

Developing a Scholar-Practitioner Model for Career Practice and Research

Mark L. Savickas

The National Institute for Careers Education and Counselling (NICEC) has sponsored two conferences (October 1998; April 2000) to examine how developing a research culture amongst practitioners could enhance career counsellors' ability to help their clients respond effectively to the rapidly changing world of work. These conferences have sensitised practitioners and researchers to the causes and consequences of the rift between the science of vocational psychology and the practice of career counselling. Participants at these conferences have encouraged practitioners to conduct more research and apply this research in their practices. Lack of research by practitioners is only half of 'research culture' problem; the other half is what scientists choose to research. As Lucas (1996) once commented, 'Research in our journals tends to answer many questions, but few that are asked by practitioners in their offices.' Thus, the participants at the NICEC conferences also encouraged researchers to investigate career problems that are encountered in practice and to communicate their findings to practitioners in meaningful ways.

Traditional Model for Research and Its Diffusion

The recommendation to develop a research culture seems necessary because many career counsellors do not value traditional research. As Killeen & Watts (1983) indicated long ago, practitioners' attitude toward research is at best 'ambivalent'. More recently, Williams and Irving (1999, p.367) concluded that 'counsellors and psychotherapists are largely indifferent to, or suspicious about, research findings'. Practitioners have good reasons for their ambivalence about theory and research, chief among them being the lack of utility that research has in addressing the needs of a large segment of the population. Fitzgerald & Betz (1994) accounted for this shortcoming in concluding that research on career theories examines the smallest segment of the population and does not systematically attend to the role of gender, race, socioeconomic status and context in conditioning individual vocational behaviour.

The inattention to bridging the gulf between practice and research seems to be due, at least in part, to differences in the personalities and interests of counsellors and researchers. Three studies have shown that counsellors resemble 'Social' types whereas researchers resemble 'Investigative' types (Kahn & Scott, 1997; Roe & Siegelman, 1964; Thorndike, 1955). These two types are not adjacent on Holland's hexagon, meaning they are moderately inconsistent. Thus personality differences may explain researchers' greater interest in epistemology and quantitative methods in contrast to practitioners' greater interest in ontology and qualitative research methods. Given this difference in personality, we should expect practitioners and researchers to pursue different goals and prefer different activities, and they do. Scientific research and professional practice differ so much that one could

claim that counsellors and researchers constitute two independent professions with distinct career paths (Peterson, 1991; Williams & Irving, 1999).

Alternative Models for Career Research

In considering how to bridge the gulf between career practitioners and scientists a few colleagues have recommended that we strengthen counsellors' commitment to the scientist-practitioner model (Beutler, Williams, Wakefield & Entwistle, 1995; Howard, 1986). However, more colleagues have suggested the use of alternative models for conducting research. For example, Lucas (1996) called for a practitioner-scientist model in which counsellors produce practice knowledge by systematically collecting case studies which could be used to develop counselling models that specify treatment protocols for distinct career problems in particular populations. Her call for practice knowledge harkens back to Williamson & Bordin's (1941, p. 8) enjoinder that counsellors answer the following question: 'What counseling techniques (and conditions) will produce what types of results with what types of students?' Rather than strengthening commitment to or revising the scientist-practitioner model, Stricker & Trierweiler (1995) concluded that the scientist-practitioner model tries to blend two antagonistic activities. As an alternative, they proposed that counsellors should not pursue generalised knowledge but instead should act as local clinical scientists in constructing local knowledge that is specific to particular groups of clients in unique contexts. Also emphasising the importance of local knowledge, Elden & Levin (1991) proposed a cogenerative learning model in which practitioners engage scientists in

collaborative dialogue that constructs new local theories focused on practical problems facing their clients.

The practice research network (PRN) model seems to have generated the most interest to date (cf. Brown & Bimrose, 2000). To form a PRN, a group of practitioners agree to use uniform research protocols to collect data from their clients. This research model has the advantage of analysing common career problems and studying interventions in their natural settings. To sustain the interest and participation of counsellors, the research issues selected must be practical as well as fit the time and resources available to practitioners. In the long term, PRN research seeks to construct websites where counsellors can identify which interventions worked with clients similar to those with whom they are now working. The networks also can foster outcome research and the development of clinical guidelines and manuals such as those generated by the empirical practice movement (Reid, 1994).

To implement these practice research networks in a way that narrows the gulf between traditional researchers and practitioners requires a resolution to the epistemological wars embodied in debates about the advantages of quantitative versus qualitative research methods. If we are to develop a research culture and improve communications between practitioners and researchers, then we must move beyond the positivist-constructivist debate that engulfs much of the social sciences. The way forward may be foreshadowed by the recovered interest in pragmatism as a research epistemology that focuses on contextualised knowledge about particular individuals and community groups in specific situations (Fishman, 1999).

Knowledge Production

To move forward with practice research networks constructing rigorous

databases of solution-focused case studies, we must first change our view of research and how we talk about it. To develop a research culture, I propose that we start to talk about knowledge production rather than research. Career counsellors have produced extensive knowledge through their experience, scholarship, and reflection. This important practice knowledge gets transmitted more often at conventions and case conferences than in professional journals. Counsellors produce practice knowledge by disciplined inquiry, which may or may not include the scientific method. It is time that we articulate the fact that the scientific method is *a* method of disciplined inquiry, not *the* method. From the perspective of knowledge production, counsellors are not scientist-practitioners, practitioner-scientists, nor even local clinical scientists. Instead, they are scholar-practitioners who produce practice knowledge.

Given this perspective, one can ask what knowledge should counsellors produce. My answer is not new. Scholar-practitioners should study which interventions with which clients produce what outcomes. Although Williamson & Bordin posed this question over 50 years ago, career counsellors still cannot answer it confidently. To finally address this question in a systematic and meaningful way, we can adopt the case study as our chief method for knowledge production. After all, counsellors do case studies everyday.

The next step is to build knowledge production networks composed of colleagues who agree to contribute case studies. To begin, these career knowledge networks must decide how to systematise the case-study format. For comparison purposes, the cases must be reported similarly. Although it might be difficult to reach consensus, we also should select a few core assessment and outcome measures to use in each case. Counsellors could still

use their favourite inventories and tests but would add the core measures at least to the cases they plan to contribute to the database. This agreement would avoid, right from the start, the problems currently faced in counselling outcome research which tries to compare outcomes on different measures. Having collected cases, we could cluster them around career problems (Cochran, 1994) as Osipow et al. (1975) did in constructing the Career Decision Scale (CDS) from client files. Each of the 16 CDS items describes a distinct career choice problem. The plan was to use the CDS as a type indicator to determine which type of problem a client faced and then apply the relevant intervention. Maybe this innovative idea was too far ahead of its time because researchers and counsellors immediately began using the CDS, not as a type indicator, but as a traditional psychometric inventory in which the total score indicated degree of indecision (Winer, 1992).

Adopting a typological or person-approach strategy for knowledge production would allow practitioners to contribute their case reports to databases that, in due course, could produce new practice knowledge. Furthermore, we could use the databases to construct problem-based learning cases for continuing professional education and as a basis for annual conferences. We could also invite positivist researchers to use the databases to test their hypotheses and develop generalised knowledge. In the end, we would have a new knowledge production culture with which to meet the challenges of career counselling in the information age.

References

- Beutler, L.E. Williams, R.E., Wakefield, P.J. & Entwistle, S.R. (1995) 'Bridging scientist and practitioner perspective in clinical psychology' *American Psychologist*, 50, 984-994.
- Brown, A. & Bimrose, J. (2000, April). 'Creating virtual learning environments to support a community of practice of careers guidance professionals'. Paper presented at the CRAC/NICEC Conference 'At the Cutting Edge: Research and innovative practice in managing and developing careers across the life-span', Leicester, England.
- Cochran, L. (1994). 'What is a career problem?' *Career Development Quarterly*, 42, 204-215.
- Elden, M. & Levin, M. (1991). 'Cogenerative learning: bringing participation into action research' in Whyte W. F. (ed.) *Participatory Action Research* (pp. 127-142). Newbury Park: Sage.
- Fishman, D. B. (1999). *The case for pragmatic psychology*. New York: New York University Press.
- Fitzgerald, L.F. & Betz, N.E. (1994) in Savickas, M.L. & Lent, R.W. (eds.), *Convergence in Career Development Theories: Implications for Science and Practice* (pp. 103-117). Palo Alto, CA: Davies-Black Publishing.
- Howard, G.S. (1986). 'The scientist-practitioner in counselling psychology: toward a deeper integration of theory, research, and practice'. *The Counselling Psychologist*, 14, 61-105.
- Kahn, J.H. & Scott, N.A. (1997). 'Predictors of research productivity and science-related career goals among counseling psychology doctoral students'. *The Counselling Psychologist*, 25, 38-67.
- Killeen, J. & Watts, A.G. (1983). 'The place of research in careers guidance'. *Careers Bulletin*, Spring.
- Lucas, M. S. (1996). 'Building cohesiveness between practitioners and researchers: a practitioner-scientist model' in Savickas, M.L. & Walsh, W.B. (eds.) *Handbook of Career Counseling Theory and Practice* (pp. 81-88). Palo Alto: Davies-Black.
- Osipow, S.H., Winer, J., Koschier, M. & Yanico, B. (1975). 'A modular approach to self-counselling for vocational indecision using audio cassettes' in Simpson, L. A. (ed.), *A/V Media in Career Development*. Bethlehem, PA: The College Placement Council.
- Peterson, D. R. (1991). 'Connection and disconnection of research and practice in the education of professional psychologists'. *American Psychologist*, 46, 422-429.
- Reid, W. J. (1994). The empirical practice movement. *The Social Service Review*, 68, 165-184.
- Roe, A. & Siegelman, M. (1964). *The origin of interests*. Washington, DC: American Personnel and Guidance Association.
- Stricker, G. & Trierweiler, S. J. (1995). 'The local clinical scientist: a bridge between science and practice'. *American Psychologist*, 50, 995-1002.
- Thorndike, R. L. (1955). 'The structure of preferences for psychological activities among psychologists'. *American Psychologist*, 10, 205-207.
- Williams, D. I. & Irving, J. A. (1999). 'Why are therapists indifferent to research?' *British Journal of Guidance & Counselling*, 27, 367-376.
- Williamson, E.G. & Bordin, E.S. (1941). 'The evaluation of vocational and educational counseling: a critique of the methodology of experiments'. *Educational and Psychological Measurement*, 1, 5-24.
- Winer, J.L. (1992). 'The early history of the Career Decision Scale'. *Career Development Quarterly*, 40, 369-375.