Exploring changes during life and career design dialogues

Jacques Pouyaud [a,*], Marcelline Bangali [b], Valérie Cohen-Scali [c],
Marie Line Robinet [d], Jean Guichard [e,f]

[a] University of Bordeaux, France, Laboratory of Psychology (EA4139), 3 ter place de la victoire, 33076 Bordeaux, France
[b] University of Laval, Centre de recherche et d'intervention sur l'éducation et la vie au travail (CRIEVAT), 2320, Rue Des Bibliothèques, Tour des Sciences de l'Education, Québec G1V0A6, Canada
[c] Institut National d'Etudes du Travail et d'Orientation Professionnelle (National Institute for the Study of Work and Career Counselling) of the Conservatoire National des Arts et Métiers (National Conservatory of Applied Technologies) (EA 4132), 41, rue Gay Lussac, 75005 Paris, France
[d] Institut National d'Etudes du Travail et d'Orientation Professionnelle (National Institute for the Study of Work and Career Counselling) of the Conservatoire National des Arts et Métiers (National Conservatory of Applied Technologies) (EA 4132), 41, rue Gay Lussac, 75005 Paris, France
[e] Institut National d'Etudes du Travail et d'Orientation Professionnelle (National Institute for the Study of Work and Career Counselling) of the Conservatoire National des Arts et Métiers (National Conservatory of Applied Technologies) (EA 4132), 41, rue Gay Lussac, 75005 Paris, France
[f] UNESCO Chair on Lifelong Guidance and Counselling - University of Wroclaw, Poland

ARTICLE INFO

ABSTRACT

This article describes the processes of change that occur during career counseling based on the 'making oneself self' model (Guichard, 2008; Guichard, 2009). This counseling intervention process forms part of the more general paradigm of life designing (Savickas et al., 2009). The main goal for this counseling is fostering "reflexivity" of individuals with regard to their investment in their various spheres of life. Three career counseling interviews were conducted using both methods of dialogues for life and career design dialogues (LCDD) and self-confrontation (Larsen, Flesaker, & Foundation, 2008; Valach, Michel, Dey, & Young, 2002). Each interview is described with a focus on the changes perceived by the interviewees in relation to their initial reason for consulting as well as on their dialogues with the counselor, who facilitated these changes and provided support for them. The analysis of the dialogues suggests the existence of a three-step evolution supporting the changes. On the basis of these data, the discussion examines the reflexive approach in its theoretical, methodological and practical dimensions.

© 2016 Elsevier Inc. All rights reserved.

1. Introduction

Life and career design dialogues (LCDD) (Guichard, 2008; Guichard, 2009 ; Collin & Guichard, 2011) aim to help clients identify desirable future prospects, both personal and professional, that may give meaning to their lives, and to specify the means to achieve them (Savickas et al., 2009). The dialogues occur over three or four interviews between a counselor and a client lasting approximately one hour each and taking place over a period of a few weeks. These dialogues refer to a model of self-construction (Guichard, 2004, 2005) that combines various approaches from psychology, sociology, philosophy, semiotics, and psychoanalysis to understand factors and processes of subjective identity construction.

To explore the processes of change that occur during LCDD, we conducted three interviews using this methodology. We sought to answer two main questions: What changes occur during these counseling sessions from the point of view of identity? What are

the precise factors that determine these changes during the dialogues? In order to reveal these changes, we used a research design that included a self-confrontation procedure. Because this specific methodology also involves a reflexivity situation, it offers an opportunity to analyze these dialogues optimally in order to observe these changes.

This article consists of four parts. The first part presents the 'making oneself self' framework and the associated LCDD methodology. The second part describes three case studies applying LCDD (methods, participants, measures and procedures). The third part analyzes the changes that were common to the three cases. The focus is then on how changes occur during dialogues and their effects on self-construction. The last part discusses how to facilitate reflexivity processes during LCDD by using self-confrontation methods.

2. Theoretical framework

The 'construction of the self' model is based on the idea of subjective identity described as "a Dynamic System of Subjective Identity Forms" (DYSSIF). In other words, a subjective identity is seen as plural (comprising subjective identity forms), unified (a system) and changing (dynamic).

A Subjective Identity Form (SIF) is defined as a composition of (a) a set of ways of being, acting, interacting and dialoguing in a certain setting; (b) certain visions of self, of others, and of objects signifying in this setting; and (3) expectations about self in this setting.

A subjective identity is formed by various SIF, each corresponding to a present, past or anticipated life domain or role. Some SIF occupy a more prominent role than others at a given time in a person's life and as such may be considered as core to the person's DYSSIF. A core SIF corresponds to a life domain or role in which a person wishes to achieve something highly significant to her or him. A core SIF is often linked with the expectation of achieving a goal that is important to the person. This goal corresponds to an Expected SIF (ESIF). Frequently, a core SIF is connected to one or more SIFs that played an important role in the person's past. For example, an empirical study (Szejnok, 2012) of young people preparing for high-level athletic competitions showed that the "top athlete in my sport" SIF was a core one in their DYSSIF. This SIF was connected to a specific ESIF: they saw themselves in the future on an Olympic podium. For many of them, these SIF and ESIF referred to an important past SIF (e.g. many of these athletes were initiated in their sport when they were young children by someone who mattered to them).

SIF and DYSSIF are transformed according to the events marking the course of a person's life and to the ways in which, on one hand, the person feels, interprets and symbolizes them and, on the other hand, acts. Such events include maturation, learning, encounters, fortunate or unfortunate accidents, aging, etc. Their role in the dynamism of the DYSSIF is both immediate (e.g. an accident can compel a person to give up his/her job) and mediated by the meaning made of the event by the person. Two forms of reflexivity combine to create such a meaning (Wiley, 1994). Dual reflexivity aims to stabilize the system while ternary reflexivity endorses its evolution. Dual reflexivity is a mode of relating the self (as a future subject) to the self (as a present object) from the perspective of a certain state of perfection or of a certain ideal that the person wants to achieve (Lacan, 1977; Erikson, 1959; Foucault, 1982a, 1982b, 1983). This form of reflexivity leads the person to define and implement behaviors that aim at achieving this state of perfection by moving purposefully from the presently experienced situation to the desired future situation. For example, it is because the young high-level athletes daydreamt about themselves on an Olympic podium that they made the efforts required to get there.

The second form of reflexivity plays a leading role in the transformations of the SIFs' system. It is called "ternary" or "trinity" (Peirce, 1934; Colapietro, 1989; Jacques, 1991), as the reflection takes the form of a continued dialogue between "I" and "You" that activates the correlative "He/She," which means I considered from the point of view of *You*. Identity processes integrate the three positions of (a) speaking as *I*, (b) being spoken to as *you*, and (c) being spoken of as *he/she*. The individual as an *I* must be capable of receiving a communication as a *you*. Also, the individual must be able to recognize self as a third person in a discourse about *he/she*. Thus, *I*, *you*, and *he/she* are the three agencies of personal identity. Personal identity requires taking into account the three poles of communication acts, that is, *I* speaking about me, being spoken to by others as a *you*, and being spoken of as a *he/she*. This dialogue with *you* and with *he/she* can be interpersonal, with two or three people interacting in person. It may also be intrapersonal in the mind of the *I* who thinks from the *you* and *he/she* positions whom are structurally present within the self.

Life and career design dialogues (LCDD) help clients to articulate the three agencies of *I*, *you*, and *he/she*. A dialogue is organized in the following way: (1) "I" says (something) to "You" ("You" = another or myself), (2) "You" understands "something" – called an 'interpretant' by Peirce – about the "something" that "I" said. (3) On the basis of this interpretant, "You" answers (something) to "I", who in turn produces an interpretant about this saying by "You". And so on … At each turn in the dialogue, a gap occurs between what "I" says and what "You" hear about what "I" said: a gap between what "I" says and what "I" hears "He" or "She" (himself or herself) said, from the perspective of "You." What "I" said is heard from the viewpoint of the other and, for this reason, is opened up to a spectrum of possible interpretations. This form of reflexivity is particularly active when people are wondering about the future prospects that could give meaning to their current lives. They engage in dialogues with themselves, with relatives, or with a counselor, during which they select – in their (past, present or even possible in the future) lives – some experiences, events, thoughts, etc. By saying to "You" (oneself or another) each of these experiences (events, etc.), "I" hears it from the perspectives of various potential external points of views (some "You" who might produce such or such interpretant about what "I" said). An experience, (event, etc.) that is thus "said and heard from the perspective of potential "You" acquires a certain independence from the particular features of a subjective event (emotions, representations, beliefs, etc.), in which it was entangled before being said. Therefore, "I" can connect it, compare it, combine it with other experiences (events, etc.), which were

also "said and heard from the perspective of potential "You"" and give this set some meaning that each of these experiences (events, etc.) didn't have before being said.

This phenomenon occurs in a specific way during life and career design dialogues (LCDD) because of one of their characteristics highlighted by the "*Primum relationis*" thesis of Francis Jacques (1991). According to this thesis, it is the dialogical relationship that sets up the positions "I", "You" and the corresponding "He-She". In LCDD, the working alliance sets up the person of a client (who seeks to cope with an issue) and the person of a counselor (who has no other determination than that of being there to help the client). As a consequence, such a dialogue is able to create new relationships "I – You" in the client's mind, as it gives him/her the opportunity to think outside the box of the daily-life dialogues, in which "I", "You" and "He- She" are stifled by the story of the two participants' relationship (e.g.: as in a dialogue between spouses). DLCD stimulate the production – in the client's mind – of these new meanings (or interpretants) that make sense of some of the experiences said during such a dialogue and then connected together, by including them within a more general and encompassing perspective given to the client's current life. The client gradually constructs an "I", who sees him- or herself as able to direct his or her life towards this future that makes sense of these said and connected experiences. However, to make this "I" commit to such a future, it must be emotionally invested. This means that ternary reflexivity has to give way to dual reflexivity so that the client sees him- or her- self in imagination as this future "I" (as these young athletes who saw themselves in a daydream on the Olympic podium). Several observations suggest that such identification implies that some other people who matter to the client support and reinforce it.

The principle of LCDD is to provide clients with a framework that triggers such processes of reflection. These dialogues begin with the construction of a working alliance. This aims initially at helping clients to clarify and construct the issues they face. If this issue is to define future prospects that give meaning to their lives, counselors introduce the methodology of LCDD in emphasizing the clients' core role: they will have to do most of the work of analyzing and thinking about issues. When clients agree to engage in this work, they are then usually helped to identify life domains, experiences, roles, etc., that play, have played or might in the future play a significant role in their lives. During the next meeting or two, they have to make explicit the SIFs that correspond to the life domains or roles they deem particularly important to analyze. As noted, this analysis is the core of the method: the connections made by clients, with the help of counselors, between their statements about different SIF generally allow them to include some of their statements in some more general perspectives that give their current lives sense and direction. In this way, clients construct themselves gradually as these "I" directing their lives towards this future perspective that gives a meaning to the different experiences they have connected. The last meeting aims at ensuring that (a) clients are emotionally invested in this "I" and that they identify with this future "I", (b) take stock of the whole process (did the dialogues effectively help the clients cope with the issues they faced?) and (c) are ready to close the counseling relationship.

3. Methods

3.1. Participants

Three life and career design dialogues (LCDD) interviews were conducted in three complementary contexts (Université Laval à Québec, Conservatoire National des Arts et Métiers in Paris and at Université de Bordeaux). They concerned two women and a man who had each requested assistance in developing their careers.

Ms. K. is a young mother in her mid-twenties who works as an educator of young children. She wanted to take advantage of her maternity leave to reflect on her career. She has also begun a multidisciplinary master's course to help her achieve her goal of becoming a manager while maintaining a balance between her various fields of life, in particular her family which is very important for her. She also wants a job where she can travel.

Ms. C. is 56 years old and lives with her retired spouse. She has been looking for a job for over a year. She previously worked for 15 years as a director of production in the cartoon film industry. In view of her failure to find employment, she planned a complete change of activity. However, she liked her work very much since she learnt so much from it. Her career question can be expressed as follows: Should I already consider myself as a young retiree and look to leisure activities, or can I continue to play an active role in professional life? The ambivalence of her situation motivates to seek a compromise between these two options.

Mr. S. is a 25-year-old man. For the last 18 months, he has been working as an account manager in a bank real estate department. He would readily quit the company as soon as the opportunity arises. He wishes to take stock of his desires and prepare himself for seeking a job that will better suit him. Real estate continues to interests him for its urban, "human" dimension and the opportunity "to think the city." He would like to continue working in real estate yet not seek to make a profit at all costs. Furthermore, he wants a job in which he is closer to people. Given his first experience in banking, he says he wants to find ways to make the right choices and avoid mistakes.

3.2. Measures and procedures

3.2.1. Procedures

The counseling process with the three participants took place between September and December 2015 at the three participating universities. Each participant was recruited by an announcement offering career counseling within the framework of scientific research. At the first meeting, the research and conditions of the process were presented, highlighting the fact that it was above all a career counseling intervention to help the participants with regard to their problems and not just to do research. The

participants gave their written informed consent to participate and were guaranteed data privacy. The interviews were conducted by a career counselor according to the standard procedure of the LCDD: establish working alliance; identify life domains, experiences and roles; make explicit the most significant SIFs in order to construct connections and a new "I"; emotionally invest in this "I" and close the counseling relationship. The three career counselors were a young counselor in LCDD training (Ms. K), a counselor experienced in LCDD (Ms. C), and a specialized experienced researcher-practitioner in LCDD (Mr. S). Interviews were conducted in the private counseling and guidance clinic at University Laval (Ms. K), the research department (Ms. C), and the interview rooms in the psychology laboratory (Mr. S). Each participant was seen 3 to 4 times for 1- to 2-h interviews spread over 1 month maximum with intervals of approximately a week.

A self-confrontation procedure based on the Interpersonal Process Recall method (IPR; Larsen, Flesaker, & Stege, 2008. Valach, Michel, Dey, & Young, 2002) was implemented. It consisted of playing back the interviews to identify the key moments where something meaningful or significant occurred, and collectively analyzing the processes of change between the counselor, participant and researcher. In this phase, the researcher is an observer to enable the participants to clarify and deepen what they identify as key moments and to help them in the dialogue with the counselor. The dialogue is recorded and used as additional support in understanding the thematic and dialogic analysis of the interviews. As this self-confrontation meeting is in itself a situation of reflexivity likely to induce change, we controlled it by implementing three modalities, i.e. three different temporal methods for choosing the significant sequences and integration of self-confrontation in the LCDD. With Ms. K, the participant and the counselor listened to the recording after the interview in order to identify key moments. The self-confrontation on the key moments occurred during the fourth interview, which took place one week after the third. For Ms. C, the significant sequences were identified at the end of all the LCDD interviews, and the self-confrontation phase took place within 48 h of the last interview in accordance with the IPR method. Finally, Mr. S did the same as Ms. C, but the self-confrontation was postponed one week. All the features of the method are summarized in Table 1.

3.2.2. Measures

Table 2 summarizes the content and procedure of the LCDD interviews for the three participants.

3.2.3. Ethics

The research procedure followed the ethical standards of the Declaration of Helsinki revised in Fortaleza (WMA, 2013), and of the French Society of Psychology (2012). Prior to the interviews, the participants agreed to participate in the study by providing their written informed consent.

3.2.4. Data analysis

Data were analyzed using a triangulation of perspectives (Kidd & Kral, 2005; Polkinghorne, 2005), and a self-confrontation procedure (Larsen et al., 2008; Valach et al., 2002; Young, Valach, Dillabough, Dover, & Matthes, 1994) as a second source of data. The research used three researchers' perspectives on the data to make various analyses of the three LCDD. The objective was to highlight and describe the dynamic and developmental processes occurring in the dialogues. The analysis of the dialogues during the self-confrontation procedure was used to confirm and strengthen the participants' points of view.

Table 1
Overview of the 3 cases.

	Ms. K.	Ms. C.	Mr. S
Recruitment	Posting on the Laval University network	Request to the university's research center after a broadcast advertisement	Request to university's research department, in partnership with a job centre
Problem/initial request	Search a balance between the different areas of life	After one year of unfruitful research, the question is to keep seeking a job in her profession or make use of this time to reorient herself	Assistance for job seeking - not going wrong and finding ways to do what I really want - choosing by myself without making mistakes
Duration	A month - 4 interviews	20 days - 3 interviews	A month - 4 interviews
Detail - course	Int1-10/11/2015 (86mn) Int2-18/11/2015 (105mn) Int3-01/12/2015 (70mn) Int4-09/12/2015 (59mn)	Int1-18/09/2015 (70mn) Int2-24/09/2015 (118mn) Int3-1er/10/2015 (75mn)	Int1-5/11/2015 (81mn) Int2-17/11/2015 (107mn) Int3-23/11/2015 (74mn) Int4-10/12/2015 (84mn)
Places	Counseling and guidance clinical from Laval University	Inetop-CNAM office	Bordeaux University counseling room
Counselor	Early career guidance counselor	Experienced practitioner in the method	Practitioner researcher experienced in method
Identification of key moments	By counselor and participant: progressively, during playback between each interview	By counselor and researcher at the end of all LCDD interviews	By practitioner-researcher and participant at the end of all LCDD interviews
Procedure of self-confrontation (counselor/-participant)	Interview 4: A week after LCDD, conducted by researcher	Interview 3: A week after LCDD, conducted by researcher	Interview 4: two weeks after LCDD, conducted by practitioner-researcher
Support of development	Audio listening between each interview + writing	Verbal dialogue only based on reviewing selected moments	Written support (Sheet + post-it) completed between each interview

Table 2
Overview of the LCDD for each cases.

	Ms. K.	Ms. C.	Mr. S
Interview 1	10/11/2015 (86mn)	18/09/2015 (70mn)	5/11/2015 (81mn)
Building a working alliance and exploration of past, present SIF and future expectations.	The following topic appears: move up grade, have position of inspector, to access management functions, maintain a balance between her various life areas especially that of the family, very important for her	It appears very quickly that work was central for her. She invested this field enormously. She admits she let herself be monopolized by her work, she never gave herself the opportunity to do something else	The appearing themes are monotony at work, meaning of work, fear of doing things by duty and not with true desire. The end of the interview opens up another area (Hobby - Theatre).
Interview 2	18/11/2015 (105mn)	24/09/2015 (118mn)	17/11/2015 (107mn)
Continuation of exploration of the DYSSIF - Exploration of the most important SIF	Clarification of a first SIF: training to graduate in a multidisciplinary bachelor's degree (Master1) she connects it to her professional SIF. Her major expectations for the future are determined by: her professional interests for a challenging and dynamic business environment	Difficulty of defining anticipated SIF linked with current activities. Evocation of professional roles and lack of time for other activities. What she retains: her work enables her to mix with artists (she loves and envies). She would only change work if she is forced to do it. She had a job interview the same morning for a part-time job.	Exploration of theatrical field. Use of a support to visualize the links between the SIF (sheet + post-it). Topics appear: efforts required with regard to desires. Importance of diversity to work, and search for innovation.
Interview 3	01/12/2015 (70mn)	01/10/2015 (75mn)	23/11/2015 (74mn)
Search for tracks How to reach performance of major expectations about the previously elaborate future?	Exploration of strengths and expectations. She mentions her leadership side, her communication skills and her ability to work in team. She finally says she would like to be a director of her own kindergarten (nursery). She plans to complete her second certificate by the end of 2016 and her Bachelor. She manages to identify tracks that may allow her to maintain a balance between her various fields of life.	Ms. C has implemented several new activities: enrolled in Art history course, reconciling her sense of art and her will to approach artists. Plans to work part-time, back to cartoon films, while allowing a progressive detachment and striking a balance between personal and professional lives to prepare for retirement.	Other life areas are explored, sport, love life (briefly), school courses. The support (sheet + post-it) allows new connections and to build on following anticipation: do not seek employment at all costs, but take time and make the effort to "take risks" to do something I like.

The aims for each LCDD were to:

- Identify the SIF for each case focused on by the counselor, and their relationship (mapping DYSSIF)
- Describe the pooling process that led to the construction of a new direction in the DYSSIF on the basis of the analysis (trail dialogues of "self-displacement")
- Identify which new "I" the dialogue results in (describe the outcome of the self- constructive movement)
- Describe how this "innovation" is adopted by the participant on emotional, behavioral and cognitive levels,
- Match the analysis to the comments arising during the self-confrontation stage

Each LCDD was analyzed in this way. A fourth independent researcher in LCDD analyzed the three interviews in parallel. The researchers then met to compare their analyses and to establish the points of convergence and divergence in a triangulation process.

4. Results

The analysis showed that the changes in LCDD had taken place in three steps involving the two forms of reflexivity, dual and trinity.

4.1. Movement 1: exploration and construction

The first phase is based on exploring the life areas and corresponding SIF. The three subjects showed a concomitant and growing awareness of their strengths and resources. This production of a say on oneself resulted from the progressive selection of elements from the dialogues, which progressively made sense to them and highlighted their strengths and resources. This was the case for Ms. K in whom the formulation of her future fundamental expectations can be seen to progress and develop. She described her professional SIF as a need to direct, "*challenges research*", also saying, "*I want to make a difference.*" After reformulation by the counselor, she became more precise: "*the environment where I am (…) I have values of my own (…) if I have my environment, I can focus a lot on that. (…) I want to have the opportunity to shape something that resembles me more.*" This idea of an environment of her own where she can develop, which appears here in the dialogue, is a notable element that is reintroduced later as a resource.

In the case of Ms. C, exploration opened her eyes as to why she had decided to work in the cartoon film business. This exploration highlighted the link between that choice and the pursuit of calligraphy that she was trying to develop. "*Suddenly, I realize that I started doing calligraphy well before working in cartoons. (…) And then I just made a link between them, suddenly*." Ms. C discovered the positive aspects of her job-seeking situation because it gives her time to undertake manual activities. "*I was so wound up in this job really for, for years [… that] manual activities, no, never, never; even if I know admirable people who do things like that. I've never given myself the opportunity, the time; I never took the time to do anything like that.*" In the dialogue, she evolves from "*I did not do anything*", "*I was so wound up in…*", and "*I did not give myself time*" to the beginning of a new intention: "*now that I have a little more time I want to get back to it (…) and then, here!, put my energy into something else*". What she develops as a significant disclosure of herself is a retaking of control of her time, an important resource for her situation as job-seeker.

For Mr. S, the first movement is clearly analyzed in the self-confrontation sequence. Mr. S explains the development and update process of some dimensions of himself. He compares exploring life areas to weaving a "spider's web": "*a spider's web, yes that's important … (…) and it's true that, straightway you feel that really, you're weaving something and … and therefore you need beams, load-bearing walls dare I say … and for all that, things stay in place and are well connected (…) then, maybe automatically, I wanted to look for elements that would allow me to connect all that together … (…) since I mostly try to find connectors between each area … (…) it's once you see things appearing that you start intensifying your quest to move on (…) in the discussions during the sessions… that allows you to sort things out and insist on what's personal to you*". The "personal" that Mr. S discovered is the importance, in his anticipated FIS, of the dimension "*falling into fear of life's monotony*": "*What I have in mind now is that I want to strive for something or to do something voluntarily (…) not necessarily fall into a rhythm, a form of monotony. Fear of doing nothing and thereby uh … yes, becoming a kind of lobotomized animal in front of the television and (…) just going to work. (…) I'm afraid of falling into that rut*".

4.2. Movement 2: reorganization of links established in order to make sense within the project or problem

In this progressive production of self-statements, the significant elements can then be reorganized in a second movement to renew or question the initial problem.

For Ms. K, the elaborate issue of the environment is an opportunity for her to question her other life areas. For example, during the fourth self-confrontation interview, Ms. K mentions she could set up her own nursery with the support of her spouse. The counselor then asks about her resources, and Ms. K searches for an answer in one of the previous elaborating SIF dialogues: "*I think I'm someone … we have talked about it often … extrovert, my personality allows me to …, I have leadership, I'm sociable.*" A form of confirmation, strengthening self-confidence and resources appears in her speech and grows during the sessions. The theme "*set up my nursery*" is affirmed and becomes consistent especially during the replay of the interviews, which leads Ms. K to the certainty of being "on the right track". During the last interview she thus said: "*opening the nursery, that's the idea I had in mind … by repeating the discussion, I see it would be advantageous for me… I see it in the short to medium term … it is becoming more concrete by talking about it. It is no longer just a possibility*." The storytelling in the dialogue takes on a creative force to transform her intentions into a realistic and achievable project.

Exploration leads Ms. C. to the idea of giving less space to work: "*For sure, my work… I want to change it so that it is no longer the central axis of my life.*" The major identity form is thus reorganized in the course of the interviews. The current FIS "production manager" in which she was initially seeking a job is reconsidered and reorganized in relation to the other main areas of life. Some SIF discussed in the first interview (practice of photography and oriental languages, for example) gradually take on lesser importance and disappear completely. Some others are reconsidered in the DYSSIF to consolidate her realization of about getting back control over her time and the desire to get involved in artistic pursuits. "*Maybe it's also why I want to study the history of art, because I like to find things that are related to calligraphy.*"

As he continues, Mr. S. gets back to the question of monotony in a positive way, considering it in the perspective of searching for diversity. "*Beyond this question it's rather the anguish of having an old man's life, or not doing something I wanted to do and that finally I would be too lazy or afraid to do … (…) but after having all these discussions, I don't feel like considering this as a driving force in me because there are still some negative elements … (…) but I feel more like I need to keep some beautiful things in my mind…*". Reaching out to others and living in diversity becomes a means, a resource for making one's truly own choices without falling into monotony. "*I try to gauge the different areas compared with the monotony, and then I try to relate to diversity and novelty (…) and therefore it may make more sense because I see myself saying things that I quite often think and feel … things about what I like about the job I plan to do and I'll discover, (…) it's this diversified way of life of those involved in it*".

4.3. Movement 3: translation of links developed in an effective and affective projection

The last movement is to identify whether the client is emotionally invested the new "I" that has been constructed in previous interactions to resolve the presenting problem. This requires that people view the new "I" as an adequate solution to the presenting problem and express their commitment to enact the new "I". This enactment is more likely if the new "I" is validated and encouraged by significant relatives and friends.

Ms. K's talk about her future activity reflects this concrete projection. She thus manages to imagine her future professional position by defining, for example, the kind of leadership she plans to develop, "*delegate, need to work on it*" "*in my environment, team meetings are not frequent. I think it is a big gap. Team meetings once a month: that would be very important for me … when I think*

about it, I think that's what would allow me to step back, to delegate more." She even manages to anticipate her work schedules, "*some mornings I would have no choice… I'll have to be there at 7 am… But this does not require me being there from 7 am to 6 pm every day.*" This self-anticipation process is supported by her partner who not only sees her quite well in this professional position, but also accompanies her anticipation by considering paths/ways to be explored, "*after talking to my spouse about what I wanted to do, he said he had a client who was vice-chairman … will be able to put you in touch … it puts you on the right track … and you tell yourself these projects may be achievable…*". This expectation co-construction with her spouse is also reflected in planning a better balance between various aspects of life: "*with my spouse we thought … we would avoid having courses (sporting activities) during weekends…*".

For Ms. C, this implementation results in actions and exchanges outside the interviews. In the second interview, for example she said, "Well, things have happened since the last interview, I went to register to the art history courses at the Ecole du Louvre and it's been a while since I wanted to do that and that's it, I did it." She also highlights the importance of relations at work by consolidating her sense of professional identity and her ultimate choice of not changing job, but rather of setting aside time for leisure activities outside work "*and also the fact of having relations with people who are in a professional environment too. Well, they encourage me not to let go.*" She obtained an interview for a part-time position job in the cartoon film industry where she clearly sees herself. "*There, if this opportunity in D. comes up, yes, I would be happy (…) The idea of part-time, I never thought about it, and while we were discussing and then going out, after a while, it began germinating in my head and I tried to organize it a bit, to consider my time this way.*" This solution, which allows time for leisure, is a good compromise that ultimately is a response to the initial problem.

Mr. S also pursues this joint development outside of the interview. After the second interview, he gets a job interview in the real-estate sector. He explains to the counselor how useful it was to show, explain and project himself in the occupation, as he was convinced that it would suit him. "*That we had been able to talk together [in the LCDD], allowed me to support my comments and respond immediately without having to think for a few minutes, to be immediately operational. (…) It enables me to structure my ideas, to find a solid mooring for my way of thinking, to make things better. (…) It enables me to sort things out.*" On a more private note, Mr. S also presented his construction with significant others "*when we did the spider web, and there were, elements that we found, and I've talked about it to my girlfriend (…) after, she said there were some elements which could match me*". He finally concludes, "*I spoke of it a little with my girlfriend and brother this weekend. (…) I explained the whole process and yes… I told them it had helped me for the job interview I've had (…) to better structure my ideas in these talks, professionally (…) to sort things out (…) to better structure myself, what I think and to get it verbally to the level of ideas, where I can say that what I like is going to be the diversity, the novelty.*"

This movement leading to a valued occupational and social position is based on two types of reflexivity that is facilitated by dialogues: dual and ternary reflexivity. Ternary reflexivity supports changes by creating gaps and new "interpretants" from interactions and dialogues. On the contrary, dual reflexivity stabilizes self-representations and helps individuals to fulfill themselves in a strong and sustainable DYSSIF. The emergence and confirmation of these anticipated identity forms come about not only through the dialogue with the counselor, but also through interactions with significant others who validate these forms outside the counseling sessions.

We now present an illustration of how the two types of reflexivity appear in the case of Ms. K. While the counselor gets her thinking about her various life domains, she expresses new concerns about her project: "*when we first met, we talked a lot about my interests… I'm just wondering now if I will be able to pursue my activities by keeping up my interest as strong as it is today*." To help Ms. K to go further, the counselor then uses questions that allow her to anticipate things more clearly.

For dual reflexivity, the counselor gets her to identify herself with other nursery managers she has known in the past. The counselor also conducts this identification on Ms. K′s main concern (finding a balance between leisure and work activities): "*Do the nursery managers you know have a life outside their work… Do they manage to organize work and other activities?*" With this identification, Ms. K. anticipates through others how she could be able to resolve her own concern. However, the dialogue that supports this anticipation also creates space for new significations to arise.

We can follow the shifts that lead Ms. K. to think first from the "they" point of view (the nursery managers), then from the "I" one (my point of view), and later the "I" as another "He" (my point of view from another place). We can then see the combination of dual and ternary reflexivity:

- Talk about someone (identification—he/she): "they are able to organize things on their own, to have flexible schedules" (identification to nursery managers);
- Answers to me (I/Me): "*I tell myself, this flexibility … if I look at it… I tell myself, I hope I will go anyway*" (self-anticipation with nursery managers' characteristics).
- Reflexive movement (I/Me/He-She): "*The more we talk, the more I realize…*" "*It's fun to talk about it because we realize it's true, it's possible*" (reflection about her own speech).

Finally, the last dialogical stance shows a meta-communication which allows Ms. K to believe in her own speech. The speech becomes credible because it is addressed to herself after going through the reformulation of others. This circular route of discourse, between inner and outer language with others, strengthen the renewed organization in the subject's DYSSIF. The dialogue with the counselor, who questions openly and reformulates, helps ESIFs to express that strengthen the certainty of being on the right track. At the same time, the participant imagines future professional positions.

5. Discussion

The purpose of this analysis was to describe the changes that occur during LCDD regarding the main career concerns of the three participants. The analyses show how these changes follow three common movements that may be explained by the framework of the making oneself self-model.

A first exploration leads to the co-construction with the counselor of a mapping of the DYSSIF. During this first step, the exploration of the life domains induces a concentration on dimensions that progressively appear as potential resources to the participant (The "favorable environment" of Ms. K, the "regaining of her time" of Ms. C, and the "fear of a monotonous life" of Mr. S). These highlighted dimensions are embodied in the dialogues. They become meaningful during the dialogues with regard to the career concern.

The second movement consists of a reorganization of the highlighted dimensions in order to respond to the initial concern. Counselors and participants then focus on self-expectations regarding the relevant dimensions: "to open her own nursery" for Ms. K, "to combine artistic pursuits and work" for Ms. C, and "to seek to live in diversity" for Mr. S. These focuses are translations of the salient elements discovered in the first movement. In this sense, these utterances may be considered as conveying "restorative intentions."

The third movement consists of the participants' subjective investment of these intentions into their lives, especially through their relationships. For these restorative intentions to be effective, they must be emotionally invested in relationships (the relationship with the counselor, and outside interviews with the family, friends, colleagues…). Finally, in each case, there was a particular development. For example, the analysis of Ms. K's DYSSIF led her to clarify her intention to open her own nursery. She imagined it concretely and this was confirmed by her spouse. Ms. C resolved her work-life balance issue by creating a new scenario about a part-time job that allowed her to combine work and leisure activities. This scenario took on a concrete form when she enrolled in a new course and obtained a part-time job. As for Mr. S, he realized that, to avoid the monotonous life he feared, he needed to be engaged in various relationships of a diverse nature. This helped him to find a new job, to be comforted by his girlfriend, and to begin amateur theatrics.

5.1. The role of double reflexivity

The three movements observed during these LCDD are reminiscent of Savickas' (2011) proposal about the steps of career construction interviews: construction, deconstruction, reconstruction, co-construction, and action. The career construction theory have in common with the LCDD, which are based on the 'making oneself' model, to consider narrative identity as the core of counseling (connected micro- and macro-narratives). But this last model stresses the importance of the reflexive processes supported by dialogical counseling as instigators of change and adaptation.

From this perspective, dual and ternary reflexivity appear to play a strategic role in the three movements identified. As observed, ternary reflexivity is implemented in the dialogical exchange. It begins primarily during the exploration of DYSSIF, which plays an important role for revealing core dimensions that may lead to change. The reorganization of these dimensions in the DYSSIF can be seen as restorative intention. Dual reflexivity then strengthens self-stabilization in a DYSSIF. Yet stabilization occurs only when DYSSIF is perceived as adequate and valued emotionally. The strength of the intention consists in its emotional significance. The restorative intention then needs to be experienced and implemented in interactions with significant others for it to be validated.

As described, speech-turns play a central role in the process of change and movement. Ternary reflexivity explains the acceptance of new views about oneself. According to Jacques (1991), the inner story is not sufficient to support the thought. It requires current dialogue with another person (real or imaginary) who enters into a relationship. The counseling interview (face-to-face interaction, active listening, reformulations, abstracts…) helps clarify thinking, creates links between events, reframes the DYSSIF, and engages ways of being and acting.

However, are dialogues the only possible medium for double reflexivity? The self-confrontation method that we used also suggests another form of dialogue with oneself, not only mediated by counselors but also by the trace left on a support by the dialogical counseling activity (recorded in audio, video, or tools as supports for reformulation). As highlighted above, we have implemented three different self-confrontation situations in order to question the role of these reflexivity media (see Table 1: Ms. K = continuous audio self-confrontation + final self-confrontation just after the LCDD interviews; Ms. C = final self-confrontation after one week; Mr. S = continuous self-confrontation with writing + final self-confrontation after 2 weeks). This design serves as a source for analytical information on the key moments of the interviews. In addition, it makes it possible to assess the usefulness of such media as a support for self-construction.

5.2. Self-confrontation support as a complementary other for dialogical reflexivity

While the following comments need to be confirmed and studied more specifically, several lines of evidence suggest the value of using analysis supports LCDD. For example, the counselor and Ms. K's work on audio recordings between each interview was perceived as particularly positive: "I'll keep that… I'll highlight (my notes) to tell me that I went there … it will be relevant…". The identification of recurrent terms was indeed facilitated. The replay allowed her to gain consistency in her own speech. The restorative intentions were clearer. This was a way to convince herself that she was on the "right track". Similarly, in the case of Mr. S, the use of visual aids (a large sheet with Post-it stickers) highlighted the key elements of his DYSSIF. He gradually used the sheet

to visualize the restorative intentions he had constructed. He put it this way: "*it allowed me to put a finger on markers of which I was not necessarily aware (…) it allowed me to find new areas of development (…) such as the search for diversity (…) and now I am able to put words on these elements*".

Our analysis is that these self-confrontation media favor a third level of reflexivity that creates distance from the dialogic relationship. Working on the vivid trace of the dialogue helps build a meta-discourse for oneself. This second/parallel dialogue could then consolidate the work done with the counselor. Continuous self-confrontation during the counseling process can thus be seen as a method to confirm or revise the restorative intentions that have emerged from a previous dialogue. As in the case of Ms. K, hearing and even transcribing interviews from one session to another could be an effective method.

The impact of self-confrontation delayed after the end of LCDD might lead to another form of analysis. In our design procedure, we implemented it with various situations (see Table 1: using notes, video-recording or audio-recordings). This "IPR" interview is also the setting for a new dialogue, but it is different from the previous continuous self-confrontation. Indeed, the main objective of this interview is to analyze dialogues with the help of the researcher, so it is not per se a new counseling situation. Even if this situation calls upon some reflexive processes, the latter are oriented to the findings and to the research hypothesis. We therefore hypothesize that the power of this self-confrontation to consolidate intentions is reduced owing to the delay. The longer the duration is, the less self-confrontation will be effective as a counseling dialogue. In other words, delayed self-confrontation might be a better tool for analyzing changes afterwards, as continuous self-confrontation should be a form of thinking that is linked more with the counseling process.

The main methodological question is therefore to articulate these two forms of self-confrontation in order to sustain and analyze changes in an action-research perspective. Larsen et al. (2008) also discuss this point concerning the IPR. Their focus is to enable and observe the development of thought after the interview. They recommend a relatively short time to allow the researcher to observe the development before the subject has evolved beyond the effects of the counseling.

How then can one analyze these dialogues so as to observe the changes? A hypothesis is to combine the three modalities of self-confrontation in order to design a research-action procedure:

1/ Allow participants to work on a continuous recording of the LCDD during or between interview sessions. This continuous recording could be based on video, audio, transcriptions or on schemas. Participants who are working a "second time" on this trace would complete the counseling process with a personal rehearsal. They could thus consolidate their intentions with an inner meta-discourse.
2/ Organize a short period for deferred self-confrontation (1 or 2 days) on key moments chosen by the participants just after the accompaniment. This would provide access to the though developed just after the LCDD and could help to assess the changes occurring as part of the counseling process.
3/ Organize delayed self-confrontation at a later date (3–4 weeks) on key moments chosen by the researchers after they have analyzed the previous recordings and the two previous self- confrontation situations. The objective would be to confirm the researchers' analysis and to assess the effect of the LCDD.

5.3. Limitations

This study has some methodological limitations inherent in its exploratory nature. Despite the triangulation approach we used, joint and parallel analysis of the interviews was performed by researchers expert in the LCDD approach. For the sake of objectivity, separate analyses could be performed by other theoretical field researchers also qualified in dialogical analysis. However, a clear and accurate method for analyzing the LCDD would need to be defined beforehand. Indeed, it should be based on classical discourse analysis in order to highlight the occurrence of double-reflexivity indexes. This study therefore constitutes a preliminary exploratory approach. Most importantly, an accurate description of the dialogic processes involved is required. The second step would be to define analytical indicators to be used in a joint comparative study involving researchers from other career counseling horizons.

6. Conclusion

The main objective of this study was to offer the reader a description of the identity changes involved in LCDD. These dialogues are based on a model of construction of the self, involving two types of reflexivity. Dual and ternary reflexivity complement each other during counseling dialogues and throw light on a system of subjective identity forms corresponding to an adaptive system. Dual reflexivity aims to stabilize the system while ternary reflexivity endorses its evolution. The self-confrontation method was used to identify key moments and to highlight changes in a thematic and dialogical perspective. A triangulation approach was used to analyze the three cases. The results show a common process based on three steps during which the main concern of the participants evolved from tension to an intention. The dialogues are the central pillar that supports this evolution.

However, the present analysis provides only partial understanding of the reflexive processes of identity construction. Further research is required to define precisely how to implement the LCDD in action research. The challenge is thus both to implement a phenomenon and to study it at the same time. Another challenge is to identify the most relevant indexes to assess the dynamic aspects of the process. The manner in which such research is presented is of real importance. Indeed, describing the construction of identity by taking the whole subject into account requires a global clinical approach that resembles a kind of monograph of the participant. Such a study is now required in order to formulate better the analytical steps of the LCDD.

References

Colapietro, V. M. (1989). *Peirce's approach to the self. A semiotic perspective on human subjectivity.* Albany, NY: State University of New York Press.

Collin, A., & Guichard, J. (2011). Constructing self in career theory and counseling interventions. In P. J., & L. M. (Eds.), *Constructing self in work and career. Concepts, cases and contexts* (pp. 89–106). Washington, DC: American Psychological Association.

Erikson, E. (1959). *Identity and the life cycle.* New York: International Universities Press.

Foucault, M. (1982a). The subject and power. In H., & P. (Eds.), *Michel Foucault: Beyond structuralism and hermeneutics* (pp. 208–226). Chicago, IL: University Press.

Foucault, M. (1982b). L'herméneutique du sujet [the hermeneutics of the subject]. *Annuaire Du Collège de France, 82ème année, histoire des systèmes de pensée, année 1981–1982* (pp. 395–406). Paris: Collège de France.

Foucault, M. (1983). On the genealogy of ethics: An overview of work in progress. In H., & P. (Eds.), *Michel Foucault: Beyond structuralism and hermeneutics* (pp. 229–252) (2nd ed.). Chicago: University Press.

French Psychological Association (2012). Code de déontologie des Psychologues [Psychologists Ethical Guidelines]. Available online at http://www.sfpsy.org/Code-de-deontolgie-des.html (Accessed April 1, 2016).

Guichard, J. (2004). Se faire soi [constructing one's self]. *L'Orientation Scolaire et Professionnelle, 33*, 499–534.

Guichard, J. (2005). Life-long self-construction. *International Journal for Educational and Vocational Guidance, 5*, 111–124.

Guichard, J. (2008). Proposition d'un schéma d'entretien constructiviste de conseil en orientation pour des adolescents ou de jeunes adultes [outline of a life designing counseling interview for adolescents and young adults]. *L'Orientation Scolaire et Professionnelle, 37*, 413–440.

Guichard, J. (2009). Self-constructing. *Journal of Vocational Behavior, 75*, 251–258.

Jacques, F. (1991). *Difference and subjectivity: Dialogue and personal identity.* New Haven, CT: Yale University Press.

Kidd, S. A., & Kral, M. J. (2005). Practicing participatory action research. *Journal of Counseling Psychology, 52*(2), 187–195. http://dx.doi.org/10.1037/0022-0167.52.2.187.

Lacan, J. (1977). *Ecrits: A selection.* New York: Norton.

Larsen, D., Flesaker, K., & Stege, R. (2008). Qualitative interviewing using interpersonal process recall : Investigating internal experiences during professional-client conversations. *International Rescuer, 7*(c), 18–37.

Peirce, C. S. (1934). Pragmatism and pragmaticism. In C., & P. (Eds.), *Collected papers of Charles Sanders Peirce. 5*, . Cambridge, MA: Harvard University Press.

Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology, 52*(2), 137–145. http://dx.doi.org/10.1037/0022-0167.52.2.137.

Savickas, M. L. (2011). *Career counseling.* Washington, DC US: American Psychological Association.

Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J. -P., Duarte, M. E., Guichard, J., ... van Vianen, A. E. M. M. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior, 75*(3), 239–250.

Szejnok, E. (2012). *Parcours de vie, identités et besoins des sportifs au cours du temps: De l'apogée des carrières à l'arrêt total du sport de haut niveau [Life course, identities and needs of athletes over time: From careers' pinnacle to the end of practicing top-level sport]. Mémoire de DECOP non publié [Unpublished Master dissertation in School counseling].* Paris: Conservatoire National des Arts et Métiers.

Valach, L., Michel, K., Dey, P., & Young, R. A. (2002). Self-confrontation interview with suicide attempters. *Counselling Psychology Quarterly, 15*(1), 1–22.

Wiley, N. (1994). *The semiotic self.* Cambridge, UK: Polity Press.

World Medical Association [WMA] (2013). World medical association declaration of Helsinki ethical principles for medical research involving human subjects. *Journal of the American Medical Association, 310*, 2191–2194.

Young, R. A., Valach, L. L., Dillabough, J. -A., Dover, C., & Matthes, G. E. (1994). Career research from an action perspective: The self-confrontation procedure. *Career Development Quarterly, 43*(2), 185–196.