RIASEC Literature from 1953-2016:
Bibliographic References to Holland’s Theory, Research, and Applications*
(Technical Report No. 58)

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Key Words: John L. Holland, career theory, RIASEC theory, reference citations, research
Introduction

In order to examine the nature and scope of John L. Holland’s contributions to vocational psychology and career development, we conducted a research study and found 2,318 unique published references about his RIASEC theory and its applications in practice (Kennelly, Sargent, & Reardon, 2018). We used research tools from our university library website databases including ProQuest, JESTOR, ISI Web of Science/Web of Knowledge, the Refworks reference management system, Career Convergence, and NACE Journal online archives. We used these sources to find the published literature from 1953 through 2016 regarding Holland’s contributions to career theory, research, and practice. In the process, we discovered unexpected contributions stemming from Holland’s professional life and legacy. The results of our research further establish Holland’s iconic status in our field.

Method

How did we proceed with our investigation examining John Holland’s contributions to career theory, research, and practice? First we drew upon the earlier work of Foutch, McHugh, Bertoch, and Reardon (2014) and Ruff, Reardon, and Bertoch (2007, 2008) and replicated their research procedures where possible. Later, Sargent and Kennelly (2016) updated earlier findings from 1953 through 2015 and presented them at a meeting of the Society for Vocational Psychology at Florida State University. Kennelly, Sargent, and Reardon (2018) then updated the results through 2016. We searched for published references in journals, dissertations, technical reports, and books using these key words, e.g., occupation, career, personality, Holland, or RIASEC theory.

As before, we sorted the references into five categories:

1. Applications of the **theory** in practice for individuals, groups, or populations;
2. **Diverse populations** in terms of gender, race, nationality, special abilities, socio-economic status, sexual identification;
3. RIASEC theory constructs or **empirical evidence** for reliability and validity of the theory and/or its applications;
4. **Specific populations** including those identified by field of study, occupation/field, area of interest, education level, age; and
5. **Instruments** or tools based on RIASEC theory, e.g., SDS, VPI, MVS.
Results and Discussion

We present our findings in seven sections, beginning with (1) reference citations over time, (2) citations in five categories, (3) specific publications reporting Holland’s work, and (4) literature from 2006-2016 including (5) countries, (6) ethnic groups, and (7) occupations/fields of study.

1. RIASEC Reference Citations over Time

Our research identified a total of 2,318 unique published references from 1953 through 2016 with respect to Holland’s RIASEC theory. The graph shows that citations of Holland’s work began slowly as might be expected, and then rose dramatically in the early 1970s. In comparison to the present study, Ruff et al. (2007, 2008) found 1,609 references and Foutch et al. (2014) reported 1,970 references. Reference citations to Holland’s work have continued to climb into the last decade of our review, 2006-2016. Altogether, these data reveal that Holland’s contributions continue to impact theory, research, and practice literature in vocational behavior.

Upon closer inspection, we found that in the past five years (2012-2016) the numbers of references to Holland’s work were 66 (2012), 53 (2013), 64 (2014), 54 (2015), and 63 (2016). These numbers indicate little change in citation activity over the period. Moreover, it suggests that activity related to Holland’s theory has been sustained since he died in 2008.
2. Citations in Five Categories

We also identified 4,023 reference citations by category from 1953 through 2016 across the five categories described earlier with some appearing into more than one category. For example, a study of the efficacy of the SDS with high school women in China would fit in four categories (applications, diverse populations, specific populations, instruments). Because some references were coded in more than one category the total is not 100%.

Given the ongoing debate about the degree to which career theory informs practice, we were interested in seeing whether or not the publications in the bibliography were dominated by theoretical or research studies. And we wondered if the studies included varied settings, population groups, and applications. Table 1 shows the number and percentage of unique references in the five categories over time.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications (career theory to practice)</td>
<td>1,487</td>
<td>65%</td>
</tr>
<tr>
<td>Specific Populations (age, occupation, field, etc.)</td>
<td>896</td>
<td>39%</td>
</tr>
<tr>
<td>RIASEC Theory (typology, validity, reliability)</td>
<td>767</td>
<td>32%</td>
</tr>
<tr>
<td>Diverse Populations (gender, race, status, etc.)</td>
<td>648</td>
<td>28%</td>
</tr>
<tr>
<td>RIASEC Instruments, Tools (e.g., SDS, VPI)</td>
<td>225</td>
<td>10%</td>
</tr>
</tbody>
</table>

Note: Some references listed across multiple categories

Inspection of Table 1 reveals that the largest number of references were in the applications category (1,487; 65%) showing the relevance of Holland’s theory to career practice. These data indicate that RIASEC career theory is, indeed, related to the work of career practitioners and educators. The second largest number of references pertains to specific
populations, e.g., age, occupation, field of study (896; 39%). This suggests that Holland’s work has been examined across a wide variety of US and international population groups. More evidence of this finding is discussed later in this technical report.

The remaining three categories in our analysis include reference citations of RIASEC theory itself, e.g., typology, validity, constructs (767; 32%); diverse populations, e.g., gender, race, socioeconomic status (648; 28%); and RIASEC instruments or tools, e.g., SDS, VPI, Occupations Finder (225; 10%).

3. Specific Publications Reporting Holland’s Work

We found references to Holland’s theory and applications in 355 different publications worldwide and this list is shown in Appendix A. This list of journals and publications reaches far beyond the field of career development and vocational psychology. Inspection of this list reveals publications in fields such as medicine, elementary guidance, organizational behavior, sexual behavior, human performance, engineering, health, technology, business, dental hygiene, and music therapy. These journal titles reveal an amazing diversity of academic disciplines and specializations drawing upon Holland’s work. We venture that no other career theory can claim this range of scholarly impact.

A further analysis of these 355 publications revealed that 80 (23%) had titles that were not in English or had a geographic name in the title (e.g., Asian, Australian, Chinese, European, Korean, Irish, Philippine, Swiss). This does not include 19 journals with the word “international” in the title. We find this as further evidence of the extensive impact of Holland’s theory and applications outside of North America.

Holland’s work has been most frequently published in five journals with the number of references for each shown in parenthesis:

- *Journal of Vocational Behavior* (311)
- *Journal of Career Assessment* (145)
- *Journal of Counseling Psychology* (112)
- *Career Development Quarterly* (60)

We judge these five as among the most rigorous and prestigious journals in the fields of vocational behavior and career development.
4. RIASEC Literature from 2006-2016

In order to focus upon more recent literature in the decade 2006-2016, which encompasses the year of Holland’s death in 2008, we examined 429 references with respect to three aspects of the RIASEC literature that might have relevance for current times. More specifically, we wanted to find (a) the names of countries reporting RIASEC publications, (b) the ethnic groups associated with RIASEC references, and (c) the various occupational groups studied using a RIASEC lens. Tables 3, 4, and 5 report these findings. In general, these three reports show the comprehensive and diverse nature of Holland’s RIASEC theory pertaining to both people and groups. Holland’s theory and research inform both persons, psychology, the environment, and occupational sociology.

a) Countries. During 2006-2016, publications from 32 different countries reported on Holland’s RIASEC theory (see Table 2). When viewed in terms of continents, these publications can be categorized in terms of Europe, 17; Middle East, 5; Pacific Rim-Asia, 6; Africa, 2; and North/South America, 2. These data show that publications around the world, but primarily in Europe, have contributed to literature on Holland’s theory in the past decade.

<table>
<thead>
<tr>
<th>Australia</th>
<th>Holland (The Netherlands)</th>
<th>Romania</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>Iceland</td>
<td>Serbia</td>
</tr>
<tr>
<td>Brunei</td>
<td>India</td>
<td>Singapore</td>
</tr>
<tr>
<td>Canada</td>
<td>Iran</td>
<td>South Africa</td>
</tr>
<tr>
<td>China</td>
<td>Italy</td>
<td>Spain</td>
</tr>
<tr>
<td>Croatia</td>
<td>Japan</td>
<td>Switzerland</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>Jordan</td>
<td>Taiwan</td>
</tr>
<tr>
<td>Denmark</td>
<td>Korea</td>
<td>Turkey</td>
</tr>
<tr>
<td>France</td>
<td>Nigeria</td>
<td>United Arab Emirates</td>
</tr>
<tr>
<td>Germany</td>
<td>Pakistan</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Greece</td>
<td>Portugal</td>
<td></td>
</tr>
</tbody>
</table>

Table 2 RIASEC References to Studies Conducted in 32 Different Countries, 2006-2016
(b) Racial and Ethnic Groups. In the decade 2006-2016 we found publications based on Holland’s theory and applications related to 71 different ethnic groups worldwide (see Table 3). This finding is noteworthy because Holland’s theory was designed to meet the 20th century needs of people in the United States. In addition, career theories developed in North American and European countries are sometimes characterized as biased (Bullock, Andrews, Braud, & Reardon, 2009-2010). This finding suggests that many cultures have adapted RIASEC theory to meet the needs of diverse groups. Perhaps Holland’s contributions are less culture bound than sometimes described.

Table 3 RIASEC References to 71 Different Racial and Ethnic Groups 2006-2016

<table>
<thead>
<tr>
<th>African American</th>
<th>Danish</th>
<th>Japanese</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentinean</td>
<td>Dutch</td>
<td>Jordanian</td>
<td>Saudi Arabian</td>
</tr>
<tr>
<td>Asian-American</td>
<td>Egyptian</td>
<td>Kiwi</td>
<td>Serbian</td>
</tr>
<tr>
<td>Australian</td>
<td>Emirate</td>
<td>Korean</td>
<td>Singaporean</td>
</tr>
<tr>
<td>Belgian</td>
<td>Estonian</td>
<td>Laotian</td>
<td>Slovene</td>
</tr>
<tr>
<td>Bicultural Latino/Latina</td>
<td>Filipino</td>
<td>Latino/Latina-American</td>
<td>South African</td>
</tr>
<tr>
<td>Black South-African</td>
<td>Finnish</td>
<td>Lithuanian</td>
<td>South-Asian American</td>
</tr>
<tr>
<td>Brazilian</td>
<td>French</td>
<td>Malaysian</td>
<td>Spanish</td>
</tr>
<tr>
<td>British</td>
<td>German</td>
<td>Mexican-American</td>
<td>Swedish</td>
</tr>
<tr>
<td>Bulgarian</td>
<td>Greek</td>
<td>Mexican</td>
<td>Swahili</td>
</tr>
<tr>
<td>Maltin</td>
<td>Hispanic</td>
<td>Middle Eastern-Americans</td>
<td>Swiss</td>
</tr>
<tr>
<td>Canadian</td>
<td>Hungarian</td>
<td>Native Americans</td>
<td>Taiwanese</td>
</tr>
<tr>
<td>Caribbean</td>
<td>Icelandic</td>
<td>Norse</td>
<td>Thai</td>
</tr>
<tr>
<td>Chilean</td>
<td>Indian</td>
<td>Pacific Islander</td>
<td>Ukrainian</td>
</tr>
<tr>
<td>Chinese</td>
<td>Iranian</td>
<td>Pakistani</td>
<td>Venezuelan</td>
</tr>
<tr>
<td>Croatian</td>
<td>Irish</td>
<td>Polish</td>
<td>Vietnamese</td>
</tr>
<tr>
<td>Cypriot</td>
<td>Israeli</td>
<td>Portuguese</td>
<td>Black</td>
</tr>
<tr>
<td>Czech</td>
<td>Italian</td>
<td>Romanian</td>
<td></td>
</tr>
</tbody>
</table>

Related to the finding about publications during this decade, we can add that the various editions and forms (R, E, CE) of Holland’s Self-Directed Search (Holland & Messer, 2013) have
been translated and/or published into 46 different languages (V. King, personal communication, January 15, 2018). Table 4 shows the languages and SDS forms or editions involved in the translations of the SDS reported by the publisher.

Table 4  *Self-Directed Search Translations and Publications as of January 2018*

<table>
<thead>
<tr>
<th>Language</th>
<th>Version</th>
<th>Language</th>
<th>Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>4th Ed – Form R &amp; E</td>
<td>Albanian</td>
<td>4th Ed – Form R</td>
</tr>
<tr>
<td>Arabic</td>
<td>4th &amp; 5th Ed - Form R Standard SDS</td>
<td>Australian</td>
<td>4th Ed – Form R</td>
</tr>
<tr>
<td>Bosnian</td>
<td>4th Ed – Form E</td>
<td>Brazilian Portuguese</td>
<td>4th Ed – Form R &amp; CE</td>
</tr>
<tr>
<td>Brazilian Portuguese</td>
<td>5th Ed – Form R</td>
<td>Bulgarian</td>
<td>4th Ed - Form R Standard SDS</td>
</tr>
<tr>
<td>Chinese</td>
<td>4th &amp; 5th Ed - Form R Standard SDS</td>
<td>Croatian</td>
<td>4th Ed – Form R</td>
</tr>
<tr>
<td>Czech</td>
<td>4th Ed – Form R</td>
<td>Danish</td>
<td>4th Ed – Form R</td>
</tr>
<tr>
<td>Dutch</td>
<td>4th Ed – Form R</td>
<td>English Canadian</td>
<td>4th Ed – Form R &amp; E</td>
</tr>
<tr>
<td>Finnish</td>
<td>5th Ed – Form R</td>
<td>French Canadian</td>
<td>4th Ed – Form R</td>
</tr>
<tr>
<td>Galician</td>
<td>4th Ed – Form R</td>
<td>German</td>
<td>4th Ed – Form R</td>
</tr>
<tr>
<td>Greek</td>
<td>4th Ed – Form R</td>
<td>Hebrew</td>
<td>5th Ed – Form R</td>
</tr>
<tr>
<td>Hungarian</td>
<td>4th Ed – Form R</td>
<td>Icelandic</td>
<td>4th Ed – Form CE</td>
</tr>
<tr>
<td>Icelandic</td>
<td>4th Ed – Form R</td>
<td>Italian</td>
<td>4th &amp; 5th Ed - Form R</td>
</tr>
<tr>
<td>Indonesian</td>
<td>4th Ed – Form R</td>
<td>Korean</td>
<td>4th Ed – Form R</td>
</tr>
<tr>
<td>Japanese</td>
<td>4th Ed – Form R</td>
<td>Laotian</td>
<td>4th Ed – Form E</td>
</tr>
<tr>
<td>Korean</td>
<td>4th &amp; 5th Ed - Form R</td>
<td>Malay</td>
<td>4th Ed – Form E</td>
</tr>
<tr>
<td>Lithuanian</td>
<td>4th Ed – Form R</td>
<td>Portuguese</td>
<td>4th Ed – Form E &amp; CE</td>
</tr>
<tr>
<td>Norwegian</td>
<td>5th Ed – Form R</td>
<td>Romanian</td>
<td>4th &amp; 5th Ed – Form R</td>
</tr>
<tr>
<td>Norwegian</td>
<td>4th Ed – Form R</td>
<td>Serbian</td>
<td>Standard SDS</td>
</tr>
<tr>
<td>Romanian</td>
<td>4th Ed – Form R</td>
<td>Slovene</td>
<td>4th Ed – Form R &amp; E</td>
</tr>
<tr>
<td>Russian</td>
<td>5th Ed – Form R</td>
<td>Swahili</td>
<td>5th Ed – Form R Standard SDS</td>
</tr>
<tr>
<td>Slovak</td>
<td>5th Ed – Form R Standard SDS</td>
<td>Turkish</td>
<td>4th Ed – Form R</td>
</tr>
<tr>
<td>Spanish</td>
<td>4th Ed – Form R &amp; CE</td>
<td>Vietnamese</td>
<td>4th Ed – Form R</td>
</tr>
<tr>
<td></td>
<td>4th Ed – Form E</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5th Ed – Form R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swedish</td>
<td>4th Ed – Form R &amp; E</td>
<td>Ukrainian</td>
<td>5th Ed – Form R</td>
</tr>
<tr>
<td></td>
<td>5th Ed – Form R</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Occupational Groups.** We often think of Holland’s theory and contributions in terms of assessment tools like the SDS and VPI for measuring a person’s vocational interests. But RIIASEC theory is both a person and *environment* theory, and this is apparent in the references to
41 different occupations or fields of study in the 2006-2016 decade. Holland’s career theory is unique in addressing both persons and environments; indeed, some of the most notable contributions of Holland’s work pertain to the classification of occupations and educational fields (Gottfredson & Holland, 1996; Holland, 1997).

Table 5 RIASEC References to 41 Different Occupational/Educational Groups 2006-2016

<table>
<thead>
<tr>
<th>Accountants</th>
<th>Humanities Majors</th>
<th>Psychology Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Majors</td>
<td>Industrial Construction</td>
<td>Quality Managers</td>
</tr>
<tr>
<td>Construction Superintendents</td>
<td>Information Technology</td>
<td>Rehabilitation Counselors</td>
</tr>
<tr>
<td>Counselors</td>
<td>Instructional Technology</td>
<td>Sales/Sales Managers</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Licensed Real Estate Agents</td>
<td>School Library Media Specialists</td>
</tr>
<tr>
<td>Dental Hygienists</td>
<td>Literary Coaches</td>
<td>School Psychologists</td>
</tr>
<tr>
<td>Education Majors</td>
<td>Managers</td>
<td>Science Majors</td>
</tr>
<tr>
<td>Engineering</td>
<td>Medical Students</td>
<td>Scientists</td>
</tr>
<tr>
<td>Entrepreneurs</td>
<td>Non-Profit Workers</td>
<td>Software Engineers</td>
</tr>
<tr>
<td>Farmers</td>
<td>Nurses</td>
<td>Sonographers</td>
</tr>
<tr>
<td>Fashion</td>
<td>Nursing Education Students</td>
<td>STEM</td>
</tr>
<tr>
<td>Funeral Services</td>
<td>Physicians</td>
<td>Teachers/Faculty</td>
</tr>
<tr>
<td>Guidance Counselors</td>
<td>Police</td>
<td>Therapists</td>
</tr>
<tr>
<td>Health Care Professionals</td>
<td>Project Managers</td>
<td></td>
</tr>
</tbody>
</table>

Summary and Conclusions

Summary

This report examined the nature and scope of John L. Holland’s contributions to vocational psychology and career development by examining the number of reference citations in the literature and the contents of the articles in publications about his RIASEC theory and practice. Library research tools, including ProQuest, JESTOR, ISI Web of Science/Web of Knowledge, the Refworks reference management system, Career Convergence, and the NACE Journal online archives, were used to find published literature from 1958 through 2016 related to RIASEC career theory, research, and practice.
Conclusions

In the process of conducting this research, we found some unexpected contributions of Holland’s professional life and legacy. The results of our research further establish Holland’s iconic status in our field. We are not aware of a similar investigation of professional career literature to study the legacy and contributions of other career theorists or scholars. Although Holland is no longer living and there is no university institute or center providing ongoing support for work related to his theory, this research provides evidence that his contributions have been sustained by the quality of the theory, the numerous tools that operationalize the theory, and the global adoptions and adaptations of his work. As a result, we share these concluding observations.

- The idea that career theory is not relevant to practice is disputed by the fact that 65% of the reference citations connect Holland’s RIASEC theory to practice.
- Evidence indicates that the theory is not culturally bound to the U.S., but has been used and reported in literature worldwide (28% of the 2,318 citations include diverse population groups).
- The 355 publications from many countries reporting work related to RIASEC theory, including 80 with a non-English title or a specific country name, are difficult to grasp and appreciate, and we suspect that no other career theory has made such a leap into disparate disciplines worldwide.

Reardon (2017) summarized ten opportunities and challenges facing Holland’s theory and applications in the future. He noted that Holland’s publisher remains steadfast in updating the research tools that Holland created based on RIASEC theory. Moreover, the theory has become ubiquitous in career practice with the iconic image of the RIASEC hexagon often appearing in products and reports. In contrast to other career theorists who produced tools based on their theories, this image of the hexagon may bode well for the future of Holland’s legacy.

References


http://www.refworks.com/refworks2/?site=020751135918800000%2fRWWEB1061316284%2f012991109946687000


http://www.career.fsu.edu/documents/technical%20reports/technical%20report%2047/tr47.pdf

Appendix A

Periodicals and Journals Publishing RIASEC Reference Documents \((N = 355)\)

1. Accident Analysis & Prevention
2. Accounting Horizons
3. ACT Research Reports
4. Acta Psiquiátrica y Psicológica de America Latina
5. Acta Psychologica Sinica
6. Adolescence
7. Age and Aging
9. American Journal of Criminal Justice
10. American Journal of Psychology
11. American Mental Health Counselors Association Journal
12. American Psychologist
13. Annales Academiae Scientiarum Fennicae: Dissertationes Humanum Litterarum
14. Annual Review of Psychology
15. APA Handbook of Career Intervention
16. Applied Psychology: An International Review
17. Apuntes de Psicología
18. Archives of Physical Medicine and Rehabilitation
19. Archives of Sexual Behavior
20. Asian Journal of Counseling
21. Asian Pacific Education Review
22. Asian Social Science
23. Assessment
24. Attitudes within Vocational Behaviour
25. Australian Journal of Career Development
27. Australian Journal of Management
28. Australian Journal of Psychology
29. Australian Psychologist
30. Behavioral Development Bulletin
31. Behavioral Research in Accounting
32. Bollettino di Psicologia Applicata
33. British Journal of Guidance & Counselling
34. Bulletin of Educational Psychology
35. Cahiers Pédagogique
36. Calitatea
37. Canadian Counsellor
38. Canadian Journal of Community Mental Health
39. Canadian Journal of Counselling
40. Canadian Journal of Native Education
41. Canadian Psychology
42. Çanakkale Onsekiz Mart Üniversitesi Yönetim Bilimleri Dergisi
43. Career Convergence
44. Career Development for Exceptional Individuals
45. Career Development International
46. Career Development Quarterly
47. Career Planning and Adult Development Journal
48. Catalog of Selected Documents in Psychology
49. Center for Social Organization of Schools Report, Johns Hopkins U
50. Ceskoslovenska Psychologie
51. Chemkon
52. Child Care Quarterly
53. Chinese Journal of Clinical Psychology
54. Chinese University Education Journal
55. College Student Journal
56. Community College Frontiers
57. Community/Junior College Quarterly of Research and Practice
58. Comparative Education Review
59. Computer and Information Science
60. Computers in Human Behavior
61. Consulting Psychology Journal: Practice and Research
62. Counseling Psychologist
63. Counselling Psychology Quarterly
64. Counselor Education and Supervision
65. Creative Education
66. Creativity Research Journal
67. Critical Perspectives on Accounting
68. Current Psychology: Developmental, Learning, Personality, Social
69. Dirasat: Educational Sciences
70. Dissertation Abstracts International Section A: Humanities & Social Sciences
71. Dissertation Abstracts International: Section B: The Sciences & Engineering
72. Drustvena Istrazivanja
73. Econ Journal Watch
74. Education
75. Education and New Educational Technologies
76. Educational & Psychological Measurement
77. Educational Gerontology
78. Educational Psychology
80. Educational Research Quarterly
81. Egitim Bilimleri Fakultesi Dergisi
82. Electronic Journal of Research in Educational Psychology
83. Elementary School Guidance & Counseling
84. Empirical Economics
85. Employee Relations
86. Encyclopedia of Career Development
87. European Journal of Personality. Special Issue: Personality, Learning, and Education
88. European Journal of Psychological Assessment
89. European Journal of Psychology of Education. Special Issue: Values, Interests and
90. European Online Journal of Natural and Social Sciences
91. Evidence - Based HRM
92. Exceptional Children
93. FWU Journal of Social Sciences
<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>94</td>
<td>Gender &amp; Behaviour</td>
</tr>
<tr>
<td>95</td>
<td>Genetic Psychology Monographs</td>
</tr>
<tr>
<td>96</td>
<td>GIPO Giornale Italiano Di Psicologia Dell’Orientamento</td>
</tr>
<tr>
<td>97</td>
<td>Group Processes &amp; Intergroup Relations</td>
</tr>
<tr>
<td>98</td>
<td>Guidance &amp; Counselling</td>
</tr>
<tr>
<td>99</td>
<td>Handbook of Career Development: International Perspectives</td>
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142. Journal of Addictions & Offender Counseling
143. Journal of Allied Health
144. Journal of Applied Psychology
145. Journal of Applied Rehabilitation Counseling
146. Journal of Applied Social Psychology
147. Journal of Business and Psychology
148. Journal of Career Assessment
149. Journal of Career Development
150. Journal of Career Planning and Employment
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152. Journal of College Placement
153. Journal of College Student Development
154. Journal of College Student Personnel
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156. Journal of Cooperative Education and Internships
157. Journal of Counseling & Development
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159. Journal of Creative Behavior
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179. Journal of Managerial Psychology
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181. Journal of Multicultural Counseling and Development
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185. Journal of Non-White Concerns in Personnel & Guidance
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188. Journal of Offender Counseling
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197. Journal of Psychology
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199. Journal of Psychology: Interdisciplinary & Applied
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220. Man and Work
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251. Periodicals and Journals Cited as RIASEC Reference Sources
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256. Perspectives on Psychological Science
257. Phi Delta Kappan
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271. Psihologija
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304. Revista de Psicología General y Aplicada
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326. Swiss Journal of Psychology
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353. Zeitschrift Fur Entwicklungspsychologie Und Pädagogische Psychologie
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