



Investigation of the Effectiveness of a Career Adaptability Program for Prospective Counsellors

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Abstract

The aim of this study is to examine the efficiency of the psycho-education program, which was developed to increase the career adaptabilities of prospective psychological counsellors. The dependent variable of the study was the level of career adaptability. The study utilized both experimental and qualitative research methods. In this study, a pre-test, a post-test and a follow-up test were applied as the experimental design, and the experimental design was performed in both control and experimental groups. The Mann Whitney U-Test, the Repeated Measures of Variance Analysis technique and the sentence-based content analysis technique were used to analyze the data. This study was conducted with first-year students who were studying in the undergraduate program of psychological counselling and guidance in a public university in Turkey. Thirty-eight of the students were appointed to a control group, and the other 38 students were appointed to the experimental group. The Career Adaptability Scale for Psychological Counsellors was used in this study. The qualitative and quantitative findings from the study demonstrate that the program contributes substantially to the prospective psychological counsellors' career adaptability.

Keywords Career adaptability · Counsellors · Psycho-education program

Introduction

Psychological counsellor help individuals fulfil and realize themselves in many fields. One of the fields in which individuals might actualize themselves is career. One characteristic of professional psychological counsellors is being adaptable to their own career. Therefore, conducting experimental studies that increase the career adaptability of prospective psychological counsellors can contribute to the literature both in terms of the quality of the service that they provide and for self-actualization.

Career development is a process that continues throughout the life-span (Super 1980). During this process, individuals successfully participate in professional development. During

the process of career development, there are a series of changes such as self-discovery, discovery of the features that a profession requires, developing professionally to a certain level of maturity, choosing a profession, seeking education according to the chosen profession, working in a job and being retired (Savickas 2013; Super 1980). Career adaptability is a concept that encapsulates the entire process within.

Career adaptability is a multidimensional and a psychosocial structure (Buyukgoze-Kavas et al. 2015; Savickas 2005; Vianen et al. 2012; Zacher 2014). Savickas (1997) defined career adaptability as being ready to perform the development tasks during the professional development period and being ready to address the sudden changes caused by working conditions. Duffy (2010) stated that career adaptability represents the determination of the individuals in the career selection and the self-sufficiency of the individuals during the career selection period. In addition to the general definitions, career adaptability has been defined in the literature using two-dimensional or multi-dimensional approaches. According to Stumpf et al. 1983 who made two-dimensional statements, the concept of career adaptability is a structure that consists of two important dimensions: career exploration and career planning. Career exploration is the identification of the interests, abilities, characteristic features, needs, and the standards of the individual and gathering information about

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the profession. Career planning is gaining the prediction skill that is related to the future profession of the individual after the environmental and personal features have been identified. Similarly, Zikic and Klehe (2006) stated that career adaptability consists of career exploration and career planning. Similarly, Creed et al. (2009) defined career adaptability as a process that includes an individual's personal and environmental exploration, career planning, and decision making.

In addition to studies that identify the dimensions for career adaptability, other studies aim to increase career adaptability. One of these studies was carried out by Koen et al. (2012), who prepared a career adaptability curriculum to make the transition from university to profession easier for students. Another study by Coolen (2014) used a portfolio intervention that included a personal and environmental exploration of the individual to prepare students for the transition from university to the profession and thereby increase their career adaptability. In Turkey, studies have been carried out about scale adaptation for career adaptability (Kanten 2012; Kalafat 2012), investigation of career adaptation with the related variables (Buyukgoze-Kavas et al. 2015), and scale development (Eryilmaz and Kara 2016). However, in Turkey, no study related to an increase in career adaptation was found. Therefore, an increase in the career adaptability of psychological counsellors as members of a profession is needed.

Psychological counsellor education varies by continents, countries and even states. In some countries, after undergraduate study, individuals become psychological counsellors, but in other countries, it is necessary to finish graduate school to become a psychological counsellor (Korkut-Owen et al. 2012). In addition, the reasons that cause individuals to choose their professions vary across different societies. For instance, choosing an ego synchronic profession and working on that field are important factors for individuals to select a job and derive satisfaction from it in individualist western countries (Judge et al. 2005). However, in collectivistic cultures, individuals choose jobs for different reasons. For example, according to a study conducted by Korkut-Owen et al. (2012), individuals consider the following aspects when selecting a profession: employment conditions, expectations of the individual's family, and the score that they get on the university entrance exam. In fact, in the psychological counselling profession, academic success is necessary to become a psychological counsellor. As a result, individuals may ignore their personality characteristics, interests, abilities, values, and needs, which are significant in career development. The literature represents these facts. For instance, one study has shown that the level of professional maturity of 80.2% of high school students can be categorized as 'low' or 'improvement required' (Akıntuğ 2012). Eventually, individuals who have these features get a university education. As a natural consequence of this phenomenon, the professional maturity and career adaptability levels of these students are low.

From a professional psychological counselling perspective, in Turkey, psychological counsellors receive the title of psychological counsellor after finishing their undergraduate studies. Though there is a standard psychological counselling education undergraduate program, in terms of quality, numerous problems exist in psychological counsellor training. For example, a study that assessed the education of working psychological counsellors showed that the counsellors received insufficient training in some fields, such as supervision applications and both professional and educational counselling (Tuzgöl-Dost 2012). Similarly, a study to assess the psychological counselling services has provided to high school students showed that such services were presented inadequately (Yüksel-Şahin 2012).

An increase in individual career adaptability may be considered a way to cope with the problems mentioned above. As the individuals' level of career adaptability increases, they become more connected to their jobs, have less job stress and derive more satisfaction from their jobs, and their job success increases dramatically. What is more interesting is that their academic success increases as well (Duffy et al. 2015; Fiori et al. 2015; Zikic and Klehe 2006). Additionally, career adaptability is a psychosocial structure that might be increased by improved experimental programs (Coolen 2014; Koen et al. 2012). In addition, studies were conducted with high school students to increase their professional maturity and with university students to increase their career adaptabilities (Akıntuğ 2012). A gain in career adaptability should be beneficial. The career adaptability of prospective psychological counsellors, who have a very significant influence on individuals' career development, must therefore increase. Consequently, the aim of this study is to investigate the efficiency of the psycho-education program, which was developed to increase the career adaptabilities of prospective psychological counsellors.

Method

Research Design

This study aims to examine the efficiency of the psycho-education program, which was developed to increase the career adaptabilities of prospective psychological counsellors. The dependent variable of the study was the level of career adaptability. The independent variable of the study was the career adaptability program. The study was prepared using both experimental and qualitative research methods. In this study, pre-tests, post-tests and follow-up tests were applied as the experimental design, and the experimental design was performed in control and experimental groups. After the program was conducted, individuals were asked an open-ended question: "Would you assess the

program with its positive and negative features?” In the follow-up process, the individuals who took part in the experimental group were asked, “Would you assess the program with respect to your career adaptability?” The Mann Whitney U-Test, a Repeated Measures of Variance Analysis technique and a sentence-based content analysis technique were used in the data analysis. Additionally, a purposive sampling method was used (Fraenkel and Wallen 1993). Moreover, a number of criteria were assigned, including first-year students who were studying undergraduate psychological counselling and guidance at a public university, who volunteered to participate in the study and who were not getting a psychological diagnosis. Ethical principles were taken into consideration.

The study was performed as a group practice, psycho-education group activity. Psycho-education groups are defined as a group that aims to develop skills with its educational content and involves the objects that are to be achieved (Brown 2004). They are mainly performed as cognitive processes. In psycho-education groups, group-based education and development strategies such as role playing, problem solving, decision making, and communication skills are used. Certain skills are taught, and great efforts are made to prevent problems. Psycho-educational groups focus on cognitive and behavioural subjects. Therefore, practicing is significant to consolidate the new skills (Brown 2004).

Study Groups

The study was conducted with first-year students who were studying in the undergraduate program of psychological counselling and guidance at a public university in Turkey during the 2014–2015 academic years. There were a total of 84 students who were studying undergraduate psychological counselling and guidance at that university. First, the criteria described above were applied to the 84 students, and the aim, duration and process of the study were clarified. A total of 76 students agreed to participate in the study. By random appointment, the names of the students who agreed to participate in the study were written on pieces of paper, and those pieces were put into a box. The drawn names were appointed to either the control group or the experimental group. In total, 38 of the students were appointed to the control group, and the other 38 students were appointed to the experimental group. The age range of the students in the experimental group was 17–19, the average of the age of that group was 18.15, and the standard deviation of their ages was 0.49. Twenty-five of the students in that group were female, and 13 of them were male. The age range for the students in the control group was 17–19, their average age was 17.94, and the standard deviation of their ages was 0.52. Twenty-seven of the total students were female, and 11 were male.

Instruments

Career Adaptability Scale for Psychological Counsellors This scale was developed by Eryilmaz and Kara (2017), and is scored using a 5-point Likert scale. According to the results of exploratory factor analysis, a four-dimensional scale with a total of 61.27% of explained variance was obtained. The factor loads of this scale vary between 0.51 and 0.91. The scale consists of 4 sub-dimensions: “Exploration of individual and group counselling”, “Career planning”, “Career-related self-exploration”, and “Exploration of educational counselling”. The validity and reliability were examined by Eryilmaz and Kara (2017), who used internal consistency, the test-retest method, item analysis, and structural and scale validity with exploratory factor analysis. The reliability of the scale was tested using the internal consistency and test-retest methods. The Cronbach’s alpha values for sub-dimensions of the scale vary between 0.74 and 0.78. The Cronbach’s alpha value of the whole scale is 0.78. The reliability of the test-retest method was found to be 0.93. The validity of the scale was analyzed using the Career Adapt-Ability Scale and the Career Futures Inventory. A modest-level, meaningful and positive relationship between the total points of Career Adaptability Scale for Psychological Counsellors and Career Adaptability Scale was found at 0.62. A modest-level, meaningful and positive relationship between the total points of Career Adaptability Scale for Psychological Counsellors and Career Futures Inventory was found at 0.48. According to the results of the confirmatory factor analysis, the 4-dimensional scale had a RMSEA value of 0.049, a degree of freedom of 59, and a chi-square value of 94.09. The value of 1.59 was obtained by dividing the chi-square value by the degree of freedom ($94.09/59 = 1.59$). The goodness of fit values, which were obtained from the confirmatory factor analysis of the Career Adaptability Scale for Psychological Counsellors, were NFI, 0.93; NNFI, 0.96; CFI, 0.97; IFI, 0.97; GFI, 0.95; and AGFI, 0.92. The values, which were obtained as a result of the analysis, show that the scale has good fitting values. Consequently, the scale was found to be reliable and valid.

Experimental Process and Program Structure

Experimental Process The program, which was developed for prospective psychological counsellors, was conducted in a total of 12 sessions, one session per week. Each session took 90 min. Pre-tests were given before the start of the program, and post-tests were given after the last session of the program. A follow-up study was conducted 3 months after the program had been completed. Qualitative and quantitative data were collected in the post-tests and follow-up study. Therefore, the individuals who were in the experimental group were asked to answer the open-ended questions that were mentioned above.

Program Structure The program that was developed for prospective psychological counsellors was configured according to the career adaptability literature and career counselling principles and techniques. The formation of the program was completed in 3 basic processes: the preparation stage, the development stage and the application stage. In the preparation stage, the researchers who took part in the program development stage reviewed the literature for career adaptability. According to the results of the literature review, the base of the activities that needed to be on the program was formed. Therefore, seven significant focal points were determined: exploration (Stumpf et al. 1983; Zikic and Klehe 2006), planning (Creed et al. 2009; Kenny and Bledsoe 2005; Savickas 2012; Zikic and Klehe 2006), application of coping skills (Creed et al. 2009; Rottinghaus et al. 2005), increase in self-sufficiency (Koen et al. 2010; Savickas 2005), social support (Duffy 2010), application of decision-making skills and researching. (Creed et al. 2009; Duffy and Blustein 2005; Rottinghaus et al. 2005, Savickas 2013).

In Turkey, 90% of all psychological counsellors work at schools. Therefore, by sticking to the focal points mentioned above, various activities based on psychological counselling and guidance profession were prepared. The prepared activities were analyzed in terms of their structure and form by two experts who have at least 5 years of psychological counselling experience at schools and who have a PhD. The content and the activities of the program that were prepared using the seven themes are listed in the Table 1 below.

Findings

Descriptive Statistics

Quantitative Findings

Data were analyzed using a Mann Whitney U Test to match the control and experimental groups based on the pre-test results. According to the results of the analysis, the control and experimental groups were found to be balanced. In other words, the exploration of the individual and the group counselling dimension revealed that there was no significant difference in the pre-test results between the control and experimental groups ($z = -1.42$; $p = 0.156$; $p > 0.05$). Similarly, there was no significant difference in the pre-test results of the control and experimental groups for the educational counselling dimension ($z = -0.158$; $p = 0.875$; $p > 0.05$). The career planning dimension also exhibited no significant difference in the pre-test results of the control and experimental groups ($z = -0.703$; $p = 0.482$; $p > 0.05$). Likewise, there was no significant difference in the pre-test results of the control and experimental groups for the career-related self-exploration dimension ($z = -0.441$; $p = 0.460$; $p > 0.05$). Finally, in terms of

total points, there was no significant difference in the pre-test results of the control and experimental groups ($z = -1.119$; $p = 0.262$; $p > 0.05$) (Table 2).

A Repeated Measure of Variance Analysis was used to indicate the difference in the pre-test, post-test and follow-up test results for the experimental group. The exploration of individual and group counselling dimension revealed a significant difference among the pre-test, post-test, and follow-up test results for the experimental group $F(1.72, 63.59) = 748.83$, $p < 0.01$, effect size = 0.97. According to the post-hoc comparison (Bonferroni) results, there was a significant difference among the pre-test ($M = 3.92$), post-test ($M = 12.89$), and follow-up test ($M = 13.03$, $p < 0.01$) results for the exploration of individual and group counselling sub-dimension for the experimental group. However, there was no significant difference between the post-test and follow-up test results.

Analysis of the educational counselling sub-dimension revealed a significant difference among the pre-test, post-test, and follow-up test results for the experimental group $F(1.55, 57.52) = 111.75$, $p < 0.01$, effect size = 0.88. According to the post-hoc comparison (Bonferroni) results, there was a significant difference among the pre-test ($M = 7.31$), post-test ($M = 12.02$), and follow-up test ($M = 12.68$, $p < 0.01$) results for the educational counselling sub-dimension in the experimental group. However, there was no significant difference between the post-test and follow-up test results.

Exploration of career planning revealed that there was a significant difference among the pre-test, post-test, and follow-up test results for the experimental group $F(1.41, 52.20) = 196.89$, $p < 0.01$; effect size = 0.92. According to the post-hoc comparison (Bonferroni) results, there was a significant difference in the pre-test ($M = 10.42$), post-test ($M = 17.71$), and follow-up test ($M = 17.68$, $p < 0.01$) results for the career planning sub-dimension in the experimental group. However, there was no significant difference between the post-test and follow-up test results.

Analysis of career-related self-exploration revealed that there was a significant difference among the pre-test, post-test, and follow-up test results for the experimental group $F(1.36, 50.40) = 108.39$, $p < 0.01$; effect size = 0.84. According to the post-hoc comparison (Bonferroni) results, there was a significant difference among the pre-test ($M = 9.34$), post-test ($M = 13.47$), and follow-up test ($M = 13.26$, $p < 0.01$) results for the career-related self-exploration sub-dimension in the experimental group. However, there was no significant difference between the post-test and follow-up test results.

The total points of career adaptability revealed a significant difference among the pre-test, post-test, and follow-up test results for the experimental group $F(1.37, 50.56) = 449.29$, $p < 0.01$, effect size = 0.96. According to the post-hoc comparison (Bonferroni) results, there was a significant difference among the pre-test ($M = 31.00$), post-test ($M = 56.10$), and

Table 1 The extent of the program

Session	Object	Activity	Dimension
First session	Introduction	The aim, duration, process, and rules of the program were clarified for the participants	Exploration
Second session	Preparing a group guidance program related to learning to learn	Literature-based information was given to the participants about learning to learn. Participants were informed about the process of preparing for the educational counselling program. Participants were asked to prepare a educational counselling program for the next session.	Exploration Research Self-sufficiency
Third session	Assessing the prepared programs	Information was given regarding the programs and process of learning to learn.	Exploration Social support Self-sufficiency
Fourth session	Knowing and applying the listening and helping skills	Participants were informed about helping skills. Those skills were applied in the class through peer interaction.	Exploration Social support Self-sufficiency
Fifth session	Knowing and applying the problem solving skills	Participants were informed about the problem-solving process. They were asked to use the problem-solving steps to listen to a friend, record the conversation, and bring the recording to the class as homework.	Self-sufficiency Decision making Coping
Sixth session	Assessing the problem solving activity	Participants were asked to analyze the homework and share their thoughts about the process.	Self-sufficiency Decision making Coping Social support
Seventh session	Exploring the individual psychological counselling process	Some parts of the movie, <i>In Treatment</i> , were watched in the class, and students explored the individual psychological counselling process.	Exploration Self-sufficiency
Eighth session	Exploring their own professional interests, abilities and values	Participants were informed about professional counselling. The self-evaluation inventory was introduced, and participants were asked to use the inventory to evaluate themselves as homework.	Exploration Self-sufficiency Research
Ninth session	Assessing the professional exploration activity	The personal profiles of the prospective counsellors were analyzed based on their interests, abilities, and values, and a connection was made between psychological counselling and these profiles.	Exploration Self-sufficiency Research
Tenth session	Observing where their profession belongs in the program	Three psychological counsellors who work at different educational levels spoke to the class about professional applications.	Exploration Social support
Eleventh session	Making a career plan	Participants were asked to imagine their professional futures for 10 min using an oriented fantasy activity. They were asked to write down their career goals and to share them.	Planning Exploration
Twelfth Session	Assessing the process	Participants assessed the program and themselves.	Decision making Exploration Self-sufficiency

Table 2 Descriptive statistics

Dimensions of career adaptability	Test conditions						
	Groups	Pre T. M	Pre T. SD	Post T. M	Post T. SD	Folow up M	Folow up SD
1	Ex.	3.92	1.19	12.89	1.39	13.02	1.42
	Con.	4.34	1.36	5.15	1.74	5.00	2.15
2	Ex.	7.31	2.14	12.02	1.58	12.68	1.78
	Con.	7.28	2.21	5.71	2.22	5.23	2.43
3	Ex.	10.42	2.62	17.71	1.75	17.68	1.72
	Con.	10.68	3.16	10.73	2.68	9.52	3.15
4	Ex.	9.34	2.10	13.47	1.05	13.26	1.24
	Con.	9.02	2.75	8.86	2.41	7.81	2.44
5	Ex.	31.00	5.54	56.10	4.08	56.65	4.60
	Con.	32.23	7.08	30.47	6.76	27.57	8.03

1. Exploration of individual and group counselling 2. Exploration of educational counselling 3. Career planning 4. Career related self exploration 5. Total point, Ex: Experiment group, Con: Control group

follow-up test ($M = 56.66$, $p < 0.01$) results for the total points of career adaptability in the experimental group. However, there was no significant difference between the post-test and follow-up test results.

The Repeated Measure of Variance Analysis technique was used to determine whether there was a significant difference among the pre-test, post-test and follow-up test results in the control group. Analysis of the individual and group counselling dimension revealed that there was no significant difference among the pre-test, post-test, and follow-up test results for the control group $F(1.99, 73.69) = 2.68$, $p > 0.05$. Analysis of the educational counselling dimension revealed that there was a significant difference among the pre-test, post-test and follow-up test results for the control group $F(1.89, 69.92) = 13.44$, $p < 0.01$, effect size = 0.61. According to the post-hoc comparison (Bonferroni) results, there was a significant difference among the pre-test ($M = 7.28$), post-test ($M = 5.71$), and follow-up test ($M = 5.23$, $p < 0.01$) results for the individual and group counselling sub-dimension in the control group. However, there was no significant difference between the post-test and follow-up test results. For this dimension, there was also a decrease in the post-test and follow-up test points compared to the pre-test results in the control group. In terms of the career planning dimension, a significant difference was not observed among the pre-test, post-test and follow-up test results in the control group $F(1.62, 60.12) = 4.18$, $p > 0.05$. The career related self-exploration dimension exhibited no significant difference among the pre-test, post-test and follow-up test results in the control group $F(1.76, 65.20) = 3.39$, $p > 0.05$. For the total points, a significant difference was observed among the pre-test, post-test and follow-up test results in the experimental group $F(1.82, 67.15) = 6.62$, $p < 0.01$; effect size = 0.46. A significant difference was observed among the total point, pre-test points ($M = 32.23$), and follow-up test points ($M = 27.58$; $p < 0.05$). However, there was no significant difference between the post-test and follow-up test results.

Qualitative Findings

After the pre-test, participants were asked to evaluate the program's positive and negative aspects (Table 3). None of the prospective psychological counsellor participants evaluated the program negatively. The participants who evaluated the program positively indicated that they had explored themselves and their careers, increased their competence, made career plans and adapted to their careers.

After the follow-up stage, the individuals who were in the experimental group were asked to evaluate the program in terms of their career adaptability (Table 4). According to the results, the participants were placed in three different categories: adaptable, non-adoptive, and indecisive. Participants who were placed in the adaptable group increased their adaptability level as they gained awareness through the program.

Participants who were placed in the non-adoptive and indecisive group gained experience and knowledge about their profession; in other words, they utilized the program to participate in self-exploration and explore their profession. Therefore, they increased their career adaptability.

Discussion

This study analyzed the effectiveness of the psycho-education program that aims to increase the career adaptability of prospective psychological counsellors. Both the qualitative and quantitative findings of the study demonstrate that the program contributes substantially to the career adaptability of prospective psychological counsellors. Some studies have been done to increase the adaptability (Coolen 2014; Koen et al. 2012). These studies aim to prepare university students for working life. However, the process of individual career adaptability continues after choosing a profession (Savickas 2005). In other words, while pursuing a professional education, an individual's level of adaptability should increase. However, there is no career adaptability program for individuals who are at the beginning of their undergraduate studies. Therefore, this study contributes to the literature on undergraduate students. In addition, university students are experiencing the emergent adulthood stage. At this stage, individuals explore their identities in terms of love, profession, and world perspective (Arnett 2003). For such individuals to explore themselves in their career, they need to have experience. The program that was applied as part of this study helped individuals explore their identities in terms of their chosen profession and increased their career adaptability.

According to the findings, the students were involved in one of the three groups, i.e., adaptable, non-adaptive, or indecisive, when they started their university education. Some of the participants who were involved in the experimental group realized that they had made an adaptable choice in terms of career as they explored their abilities, interests, and values through the program. Such awareness occurred at this stage because the individuals did not have sufficient psychological counselling and guidance services in high school (Yüksel-Şahin 2012).

Some of the individuals who were in the experimental group were undetermined about their career; however, their determination about their career increased through participation in the program. Moreover, the individuals who thought that they had made an unsuitable choice in their career experienced an orientation from non-adaptive to adaptive. This orientation occurred because they may have chosen a profession that best suited their abilities. The university entrance exam in Turkey consists of three important talent tests: computational, verbal and equal-weighted tests of the previous two. Additionally, ability is the main determiner of the choice of profession (Savickas 2013). However, individuals should

Table 3 Evaluation of the program with its positive and negative aspects

Dimension	Sample sentence
Self-exploration	“I have learned new things, which made me explore myself.” “I have gotten the chance to explore myself and my abilities, which made me, question my features that need to be improved.”
Exploration of the profession	“At first, I had a problem with maintaining eye-contact while talking to people. The client-counsellor activity that we did helped me solve this problem, slightly. I have learned what to do while listening to a client and my role in providing a reliable image. “I have obtained so much new information about my profession. I have learned how to talk to a client and how to react. I have learned that instead of giving advice, individuals need to be made aware about their problems, and they need to find out what is to be done.”
Competence	“I have improved my communication skills. When I encounter a problem, by means of practicing proper steps, I have made the problems easily solvable.” “The program made me feel ready to be a psychological counsellor. It has been a great boost to my self-confidence.”
Planning	“I have learned the institutions in which I can work, and I have made my decision. I am going to make career plans about my future.” “I have defined where and how I want to be, and I have determined my aim for my profession.”
Adapting to career	“I have completely understood the features that the counsellors should have, and I discovered how many of these features I currently have. I have been informed about ways and methods for improving myself to adapt to my profession.” “Since I have learned the necessary qualities that a counsellor must have in the sessions, I am now working on these qualities to fulfil the needs and improve the good ones that I already have. I used to have a significant problem with trusting people. By the end of the sessions, I managed to solve this problem. Teamwork and cooperation activities contribute to overcome this problem. I think that this will affect both my self-improvement and my professional life positively.”

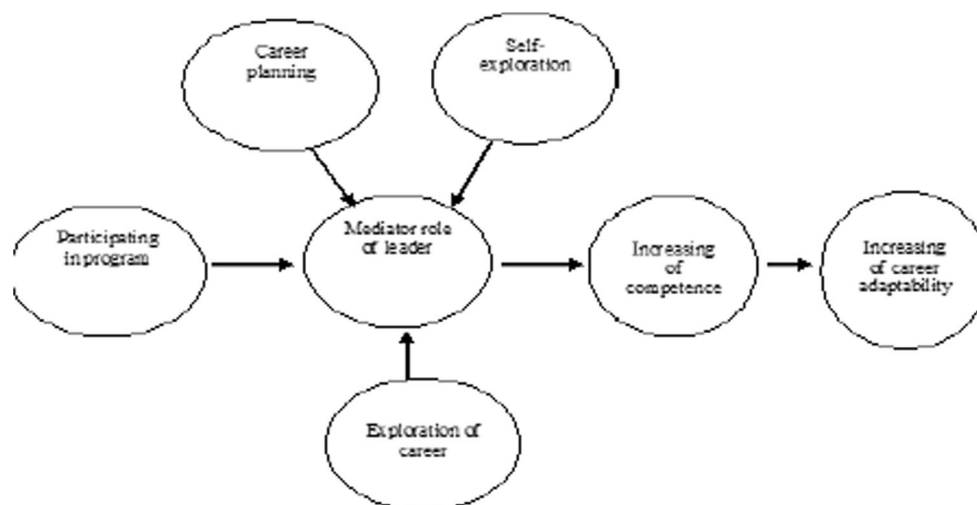
know their own interests and values as well as the features of the profession. The university entrance exam includes ability in the process. The reason for the observed increase in career adaptability may be because of the included interest, value and

career exploration processes in the study. What is more interesting is that the career adaptability was observed to decrease progressively in the control group participants. This phenomenon demonstrates the significance of the study.

Table 4 Evaluation of the program in terms of career adaptability

Dimension	Sample sentence
Strengthen adaptability	“I think that I have the full capacity to do well in psychological counselling. I have realized that during the activities of this program. Additionally, as a person, I enjoy helping others and thinking in a solution-oriented way. Thanks to these qualities of mine, I have faith in myself to do well in this profession.” “I am uniquely suited for this profession. If I had not participated to this activity, I would have realized this couple of years from now. I may have not liked my profession until then, but now I am more interested in my profession, and I love it. I am appropriate for my profession. My profession has both guidance and psychological counselling aspects. I owe my instructor a debt of gratitude for improving us in that short a time.”
Switch from indecisive to adaptive	“I did not know that whether I was suitable or not to choose this department. I decided to study psychological counselling and guidance because it is a good department to study. Thanks to this activity, I compared my personal qualities and the ones that the counsellors must have, and it made me see whether I am suitable or not.” “When I first started to study in this department, I doubted if it is a suitable profession for me or not. However, during the activities, I saw that I am suitable for most of the features that this profession requires. Therefore, I love my profession.”
Switch from non-adaptive to adaptive	“First, I did not like psychological counselling. However, this process has drawn attention from me. I can say that I now like this profession.” “I chose this department because it is guaranteed to find a job after graduation. In fact, it was not my decision, but my family’s. Thanks to this program, I got to know myself and my profession, and now I feel that my profession is closer to me.”

Fig. 1 Hypothetical and research based model



The contributions of the experimental process to the students' career adaptability can be evaluated as a process when the qualitative results of the program are analyzed. Career exploration is one of the important elements of this process. The other important element of the process is the self-exploration of the individual. In fact, individuals gain competence as they participate in self-exploration and career exploration. Therefore, they adapt to their careers and plan to carry this adaptation onward. According to the results of this study and the literature (Creed et al. 2009; Kenny and Bledsoe 2005; Rottinghaus et al. 2005; Savickas 2012; Stumpf et al. 1983; Zikic and Klehe 2006), the hypothetical model, which is to increase career adaptability, is shown in Fig. 1.

The profession of psychological counselling and guidance is applied differently in various cultures. Additionally, different cultural factors influence individuals to choose a profession. Conducting corresponding studies in different cultures may contribute to the literature. Additionally, the relationship among career adaptability, the level of adaptability to school and the academic success of the participants can be examined. In addition, this program is offered to psychological counselling and guidance students. In the future, the program may be offered to individuals from different professional groups, such as economists, doctors or engineers. The developed programs can be used in university psychological counselling and guidance services.

Compliance with Ethical Standards

Ethical Approval All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.

Informed Consent Informed consent was obtained from all individual participants included in the study.

Conflict of Interest Author A declares that he/she has no conflict of interest. Author B declares that he/she has no conflict of interest.

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