

PARADIGM CHANGE IN CAREER COUNSELING IN TURKEY

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INTRODUCTION

This section aims to provide an overview of the historical development of career guidance in Turkey to date, highlighting the key milestones and challenges during the more than fifty years of the existence of career guidance and career counseling services in the country.

In history, while the studies carried out within the scope of vocational guidance at the beginning were in the form of clarifying the characteristics of individuals with tests and helping their preferences in this direction; at present, within the scope of career planning, it is seen that a service aimed at increasing the awareness of individuals with different techniques, making choices appropriate for the era, and helping in the decision indecision points in the later stages of the career process is continued. Career counseling is a career choice and tries to contribute to the development and maturation of the individual in points such as education, employment, career choice, and career change within the scope of the individual's life plan.

Kuzgun (2014) states that the extinction of some professions or changes in professions and even the creation of new business areas can be explained depending on the rapid developments in recent years, industrialization, and changes in the job market.

In the field of career development, traditional approaches and models in the 21st century, based on theoretical research or applications, are replaced by science-based theories, taking into account the life story of the client and an effort to gain individual responsibility in the plan. At the same time, career counseling approaches supported by postmodern and constructivist philosophy approaches have become more prominent in the 21st century (McMahon, Watson, Chetty, and Hoelson, 2012).

Postmodern theories, which reconsider career development by combining modern

and traditional theories and including counseling practices, tend to contribute to the individual's life structure. Postmodern counseling approaches, in which career counseling is considered a career choice, including practices that provide new ways for clients to solve their problems that affect their career decisions and increase their awareness of reaching their goals.

Since the 21st century, career counseling has gained more importance; it has been discussed how much career counseling practices overlap with psychological-personal-emotional counseling (Amundson, Harris-Bowlsbey, and Niles, 2009; Capuzzi and Stauffer, 2012; Savickas, 2011).

While discussions about the nature of career counseling continue, Amundson et al. (2009) listed some myths that correspond to false beliefs about career counseling:

1. Career counselors have standardized evaluation criteria by which they can inform people which profession they should choose.
2. Work-related decisions can be made independently of other roles in life.
3. Personal problems of individuals are not addressed in career counseling.
4. Career counselors do not need expertise in the field of comprehensive counseling during the counseling process.
5. Career counseling does not take into account the life context and cultural side of the client.
6. Career counseling is only necessary for individuals to make career decisions.
7. Career counseling ends when the client makes a career decision.

Considering the myths mentioned above, career counseling is an application belonging to the general counseling class. Swanson (1995) defines the function of career counseling as “a face-to-face psychological interaction between the counselor and the client, mainly focusing on the job or career”. A practical and sensitive understanding envisages helping clients in their professional and career decisions by considering all their human experiences. Parsons (1909) called vocational guidance at the beginning of the 20th century also formed career counseling fundamental. At present, although career counselors seem to be only career-oriented, they try to help individuals at any stage of their careers of different ages and have career concerns (Cited by Yeşilyaprak, 2011).

The career counselor supports the client in making decisions on various issues in different age periods, especially in education, vocational, or business, and in reaching the most

suitable option among the alternatives. Another definition of career counseling (Kidd, 2006) stated is “one-to-one interaction between the counselor and the client, which includes applying many communication skills known from psychological theory to help the client make career-related decisions and career problems”. Career counselor supports the career process of the client by integrating both, as concerns about career and personal-emotional concerns are often observed intertwined in career counseling.

Basic Concepts of Career

Occupation: It is a set of activities based on the knowledge and skills acquired by specific education, the rules of which are determined by the society, and which are intended to provide a helpful service or product to other people, which a person does to earn a living (Kuzgun, 2009).

Job: A group of similar activities carried out in a particular profession. It defines tasks in a custom workspace. Work is putting into practice professional knowledge and skills. It is the task activities performed while operating the profession (Yeşilyaprak, 2011).

Professional Maturity: It is the ability of individuals to fulfill their professional development tasks belonging to their developmental periods and complete these tasks successfully (Kuzgun, 2009).

Career counseling: Career counseling, which can also be expressed as career psychological counseling, is a formal relationship (psychological counseling process) conducted by a professional counselor in problems related to career development (for example, career choice, decision making, work stress, career search, etc.) with the client individual or group. refers to the consultation process) (Herr, EL, Cramer, SH and Niles, SG, 2004).

Career beliefs: These are the positive and negative judgments and assumptions that an individual has about himself, professions, careers, and jobs. (Peterson et al. 1996).

Career Adaptation: It is the level of readiness of an individual to cope with new conditions in a healthy way due to developments in professional life and to adapt to changing business life (Savickas, 1997).

Career indecision: It is challenging to decide on the most suitable option among career alternatives after the difficulties encountered when an individual has to make decisions about their career (Saka and Gati 2007).

Career Decision-Making Difficulties: The indecision situation causes individuals to turn to different careers instead of the most suitable career option among their career opportunities due to reasons arising from themselves or their environment (Gati 1986).

THEORIES THAT FORM THE FOUNDATION OF CAREER COUNSELING APPLICATION

Theories that form the basis of career counseling practices carried out in the world and our country from the beginning of the 20th century have differentiated depending on the historical time, the needs of the age, the differentiation of the meaning and importance of social, cultural, economic, education, employment, and the human factor. In this section, the theories mentioned from the 20th century to the present are included. The first wave of career counseling was an approach that started with Parsons in the early 1900s and continued with Holland's (1997) approach, later called Trait-Agent Theories, and consisted of matching the characteristics of the individual with the characteristics of the occupations. The second wave has been identified with the approach of Super (1990), which began in the mid-20th century and focused on managing lifespan and life roles. Presently, the third wave focuses on making meaning by working on life design, which was introduced at the end of the first decade of the 21st century and identified with Savickas's (2011) career-structuring approach (Hartung & Santilli, 2018; Taylor & Savickas, 2016; Severy, 2008).

Theories Based on Person and Environment Harmony:

Approaches under this heading, which are based on diagnosing and evaluating the client's characteristics using objective tests, support the client to recognize job alternatives, evaluate options to make an appropriate choice, and make suggestions to the client, are explained. Career approaches based on the harmony of person and environment are based on the extent to which the characteristics of the person and the characteristics of the profession overlap. The Work Adaptation Theory (TWA) considers the awareness of individuals who will choose their profession and the profession's professional behavior (Dawis, 2002, 2005; Dawis & Lofquist, 1984). Career choice is seen as the continuation of harmony and balance between these two. Thus, this theory describes two processes in which the individual is involved. The first is the search for a working environment (E) that suits the person's needs (P). The second is that the work environment (E) seeks an individual with skills to match their needs. While the satisfaction of the individual depends on his needs, the satisfaction of the work environment is based on the individual's occupational functionality. Therefore, the individual (P) is mutually beneficial (with E) by maintaining acceptable behaviors in the appropriate environment (Jena & Nayak, 2020).

Holland's typological model is one of the approaches that make essential contributions to career counseling as a diagnostic orientation based on person-environment fit. In this approach, the function of career counseling is to evaluate the client's professional interests and enable the client to evaluate alternative jobs and professions in line with their interests. According to Holland, career choice is an expression of personality. Holland has identified six personal orientations (personality types) that develop based on genetic factors, environment, and parental influences. Holland stated that professional interest

and personality are arranged in a hexagonal structure according to the RIASEC order and can be coded as Realistic (R), Investigator (I), Artistic (A), Social (S), Entrepreneurial (E), and Traditional C (Jena & Nayak, 2020). Each person may also have all six types in varying amounts. Like personality types, occupational settings fall into the same six types because environments are defined by the people (types) in that environment.

Within the scope of the practices based on person-environment accordance approaches carried out within the scope of an expert's advice, within the expanse of evaluating the personality traits, not only the interests are focused on, but also the effects of values (Tinsley, 2000), abilities and other individual aspects are taken into account in order to enable the client to evaluate the career options more realistically. In a study conducted by Ackerman and Heggestad (1997), they examined the relationships between talent, interest, and personality traits and expressed an assortment by classifying these three areas: social, traditional (office), intellectual (science/mathematics), and realistic (cultural). The results of this research, which suggests that career counselors use measurement tools that integrate various qualities of clients such as abilities, interests, and personality, indicate that more appropriate adjustment frameworks can be determined for the client. These theories, which have been criticized for focusing more on career decisions and ignoring the factors that will affect the individual's subsequent career development, form the basis of practices in which individuals and work environments are accepted to be in constant interaction over time. In contemporary versions, the client is seen as an active participant in the career counseling process (Swanson, 1995).

Developmental Theories:

Theories classified under this heading state that career choice or the planned career plan is a life-long, flexible and continuous process and that career decision is not limited to standard test results. In addition, these theories have brought a different direction to career counseling by using the concepts of developmental psychology such as developmental tasks, developmental goals, career maturity, stages of development, development areas.

Career counseling practices based on a developmental approach contribute to completing career tasks during the development periods in parallel with the needs of the relevant development period, thereby increasing awareness about career, consequently making a more sensible career decision and being more successful in career management. This process contributes to the development of both decision-making skills and age-appropriate career maturity.

One of the most significant contributors under this heading is Donald Super. Super stated that career development and career choice are related to one's self-concept. Super (1990) defines self-concept, mental and physical growth, environmental characteristics, personal experience, etc. It is a complex structure between Explaining career development by associating it with self-development; Super (1990) classified self-development as life

stages consisting of "growth, discovery, establishment, maintenance, and separation". This theory, which explains the career development process by associating it with lifelong self-development, criticizes career counseling practices using static and standardized test results, giving more importance to life-changing individual characteristics in career counseling.

The narrowing and reconciliation theory developed by Gottfredson focuses on the professional processes that children experience developmentally. As in Super, self-concept is central and determinant of career choice. From childhood, as individuals develop, they limit (narrow) their career choices and compromise with occupations (giving up on unavailable or unsuitable occupations). Gottfredson (2002) describes this developmental period in four stages:

1. Orientation to size and power (3-5 years)
2. Orientation to gender roles (6-8 years)
3. Orientation to social values (9-13 years/age)
4. Orientation to the unique inner self (14+ years)

Children who tend to choose occupations suitable for their gender at younger ages (6-8 years) tend to choose occupations consistent with their perceived social class, that is, have social values. Over time, they eliminate certain occupations that are incompatible with talent, intelligence, and culture. In the youth years and later, they take more realistic steps about which profession should be chosen to develop personal self-awareness (Gottfredson, 2005).

Ginzberg's approach to career counseling defines career development as a series of events in a predictable order. Each aspect of this developmentally defined process presents problems that need to be solved developmentally for the individual. Developmental theory in career counseling, developed by Ginzberg, Ginsburg, Axelrad, and Herma in 1951, explains career choice based on a three-stage process: (1) Period of fantasy choices (up to age 11), (2) Period of tentative choices (11- 17), (3) The period of realistic elections (Yeşilyaprak, 2011).

Throughout the 20th century, these approaches have dominated the field of career counseling, either in theory or in practice. Since the 21st century, the rapid change that has taken place in the technological, scientific, economic, and social fields in the world has impacted the individuals who will choose a career and the business world. Wall (2004) states that the principal values of individuals who have structured their careers since the 21st century are primary values such as high income, getting a good position quickly, having fun in what they do, being praised. Savickas (2009) states that there is uncertainty in the business world with globalization and flexibility in response to this uncertainty. Therefore, this change in the business world, the choice of profession, rather than limiting a person's whole life to a one-time career choice, has led to the definition of

career structuring under career counseling services. Thus, instead of traditional approaches that match the characteristics of the person with the characteristics of the professions; It has necessitated approaches that take into account that people continue to construct a lifelong career in line with their needs for direction and search for meaning in their lives (Savickas, 2013).

Professional Development Process:

The most complex stage of the professional development process is where the choice of profession occurs. Young people make an important decision about their future while choosing their profession in this period; although the choice of profession seems like an instant decision, it is a decision taken at the end of a professional development process. The professional development process refers to the developmental stages that start with realizing a professional idea from an early age and pass until having a profession in adulthood. Although factors such as supply-demand, cultural factors, some demographic variables, the status of the profession, which are the determinants of the choice of profession in Turkey, come to the fore, the choice of profession is not a decision made all at once. Career counseling should be provided to the individual both in the development process and in the decision phase.

Isaacson (1986) explains that the professional development process has five stages:

1. Awakening and awareness: This phase starts in the pre-school period and lasts until the primary school period. At this stage, the child realizes that the people around him have different professional occupations and the diversity of occupations, together with the formation of occupational awareness. Towards the end of this stage (in the last years of primary school), children realize differences and similarities in various characteristics (interests, Abilities, purpose, and motivation) of themselves and others.

With the start of developmental guidance practices in Turkey, activities are included in the pre-school programs regarding career development and support development tasks, aiming to increase students' awareness of occupational diversity and individual differences at the pre-school education level.

2. Discovering and researching professions: This stage corresponds to the age range of 12-15, corresponding to the secondary school years. In this period, the child learns more about the standard and different aspects of professions and people, exploring and researching. The process of discovering and examining the professions that started in this period continues throughout life.

Interest and curiosity about occupational diversity and individual differences in the preschool period lead to more information and more research in this period.

3. Decision-making: In this period, which covers the ages of 15-18, which coincides with the high school years, the young person starts to match the information they collect with the information about the profession he/she will choose or about themselves and to draw a frame of their own. Although these thoughts may seem temporary, they turn into a more straightforward career decision towards the end of this age period.

4. Preparation for the profession: This period, which coincides with the age range of 18-24, corresponds to the vocational education period that the young person receives in their chosen field. They try to be ready to practice the profession by improving their professional knowledge and skills. This period can also be seen as the period when they started looking for a job.

5. Job placement: This period brings the knowledge and skills gained during vocational training into practice, where the young person now takes their place in his inner world. Job placement: this period now takes its place in the inner world of the youth, thus putting the knowledge and skills gained during vocational training into practice. On the other hand, he continues his professional development.

POSTMODERN APPROACHES IN CAREER COUNSELING

Post-modern approaches, which give a different perspective to career counseling by leaving the positive scientific point of view based on pure cause and effect relationship, emphasize the belief that there is not a single, unchanging reality for the individual in career development, but rather that each individual builds their truths and realities. According to Yeşilyaprak (2011: 35; 2012: 108), in the case of examining the change in career counseling services in the historical process, the understanding of the person and profession matching, vocational information, focusing on the 16-19 age range to make career decisions, assisting in career decision making or creating a career path exists. However, these understandings are now being replaced by understandings about creating a career story, serving all age groups, career development throughout life, and structuring life. The literature on career theories in this direction focuses more on postmodern themes, the effect of constructivist approaches, and efforts to combine career theories (Yeşilyaprak, 2011). Especially with the changes brought by the 21st century, a paradigm shift was needed in career counseling (Yeşilyaprak, 2012). When this paradigm shift, which is called the third wave in the field of career counseling at the beginning of the 21st century, is examined, it is seen that many strategies are considered postmodern approaches and are generally narrative-based.

Brott's (2001; 2004) Career Story Approach, McMahon, Patton and Watson's (2004) Systems Theories Approach, Brown's (1995) Value-Based Approach, Niles, Amundson and Neault's (2011) Career Flow Theory' are a few of them. The current era, also defined as post-modern, has increased the need for career counseling in a constructivist approach based on shaping people's lives, not just their career choice (Bucassa, 2007). One of the

career theories based on the structuring of life that emerged as a necessity of this age is the Career Structuring Theory presented by Savickas.

Constructivist Approach in Career Development:

Post-modernism, which developed as a reaction to modernism, which emphasized the importance of having rationalist and scientific evidence, also triggered the development of constructivism that emerged in line with the needs of the age. The transition from modernism based on purely scientific evidence to post-modernism based on the belief that multiculturalism and diversity have also affected the individual perspective.

This understanding, which does not discuss a purely empirical-scientific reality and has a different point of view, believes that the representation of reality in the individual is structured. Since people perceive and interpret their reality or truth, not just scientific truth, their reality needs to be structured (Sharf, 2006). In other words, the constructivist approach argues that individuals can reshape the events, experiences, turning points, and preferences in their lives with their perspectives. Career structuring theory, which also considers psychodynamic, environmental, and developmental factors in career planning, and is therefore also seen as a meta-theoretical approach; It proposes to manage the structuring process by emphasizing the harmony of individuals' change with their environment, as well as how individuals will construct their realities from a personal point of view (Maree, 2014; Akman, 2016).

Pointing out that the flexibility observed in the business world in the 21st century is a significant change and that the changes in this period also include changes that cause anxiety and insecurity for the individuals who will make career decisions, Savickas (2012) emphasizes that there are essential differences between the skills required from the individual in this century and the skills in the 20th century. Savickas (2012) states that from a period in which people infiltrate a job where they can work for many years and can live their lives by relying on bureaucratic organizations, they have entered a period in which they cannot plan to work for 30 years in a business environment where career planning can take place within the boundaries of a business or an institution. The changes and needs that have taken place with the 21st century also bring innovations similar to the characteristics of the period in the theory and practice of career counseling. For this reason, in counseling sessions based on career construction theory, a career is not viewed as moving on a path or climbing a ladder but as an individual is telling their own story. Even if the transitions in the lives of individuals are small as turning points, it helps to develop a more satisfying lifestyle by focusing on their stories and their effects on self-development and intervening in the points that need to be regulated if necessary (Savickas 2013). The purpose of the sessions based on career construction theory is not to help individuals choose a career but to help them create meaning and purpose in their lives through self-knowledge, relationships with the environment, and awareness of these issues (Savickas, 2005). This is why the counseling process based on career construction

theory is also called Life-Designing Counseling. By revealing the critical themes in the life stories of the clients, it is aimed to help the client to understand the world and to see the driving sources, needs, and dynamics behind the choices they will make, understand the purpose that guides his behaviors and to make his life meaningful. One of the contributions of this theory to the field of career counseling is the use of qualitative assessment techniques instead of the standard scales and tests used to determine the characteristics of the individual, depending on the feature-factor approach throughout the 20th century. It is believed that the client's career should be structured based on their own story rather than standardized tests. Through the interview, it is aimed to reveal the themes of an individual's life by enabling the client to review his life structure, thus raising awareness about the issues that need to be structured in his life.

The more dominant approaches in the field of career counseling in the past years are positivist approaches. At present, these approaches have left their place to postmodern approaches that evaluate individual facts, local cultural values, and information sources related to them. Postmodern assessments emphasize subjective personal activity stories and experiences rather than generalizable career development in the career developing process.

Narrative Career Counseling:

Narrative-based approaches are portable, expressing compliance with the post-modern approach to career counseling. In narrative-based career counseling, clients are helped to rediscover, make sense of, and conceptualize their life stories. Therefore, clients gain a new perspective on whether the events in their lives and the decisions they think are the result of the events are consistent and realistic. Consequently, the areas in the clients' life stories that are missing or not adequately conceptualized are reformulated, and more space is given to the future career development of the client. Cochran (1997) also argues that career counseling can be distinguished from other forms of counseling, particularly by focusing on narratives dealing with future career development. Cochran thus states that the rewritten story, including plans, will incorporate consistency with the past, action, and efficiency for the future.

Brott's (2001) Narrative Approach

The narrative approach developed by Brott seeks to create a new self by writing new stories to contribute to the journey of self-discovery and being themselves based on the past stories of the clients. Personal stories are created based on the assumption that everyone is an expert on their individual life. The client is encouraged to talk about the new story by going through the stages of "creating the structure", "reviewing," and "reconstructing" this structure.

Chaos Theory of Career– CTC:

Chaos theory in career counseling emphasizes constant change, the centrality and importance of chance events, the potential for small events to have disproportionately extended effects on subsequent events, and the importance of dramatic shifts in career behavior. This approach challenges traditional approaches to career counseling, assumptions about the importance of chance events, and the idea that counseling should aim to reduce career options to a rational and manageable set of logical choices. This new approach requires new techniques and tools to assist the counselor and client. Four different techniques and exercises designed to assist a counselor in applying chaos theory in practice are outlined. Techniques include reality testing, limits of rational decision making; using media to illustrate non-linear and coincidental events; and using forensic techniques to establish historical and contemporary patterns of influence on career behavior (Pryor & Bright, 2005).

Planned Luck Theory:

According to Betz (2008), one of the theories in career counseling, which has gained popularity since the beginning of the 21st century, which is also known as third-wave career theories, is the Planned Chance Theory, as can be seen when the literature (Sharf, 2010; Valickas, Raišiene & Rapuano, 2019; Chen, 2005; Hagevik, 2000; Magnuson, Wilcoxon, & Norem, 2003) is examined. However, when the studies conducted in the field of postmodern oriented career counseling in our country are examined, it is seen that there are studies on Career Configuration Theory, but there is a limited number of studies on the Planned Happenstance Theory (Ulaş-Kılıç, 2019).

An individual who pursues a career throughout life has to adapt to various changes and complex environments constantly. Among these, unforeseen events are an essential component that affects individual career development (Mitchel, Levin & Krumboltz, 1999). However, in the career counseling process, traditional career counseling theories (theories based on person-occupation adjustment) that focus on the concept of control rather than the concept of change included unpredictable events. However, nowadays, having a set of professional qualifications is no longer considered sufficient for successful career development. The planned chance theory is a comprehensive framework that provides an explanation and solution on how to manage a career in conditions of unpredictability, how to take advantage of unexpected events and how to turn them into opportunities (Krumboltz, Foley, & Cotter, 2013; Eissenstat, & Nadermann, 2018). The concept of "planned luck", first introduced by Mitchel, Levin & Krumboltz (1999), is now an inevitable and desirable reality in everyone's career plan. When the literature is examined, there are experimental studies (Betsworth & Hanson, 1996; Hordósy & Clark, 2018) explaining that the luck factor is an essential factor in the stages of a place.

POSTMODERN TECHNIQUES IN CAREER COUNSELING

Postmodern career counseling practices are about matching the characteristics of the person with the profession and a process that does not feel obliged to depend on the test results applied with the client. Today, many individuals at the stage of career choice take into account the psychosocial factors that may accompany their preference concerns. At present, more qualitative techniques are used in career counseling. Some of these are described below.

1. Four-step career research (Cozma, 2007): It is one of the exercises used to increase the client's awareness of themselves and the profession. Exercises can be applied under special activities, successful lives, transferable skills, prized values, or self-affirmation. This technique, which is also used predominantly for adults who are in search of a new profession, consists of stages, is "What am I doing now?", "What can I do?", "What are the options before me?", "Which profession is suitable for me?" Each stage includes questions by the career counselor to increase the client's awareness about himself and the professions and help them make a sensible decision (as cited in Aydemir-Sevim, 2011).

2. Discussing irrational beliefs (Hackney & Cormier, 2013): In order to ensure that clients who are at the stage of choosing a career or encounter various problems in business life can gain rational belief systems by changing their irrational thoughts by making the client realize that their belief systems cause the indecision or various problems they experience. Discussing irrational beliefs can be applied "cognitively" based on one's thoughts, "imaginative" depending on the dreams about how individual life will be, and "behavioral" based on what they do (as cited in Aydemir-Sevim, 2011).

3. Using metaphors: Metaphor is a way of understanding the world. It is not just the formal use of language. The metaphor of journey (Inksen & Amundson, 2002) is commonly used for the profession. In the application of this technique, an open-ended, flexible structured travel metaphor can be used, for example: "Is the trip planned?", "What are the obstacles?", "What are the cornerstones, decision points?" Other than the metaphor of travel, metaphors such as taking a photograph of the moment, dynamics, different perspectives, changing timeline concepts can also be used (Aydemir-Sevim, 2011).

4. Occupational Q-Gram (Thorngren & Feit, 2001): This practice begins by asking the client's first career choice that they remember. They draw on paper a symbol of choice. Then the counselor may ask questions such as: "How old were you when you made this choice?", "Did someone else direct you to this profession?", "What were your chances of fulfilling this request?" Subsequently, questions about the awareness of the client's characteristics can continue with questions about the social, developmental, personal, and cultural environment. Consequently, the client is helped to realize the different effects that affect the profession they think to choose today and the profession they think about first. It is ensured that the client gains insight by revealing the themes and patterns involved

in the decisions in the past or present. Therefore, it contributes to realistically evaluating the career opportunities that one may encounter in the future (as cited in Aydemir-Sevim, 2011).

5. My pessimistic and optimistic side (Nathan & Hill, 2006): In this exercise, taken from the Passed sub theory, the pessimistic and optimistic sides of the client are asked to enter the conversation. The issue on which the client will decide is defined as action (e.g., starting a course). Then, for this action, what the optimistic side says and the pessimistic side are expressed in writing or verbally. While expressing these, it is tried to raise awareness of the client's feelings, thoughts, or concerns.

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