accomplish through sociometric research and through the application of sociometry in our personal and professional lives, individually and collectively.

In the sister organizations, F.T.T.P.P. and A.S.G.P.P., we worry about failure to be more productive in the area of research. We meet and we discuss and we attempt to devise new ways to motivate individuals in our organizations, particularly the younger and newer members, to do more research. These efforts will always fail, in a relative sense. For various reasons, we will get enough of a trickle of research and writing to produce the journal and to convince ourselves that we are scientifically oriented. There will be a few surrogate researchers to do this tedious work for all of us. These efforts will fail because the vision is lacking as long as we focus on the individual as an *isolate* working alone, instead of focusing on the group with members working interactively, spontaneously, and cooperatively in ways that give support, energy, and assistance to all, including the universe outside our profession.

I feel honored to have worked with the contributors to this issue—Ann Hale, Edmund Portnoy, Taylor Rockwell, and Tom Treadwell—because of the depth of their sociometric vision, the power of their energy, and the intensity of their dedication. This might well be the beginning of the formation of a new "hunting band," that group of sociometrists and psychodramatists who will create a new sociometric vision, a new emphasis on research, and a stronger foundation for our profession.

Volume 40, No. 3 Fall 1987

The Social Construction of Careers: Career Development and Career Counseling Viewed from a Sociometric Perspective

TAYLOR ROCKWELL

ABSTRACT. Career development is too often examined without critical attention to the key roles that significant others play in influencing career decisions. A sociometric view of career development is offered here. This view is validated empirically using a sociomatrix specially designed to explore the social construction of occupational preference. Clinical use of a similar sociomatrix to explore a client's occupational social atom is then described. Psychodramatic career counseling is offered as an action technique that further enhances understanding of the social construction of careers. The social construction of other types of decisions can be examined using similar techniques.

CAREER COUNSELING TAKES PLACE in both individual and group formats. Numerous highly structured models for career counseling have been devised. These may involve lectures (McWhirter, Nichols, & Banks 1984), activities (Sullivan, 1983; Swain, 1984), pencil-and-paper exercises (Carey & Kuisis, 1980), and kits (Jones, 1983). Most such models involve clients and counselors primarily at the cognitive levels: throughout the process their interactions are largely verbal. The major thrust of such models is usually self-assessment and "fitting" the resulting self-description into the most appropriate career. In the more than 40 years since vocational psychology gained the widest attention, methods of assessing traits and qualities of "self," such as skills, interests, values, vocational maturity (Super, 1955), indecision, and realism (Ginzberg, Ginsburg, Axelrad, & Herma, 1951), have been extensively studied and applied in the practice of career counseling.

From a sociometric perspective, clients involved in self-focused types of career counseling do not get a chance to explore, systematically, the variety of interpersonal forces that affect their thinking and feelings about the career options they are considering. If sociometry were applied

to the study of career development and implemented during the career counseling process, perhaps the prevalent American ideology that autonomous choice is a right of the job hunter would be ameliorated.

In addition to career counseling, job hunters need a great deal of objective information about careers and jobs before they can make an informed choice. They also need education and training for most of the jobs in today's marketplace. While such information and preparation cannot be obtained sociometrically, this method can be used to help them evaluate what use they will make of what they have learned.

When they are not obtaining occupational information or acquiring education and training, people in career counseling focus on the introspective processes of self-evaluation and decision making. Their focus, turned inward, does not systematically take into account the unique, specific, and formative influences of friends, teachers, parents, bosses, former bosses, mates, and other role figures that frequently interact with them in ways that either directly or indirectly affect their sense of themselves as a working person with unique talents and inclinations. Each of these role figures is perceived to have his or her own "picture," however clear or vague, of how a given person's career should take shape, what he or she should and should not do. This article contends that the indecision, ambivalence, and confusion that many people feel when they attempt to make a career decision are in part a result of the variously conflicting "pictures" attributable to each of these role figures, the unconscious confluence of which forms a muddle instead of a picture of what they should be doing. Sociometry can be used to tease out the various threads of influence, so that clients can assess each role figure's influence on their thinking about their career options. The internal psychological processes that are the focus of many career development theories (e.g., Crites, 1969; Gottfredson, 1981; Super, 1953) and career counseling methods are displaced here by a shift to focus on the social and interpersonal determinants of career development. A radical question for American vocational psychology is here being proposed: Who chooses our careers? Ourselves or others?

This article will first examine how Moreno's notions of role and social atom illuminate the social dynamics that undergird all career development. Next it will describe an empirical study that confirms the sociometric hypothesis that occupational preferences are strongly influenced by what significant others say and do. Finally, it will discuss implications of these findings for (a) using sociometry and psychodrama to enrich the career counseling experience and outcomes; and (b) further research into the social construction of other decision-making processes. The findings reported here suggest that career counseling—which is an extensive and

well-developed service industry into which sociometrists and psychodramatists have as yet made few inroads—can benefit from sociometric theory and practice.

Theory: A Sociometry of Occupational Preferences

Roles and Career Development

A core tenet of Moreno's work is that the basic unit of human behavior is the role.

> The tangible aspects of what is known as "ego" or "self" are the roles in which it operates. Role and relationship between roles are the most significant development within any specific culture. Working with the "role" as a point of reference appears to be a methodological advantage as compared with "personality," "self," or "ego" [which] are less concrete. . . . Roles do not emerge from the self, but the self can emerge from the roles. (Moreno, 1960, p. 85)

Moreno argued that people are required by their physiological, psychological, and cultural circumstances to adopt a large variety of roles. For example, "eater" and "runner" are two physiological roles. "Son," "policeman," and "manager" are all social or cultural roles. All occupations and careers involve social or cultural roles. A few occupations such as messenger or social worker, involve cultural roles that derive from physiological or psychological roles—in this case, from the roles of runner and helper, respectively.

Moreno notes that, for most people, the roles they take tend to become conserved (rigid or fixed) in particular behavior patterns that, at their inception, were adaptive and beneficial. This conservation of roles becomes maladaptive, however, when changes occur either within or around people who make the conserved pattern inappropriate. Moreno observed that, especially in adults, the ability to adapt role patterns to changing circumstance is often lost or greatly diminished. This results from an absence of spontaneity, which Moreno defines as the ability to find new solutions to old problems or novel solutions to new problems. Moreno believes that, paradoxically, spontaneity can be retrained in people who have lost touch with it. He conceived psychodrama as a key method for recapturing this spontaneity.

Moreno's conception of the role is useful in understanding career development. A career is a complicated concatenation of roles, many interacting at one time, and many changing over time. For instance, corporate managers have to be supervisors to their supervisees while at the same time being subordinates to their bosses and peers to their fellow managers. To the public they are company representatives, but to vendor

they are potential clients. And when managers are promoted, the relative importance and the specific referents of most of their former role relationships will shift notably; some roles will no longer involve them and others will be taken on for the first time.

A moment's reflection reveals how central spontaneity is to the effective functioning of people who have to juggle so many roles simultaneously and effectively. Spontaneity is also needed to handle changes in their external or internal environment. The constant changes in the work environment—changes in personnel, job definitions, market forces, corporate mission, key legislation—all require spontaneity as well as training and experience if they are to be handled adeptly. As people go through internal psychological changes, their perceptions of their jobs and what they expect and need to get from them will also change. To negotiate their world using these new perceptions requires spontaneity as well.

By what social means do people arrive at their own careers? Spontaneity is central here, too, because each new step in a career has unique aspects that have not been experienced before. But in addition, people also apply their earlier prework role experiences to finding the best workable solutions, testing whether these applications are borne out by the consequences.

Of particular interest is the entry-level job hunter. Consider the hypothetical and intentionally dramatic example of a female college graduate with a blank resume and a long way to go. Where does her career development start? A Morenean view of roles would suggest that the experiences she will bring to bear in choosing her first job will come from the full range of roles she took in settings such as school, clubs, volunteer positions, hobbies, and home.

A Clinical Example

As a child she was warmly rewarded by both parents for her quickness in adding new words to her vocabulary, but her father and brother absentmindedly excluded her when they tinkered with motors and clocks in the garage. In school she was brighter than most of the other kids, and her teachers joined her parents in applauding her voracious reading. She even had a neighbor whose extensive library became a wonderland in which she would lose herself for hours on end during weekends, and with whom she talked about many of the stories she read.

As a teenager, she grew like a sprout and discovered that, with her long legs, she could outrun most others. A nationally famous track coach at her high school spotted her and lured her onto the track team, where she learned the satisfactions of victory after disciplined effort. But many of

her peers teased her for being so tall, and this prevented her from takir pride in her body's talents, causing her to leave the track team after two-year winning streak. Turning inward, she cultivated fewer but clos friends, got involved with one boy and shied away from meeting other and redoubled her interest in literature, even picking up a pen to wri down her ideas. Unfortunately, no one appreciated her secret gift wit language, a later reflection of her early childhood precociousness. Thu it was only her good grades and test scores that got her into a fine colleg to her parents' and teachers' clear delight. However, her insecurity i that new milieu made a joiner out of her when it came to declaring m jors. She joined the army of future accountants, confident in a secure fu ture and the shared opinion that made accounting "in."

Secretly, however, she continued to read widely and took all the litera ture courses that her major allowed. It occurred to her only dimly tha she might make a career out of her love of language, but her prematu commitment to accounting relegated this notion to the realm of da dreams. A few workshops by the career planning center made her briefl question the wisdom of her choice, but she could not tolerate the idea c feeling foolish about her mistaken allegiance. Feeling a vague sense c terror and foreboding, she went to the counseling center to talk about lif after college. . . .

This example demonstrates how prework roles interact with and influ ence the development of work roles. Parents invariably play a large rol in steering their children toward certain career areas, if not toward spe cific careers (e.g., "My son, the doctor!"). Teachers and coaches, by dil ferentially rewarding student performance, tend to steer students towar or away from higher education, which in itself preselects whole classes c occupations as likely future targets for each student. Peers, and eve neighbors, each by virtue of his or her unique inclinations and influence can also play roles in constructing a person's self-perceived profile of ta ents, skills, and competencies.

The Occupational Social Atom

For Moreno, the fundamental unit of human interrelationship is th dyad, the person in relation to another person. The full range of peopl with whom a particular person has significant emotional ties is that per son's social atom. Hale (1981) points out that social atoms are usuall portrayed with "a 'nearness to distant' factor; some persons being mor significant than others; some more peripheral" (p. 19). Social atom need to have defining criteria, a set of tasks or issues around which th people are related. In the above discussion of career development, th

role figures who influence a person's career development constitute that person's social atom for that criterion.

Moreno (1947) points out that people develop strong emotional ties with objects as well as people. He describes the example of someone "who cares for money most of all and exclusively, being indifferent toward all other things and giving as a reason that with money he can buy all wants" (p. 290). He then argues that sociometric tests can be constructed for exploring a person's relation to objects just as they are used to explore relations with other people. In *Who Shall Survive?* (1978), Moreno describes the cultural atom of a reader's relations to the books he or she reads and the other readers of those same books (pp. 308–310). This same notion can be applied to occupations. The various occupations toward which a person feels strong attractions can be said to constitute that person's occupational atom. As with money, books, or people, the occupational atom may also have a "nearness to distant" factor, the most attractive ones feeling nearer than the less attractive ones.

When we consider that people in a person's social atom influence his or her feelings about the occupations in his or her occupational atom, we are considering the domain of the occupational social atom. It is this domain that interests the sociometrist or psychodramatist who is exploring career decision-making issues.

Moreno's emphasis on social causality is shared by social learning theory (Rotter, 1954, 1982), which, in simple terms, argues that people are likely to engage in behaviors for which they have been rewarded (reinforced) by others in the past. In such situations, people are said to have an expectancy for future reinforcements from others, which inclines them to continue to exhibit behaviors that were rewarded in the past. Krumboltz (1979) developed a social learning theory of career decision making, which postulated, among other things, that a person will be attracted to (prefer) an occupation or field of work "if that individual has been consistently positively reinforced by a valued person who models and/or advocates engaging in that . . . occupation or field of work" (p. 40). This is compatible with a Morenean view in that Krumboltz's "valued person" is a member of the individual's social atom, and the occupations or fields of work to which an individual is attracted constitute his or her occupational atom.

The occupational social atom, it is argued here, is constituted by, on the one hand, the chooser's preferences for a number of different occupations; and on the other, by the chooser's expectancies for approval (reinforcement) from each valued role figure for each possible occupational choice. This new construct—approval expectancy for occupational choice—is the glue that holds the occupational social atom together, giving the

chooser a unique set of potential choices, each with its cluster of pri
social reinforcements and future social rewards. The construct, wh
theoretically viable, needs empirical validation.

To test the heretofore unproven premise that approval expectancy f
occupational choice influences occupational preference, the prese
study hypothesized that "the higher the level of occupational preferenc
the higher the level of approval expectancy for occupational choice
(Rockwell, 1986a, p. 39). Testing this hypothesis required several depa
tures from approaches that might be used in clinical (career counselin
examination of the social atom or the occupational social atom. First,
assure that a wide range of role figures was studied and to allow genera
zations from the results, this study used a fixed list of 16 role titles, pr
venting each research participant from defining his or her social atom
what, under clinical circumstances, should perhaps be an open-ende
manner. Second, rather than examining only the most preferred occup
tions, the hypothesis required that a range of preferences be examined i
stead. After the hypothesis is borne out empirically, greater flexibility
the clinical exploration of the occupational social atom would be justifiec

This study also posed a research question: "Across research partic
pants, for which role figures is approval expectancy positively related
level of occupational preference?" (Rockwell, 1986a, p. 40). This r
search question sought to differentiate the effects of different role fi
ures, based on the sociometric notion that each role figure has a uniqu
influence stemming from his or her unique role relationship with th
choosing individual. Again, after establishing such differences nom
thetically, clinical exploration of different role figures' unique influenc
would be justified in career counseling.

Research

Method

The study involved 100 male and female first- and second-year unde
graduate students from the full range of majors at a major metropolita
university in northeastern United States. Each of these students con
pleted the Rockwell Occupational Approval Grid (ROAG), which is pr
sented in Figure 1. A completed sample ROAG is presented here to facil
tate understanding of how the form is filled out. Following detailed i
structions, each research participant was asked to complete the following

1. *Occupational preference hierarchy.* This consisted of seven occup
tions at seven preference levels, ranging from most preferred to most di

FIGURE 1. A sample completed form of the Rockwell Occupational Approval Grid (ROAG)—Research Version.

How would the person whose name is shown in the top row feel if you decided to train for and enter the occupation listed in the row on the left?

Answer once in each cell, using:
5 = strongly approve
4 = approve somewhat
3 = indifferent, don't know
2 = disapprove somewhat
1 = strongly disapprove

	Mother MOM	Father DAD	Brother JACK	Sister SUE	Mate JOHN	Ex-mate WAYNE	Friend EVIE	Ex-friend ANITA	Professional MRS. N	Neighbor MR. J	Relative JOANNA	Teacher MS. B	Ex-teacher Mr. Y	Employer Mr. J	Ex-employer MS. B	Other person JACKIE
Preference level 1 (*most* preferred) Banker	3	4	5	5	4	2	5	5	4	5	5	5	5	5	5	4
Preference level 2 (2nd most preferred) Architect	4	5	4	4	4	4	5	5	4	4	4	5	4	4	4	3
Preference level 3 (3rd most preferred) Artist	3	3	2	4	3	3	3	4	2	4	3	3	3	3	3	3
Preference level 4 (neither prefer nor dislike) Designer	3	3	3	3	3	4	3	4	4	3	3	2	3	3	4	3
Preference level 5 (3rd most disliked) Teacher	4	2	2	3	3	2	3	2	2	4	2	3	3	3	2	2
Preference level 6 (2nd most disliked) Retailer	1	1	1	1	1	2	1	2	2	1	1	1	1	2	1	1
Preference level 7 (*most* disliked) Clerk	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1

liked. The instrument for eliciting this hierarchy was devised by Oppen heimer (1966). In determining its reliability, he found that a media Spearman rank order correlation of .93 was obtained between the rank ing it elicited on first trial and the ranking it elicited 48 hours later. Th occupational preference hierarchy is installed by the research participan on the left side of his or her ROAG form.

2. *Role figure list.* This consisted of 16 people fitting role description such as the following: mother—"Write your mother's name. If you grev up with a stepmother, write her name"; or ex-employer—"An employe or person to whom you were responsible for some task earlier in your lif and whose evaluation of you you respected at the time" (Rockwell 1986a, pp. 106–107). These role descriptions were based on wordings use in George Kelly's (1955) repertory grid technique. They were worded s that exceptions that are role equivalents can be included. They also pul for the most valued person fitting that description, and they represent wide range of the roles commonly available to a person. Kelly's (1955 similar list of role titles was found by Mitsos (1958) to have a .77 agree ment over two administrations separated by two weeks, and was there fore considered to be reliable. Research participants installed the rol figure list on the top side of their ROAG forms, and then filled out th last form.

3. *Approval expectancy matrix.* This consists of writing, in each cel of the grid, the approval expectancy for occupational choice value tha depicts how the role figure in that column would feel if the research par ticipant were to decide to train for and enter the occupation in that row These values range from 5 (strongly approve) to 1 (strongly disapprove).

Analysis of the Data

The resulting ROAG matrices were averaged, ignoring specific oc cupations and people's names, collapsing into a pooled matrix depicting the average approval expectancy value attributed to each role figure a each level of occupational preference.

The pooled matrix was analyzed using the BMDP4V multivariate analysis of variance (MANOVA) computer program (Barcikowski, 1983; Rich, 1983). This analysis included Huynh-Feldt (1976) adjusted F ratios, which are more conservative than normal F ratios and which take into account the nonindependence of the repeated measures data—112 observations from each subject on the same variable. Alpha for all significance tests was .05.

Results

Table 1 shows the average approval expectancy values for the 7 preference levels and the 16 role figures. The row marked "Marginal" shows the approval expectancy at each preference level averaged across the 16 role figures. In these 7 summary approval expectancy values, a clear linear trend is evident. Indeed, the MANOVA revealed a significant main effect for preference, with a Huynh-Feldt F (5.66, 532.44) = 106.0, p = 0.0. Thus, the hypothesis was confirmed.

A significant preference by role figure interaction, with an adjusted F (60.64, 5700.29) = 3.87, p = 0.0, justified breaking down the approval expectancy values by role figure and preference level, as they are in Table 1. These values reveal similar positive linear relations between approval expectancy and preference for each of the 16 role figures. This is borne out by statistical analyses of the simple main effect of preference at each role figure. For all 16 role figures, adjusted F ratios for this simple main effect were significant at the .0000 level. There was, therefore, no significant difference in the effects of preference at different role figures. The

TABLE 1
Mean Approval Expectancy Scores as a Function of Level of Occupational Preference and Role Figure
(N = 100)

	(Like)			Preference level			(Dislike)
Role Figure	1	2	3	4	5	6	7
Mother	4.50	4.22	3.72	3.30	2.90	2.51	1.83
Father	4.34	4.04	3.59	3.15	2.91	2.45	1.90
Brother	4.31	3.92	3.54	3.28	3.00	2.51	2.15
Sister	4.50	4.10	3.62	3.16	3.00	2.47	1.99
Mate	4.65	4.18	3.59	3.10	2.76	2.40	1.77
Ex-mate	4.46	3.96	3.59	3.16	3.01	2.53	1.92
Friend	4.67	4.15	3.16	3.10	3.11	2.51	1.84
Ex-friend	3.71	3.38	3.21	3.13	3.01	2.69	2.39
Professional	4.39	3.94	3.62	3.24	3.00	2.60	2.15
Neighbor	4.11	3.89	3.52	3.18	2.96	2.42	2.14
Relative	4.45	4.35	3.67	3.28	2.94	2.60	2.00
Teacher	4.37	3.93	3.39	2.96	2.89	2.51	2.19
Ex-teacher	4.38	3.90	3.47	2.97	2.93	2.52	2.09
Employer	4.45	4.11	3.38	3.11	2.72	2.33	1.80
Ex-employer	4.28	3.72	3.49	3.11	2.81	2.50	1.98
Other person	4.45	4.06	3.67	3.06	2.86	2.46	1.68
Marginal	4.38	3.99	3.54	3.14	2.93	2.50	1.99

significant role figure by preference interaction must therefore be e plained by differences in the simple main effects of role figure at d ferent levels of preference. This simple main effect was not of interest this study.

Discussion

Approval expectancy for occupational choice has been clearly va dated by establishing its relationship to the well-researched vocation psychology construct of occupational preference. This finding sugges that occupational preference is socially constructed and is highly infl enced by the career decision maker's expectations of approval from si nificant others for making certain occupational choices.

It is important to note that this study focuses on the approval that tl chooser would expect, as perceived by the chooser. It does not explo whether the role figures feel that they would react in the same way as tl chooser thinks they would. From the points of view of both social lear ing theory and sociometry, this is not a serious methodological flaw. social learning theory, expectancies for reinforcement—what the choos thinks will happen—are more important in influencing behavior than tl reinforcements that will actually take place. In sociometry, the notion tele—the current of emotion flowing between two people, which ofte allows insight into the other's feelings—suggests that a chooser shou have some insight into how a significant other would approve of a parti ular choice. On the other hand, sociometry is also concerned with wh happens when a person becomes emotionally dissociated from his soci atom and his telic connections yield inaccurate impressions. Future r search into the sociometry of career choice could control for this impo tant factor.

Sociometric Vocational Assessment

The research described above purposely studied the full range of pre erence (from most liked to most disliked) to see if preference was relate to approval expectancy for occupational choice. This relationship was s strong that it overwhelmed any possible differences in how different ro figures affect occupational preference. These findings were stronger tha expected. They clearly indicate that future research should narrow th range of preference studied because it is desirable to explore whether di ferent role figures do exert different types of influence.

Such discrimination might be possible if the range of preference tha the sociometrist focused on were restricted to only the most preferred o

cupations. Then the same sociometric question might yield different answers for different role figures, so that each figure's unique influence could be discerned. This brings us nicely back to the notion of the occupational social atom.

This research suggests that the Rockwell Occupational Approval Grid should be altered so that, instead of listing occupations spanning the full range of preference, it should elicit a list of all of the chooser's most preferred occupations. This change results in a matrix that actually portrays numerically the emotional currents running between the chooser, his social atom, and his occupational atom—in other words, an occupational social atom matrix.

This author has been exploring this sociomatrix for several years. Sociometric mathematical models for analysing it are being sought and reviewed currently. Computer programs are also being sought that could take such a matrix and analyze it, using techniques such as multidimensional scaling and unfolding. To date, this line of investigation has not yielded any clear reportable results. However, it is possible that a currently available IBM PC software package (Chambers & Grice, 1986) designed to analyze Kelly's (1955) repertory grids may produce meaningful analyses of these sociomatrices as well, and with very little manual labor.

Pure research aside, the occupational social atom matrix has proved extremely valuable to career counseling clients in its raw, unanalyzed form. This author has designed a clinical version of the Rockwell Occupational Approval Grid, along with a manual that explains its use to the career counselor (Rockwell, 1986b). Clients fill out the grid on their own, listing key social atom figures and all their occupational preference fantasies and denoting how each person would feel if they were to choose to train for and enter each fantasized occupation. The client and counselor sit together with the ROAG in front of them, and the client is asked questions such as: What patterns do you see in your grid? What do those patterns mean? Are some occupations clearly more favored than others? Is there significantly more approval than disapproval, or vice-versa, or is there a predominance of 3s in your grid? Do the 3s in your grid represent indifference in your occupational social atom, or is it that you do not know how others feel? If the latter, what does it mean to you that you are unsure how others would respond to your choices? There are many possible fruitful questions, and they vary from client to client.

Career counseling can remain sociometric but leave the ROAG behind. Clients might draw an occupational social atom sociogram, portraying the relative distances and interrelationships between people and occupations. This picture could be redrawn at intervals and plumbed for its emotional impact on the client's decision-making process.

Psychodramatic Career Counseling

It is also possible to move from the grid or the sociogram into action. In the several years that this author has used it in education, training, and counseling, psychodramatic career counseling has proved to be a rich and helpful adjunct to more conventional career counseling methods, whether used in a group counseling or an individual, psychodrama *à deux* setting.

It was noted above that people often lose touch with their spontaneity, their ability to come up with novel solutions to old problems. Clients who must choose an occupation often become tense and rigid when faced with the tremendous consequences of committing themselves to a course of action. Psychodramatic career counseling can help to replenish their spontaneity, enabling them to explore the full range of values, skills, interests, and potential with which others (and nature) endowed them. In addition, it allows them to examine the network of reinforcements that constructed their preferences from childhood to the present. Beyond this, the benefits of role training, role reversal, and mirroring are readily apparent in the context of career decision making.

A basic premise of psychodramatic career counseling is that, behind every cell in the occupational social atom matrix, there is a possible psychodramatic encounter concerning why that person would feel that way about that career choice. The protagonist or chooser is given the opportunity to address influential persons psychodramatically, to disagree or agree, to argue or embrace, to protest or acquiesce. These can be powerful and enlightening psychodramas, often covering much more than career choice questions. They demonstrate how right Moreno was when he said that the self emerges from one's roles.

The Social Construction of Other Types of Decisions

Sociometry is in part the study of how people make choices. As this article points out, it can focus on choices of all kinds: choices of other people, of books, of money, of careers. While career choice is often one of the more important choices people make, and is therefore deserving of all the careful attention we can give it, there are certainly many other decisions the social construction of which also deserve attention.

The same type of sociomatrix can be used to explore the social construction of most decisions. On one side there would always be those people from the decision maker's social atom who are felt to be influential regarding the decision in question. On the adjacent side would be the different options one has to choose from in making that decision. For ex-

ample, the college student who must choose a major, but is undecided which to choose, may benefit from exploring what pushes and pulls he is experiencing from different areas of his social atom.

One career counseling client called for an interesting variant of the ROAG. She was happy at the law firm where she worked but was unsure of which career path to take within the firm. She listed all the people she worked with at the firm on the social atom side of her grid and the different career path options on the other side. The resulting approval expectancy matrix clarified the pros and cons enough for her to make a clear choice.

The possible applications of this type of sociomatrix are as varied as the clients we work with and the decisions they must make. Clinical use of the grid in a new decision-making area can be validated beforehand by a study that determines whether that type of decision is socially constructed, as career decisions have here been shown to be.

REFERENCES

Barcikowski, R. S. (Ed.). (1983). *Computer packages and research design: With annotations of input and output from the BMDP, SAS, SPSS and SPSSX statistical packages.* Lanham, MD: University Press of America.

Carey, P., & Kuisis, R. (1980). *A counselor's guide for career exploration and planning.* New York University, SEHNAP Counseling Service.

Chambers, W. V., & Grice, J. W. (1986). *Circumgrids: A repertory grid package for personal computers* [Computer program]. Dayton, OH: Behavior Research Methods, Instruments and Computers, 18, 5, 468.

Crites, J. O. (1969). *Vocational psychology: The study of vocational behavior and development.* New York: McGraw-Hill.

Ginzberg, E., Ginsburg, S. W., Axelrad, S., & Herma, J. L. (1951). *Occupational choice.* New York: Academic Press.

Gottfredson, L. (1981). Circumscription and compromise: A developmental theory of career aspirations. *Journal of Counseling Psychology Monograph, 28*(6).

Hale, A. (1981). *Conducting clinical sociometric explorations: A manual for psychodramatists and sociometrists.* (Available from author, 4536 Latona Ave., NE, Seattle, WA 98105)

Huynh, H., & Feldt, L. S. (1976). Estimation of the box correction for degrees of freedom from sample data in randomized block and split-plot designs. *Journal of Educational Statistics, 1*(1), 69–82.

Jones, L. K. (1983). Occ-U-Sort kit: Educational and career guidance through the library. *Personnel and Guidance Journal, 61*(10), 628–631.

Kelly, G. A. (1955). *The psychology of personal constructs* (Vol. 1). New York: Norton.

Krumboltz, J. D. (1979). A social learning theory of career decision making. In A. M. Mitchell, G. B. Jones, & J. D. Krumboltz (Eds.), *Social learning and career decision making* (pp. 19–49). Cranston, RI: Carroll Press.

McWhirter, J. J., Nichols, E., & Banks, N. H. (1984). Career awareness and self exploration (CASE) groups: A self-assessment model for career decision mak ing. *Personnel and Guidance Journal, 62*(10), 580–582.

Mitsos, S. (1958). Representative elements in role construct technique. *Journal o Consulting Psychology, 22*, 311–313.

Moreno, J. L. (1947). Organization of the social atom. *Sociometry, 10*(3), 287–293

Moreno, J. L. (1960). *The sociometry reader.* Glencoe, IL: Free.

Moreno, J. L. (1978). *Who shall survive? Foundations of sociometry, group psy chotherapy and sociodrama.* New York: Beacon House.

Oppenheimer, E. A. (1966). The relationship between certain self constructs an occupational preferences. *Journal of Counseling Psychology, 13*(2), 191–197.

Rich, C. E. (1983). Repeated measures designs. In R. S. Barcikowski (Ed.), *Com puter packages and research design: With annotations of input and outpu from the BMDP, SAS, SPSS and SPSSX statistical package* (pp. 395–487) Lanham, MD: University Press of America.

Rockwell, T. (1986a). The relationship between occupational preference and ap proval expectancy for occupational choice from sixteen role figures in under graduate students (Doctoral dissertation, New York University). (Universit Microfilms No. 87-06, 332).

Rockwell, T. (1986b). *The Rockwell Occupational Approval Grid (with a Manua for Counselors).* (Available from Taylor Rockwell, Brownlee Dolan Stein As sociates, Inc., 90 John Street, New York, NY 10038)

Rotter, J. B. (1954). *Social learning and clinical psychology.* Englewood Cliffs NJ: Prentice-Hall.

Rotter, J. B. (1982). *The development and applications of social learning theory Selected papers.* New York: Praeger.

Sullivan, M. (1983). Women in career development: Group activities to overcom internal barriers. *Journal for Specialists in Group Work, 8*(1), 47–55.

Super, D. E. (1953). A theory of vocational development. *American Psycholo gist, 8*, 185–190.

Super, D. E. (1955). The dimensions and measurement of vocational maturity *Teachers College Record, 57*, 151–163.

Swain, R. (1984). Easing the transition: A career planning course for college stu dents. *Personnel and Guidance Journal, 62*(9). 529–532.

TAYLOR ROCKWELL is a counselor and a consultant in the New York Cit area.

Address:
Taylor Rockwell
Brownlee Dolan Stein Associates, Inc.
90 John Street
New York, NY 10038

velopment of the fields of group psychotherapy, psychodrama, sociodrama and sociometry, their spread and fruitful application.

Aims: to establish standards for specialists in group psychotherapy, psychodrama, sociometry and allied methods, to increase knowledge about them and to aid and support the exploration of new areas of endeavor in research, practice, teaching and training.

The pioneering membership organization in group psychotherapy, the American Society of Group Psychotherapy and Psychodrama, founded by J. L. Moreno, M.D., in April 1942, has been the source and inspiration of the later developments in this field. It sponsored and made possible the organization of the International Association on Group Psychotherapy. It also made possible a number of international congresses of group psychotherapy. Membership includes subscription to *The Journal of Group Psychotherapy, Psychodrama & Sociometry* founded in 1947 by J. L. Moreno, the first journal devoted to group psychotherapy in all its forms.

The American Society of Group Psychotherapy & Psychodrama

or more information, all or write:
ASGPP
16 East 27th Street
ew York, NY 10016
12) 725-0033

eldref Publications
)00 Albemarle Street, N.W.
/ashington, DC 20016

Second Class
Postage Paid
at Washington, DC and
additional mailing offices

Address Correction Requested

Journal of Group Psychotherapy Psychodrama Sociometry

VOLUME 40, NO. 3
FALL 1987

Published in Cooperation with the American Society of Group Psychotherapy and Psychodrama