI training and practice.

Nuanced Uses of the CCI

Nuanced use of the CCI addresses two seemingly moderate considerations for practice, venue and stylistic approach. The diverse nature of career counselor employment means that counselors can work in a myriad of settings including, but not limited to private practice, workforce development centers, university career centers, or university counseling centers. Within this study, participants worked in one of the previously mentioned venues. However, the manner in which the CCI was facilitated also varied among counselors. Lori Lynn, Katy, and Oscar's work with the CCI was predominantly conducted within a university-supported career center. However, Lori Lynn also revised the original format of the intervention to function within a 16-week undergraduate career course. CCI questions were answered as weekly writing prompts. Rebecca used the CCI with student athletes in a group counseling approach. The existing literature supports the use of the CCI in various formats (Glavin, 2016), although the literature has not reported if one approach is more effective than another. However, the assertion that the tool can be modified to fit various environments suggests the versatility and potentially heightened usability.

Next, we discuss stylistic approach. In addition to sharing their varied uses of the CCI, participants also discussed aspects of confidence when conducting the CCI. Confidence in stylistic approach is the counselor's belief in their ability to conduct the CCI and not become

distracted by the fear of making mistakes. It is the courage to disagree with another counselor during a live CCI demonstration. It is the absence of a pressure to do the CCI *correctly* or in a prescribed manner. Granting oneself the permission to disagree is a place of confidence and competence held by the CCI facilitator. Rebecca shared her experience disagreeing with other scholars' understandings of client experiences during a live demonstration. She admitted to disagreeing with Mark Savickas and other notable CCI theorists. However, she insisted that the right answer is the accurate reflection of what the client expresses. Confidence in her ability to actively listen and apply career development theory mitigates pressures to *do it right* or remain unnerved by discrepancies in her understanding and that of other counselors.

The five major themes that emerged from this study addressed considerations of practice. Articulation of client fit helped to reiterate the suitability of this approach for particular career concerns. Advanced skill integration addressed expectations regarding CCI facilitator competence. Self-directed training shed light on how counselors have come to learn the CCI and nuanced use emphasized the versatility of the CCI. Although the major findings primarily address practice, finding also helped to address other research questions. Next, we explore how each research question was addressed in this study. Table 2 provides a summary of those findings.

Research Question 1

Research Question 1, *what are career counselors' perceptions of the Career Construction Interview?* This question was designed to understand counselor reactions and opinions of the CCI. Overall, counselors held favorable impressions of the tool. Each counselor used the word "love" when asked about their initial reaction. Participants reported an appreciation for the depth, insight, and personalized meaning gained from the CCI process. One counselor also mentioned the level of agency a client could gain from participating in the interview.

Despite an overwhelmingly positive reaction, counselors were also mindful of the potentially precarious nature of the tool. Specifically, participants expressed their concerns about facilitator competence. Overall, participants believed an advanced level of skill integration was necessary to conduct the CCI effectively.

Research Question 2

Research Question 2, *what are career counselors' experiences with the Career Construction Interview?* Addressing participant experiences was an attempt to explore the breadth and depth of their CCI exposure. Findings addressed participant experiences with facilitation, teaching, and research. The varied experiences shared by each participant provided information that could be used to help enlighten other CCI counselors. One participant shared her experience conducing the CCI with older and younger clients. She suggested that age and lived experiences may influence the CCI process and effectiveness. Another client mentioned challenges with client articulation and helping them tell their story. Participants spoke about observations made while teaching the CCI to others and new insights that came from conducting research.

Although it was not a direct experience with the tool, many participants also reported ways in which the CCI had been criticized by their colleagues. In general, critics questioned the validity of the tool. Participants shared their reactions and responses to those statements.

Research Question 3

Research Question 3, *how do career counselors determine the practicality of use of the Career Construction Interview?* The question was designed to explore counselor decision-making for CCI implementation. While findings addressed that topic, additional information was gained as well. When determining the practicality of use, the alignment of the tool and client needs was the first consideration for participants in this study. In addition, some shared colleague criticisms of the time needed to facilitate the tool. However, participants argued that the CCI is no more time-intensive than the Strong Interest

Inventory, which is commonly used in university career centers. Other considerations addressed the needed support from career center administration and an office climate suitable for CCI work.

The evolving nature of the CCI could also be considered when determining the practicality of use. Participants reported on the history of continuous refinement to the tool. One participant spoke of the lack of modifications of traditional theories in the last few decades. However, CCI research continues to report on modifications and revisions. The most effective practice would be by a practitioner who continues to adjust their practice to reflect advances in the literature.

Research Question 4

Research Question 4, *how do career counselors learn how to conduct the Career Construction Interview?* This question was designed to explore how counselors were first introduced to the CCI and how they were subsequently trained. Participants in this study were introduced to the CCI by a graduate program faculty member, colleague, or by happenstance. However, all the participants conducted a self-guided training using many of the same resources. Articles from peer-reviewed journals, demonstration videos, and conference workshops helped inform their understanding of the CCI. Each participant also incorporated practice-based work that enhanced their knowledge. Many taught the CCI in classroom or training sessions, conducted research, and facilitated the CCI with clients. One participant mentioned attending a formal CCI training in Boulder, Colorado. It was a two-day intensive exercise with Mark Savickas and other CCI scholars.

Participants also mentioned aspects of mentorship. One participant conducted several research projects with experienced CCI scholars. Another participant frequently consulted her dissertation chair for guidance. The third participant became a member of the inner-circle and the last participant consulted Mark Savickas for assistance.

Each of the research questions were addressed in this study. Topics regarding practice and training were dominant. Potential criticisms were also revealed. Below, Table 2 provides a summary of the findings previously discussed.

Table 2

Summary of Findings Organized by Research Question

Research Question 1: What are career counselors' perceptions of the Career Construction Interview?	▪ Overall favorable response ▪ Initial reaction - described using the word "love" ▪ Concern about facilitator training in career counseling theory and practice
Research Question 2: What are career counselors' experiences with the Career Construction Interview?	▪ Varied experiences with facilitation, teaching, and research ▪ Consideration of age and lived experiences ▪ Challenges with client articulation ▪ Colleague criticisms
Research Question 3: How do career counselors determine the practicality of use of the Career Construction Interview?	▪ Alignment of CCI and client needs ▪ Evolving nature ▪ Time required to facilitate ▪ Environment - Office culture and support from administration
Research Question 4: How do career counselors learn how to conduct the Career Construction Interview?	▪ Similar training methods - articles, videos, conference presentations, facilitating, teaching, research ▪ Formal training (Intensive conference in Boulder, Colorado) ▪ Guidance from or collaboration with CCI Scholar or more experienced counselor

Conclusion

Traditional career counseling theories and interventions were not intended to address the unpredictable and contextualized nature of 21st century workforce concerns. However, the Career Construction Interview (CCI), a relatively new intervention, uses a narrative approach to address present day career issues. Despite the amount of pedagogical literature on the tool, little addressed the value of the tool in practice. This study explored the opinions and experiences of four career counselors with the CCI. Findings from this study helped clarify areas regarding

intended use, outcomes, client characteristics, various applications, counselor training, and facilitation standards. Overall, counselors held favorable opinions regarding its value in practice. However, counselors also considered it only one option in a toolbox of multiple counseling strategies.

Exploring career counselors' opinions of and experiences with the Career Construction Interview provided an opportunity to hear counselor reactions to the CCI. It also articulated the intended outcomes, client concerns, and counseling strategies not explicitly stated in the literature. Expectations surrounding the emotional and theoretical preparedness of the counselor were shared, as well as their implications on practice. The counselor versus non-counselor debate remains unresolved, but expectations for successful CCI facilitation have been articulated. Clarifying techniques and offering examples of training and nuanced uses of the CCI may have helped to portray it as an accessible tool. Given adequate resources to conduct self-directed training, counselors can familiarize themselves with existing pedagogical aids.

Examples of the nuanced uses of the CCI may also help counselors begin to conceptualize how the CCI can be adapted to unique or specific settings. Opinions regarding the importance of environment on CCI practice varied in enthusiasm. While some participants believed only trained counselors should practice the CCI, others suggested non-counselors could possibly facilitate the tool, if they could remain within their scope of competence. Unspoken aspects of the process were clarified and potentially demystified the process; refuting skeptical arguments of magic and horoscopes.

Implications

Explicitly articulating client fit and clarifying specific facilitation techniques offered clarity to the field of practice. This clarity has the potential to enhance understanding, training,

and practice. Findings addressing the evolution and oral-traditioned nature of the CCI presented

areas of consideration for researchers, both within and outside the reported inner circle. Each of

these concepts are explored separately.

The findings from this study contributed a level of clarity remiss from existing literature.

Although some of the findings, such as fit and use are presented in existing literature, many

concepts are not extensively clarified or explained. Clarifying client fit and techniques may help

to legitimize and increase practice. Explaining the intended outcomes and specific techniques

used for facilitation help to demystify the process. It could potentially weaken the speculations

held by those who view the tool as invalid or confusing. Clarity may also help to strengthen

counselor practice and increase confidence in competency. Increased competence may increase

appropriate use. Providing specific clarifications could also enhance CCI instruction and

training. Counselors can use the literature to provide a deconstructed and more crystallized

training. Those in training may find the concepts easier to understand, apply, and build upon.

Findings from this study could be used to create training programs for current counselors or

incorporated into lesson plans for graduate level counseling programs.

The evolution and oral tradition of the CCI present implications with the potential to

enhance or compromise practice. Participants in this study reported on the consistent evolution of

the CCI. In an attempt to enhance the practice, research, and relevance of the tool, it has

undergone several revisions. Literature continues to be published reporting on unexplored

concepts and functions of the tool (Maree, 2015; Reid et al., 2016; Savickas & Guichard, 2016).

The constant changes would require counselors to remain connected to the literature or

professional associations for updates. Counselors who neglect to remain current may

compromise their practice. New insights, applications, or name changes may occur without the practitioner's knowledge.

The idea of the CCI being an oral tradition is another consideration. One participant from this study stated that aspects of the tool or associated theory could change instantly, at the discretion of the tool's developer. The participant also mentioned the difficulty for research to accurately reflect the newest iterations, due to how quickly ideas evolve. On one hand, the existence of this rapidly evolving tool offers an approach to career counseling that is reflective of present day concerns. A contextualized alternative to traditional approaches that neglect the complexity of modern day decision-making. On the other hand, the evolving nature of the tool makes it difficult for counselors to trust the integrity of current literature or training materials as they may not reflect the most recent revisions, thus compromising the practice.

The Vocopher website (Glavin, 2016) provides open access to many career construction and Life Design tools. Perhaps website administrators could be vigilant in posting revisions and updates that may inform counseling practice. Creating a Life Design library which serves as a comprehensive, open access repository for existing literature, training aids, and assessments within the Life-Design paradigm. A discussion board could be embedded on the website for counselors and non-counselor facilitators to post questions and gain insight from members of the inner circle and other CCI counselors.

Limitations

The current study was designed to explore counselor opinions of and experiences with the CCI. Understanding the practicality of use was also an intention. Although the qualitative design of this study provided in-depth descriptions, the diversity of experiences may have been limited by counselor environments and years of practice.

The counselors in this study worked in colleges or universities with undergraduate students. Three of the four participants' primary professional roles were in a university career center. Although one participant worked as a faculty member and in private practice, the majority of her use of the CCI was in an academic setting with undergraduate and graduate students. While considerable information was gained, the findings of this study may have been enhanced by speaking with counselors working in other capacities. Hearing the experiences of counselors in workforce development centers assisting displaced workers may have provided insight into how the CCI is used with individuals varying in age, class, and educational backgrounds. Findings from that environment may have further informed training, practice, and research.

Another limitation of this study was the extent of participant experience with the CCI. Three of the four participants were relatively new adopters of the CCI with less than 5 years of experience. Although shared perspectives helped address misconceptions and areas of confusion among budding practitioners, it may have been useful to include more seasoned CCI practitioners to gain additional clarity and understanding.

Increasing the diversity of counselor environments and years of experience may have provided enhanced perspectives regarding CCI use. Potential findings may have informed the field about nuanced approaches and challenges specific to other environments. Insight from more counselors with more experience with the tool may have contributed additional techniques or understandings gained from practice and research. Despite the limitations presented, the design of this study provided an in-depth understanding of participant experiences and adequately addressed the research questions.

Recommendations for Future Research

Future research on CCI practice has the potential to span a myriad of sectors and populations. In addition to increasing the diversity of participant environments and experiences, the findings suggest the possibility to expand within the field of counseling and workforce development.

Findings from this study revealed a counselor's belief that, at times, older clients may benefit from the CCI more than younger clients with fewer lived experiences. Existing CCI literature does not definitively support this assessment. Additional research could explore the use of the CCI with older versus younger clients to determine if age limits the amount of insight gained from the CCI.

Additionally, findings from this study acknowledged that the CCI is not intended to provide a list of potential academic majors. This idea is not explicitly stated in the literature, but can be implied (Savickas, 2012). Furthermore, the literature reports the significance of a holistic and contextualized understanding of self during the career development process. Future research could be conducted to determine how aspects of the CCI could be used to provide context to the major selection process.

Expanding to workforce development, research could be conducted to help individuals in occupational transition reflect upon previous experiences and apply that understanding to navigating a 21st century reality. Participants in this study suggested the CCI is best suited for individuals experiencing indecision during a career transition. Research supports this finding (Savickas, 2012). Future research could explore strategies to use the CCI in workforce development centers, such as Career One-Stops. When applying the CCI to diverse populations, aspects of the CCI could be adapted to work with displaced workers, retirees, or career switchers.

Perhaps the use of the CCI or other narrative interventions such as the Pictoral Narratives would help individuals with limited vocabularies illustrate career concerns, values, and aspects of self through sketched images.

The timeliness of the Career Construction Interview lends itself to application and research in a myriad of industries and settings. Future research incorporating diverse populations and perspectives could expand upon the current findings and create additional opportunities for research within the field of career counseling and workforce development.

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APPENDIX A: CAREER CONSTRUCTION INTERVIEW GUIDE

How can I be useful to you as you construct your career?

1. Who did you admire when you were growing up? Tell me about her or him.

2. Do you read any magazines or watch any television shows regularly? Which ones? - What do you like about these magazines or television shows?

3. What is your favorite book or movie? Tell me the story.

4. Tell me your favorite saying or motto.

5. What are your earliest recollections? I am interested in hearing three stories about things you recall happening to you when you were three to six years old.

APPENDIX B: RECRUITMENT FLYER

Help Make an Impact!

Calling Counselors Interested in Sharing their Reactions to the Career Construction Interview

- Do you... Hold a Master's degree in Counselor Education or a related discipline?
- Do you... Have training in career counseling theory and practice?
- Have you...Conducted the Career Construction Interview at least once?

If so...I would like to hear from you!

Participate in a dissertation study that will help us better understand the Career Construction Interview (CCI) in practice. Help us out and get a Starbucks gift card for your time.

If you would like additional information about this study, please feel free to contact Mylene Culbreath at (757) 750-7168 or send an e-mail to mculbre8@uga.edu.

Share this opportunity with other colleagues who meet the participation criteria.

APPENDIX C: PARTICIPANT RECRUITMENT AND CONSENT FORM

Dear Participant,

You are invited to participate in a dissertation project conducted in the Workforce Education program in the department of Career and Information Studies at the University of Georgia. For my dissertation I am conducing a collective case study using interviews, document review and environment observations to examine career counselors' experiences with and perceptions of the Career Construction Interview (CCI). The research will be supervised by the course instructor Dr. Jay Rojewski (rojewski@uga.edu).

The purpose of this research project is to fulfill the dissertation requirements for a Doctorate of Philosophy in Workforce Education. Information generated will be used for research and publication. However, all information obtained will be treated confidentially. You will be assigned a pseudonym to protect your identity and the name of your organization will not be disclosed in the research report.

For this project, you will be asked to
- Participate in a 60-minute face-to-face interview at your office. The interview will be audio-recorded.
- Participate in a follow-up phone interview. The interview is anticipated to last 30-45 minutes. The interview will be audio-recorded.
- Provide access to your site for a 30-minute environment observation

For this project, I will
- Facilitate a conversation to further understand your reactions and experiences with the Career Construction Interview and how those understandings can inform the existing body of knowledge in the field of career counseling.

You are free to withdraw your participation at any time should you become uncomfortable with it. If you have any questions or concerns, feel free to contact me at mculbre8@uga.edu or (757) 750-7168. I hope you will enjoy this opportunity to share your experiences and viewpoints with us. Thank you very much for your help.

Sincerely,

Mylene Culbreath (Researcher)
Jay Rojewski (Major Professor)
Career and Information Studies, College of Education, University of Georgia

Please sign both copies, keep one copy and return one to the researcher.

_____
Signature of Researcher   Date

_____
Signature of Participant   Date

For questions or problems about your rights please call or write: The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu.

APPENDIX D: INITIAL INTERVIEW PROTOCOL

DEMOGRAPHIC INFORMATION

Pseudonym:
Date:
Location:

Office/Org Name:	Current Title:
Education:	Licensure:
Start Time:	End Time:

SPECIFIC QUESTIONS AND PROBES

The Case (Understanding their paradigm and job function or context)
1. Please start by telling me about yourself
2. Tell me about your role here
    a. How long have you been here?
    b. Where did you come from?
    c. Where do you plan to go from here?
3. Which client populations do you service?
4. Which career theory guides your practice?
5. Do you have a personal theory that guides your practice?
6. How would you describe the function of your office/organization?

The Tool
7. How did you come to learn about Career Construction Theory (CCT) and the (CCI)?
8. How were you trained in the CCI?
9. Tell me about your experience conducting the CCI?
    a. How many times have you conducted it?
    b. What made you try? What makes you continue to use? What motivated you to stop using it?
10. Have you ever completed the CCI for yourself? Tell me about.
    a. What motivated you to complete it?
    b. What has prevented you from completing in?
11. How could the CCI be implemented here?
12. What are some criticism of the interview?
13. What are some strengths of the interview?
14. What are some assumptions you see embedded in the interview or theory?
15. What methods are currently being used in your center?
    a. What are your thoughts on the existing literature that suggests a shift from person-environment matching to narrative based counseling?

The Client
16. How do you decide when to use the CCI?
    a. Which clients?
    b. Which session (first, second?)
17. Tell me about your experience with client buy-in when it comes to the CCI

18. With which types of clients have you found the CCI to be particularly useful?
19. How does your style differ from Savickas? Do you conduct the entire interview? Do you conduct the interview in segments?
20. How do you determine the useful/uselessness of the interview?
21. How do you determine if it was harmful?
22. What are overall considerations for implementation?

HELPFUL STEMS

What haven't I asked that you would like to add?

Possible probes:
You mentioned …, tell me more about that.
You mentioned …, what was that like for you?

APPENDIX E: REVISED INTERVIEW PROTOCOL INTERVIEW PROTOCOL

Pseudonym: Date:

Start Time: End Time:

TOPICS TO COVER!
Perception of Career Construction Interview (CCI)
Experience with CCI
Challenges to using CCI
Training and competence with CCI
Your role as a counselor
Guiding theory to practice/epistemological view
Functional reality of your office
Client fit
Methods/interventions currently being used

The Case (Understanding their paradigm and job function or context)
1. Please start by telling me about yourself
2. Tell me about your role here
    a. How long have you been here?
    b. Where did you come from?
    c. Where do you see yourself in 5 years?
3. Tell me about the clients you service here.
4. Tell me about what guides your practice as a career counselor.
    a. Is there a philosophy or theory of practice you use?
    b. Which career intervention do you like most? What attracts you to it?
5. How would you describe the function of your office/organization?
6. What career intervention methods are predominately used in your center?
    a. What, if any, shifts in trends to career counseling have you noticed? (Delivery, techniques, etc.)
7. Do you provide career counseling in other venues?
8. Do you have related projects you're working on? If so, tell me about those.

The Tool
9. How did you come to learn about Career Construction Theory (CCT) and the (CCI)?
10. How were you trained in the CCI?
11. Tell me about the last time you conducted the CCI.
    a. How many times have you conducted it?
    b. What made you try? What makes you continue to use? What motivated you to stop using it?
12. How do you evaluate the outcomes of the interview?
13. In your opinion, what do you see as some criticisms of the interview?
14. In your opinion, what do you see as some strengths of the interview?

The Client
15. How do you decide when to use the CCI?
    a. Which clients?
    b. Which session (first, second?)
16. Tell me about your experience with client buy-in when it comes to the CCI?
        What haven't I asked that you would like to add?

APPENDIX F: PARTICIPANT INFORMATION SHEET

Please answer the following questions in preparation for our face-to-face interview.

Pseudonym: Date:

Current Title
Office/Organization Name
Professional Qualifications, list all degree earned
Training in Career Counseling
Certifications/Licensure
Number of years working in career counseling
Number of years working with the Career Construction Interview (CCI)
Number of times you've conducted the CCI

APPENDIX G: MEMBER CHECK PROTOCOL

Hello (Participant). Thank you for agreeing to speak with me today about your interview responses. I have reviewed our conversation and would like your feedback regarding my understanding of your experiences with and perceptions of the Career Construction Interview. I will begin by identifying the resonating themes that emerged. From there, we can discuss how I came to those conclusions and if there are areas you'd like to clarify.

The theme XYZ came from the data. I will read some lines from our interview to give you an idea of how I came to that conclusion.

-Read quotes-

Does the theme XYZ sound like an accurate representation of what you said?

-Continue until all themes are presented and clarified-

I also have a few follow up questions from our interview I'd like to ask.

-Ask questions and record response-

(Participant) is there anything else you'd like to discuss before we end?

Thank you again for your participation in my research study. If you have any questions, feel free to contact me by phone at 757.750.7168 or by email at mculbre8@uga.edu.

APPENDIX H: ENVIRONMENT OBSERVATION PROTOCOL

Date:
Start Time: End Time:

The Setting
Location:
Description of space (atmosphere, colors, space, lighting, use of technology, traffic, etc.):
Description of my observation post/area:

Pre-Observation Questions
What will be my focus during the observation?
How might I establish rapport with the people at the site? Does that need to be established?
How will I function on the participant/observer continuum?

Guiding Questions to Consider During the Visit
What is happening in this site?
What are the behaviors, norms, and values evident in this site?
Who are the people (actors) in the site and how do they communicate with each other and with others who enter the site?
How are emotions communicated?
How do people use tools and artifacts in the site?
How is power evidenced in the site?
What preliminary cultural themes, patterns, or connections do I see emerging in my data?
Where am I on the participant/observer continuum?
What else strikes me as interesting or important?
If I were to continue to conduct observations in this setting, what questions/topics would I consider in planning my next observation?

Post-Observation Process Questions
What went well? What could have gone better? What was unexpected or surprising?
What assumption did I notice in myself that I need to be aware of?
How did my presence impact the site?
Where did I function on the participant/observer continuum?
What did I focus on during the observation?
What will I do differently during the next observation?

*Protocol adopted from QUAL 8410, Dr. Trena Paulus, University of Georgia