

Chapter 16 - Ensuring Quality in Theory, Research, and Practice: *Journal of Employment Counseling*

Dale Furbish

Auckland University of Technology

Angie Smith

North Carolina State University

This chapter appears in J. P. Sampson, E. Bullock-Yowell, V. C. Dozier, D. S. Osborn, & J. G. Lenz (Eds.), *Integrating theory, research, and practice in vocational psychology: Current status and future directions*. Tallahassee, FL: Florida State University. <http://doi.org/10.17125/svp2016.ch16>

The chapter is based on a paper presented at the conference of the Society of Vocational Psychology, May 16–17, 2016, Florida State University, Tallahassee, FL. A video presentation of a preliminary version of this paper may be retrieved from https://www.youtube.com/watch?v=yLO3_H0axoU&list=PLCsXiACK-LKrVRKb1z_Nw3METZg-SoRFA&index=22

Appreciation is expressed to Debra Osborn and Casey Dozier for their comments on an earlier draft of this chapter.

Correspondence should be addressed to Dale Furbish, 16 Ngatira Road, Waimauku 0881 New Zealand. E-mail: dale@orcon.co.nz

Dale S. Furbish, School of Education, Auckland University of Technology, Private Bag 92006, Mail Center C 55, Auckland, New Zealand

Keywords: career, integration, theory, research, practice, academic journal, postmodern career theories

This chapter will discuss recent thinking about vocational psychology theory, research, and practice from the perspective of the *Journal of Employment Counseling (JEC)*. It is a perspective that was solicited by the organizers of the Society of Vocational Psychology (SVP), 2016 Biennial Conference held May 16th and 17th 2016 at Florida State University. The overall theme of the conference was “Integrating Theory, Research, and Practice in Vocational Psychology.” Editors of leading academic career journals were invited to present a paper on this topic at the conference and then develop the paper into a book chapter after receiving feedback and comments from conference participants. The authors of this chapter are the editor of the *JEC* (Dale Furbish) and a member of the editorial board (Angie Smith).

The Journal of Employment Counseling

The *JEC* is the official journal of the National Employment Counseling Association, a division of the American Counseling Association. The *JEC* is a relatively small academic journal, averaging four articles per 46-page issue. The aim and scope of the *JEC* are to illuminate theory and practice in employment

counseling, report professional experimentation and research, and examine current client vocational problems as well as the professional concerns of counselors. In 2015, the *JEC* published its 52nd Volume. The *JEC* is a quarterly journal, with issues published in March, June, September, and December. It has a reported impact factor, which is the ratio of *JEC* articles cited in other publications over the past five years to the total number of *JEC* articles, of 0.64 and is ranked 69/76 for applied psychology journals by ISI Journal Citation Reports. The *JEC* attracts articles from international authors. This has not always been the case. Before 2012, the *Journal* had a less diverse author demographic profile. Manuscripts were submitted directly to the editor, and since the *JEC* did not have high international visibility, most of the authors were from North America. However, in 2012 the *JEC* (and most American Counseling Association journals) began using Scholar One (an online portal) for journal administration. Scholar One seems to have given the *JEC* greater visibility, and the number of international author submissions has increased. During 2015, the *JEC* received 40 manuscript submissions, many from authors outside North America. The publication acceptance rate is 55%. The *JEC* Editorial Board has

an international flavor, with representation from Africa, Australasia, Europe, and North America.

The Relevance of Integrating Theory, Research, and Practice

A conceptual framework for examining the integration of theory, research, and practice in vocational psychology was provided by Sampson et al. (2014) as part of their review of articles appearing in the *Career Development Quarterly*.

Antecedents for all three include varying combinations of existing theory, previous research, and observations from previous practice. Theory guides research in vocational behavior by guiding the formulation of research questions, creating measures of various constructs, and interpreting the results. Theory also guides research on career interventions by similarly supporting research questions, measures, and interpretation of findings. Theory guides practice by helping practitioners better understand individuals' concerns; creating appropriate interventions; and developing theory-based assessments, information, and instruction. Research is used in creating and validating new theory. Research also contributes to practice by providing an evidence base for improving career interventions. Finally, observations from practice support ongoing theory revision and provide evidence to further guide future research. (p. 295)

This framework is useful for characterizing the articles that have appeared in the *JEC* between 2012 and 2015. This period was selected because it represents the tenure of the current editor and also reflects the most recent theories, research approaches, and application of career theory by *JEC* authors.

Although *JEC* authors have used a number of theoretical perspectives, positivist paradigms far and away dominate. The most frequently represented theoretical foundations used by *JEC* authors have been trait factor (Burns, 2015; Littman-Ovadia, Zilcha-Mano, & Langer, 2014; Ohler & Levinson, 2012), developmental (Choi et al., 2013; Ronzio, 2012; Wong & Yuen, 2015), happenstance learning theory (Greenleaf, 2014), emotional intelligence (Di Fabio, Bernaud, &

Loarer, 2014; Di Fabio, & Palazzeschi, 2012; Di Fabio, Palazzeschi, & Bar-On, 2012; Jiang, 2014;), cognitive information processing (Bullock-Yowell, Andrews, McConnell, & Campbell, 2012; Bullock-Yowell et al., 2014), and cognitive psychology (Budnick & Santuzzi, 2013; Buttar, 2015; Johnson, 2013; Maddy, Cannon, & Lichtenberger, 2015). Inventories, questionnaires, and surveys were commonly used to collect quantitative data, with some articles reporting psychometric properties of original instruments (del Puerto & Crowson, 2013; Di Fabio, 2014; Elliott & Lopez del Puerto, 2015). Most all of the articles used statistical procedures to analyze and interpret data. The few exceptions used case study designs and employed qualitative analysis (Nunes & Arthur, 2013; Parcover & Swanson, 2013; Rehfuß & Gambrell, 2014). Commonly used statistical procedures include factor analysis, analysis of variance, and regression analysis. Experimental or quasi-experimental designs predominated, with only a few conceptual articles appearing that used constructivist rather than positivist approaches (Brott, 2012; Furbish, 2015; Rausch, 2014).

The *JEC* is an applied journal and its primary readership is members of the National Employment Counseling Association, many of whom are practicing career and employment counselors. Therefore, authors of *JEC* articles are required to discuss the application of the concepts or research appearing in their articles to practice. Editorial board reviewers of manuscripts frequently comment that authors of initial submissions to the *Journal* do not adequately attend to career counseling practice implications. Such feedback is provided to authors who are asked to revise their manuscripts. Therefore, authors must consider practice applications when submitting revised articles. Applications to practice considerations must appear in an article before final acceptance for publication is granted. The potential for articles to inform career practice is therefore the sine qua non for publication in the *JEC*. This philosophy mutually supports the National Career Development Association Code of Ethics, which states that professional career practices are based on rigorous research methodologies (NCDA, 2015).

The Challenges in Integrating Theory, Research, and Practice

McMahon and Patton (2002) assert that logical positivism has dominated the career theory and career practice since their inception in the early 1900s. Indeed, as reflected from the theoretical foundations of *JEC* articles, positivist ontological and epistemological paradigms dominate the theoretical underpinnings for the majority of the *JEC* articles. Positivist positions are frequently considered to reflect scientific approaches to research. The purpose of research, from a positivist position, is to prove or disprove a hypothesis (Mack, 2010). Although some would contend that research hypotheses are not accepted (i.e., only the null, or counter hypothesis is failed to be rejected), positivist approaches to research are built around the discovery of an objective (true) reality. Ontological assumptions (“the claims and assumptions that are made about the nature of social reality, claims about what exists, what it looks like, what units make it up and how these units interact with each other” [Blaikie as cited in Grix, 2004, p. 59,]) are that reality is external to the researcher, the topic of study can be studied independently, and reality can be predicted (Mack, 2010). Positivist research epistemology (“the theory of knowledge embedded in the theoretical perspective and thereby in the methodology” [Crotty, 1998, p. 3]) is generally reflected in *JEC* articles through the use of surveys or inventories to collect quantitative data, statistical analysis of the data, and conclusions formed about careers based on statistical interpretation of the data.

In contrast to the positivist ontology and epistemology positions that have dominated career research reported in the *JEC*, Maree (2013) points to the postmodernist influences of present day career theories. Mack (2010) identifies the ontological assumptions of postmodernist or interpretivist theories. Generally applying this to career notions, career reality is indirectly constructed based on individual interpretation and is subjective. People interpret and make their own meaning of career. Careers are distinctive and cannot be generalized. There are multiple perspectives to a career. Causation in careers is determined by interpreted meanings and symbols. Savickas et al. (2009) identified that the volatile nature of modern economies and work have led to the development of contemporary career theories that center around how individuals use

personal meaning to align subjectively defined values with career. Brott (2004) eschews the goal of scientific certainty embedded in positivist career theories to assert that multiple career realities and truths exist, each person’s life is a story being written and not a set of traits, context is needed to understand individuals and their career behaviors, individual and their careers constantly change, individuals make meaning out of daily activities, and an ongoing influence on career and reality is something that individuals’ co-construct with their environments. The epistemological assumptions associated with research from a postmodernist position are that knowledge is gained through research strategies that “respect the differences between people and the objects of natural sciences and therefore requires the social scientist to grasp the subjective meaning of social action” (Bryman as cited in Grix, 2004, p. 64), knowledge is gained inductively to create theories, knowledge arises from particular situations, knowledge is not reducible to simplistic interpretation, and knowledge is gained through personal experience (Mack, 2010).

Although Sampson et al. (2014) found that a number of articles based on constructivist theory were published in career development journals during 2013 (e.g., Savickas’s life design theory), very few articles appearing in the *JEC* used constructivist theory. Yet, Sampson et al. (2014) did identify that quantitative research methodologies were employed in 81.6% of the 2013 career articles they analyzed. Their finding that journal article authors relied on quantitative research approaches is mirrored in the dominance of quantitative research found in the *JEC*. The supremacy of positivist career theories and research methods in the career literature poses a conundrum for the relationship among contemporary career theory, research, and practice. Duarte and Cardoso (2015) point to the gap between career theories and reality. They point out that understanding contemporary career structures and approaches to career counseling must eschew preconstructed models that are based on notions of certainty and universal principles (the goals in positivist approaches) in favor of career theory and research grounded in human variety and uniqueness. They call for a major shift in the research literature to investigate constructivist career theory and the use of qualitative methodologies that are most consistent with such theories. Use of this premise will most likely stimulate advancements in knowledge that are generated

when theories that best represent contemporary career realities are better understood through application of research that best aligns with the constructivist theory foundation.

Contemporary Career Theories

For research to inform career practice that reflects contemporary career environments, more research that is consistent with the principles of constructivist career theories should be encouraged. While positivist career theory is likely well known to most career researchers and is the foundation of much career research submitted to the *JEC*, researchers also should recognize the contribution of constructivist career theories and employ, when appropriate, qualitative research epistemologies and ontologies consistent with these theories. The emergence of career theories grounded in constructivist principles is a response to contemporary social, political, and environmental conditions that influence modern career patterns. Research to investigate theory refinement and practice application is needed.

Savickas's (2005) life design theory is a major contribution to the development of constructivist career theory. While life design theory seems well known among researchers, other constructivist career models have been designed to reflect the nature of contemporary careers and work. These may not be as familiar to researchers, yet they represent the nexus between theory and practice in the modern career environment. As a starting point to encourage use of constructivist theories and research methodologies to advance the integration of theory, research, and practice, brief summaries of life-long self-construction (Guichard) and systems theory framework (Patton and McMahon) are presented.

Guichard (2015) has developed a model of careers based on constructivist notions of the self and on the relationships between individuals and modern notions of work. He states that this paradigm recognizes individuals as "holders of a certain capital of competencies they must know how to invest in occupational opportunities they must elicit from the settings where they interact and as designers and governors of their lives" (p. 19). His self-construction model (Guichard, 2009) recognizes both the sociological influences and the cognitive (personal) influences that dynamically interact. He believes that

two reflective processes (the "I – me" and the "I – you – s/he") result in an individual's construction of the self and that the specific elements of the constructed self are the foundation of career decisions. For him, the goal of career counseling is "helping individuals develop expectations regarding their future that permit them to integrate their subjective identity forms system from a certain future perspective and to commit themselves to the advancement of this design" (Guichard, 2009, p. 254). Guichard believes this goal is achieved by interviews that help clients map out the different subjective identity forms (SIFs) in which they currently construct themselves. These interviews also help clients become aware of what constitutes each of these SIFs (e.g., actions, interactions, modes, and dimensions of relating to oneself), describe the current organization of their SIFs in order to delineate which are central and which are peripheral, become aware of relationships between these SIFs, elicit some expected occupational or educational SIF they wish to commit to actualizing, find ways (e.g., activities, interactions, resources, etc.) to increase their chances of achieving this design, modify their SIFs if necessary, and commit themselves to its advancement.

Patton and McMahon (2014) have developed the systems theory framework (STF) as a metatheoretical approach that acknowledges the complexity of careers and career decision-making. STF posits three systems (the individual, the social, and the environmental-societal) that structure an individual's career. STF views careers holistically, recognizing that careers are comprised of the influences and interrelationships among multiple life roles (e.g., worker, parent, volunteer, spouse or partner, etc.). The model emphasizes contextual and constructivist elements, stating that careers are constructed and understood by each person. Fundamental elements of STF are the recursive (mutually influential) nature of the three systems, changes in the influences of the various elements within each system, the systems themselves over time, and the role of change or unpredicted influences.

Within each system, a number of identified elements are differentially important and influential to career. The individual system contains personal determinants such as abilities, skills, interests, personality, beliefs, values, and self-concept. The social systems includes family, peers, media, and educational institutions, among others. The environmental-societal

adds the influences of geographic location, governmental policies and decisions, socioeconomic status, the employment market, and globalization.

Blustein, Kenna, Murphy, DeVoy, and DeWine (2005) suggest that qualitative research is shifting from the margins to the center of career psychology inquiry. McMahon and Watson (2006) note that while both modernist and postmodernist research approaches are useful for investigating career theories and their application to practice, postmodernist approaches differ from modernist approaches and render them appropriate for researching contemporary careers. They note the centrality of context and personal agency in constructivist career theories such as STF and suggest research artifacts needed to investigate the links between constructivist career theory and practice. They call for the development of constructivist inspired career counseling processes and instruments that can be investigated through research so as to refine contemporary theory. More research focus on local narratives rather than grand narratives is suggested. Development of research approaches that combine quantitative statistics with postmodern constructs (such as stories) is also suggested. The position of the researcher as a collaborator with the research participants in the research process is characteristic of postmodern research. Further, they emphasize that research participants are viewed as active agents (rather than passive subjects being studied) in the research process and co-construct meaning with the researcher.

Opportunities for Integrating Theory, Research, and Practice

As journal editors and editorial board members, we are dependent upon authors when they select the research paradigm for conducting investigations that are the topic of their articles. Despite our observation that contemporary career theory has emerged from phenomenological philosophies that suggest qualitative research strategies for understanding, validating, and expanding them, our experience has been that authors overwhelmingly continue to rely upon career theories that emerge from the logical positivist perspective and employ quantitative research methods in their research designs. Whether research precedes theory or vice versa, there seems to be disconnection between emerging career

theories and the research methods favored by authors submitting to the *JEC*.

Blustein et al. (2005) recognized the potential of qualitative research methods for offering considerable insights into modern theory, practice, and assessment. Although journal editors have minimal influence upon research approaches or the theories used in articles submitted to their journals, as leaders in the career development profession, we can promote the usefulness of an array of research approaches and the development of career theories that recognize the subjective, phenomenological tenets of our current career environment.

Hayes and Wood (2011) discuss six qualitative research traditions that are useful for researching modern counseling practices and theories. We believe that these approaches are useful for research into career theory and practice. Briefly, Hayes and Wood discuss grounded theory (research questions are constructed to identify processes and patterns with the goal of constructing new models), phenomenology (research questions solicit direct and conscious participants' understanding of their experiences, often through interviews), consensual qualitative research (research questions seek to gain consensus between researchers and participants about participants' experiences), ethnography (research questions seek to identify cultural norms and patterns that mediate experiences), narratology (research questions seek to understand perceptions of experiences through participant narratives), and participatory action research (research questions seek solution-oriented outcomes in a specific context and recognize the reflexivity between participants and the researchers).

One of our frequent observations about the articles submitted to the *JEC* is that authors do not adequately discuss the application or utility of their research for career or employment counseling practice. Employing qualitative research designs (or mixed methods designs that incorporate qualitative and quantitative approaches) could assist the discussion of application. Hunt's (2011) review of the structure of articles that use qualitative designs emphasizes the benefits for discussing practice application from qualitative research. Typically, qualitative research articles provide themes that emerge from the data, and participant quotes are used to support the themes. In this way, participants are given a

“voice,” which is usually absent in quantitative designs. Participant voice provides transition from theory to practice, as it introduces the perspective of those we seek to assist.

Suggestions for Integrating Theory, Research, and Practice

Howard (2016) provided a summary of the papers presented by Duffy (2017); Flores (2017); Furbish and Smith (2017); Gati (2017); and Schultheiss (2017) during Plenary Panel IV “A View from the Editor’s Desk: Ensuring Quality in Theory, Research, and Practice” during the 2016 SVP Conference. She insightfully identified that a unifying theme across the papers was that the integration of career theory, research, and practice is not unidimensional. That is, we should not view that theory is constructed first and in isolation from research and practice. Practice often provides the context for suggesting processes and relationships that can become the foundation of theory and for suggesting research designs to investigate theory. Duffy (2017) points out that the majority of articles appearing in career journals are written by academics who are not actively engaged in career practice. Thus, discussions of applications of research findings in journal articles are often barren. Flores (2017) suggests that encouraging academics to consult practitioners during their research or maintain some direct career counseling practice themselves could provide the conditions for desirable theory, research, and practice integration.

A review of the work settings of most *JEC* authors reveals that the vast majority is similarly employed in academic settings. Universities have been historically mandated to create knowledge, so it is expected that academics generate the research that is the foundation for articles in academic journals such as the *JEC*. Moreover, academics are expected and rewarded by their universities to conduct research in their field and write articles for publication. While some academics in the career field also maintain a practice, workloads and employer expectations usually preclude having the time or energy to apply the theory that they generate to their own practices. This can produce gulfs among the development, research, and application of theory. Yet there is a strong tradition in counseling psychology for the scientist-practitioner model, notably advocated by

Pepinsky and Pepinsky (1954). Pepinsky and Pepinsky promoted the notion that practitioners should apply a scientific process, akin to research, when working with clients. Flores (2017) points out the usefulness of involving practitioners in research. A practitioner’s perspective during the formation of hypotheses to explain clients’ behaviors should be adopted. Such an approach would appear ideal for the development of broader theoretical perspectives, which could be further studied through systematic research, writing, and publication in journals. Yet, as suggested above, most research and academic writing are not conducted by practitioners. This is understandable in that just as academics often do not have time to devote to practice, those in practice often do not have time or motivation (i.e., rewards) to engage in research and academic writing. Further, Brown (1993) and Smaby and Crews (1998) state that practitioners often doubt their academic writing ability and are concerned about the worth or “correctness” of their ideas. Confounding the nexus between research and practice is the finding of Sexton, Whiston, Bleuer, and Waltz (1997) that mental health workers (e.g., social workers, clinical psychologists, psychiatrists, and counselors) are not likely to even read research, yet alone conduct it. Indications are that many practitioners do not see the relevance of research to their practice and instead focus on applying the skills they have developed for addressing client issues. The absence of a theory or research driven approach is notable in some practice settings more than others. For example, Furbish (2011) found that secondary school career advisers in New Zealand tend to not operate from a theory informed approach, but rather view their work as implementing governmental policy with respect to career development. For many career practitioners and career researchers, the integration of research, theory, and practice is compromised by their own priorities and experiences.

Practice provides a rich context for linking research, theory, and practice. However, research raises specters of complex research designs and unfathomable statistical analysis for many practitioners. But, practitioners are, in many ways, the very professionals who can best develop linkages between theory and practice. As Falvey (1991) stated, “(Research) is not an alien activity that academics in laboratories immerse themselves in apart from the reach world of mental health. It is a natural function of every clinician with an inquisitive mind” (p. 622). When research is expanded

to include a wide range of curiosity motivated to “finding out,” as suggested by Lewis (1993), then reflections on every day events in practice provide a myriad of potential research questions. Research grounded in qualitative designs such as case studies, narratives, and personal reflections is especially attractive for quantitative-phobic practitioners. Moreover, engaging in research does not have to result in immediately writing a manuscript for submission to an academic journal or a presenting at a national or international professional conference. Although these outcomes are desirable for sharing and disseminating findings and building theory, less intimidating opportunities to share research should be provided by professional associations, universities, and work places. For example, local or regional symposia, or mini-conferences, organized by a professional association, a university for local practitioners, or an employer for its staff could encourage practitioners to begin engaging in research that would eventually lead to publication. When symposia or mini-conferences emphasize sharing ideas for potential research questions, rather than on completed research, a less threatening environment is created for practitioners. Encouraging practitioners to discuss what they are observing, and to receive feedback and suggestions from colleagues can provide the stimulation for taking the next step towards a practice-informed research design.

Manthei (2004) elaborated steps for practitioners to become researchers. First, practitioners should identify what is capturing their curiosity. Once an issue has been identified, it can become the foundation for a research question. Then, practitioners should consider how they will investigate the question. At this stage, receiving feedback and suggestions from colleagues and experienced researchers will help practitioners formulate a plan for what to do, how to make the plan practical and doable, who will need to be involved, what resources are needed, and how the plan will help answer the question of interest. Manthei recognizes the value of locating a research mentor who can provide guidance, information, support, and inspiration. Often, a barrier to conducting research is lack of follow through. Unanticipated events or changes of priorities can result in abandoning a project. Yet, motivation and adjustments to complete what is started are essential. Completion of a project may not result in an immediate article or presentation. Returning to what has been started develops a useful mindset. Completing a first project provides the impetus

for continuing to engage in systematic investigations of theory and practice through research.

The goal of integrating research, theory, and practice in the *JEC* is confounded by the diversity of *JEC* authors' academic backgrounds and perspectives. The *JEC* solicits a broad range of career topics. As such, the *JEC* attracts authors from management and human resources backgrounds as well as career counseling and psychology. A similar diversity in authors' backgrounds is reported by the editors of other career journals (Duffy, 2017; Flores, 2017; Gati, 2017; Schultheiss, 2017). The range of academic, theoretical, and experiential author backgrounds can result in complications for integrating research and career practice. Some authors have interests other than the application to direct career practice, or they may understand career practice differently than practitioners trained in counseling or psychology. Topics researched by authors from business perspectives, for example, can be useful for career practitioners, but as many of these authors are not career practitioners themselves, they may find formulating the application of their research for career practice difficult. *JEC* reviewers commonly request that authors consider how their research can be applied and that they revise their articles to include this consideration. To guide authors to consider how their research can be the foundation of theory and practice, publishing guidelines, especially in journals whose readership is primary practitioners (e.g., *Career Development Quarterly* and *JEC*), should emphasize how theory and research findings can be translated into practice (Howard, 2017). Flores (2017) notes also that involving practitioners as editorial board members and reviewers can provide useful feedback to authors during the review process.

Duffy (2017), Flores (2017), Gati (2017), and Schultheiss (2017) all recognize the value interdisciplinary and interprofessional collaboration for career research. By involving researchers and practitioners from different academic backgrounds, the opportunity arises to identify how research results can be applied to a diverse range of career practice settings and issues.

Final Thoughts

Modern career patterns and influences are different from the eras during which many career

theories were developed. In order to develop career practices that best reflect theory emerging from contemporary career realities, research that utilizes constructivist approaches is called for. While positivist career theories and quantitative research designs will continue to contribute to career practice, qualitative and mixed methods (combining quantitative and qualitative approaches) are more appropriate when research is based on contemporary constructivist career theory. As journal editors, we should encourage authors to research approaches and theories that reflect the needed shifts in research ontologies and epistemologies. Echoing Howard's (2016) summary of the journal editor's plenary session at the SVP Conference, we as editors should encourage authors to expand their theoretical paradigms, as well as expanding our own. Soliciting articles that are outcomes of interdisciplinary and interprofessional collaboration, cross-cultural, or cross-national can potentially support an expanded theoretical repertoire. We can encourage our students to consider qualitative approaches or mixed methods to their postgraduate research projects. We can also model qualitative approaches in our own research, publications, and conference presentations. Our journals are the conduits for the integration of career theory, research, and practice. Targeted strategies, such as the creation of special journal issues that include research from cross-disciplinary career topics (Schultheiss, 2017) or focus on articles cowritten by academics and practitioners (Flores, 2017) hold promise for promoting the integration of theory, research, and practice. Therefore, we need to ensure, as best we can, that the articles that appear in our journals advance theories and practices that are most appropriate in the contemporary era.

References

- Blustein, D. L., Kenna, A. C., Murphy, K. A., DeVoy, J. E., & DeWine, D. B. (2005). Qualitative research in career development: Exploring the center and margins of discourse about careers and working. *Journal of Career Assessment, 13*, 351–370. <http://doi.org/10.1177/1069072705278047>
- Brott, P. E. (2004). Constructivist assessment in career counseling. *Journal of Career Development, 30*, 189–200.
- Brott, P. E. (2012). A career story approach to management, business, and financial occupations. *Journal of Employment Counseling, 49*, 172–184. <http://doi.org/10.1002/j.2161-1920.2012.00018.x>
- Brown, R. (1993). *Second manual for conducting workshops on postgraduate supervision*. Brisbane, Australia: Queensland Department of Primary Industries.
- Bullock-Yowell, E., Leavell, K. A., McConnell, A. E., Rushing, A. D., Andrews, L. M., Campbell, M., & Osborne, L. K. (2014). Career decision-making intervention with unemployed adults: When good intentions are not effective. *Journal of Employment Counseling, 51*, 16–30. <http://doi.org/10.1002/j.2161-1920.2014.00038.x>
- Bullock-Yowell, E., Andrews, L., McConnell, A. & Campbell, M. (2012). Unemployed adults' career thoughts, career self-efficacy, and interest: Any similarity to college students?. *Journal of Employment Counseling, 49*, 18–30. <http://doi.org/10.1002/j.2161-1920.2012.00003.x>
- Burns, S. T. (2015). Predictive validity of person matching at the scale and discriminate analysis levels. *Journal of Employment Counseling, 52*, 178–191. <http://doi.org/10.1002/joec.12023>
- Budnick, C. J., & Santuzzi, A. M. (2013). Seeking re-employment in nonmetropolitan America. *Journal of Employment Counseling, 50*, 146–153. <http://doi.org/10.1002/j.2161-1920.2013.00033.x>
- Buttar, H. M. (2015). Formation of entrepreneurial career intentions: The role of sociocognitive factors. *Journal of Employment Counseling, 52*, 2–17. <http://doi.org/10.1002/j.2161-1920.2015.00052.x>
- Choi, B. Y., Kim, B., Jang, S. H., Jung, S. H., Ahn, S. S., Lee, S. M., & Gysbers, N. (2013). An individual's work values in career development. *Journal of Employment Counseling, 50*, 154–165. <http://doi.org/10.1002/j.2161-1920.2013.00034.x>
- Crotty, M. (1998). *The foundations of social research*. London, England: Sage Publications.
- delPuerto, C.L., & Crowson, A. (2013). Green construction and energy training program for at-risk individuals: A case study. *Journal of Employment Counseling, 50*, 59–70. <http://doi.org/10.1002/j.2161-1920.2013.00025.x>
- Di Fabio, A. (2014). Intrapreneurial self-capital: A new construct for the 21st Century. *Journal of Employment Counseling, 51*, 98–111. <http://doi.org/10.1002/j.2161-1920.2014.00045.x>

- Di Fabio, A., Bernaud, J.-L., & Loarer, E. (2014). Emotional intelligence or personality in resistance to change? Empirical results in an Italian health care context. *Journal of Employment Counseling, 51*, 146–157. <http://doi.org/10.1002/j.2161-1920.2014.00048.x>
- Di Fabio, A., & Palazzeschi, L. (2012). Organizational justice: Personality traits or emotional intelligence? An empirical study in an Italian hospital context. *Journal of Employment Counseling, 49*, 31–42. <http://doi.org/10.1002/j.2161-1920.2012.00004.x>
- Di Fabio, A., Palazzeschi, L., & Bar-On, R. (2012). The role of personality traits, core self-evaluation, and emotional intelligence in career decision-making difficulties. *Journal of Employment Counseling, 49*, 118–129. <http://doi.org/10.1002/j.2161-1920.2012.00012.x>
- Duarte, M. E., & Cardoso, P. (2015). The life design paradigm - From practice to theory. In L. Nota J. Rossier (Eds.), *Handbook of life design* (pp. 41-58). Boston, MA: Hogrefe.
- Duffy, R. D. (2017). Ensuring quality in theory, research, and practice: *The Career Development Quarterly*. In J. P. Sampson, E. Bullock-Yowell, V. C. Dozier, D. S. Osborn, & J. G. Lenz (Eds.), *Integrating theory, research, and practice in vocational psychology: Current status and future directions* (pp. 137). Tallahassee, FL: Florida State University. Retrieved from <https://doi.org/10.17125/svp2016.ch13>
- Elliott, J., & Lopez del Puerto, C. (2015). Development of an Attitudes and Intentions Scale for construction skills training programs. *Journal of Employment Counseling, 52*, 131–144. <http://doi.org/10.1002/joec.12011>
- Falvey, J. E. (1991). Rethinking research: Form and function in a clinical curriculum. *Journal of Mental Health Counseling, 13*, 221–35.
- Flores, L.Y. (2017). *Journal of Career Development*: Recommendations for future journal practices for integrating career theory, research, and practice. In J. P. Sampson, E. Bullock-Yowell, V. C. Dozier, D. S. Osborn, & J. G. Lenz (Eds.), *Integrating theory, research, and practice in vocational psychology: Current status and future directions* (pp. 148). Tallahassee, FL: Florida State University. Retrieved from <https://doi.org/10.17125/svp2016.ch15>
- Furbish, D. (2011). The influence of professional standards on New Zealand career development practice. *Australian Journal of Career Development 20*, 10–17.
- Furbish, D. S. (2015). Exploring social justice via résumés. *Journal of Employment Counseling, 52*, 36–47. <http://doi.org/10.1002/j.2161-1920.2015.00055.x>
- Furbish, D., & Smith, A. (2017). A View from the Editor's Desk: Ensuring Quality in Theory, Research, and Practice - *Journal of Employment Counseling*. In J. P. Sampson, E. Bullock-Yowell, V. C. Dozier, D. S. Osborn, & J. G. Lenz (Eds.), *Integrating theory, research, and practice in vocational psychology: Current status and future directions* (pp. 155). Tallahassee, FL: Florida State University. Retrieved from <https://doi.org/10.17125/svp2016.ch16>
- Gati, I. (2017). A view from the editor's desk: ensuring quality in theory, research, and practice. In J. P. Sampson, E. Bullock-Yowell, V. C. Dozier, D. S. Osborn, & J. G. Lenz (Eds.), *Integrating theory, research, and practice in vocational psychology: Current status and future directions* (pp. 141). Tallahassee, FL: Florida State University. Retrieved from <https://doi.org/10.17125/svp2016.ch14>
- Greenleaf, A. T. (2014). Making the best of a bad situation: Career counseling young adults in the aftermath of the great recession. *Journal of Employment Counseling, 51*, 158–169. <http://doi.org/10.1002/j.2161-1920.2014.00049.x>
- Grix, J. (2004). *The foundations of research*. London, England: Palgrave Macmillan.
- Guichard, J. (2015). From vocational guidance and career counseling to life design dialogues. In L. Nota J. Rossier (Eds.) *Handbook of life design* (pp 11-25). Boston, MA: Hogrefe.
- Guichard, J. (2009). Self-constructing. *Journal of Vocational Behavior, 75*, 251–258.
- Hayes, D., & Wood, C. (2011). Infusing qualitative traditions in counseling research designs. *Journal of Counseling & Development, 89*, 288–295.
- Howard, K. (2016). Summary of plenary panel IV: A view from the editor's desk: Ensuring quality in theory, research, and practice.
- Hunt, B. (2011). Publishing qualitative research in counseling journals. *Journal of counseling & development, 89*, 296–300.
- Jiang, Z. (2014). Emotional intelligence and career decision-making self-efficacy: National and gender differences.

- Journal of Employment Counseling*, 51, 112–124. <http://doi.org/10.1002/j.2161-1920.2014.00046.x>
- Johnson, K. F. (2013). Preparing ex-offenders for work: applying the self-determination theory to social cognitive career counseling. *Journal of Employment Counseling*, 50, 83–93. <http://doi.org/10.1002/j.2161-1920.2013.00027.x>
- Lewis, C. (1993). Making use of research. In R. Bayne & P. Nicolson (Eds.), *Counselling and psychology for health professional*. (pp. 223–36). London, England: Chapman & Hall
- Littman-Ovadia, H., Zilcha-Mano, S. & Langer, E. (2014). Vocational personalities and mindfulness. *Journal of Employment Counseling*, 51, 170–179. <http://dx.doi.org/10.1002/j.2161-1920.2014.00050.x>
- Maddy, L. M., Cannon, J. G., & Lichtenberger, E. J. (2015). The effects of social support on self-esteem, self-efficacy, and job search efficacy in the unemployed. *Journal of Employment Counseling*, 52, 87–95. <http://doi.org/10.1002/joec.12007>
- Manthei, R. (2004). Encouraging counsellors to become active researchers and users of research. *New Zealand Journal of Counselling*, 25, 70–81.
- Maree, J. G. (2013). *Counseling for career construction*. Rotterdam, The Netherlands: Sense.
- Mack, L. (2010). The philosophical underpinnings of educational research. *Polylossia*, 19, 5–11.
- McMahon, M., & Patton, W. (2002). Using qualitative assessment in career counseling. *International Journal for Educational and Vocational Guidance*, 2, 51–66.
- McMahon, M., & Watson, M. (2006). Career research in a post-modern era. *Australian Journal of Career Development*, 15, 26–30.
- NCDA (2015). 2015 NCDA Code of Ethics. Retrieved from http://www.ncda.org/aws/NCDA/asset_manager/get_file/3395
- Nunes, S., & Arthur, N. (2013). International students' experiences of integrating into the workforce. *Journal of Employment Counseling*, 50, 34–45. <http://doi.org/10.1002/j.2161-1920.2013.00023.x>
- Ohler, D.L., & Levinson, E.M. (2012). Using Holland's theory in employment counseling: Focus on service occupations. *Journal of Employment Counseling*, 49, 148–159. <http://doi.org/10.1002/j.2161-1920.2012.00016.x>
- Parcover, J. A., & Swanson, J. L., (2013). Career counselor training and supervision: role of the supervisory working alliance. *Journal of Employment Counseling*, 50, 166–178. <http://doi.org/10.1002/j.2161-1920.2013.00035.x>
- Patton, W., & McMahon, M. (2014). Career development and systems theory. Rotterdam, The Netherlands: Sense.
- Pepinsky, H. B., & Pepinsky, N. (1954). *Counseling theory and practice*. New York, NY: Ronald Press.
- Rausch, M. A. (2014). Contextual career counseling for transitioning military veterans. *Journal of Employment Counseling*, 51, 89–96. <http://doi.org/10.1002/j.2161-1920.2014.00044.x>
- Rehfuss, M. C., & Gambrell, C. E. (2014). Themes that facilitate the success of female counselors in specialty areas. *Journal of Employment Counseling*, 51, 180–191. <http://doi.org/10.1002/j.2161-1920.2014.00051.x>
- Ronzio, C. R. (2012). Counseling issues for adult women in career transition. *Journal of Employment Counseling*, 49, 74–84. <http://doi.org/10.1002/j.2161-1920.2012.00008.x>
- Sampson, J. P., Jr., Hou, P-C., Kronholz, J., Dozier, C., McClain, M-C., Buzzetta, M., Pawley, E., Finklea, T., Peterson, G. W., Lenz, J. G., Reardon, R. C., Osborn, D. S., Hayden, S. C. W., Colvin, G. P., & Kennelly, E. L. (2014). Annual review: A content analysis of career development theory, research, and practice - 2013. *The Career Development Quarterly*, 62, 290–326. <http://doi.org/10.1002/j.2161-0045.2014.00085.x>
- Savickas, M. L. (2005). The theory and practice of career construction. In S. Brown & R. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 42–70). New York, NY: John Wiley.
- Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J., Duarte, M. E., Guichard, J., Soresi, S., Esbroeck, R. V., & van Vianen, A. E. M. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior*, 75(3), 239–250. <http://doi.org/10.1016/j.jvb.2009.04.004>
- Schultheiss, D. E. (2017). Integrating theory, research, and practice in vocational psychology: *Perspectives of a Journal of Vocational Behavior* Editorial Board

- Member. In J. P. Sampson, E. Bullock-Yowell, V. C. Dozier, D. S. Osborn, & J. G. Lenz (Eds.), *Integrating theory, research, and practice in vocational psychology: Current status and future directions* (pp. 166). Tallahassee, FL: Florida State University. Retrieved from <https://doi.org/10.17125/svp2016.ch17>
- Sexton, T. L., Whiston, S. C., Bleuer, J. C., & Waltz, G. R. (1997). *Integrating outcome research into counseling practice and training*. Alexandria, VA: American Counseling Association.
- Smaby, M. H., & Crews, J. (1998). Publishing in scholarly journals. Part 1: Is it an attitude or technique? It's an attitude. *Counselor Education and Supervision, 37*, 218.
- Wong, S-W., & Yuen, M. (2015). Super's Work Values Inventory: Issues of subtest internal consistency using a sample of Chinese university students in Hong Kong. *Journal of Employment Counseling, 52*, 29–35. <http://doi.org/10.1002/j.2161-1920.2015.00054.x>