

SELF-ESTEEM AND VOCATIONAL SELF-ESTEEM ENHANCEMENT:
A GROUP COUNSELING PROGRAM FOR UNIVERSITY STUDENTS

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O. TOLGA ARICAK, Ph.D.

TRAKYA UNIVERSITY FACULTY OF EDUCATION, 22030
EDIRNE-TURKEY

e-mail: tolgaaricak@hotmail.com

Phone: +90 284 2120808

Fax: +90 284 2146279

**SELF-ESTEEM AND VOCATIONAL SELF-ESTEEM ENHANCEMENT:
A GROUP COUNSELING PROGRAM FOR UNIVERSITY STUDENTS**

O. Tolga ARICAK *

This is a structured group counseling program developed for university students to enhance their self-esteem and vocational self-esteem. The program was experimented for teacher candidates (students of Faculty of Education) in this study. However, this program can be used other university students after necessary modifications.

This Program was developed by the author in 1998 and experimented on two small groups ($n_{1-2}=11$) at Trakya University, Faculty of Education with freshmen and third year students. Control groups were also used in these studies. In the result of measurements and evaluations, it has been statistically proven that the program was effective. Self-Esteem Scale and Vocational Self-Esteem Scale developed by Aricak (1999) were used in measurements. There were significant differences between pre and post tests of experimental groups. Self-Esteem and Vocational Self-Esteem levels of experimental group enhanced significantly ($p<.05$). However, there was no significant difference between pre and post tests of control groups.

This program has been adapted to students of Air Force Academy by Aricak and Tuncer. The program will be used at Air Force Academy next year. Aricak has been going on to use this program at Trakya University, Faculty of Education.

*Ph.D., Trakya University Faculty of Education Edirne/Turkey

The Purpose of the Program

The purpose of this program is to enhance self-esteem and vocational self-esteem of teacher candidates.

Theoretical Background

This program is based on an eclectic approach. Yalom (1992: 505) mentioned about disadvantages of group work that is based on only one theory. An eclectic approach was used in similar programs (see Pope & McHale, 1988; Bacanli, 1996; Ozturk, 1996) and it was supposed that this approach would be more effective.

This program follows client-centered from a point of view by using unconditional acceptance, respect and emphatic attitude to members of group. On the other hand program is directive because it is structured and group leader determines practices during sessions. At the same time, techniques of cognitive-behaviorist approach such as rational discussions, imagination, and role-playing are used.

This program is based on group work because all activities in program can be done in a group. Basic assumption of group counseling is that man's personality can be only developed through interaction among people (Gulec, 1993: 121). Therefore this program is affected by positive and therapeutic aspects of group experience. According to Gulec (1993: 124), participation in a group has its own effect on healing and enhancing of self-worth for many individuals. Group is like a looking-glass and a micro cosmos of real life (Voltan-Acar, 1995: 4).

Why A Structured Program?

There are three reasons:

1. *To provide its repeatability:* As we know, one of the most important characteristics of a scientific research is repeatability. A scientific study is reliable if it provides similar results when it is used in different places and times. A constructed program was preferred because it can be examined by different psychologists in different times and groups.

2. *To provide control of variables in experimental milieu:* One of the most important characteristics of experimental study is providing control of internal variables. Some questions such as “What is affected by what, and how and how much does it effect?” are important in understanding a program.
3. *To present an alternative method for psychologists and counselors in enhancing self-esteem and vocational self-esteem.*

Group Size:

The number of participants can be between 8-12. In literature (see Driver, 1970: 34; Wessler, 1983: 59; Voltan-Acar, 1995: 3, 15), it is suggested that group size should be 8-12 to enable stronger interaction, cohesion and trust.

Length of Session

This program consists of 10 sessions, each session composed of 90-120 minutes (See Driver, 1970: 34; Voltan-Acar, 1995: 3).

Rules of Group

Group leader has to inform participants about the aim and rules of group before the first session. Participants have to be accepted under these conditions. Rules of group are stated as below (See Kuzgun, 1997: 148-150; Voltan-Acar, 1995: 18-22):

1. Attendance is essential. One who does not attend two sessions consecutively or three sessions in different times is supposed to leave.
2. Participants should join activities in sessions.
3. Unconditional acceptance and respect are essential.
4. Trust is very important. All sharing in group must stay in group.
5. There is “now and here” principal.
6. Any political, ideological and religious matter can not be discussed in the group sessions.

Techniques Used in the Program

Program consists of some techniques such as giving information, group discussions, imagination, role-playing and homework.

1. *Giving information:* Group leader should inform participants in limited level. Because to inform for a long time may be like a lesson and boring (Gulec, 1993: 125). Group discussion and sharing should be more preferred.
2. *Group discussion:* Group discussion as a learning technique provides contributions of participants with their interest, value and beliefs in affective level as much as in cognitive level (Bacanli, 1996: 10).
3. *Imagination:* It is very effective technique in relaxation, and awareness training.
4. *Role-playing:* It provides insight of participants who play some sample roles from real life in group and helps to develop communication skills of participants (Bacanli, 1996: 16).
5. *Homework:* Homework may be given at the end of each session to provide cognitive and affective readiness before later session.

Objectives and activities of each session are presented below.

SESSION I

Objectives:

1. Introduction and getting acquainted.
2. Having positive feelings about ourselves and others in group.
3. To introduce worthiness consciousness.
4. To provide awareness of expectancies for being a teacher.

Process:

1. Group members sit in a circle.
2. Activity 1 : “Meaning of my name and its story”

Direction: “Now willingly in turn please tell meaning of your name. What is the story of your name? Who gave your name, why? Do you like your name? If you want to change your name, what name would you prefer?”

*At the end of this activity, participants share their feelings about activity 1.

***Remember, attitude of group leader is very important in all activities. He must know what he does why, and he has to use activities and sharing for goodness of participants.**

3. Activity 2: “Labeling Name”¹

Tools: Empty paper (10x7 cm.) and pen for each member.

Direction: (Group leader demonstrates and explains) Please write your name with capital letters at the center of paper. Then write your birth place and name of your favorite city at the top left of the paper. Now write two activities you like to do at the top right of the paper. At the bottom left of paper write three adjectives describing you, and finally write your three aims at the bottom right of paper.

¹ Nadim, 1993: 6-7.

Example:

Malatya		Reading book
Istanbul		Trekking
	TOLGA	
Rational		to go to USA
Emotional		to discover
Determined		to write a book

* Participants attach the paper at their collar and share their written information.

4. Activity 3: “I am a worthy person.”²

Direction: Each person will say “I am a worthy person. Because” with reason. These reasons can be very simple. However, you have to say that with sincerity.

*After activity, participants share their feelings about activity 3.

5. Activity 4: “My expectancies” pie from being a teacher”³

Tools: Form 1 and pen for each member.

Direction: Assume that your expectancies from being a teacher would be symbolized as a pie. How would you slice this pie? Which slices that symbolize your expectancies would be bigger? There is no need that you should slice all your expectancies, but you can add very important expectancies if Form 1 does not include them. (After slicing) Now please write your first three expectancies in the circle in the pie.

- Participants share their expectancy pie with the group.
- At the end of this activity, participants share their feelings about activity 4.

6. Homework: “What is required from you to be a respectable person? What makes the profession of teaching respectable? How can we strengthen our respect toward ourselves and being a teacher?”

- Please think of answers of these questions until next session.

7. Closure text.⁴

² Author was inspired from Erkan (1995: 22).

³ Dolek, 1992: 26-27.

⁴ It is adapted from “My Declaration of Self-Esteem” by Virginia Satir. Canfield, 1986: 73.

Objective: The aim of this text is to help participants to accept, respect and love themselves by self talk.

* This text should be read together loudly, even hand in hand.

“I am me. I am unique and one. In the entire world, there is no one else exactly like me. Therefore, everything that comes out of me is authentically mine. I own everything about me – my body, my soul, my mind, my thoughts and ideas, my feelings, my dreams, my anger, my joy, my frustration, my love and my occupation. All are mine. I am a worthy person. I deserve to love and to be loved. My occupation that is a part of mine is valuable and honorable. I am responsible from my failings. I am responsible from my success, too because I own all of me. I can become intimately acquainted with me. By so doing, I can love me and be friendly with me in all my parts. I trust in God and myself in this matter.”

SESSION II

Objectives:

1. To improve consciousness that participants deserve respect and they are important.
2. To improve consciousness that the profession of being a teacher is respectable and important.

Process:

1. Group members sit in a circle.
2. Participants share their feelings related to the first session.
3. Group leader stresses that all people are unique, unrivaled and one. All people are equal and deserve respect; even though they have different sex, race and religion. Group leader talks about parents', teachers', peers' and other important people's effect on our self-esteem. Quality of our relationships and attitudes of important people determine level of our self-esteem. Group leader goes on: "It is important to reach awareness that my mother, father, teacher, boss and another whose respect, acceptance and love I expect, all we are people who share same destiny. Only we were born in different times and places. They need respect, acceptance and love like me. Therefore I as everybody am respectable, too."

* Group leader gives discussion questions:

- a. Do you remember any time that your family or others are disrespectful to you?
If yes, please tell us about it?
- b. Is there a correlation between respecting ourselves and others?
- c. Can we or others enhance our self-esteem?

* Participants share their feelings and thoughts.

4. Activity 1: "I am a respectable person."

Tools: Empty paper and pen for each member.

Direction: Each person will write "I AM A RESPECTABLE PERSON. BECAUSE" with reason. These reasons can be very simple. However you have to say that with sincerity.

* Participants share their thoughts and feelings.

Group leader gives a speech on importance of being a teacher (He / she has to be ready to give a speech). Some important clues for discussion are below:

- Teacher is a kind of an engineer of humans.
- All people who have different occupations are educated and trained by teachers.
- Leaders in a society are teachers' production.
- Teachers hold the future of world. No one can say a young student of an ordinary teacher in anywhere can not affect the future of world.
- A teacher is a facilitator of change in her/his class for the direction of growth.
- Young children have an enormous potential like a radioactive matter. Teachers can have an influence on them to become a nuclear bomb or a nuclear energy central.

* Each participant shares his/her feelings and thoughts.

5. Activity 2: "I have a respectable occupation."

Tools: Empty paper and pen for each member.

Direction: Each person will write "I HAVE A RESPECTABLE OCCUPATION. BECAUSE" with reason. These reasons can be very simple. However you have to say that with sincerity.

* Participants share their thoughts and feelings.

6. Homework: "What kind of positive traits do you have?"

* Please think until next session.

7. Closure text is read.

SESSION III

Objectives:

1. To improve self-perception.
2. To provide self-awareness about positive traits.

Process:

1. Group members sit in a circle.
2. Participants share their feelings related to the second session.
3. Activity 1: “My Private Paradise”⁵

Tools: Form 2 and pen for each member.

Direction: (with a slow speech) Now sit in comfortable. Close your eyes. Close your eyes and focus your attention on your breathing in and out. Breathe in from one to four. One, two, three, four. Now breathe out from one to eight. One, two, three, four, five, six, seven, eight. Let’s do again. Yes, we are breathing in. One, two, three, four and we are breathing out. One, two, three, four, five, six, seven, eight. Again we are breathing in. One, two, three, four. We are breathing out. One, two, three, four, five, six, seven, eight. OK you can breathe in and out normally. Feel that each of your breath fills up your lungs. Feel better and more confident when you breathe out.

Now imagine, you are walking on a road towards a beautiful garden. You have never been in this magic garden. You have heard wonderful stories about it before. Now a chance is given to you to enter there. You can see the garden from faraway when you are walking on this restful road. Be aware of how you feel when you are coming close the door of garden. Sun is shining and you are drawing near to garden. Look at flowers and trees on the way, listen to birds’ singing. Feel spring wind that caresses your skin.

You have arrived the door. Taking your key out of pocket, you are opening the door and going in. Shut the door. Now here is a your private paradise for a few minutes.

⁵ Erkan, 1995: 181-184.

Look around for a while. Here is a more beautiful garden than where you were told and imagined. There are different kinds and colors of fruits, vegetables, flowers and trees. Small brooks are streaming among them. Too many kinds of birds are singing. Butterflies and ladybugs are flying. All of them give you energy and life. If you need something, it appears because this garden is magic place. You can see deep and wide blue when you look at the sky. Pure white small clouds like a cotton decor are being conspicuous here and there. Sun is shining and warming everywhere.

Let's walk around in the garden. Be careful what you see, and try to choose one of them that represents you. This can be a flower, tree, bird or brook. Please examine it for a while after you find it.

Now open your eyes and write what you have chosen, your symbol at first section of form before you.

Now let's close eyes and back to garden. Yes, you are in wonderful garden, but imagine yourself as symbol you have chosen. What do you need? Feel it.

Now open your eyes and write what you need at second section of form before you.

Again let's close eyes and back to garden. Now imagine yourself as what you need. Be what you need and feel.

Yes, now open your eyes and describe yourself at third section of form.

* Participants share their thoughts and feelings. Group leader asks some questions to match things in form with personal traits.

4. Activity 2: "Advertise Yourself"⁶

Tools: Empty paper and pen for each member.

⁶ Canfield, 1986: 56.

Direction: Imagine you are feeling lonely and you would like to have a new friend. You will place an advertisement in the local newspaper describing the positive qualities that you have to offer. Upon finding out the cost of the advertisement, you realize you only have enough money to pay for 14 words. So it will begin your advertisement by writing, “I am” followed by 12 adjectives. They can be very simple. However, you have to say that with sincerity. Read your advertisement to the group when you are ready.

* Participants share their thoughts and feelings.

5. Homework: “How responsible are we for our esteem and esteem of our occupation? Do we take responsibility for our behaviors?”
6. Closure text is read.

SESSION IV

Objectives:

1. To provide awareness of positive characteristics of the profession of being a teacher.
2. To improve consciousness that we are responsible for our esteem.
3. To improve consciousness that we are responsible for esteem of our occupation.

Process:

1. Group members sit in a circle.
2. Participants share their feelings related to the third session.
3. Activity 1: “Advertise your occupation.”

Tools: Empty paper and pen for each member.

Direction: Imagine one day you would be a very famous teacher who had trained very important people. Vocational Guidance Institutes invite you for conferences and seminars in order that you may tell young students about being a teacher. How would you tell on being a teacher? Which adjectives would you use about being a teacher?

* Participants share their thoughts and feelings at the end of the activity.

4. Activity 2: “I am responsible for my esteem.”

Tools: Empty paper and pen for each member.

Direction: Each person will write “I am responsible for my esteem. Because.....” with reason.

* Participants share their thoughts and feelings.

5. Activity 3: “I am responsible for esteem of my occupation.”

Tools: Empty paper and pen for each member.

Direction: Each person will write “I am responsible for esteem of my occupation. Because.....” with reason.

* Participants share their thoughts and feelings.

6. Homework: “All we have some ideals and things we want to achieve. Can we realize of them? What do we need that we can?”

* Please think until next session.

7. Closure text is read.

SESSION V

Objectives:

1. To provide awareness that we are responsible for our own effectiveness and success.
2. To provide awareness that success and happiness are related to our thinking styles, and to emphasize importance of rational thinking.

Process:

1. Group members sit in a circle.
2. Participants share their feelings related to the fourth session.
3. Group leader starts a discussion about our own responsibility for being effective and successful. Participants carry on a discussion on this subject. Then group leader points psycho-genesis (thinking + beginning, everything begins with thought) out. He / she stresses that people can direct their life successfully by power of positive thinking, and then he / she tells ABC model of Ellis. He / she explains influence of rational and irrational thinking on our life. He / she asks some questions on this matter.
4. Activity 1: "Nobody's perfect."⁷

Tools: Empty paper and pen for each member.

Direction: Everyone may make some mistakes in his / her life. Naturally, you may make mistakes because you are a human being. Please write your five mistakes up to day. What were the causes of these mistakes? What have you learned from these mistakes?

* Participants share their thoughts and feelings after activity was done.

* Discussion questions:

- a. Is there a person who never makes mistake among you?
- b. Do other people make mistake?
- c. Is making mistake an indicator for being bad, useless and fool?
- d. If we always afraid of making mistake, what would happen?

* Participants share their thoughts and feelings.

⁷ Erkan, 1995: 77.

5. Activity 2: “Success Sharing.”⁸

Tools: Empty paper and pen for each member.

Direction1: You have a life that has ascents and descents up to day. Now divide your life into thirds. List three or more successes for each of section your life. These successes may be physical, academic, social and individual-spiritual.

* Group leader emphasizes that small successes should not be ignored. He / she explains difference between success and achievement.

* Participants share their thoughts and feelings.

Direction2: Now please write your future life. What kind of life do you have after now? How successes? Complete your life line in different stages, and list your successes.

* Participants share their thoughts, feelings and expectancies.

6. Homework: “What kind of a person and a teacher do you want to be? And what do you want to achieve as a teacher?”

7. Closure text is read.

⁸ Canfield, 1986: 62-63.

SESSION VI

Objectives:

1. To reinforce beliefs of participants on positive traits they have.
2. To reinforce beliefs of participants on self-realization.
3. To improve the feeling that participants are successful teachers.

Process:

1. Group members sit in a circle.
2. Participants share their feelings related to the fifth session.

3. Activity 1: "Here it is my life."⁹

Direction: Imagine, you are a very famous superstar of the world. Some articles are being writing about you in newspapers and magazines. They are talking about you in radio programs. You have been invited to a TV program. Program's name is "Here it is my life." First you and then other guests in turn will talk about you. Whom would you invite to program? How would you tell about yourself? How would others describe you?

* Participants talk about themselves as if they are in TV program, and share their thoughts and feelings.

4. Activity 2: "You in your ideal."

Tools: Empty paper and pen for each member.

Direction: Please clearly describe yourself as if you have traits in your ideal.

* Group leader presents some discussion questions after sharing.

- a. How similar are your real and ideal self?
- b. Is it possible to realize these characteristics you want? If yes, how?
- c. What are your obstacles in reaching your ideal self?

⁹ Dolek, 1992: 13.

5. Activity 3: “What would others speak of me as a teacher?”

Tools: Empty paper and pen for each member.

Direction: Imagine you are a teacher. How parents of your students, principals and your colleagues mention about you do you want? Please list teacher characteristics you want to have, and what you want to do. (After listing, group leader says:) Please write “I can do it” next to each sentence.

* Each participant shares his / her writing, thoughts and feelings.

6. Homework: “What is lacking in profession of teaching in your mind? Which thoughts make you bother about it? What do you like and dislike about the profession of teaching? Why? How can you change what you dislike?”

7. Closure text is read.

SESSION VII

Objectives:

1. To help participants to think about the deficiencies of profession of teaching in their mind.
2. To help participants to describe themselves as a teacher.

Process:

1. Group members sit in a circle.
2. Participants share their feelings related to the sixth session.
3. Activity 1: “Empty chair”¹⁰

Direction: As it is seen there are two chairs here. One of them is your aspect that you like and accept in profession of teaching. Another is your aspect that you dislike in profession of teaching. When you come here, you can begin with your aspect that you want. Please share your thoughts and feelings when you sit chair. I (group leader) will intervene you occasionally, and ask you sit opposite chair. You will reply to your other side when you sit on the opposite chair. Therefore you will have a monologue with yourself. Please behave spontaneously. Others will not intervene.

* After each person takes turns, he / she and other participants share their thoughts and feelings. However, nobody criticizes and tries his / her friend.

4. Group leader asks “what are the traits of ideal teacher?” Participants discuss on traits that a teacher has to have. Then group leader talks about an ideal teacher¹¹. However, this concept of ideal teacher has not to be irrational and perfectionist. Aim is to give an excitement and respect toward profession of teaching.

¹⁰ Altınay, 1998: 74.

¹¹ See Erden & Akman, 1995: 11; Kulaksizoglu, 1995: 186.

5. Activity 2: "I am a teacher."

Direction: Each member will express three positive characteristics of being a teacher about his / her self saying "I am a teacher. Because" .

* At the end of this activity, participants share their thoughts and feelings.

6. Homework: "How much in agreement is your self-concept and your vocational self-concept? How can we strengthen this agreement?"

7. Closure text is read.

SESSION VIII

Objectives:

1. To improve consciousness that participants, whoever they are, deserve to be loved.
2. To improve consciousness that participants can achieve some important things as a teacher.
3. To help for closure between self and vocational self.

Process:

1. Group members sit in a circle.
2. Participants share their feelings related to the seventh session.
3. Group leader asks “How much do we love and respect ourselves? What are the indicators of this love? How can we enhance our self-esteem?” Group leader initiates a discussion on these questions. Each member shares his / her thoughts and feelings.
4. Activity 1: “I love myself”¹²

Tools: A4 papers, photograph of each member, glue and color pen.

* Group leader hands out papers. Participants paste their photographs at the top right of the paper (If participant has no photograph, he / she can write his / her name by color pen).

Direction: Please write a trait you like in yourself by a color pen you like. (After a moment) Now turn back of paper and write a trait you dislike in yourself by a color pen you dislike, and go on this way. One side, traits you like; other side, traits you dislike. Now turn back your paper, and after you read critiques about yourself, write “even though I am / have, I love myself” or “despite this mistake I love myself” under your critique. For example, “even though my nose is very big, I love myself”.

* At the end of this activity, participants share their thoughts and feelings.

¹² Erkan, 1995: 63-64.

5. Participants discuss on “How agreement is our self-concept and our vocational self-concept? How can we strengthen this agreement?” After discussion, group leader talks about “self-concept theory of Super.” He / she explains important points of agreement between self-concept and vocational self-concept.

6. Activity 2: “I can achieve / do as a teacher”

Tools: Empty paper and pen for each member.

Direction: Please imagine yourself as a teacher, and write “I can achieve / do as a teacher” as many as you can. It is important to write by belief.

* At the end of this activity, participants share their thoughts and feelings.

7. Homework: “How relevant do you think your reactions are in certain situations? Can you be assertive when you are in conflict with others?”

8. Closure text is read.

SESSION IX

Objective:

1. To improve consciousness about assertiveness.

Process:

1. Group members sit in a circle.
2. Participants share their feelings related to the eighth session.
3. Group leader talks about assertiveness and asks opinions of participants on this matter. He / she describes assertiveness and discriminates it from anger and aggression. Group leader should explain the philosophy of assertiveness.¹³

4. Activity 1: “Shy (non-assertive), assertive and aggressive”¹⁴

Tools: Form 3 and pen for each member.

* Group leader hands out Form 3 and says “please read and fill the Form carefully”

* After filling the Form, each member shares his / her writing.

*Then participants demonstrate a similar event by role-playing. Willing members in turn demonstrate a shy, aggressive and assertive person. Participants share their feelings and thoughts. It is pointed out that assertiveness is very important individually and socially.

* Group leader reminds that next session is the last session, and says “please think carefully till next week. Do you want to share with others about yourself or profession of teaching that are important to you?”

5. Closure text is read.

¹³ Author was inspired from Lloyd, 1993.

¹⁴ Erkan, 1995: 159-160.

SESSION X

Objectives:

1. To provide and reinforce awareness that participants have traits to be loved by others.
2. To strengthen positive feelings of participants toward the profession of teaching.
3. Evaluation of program.

Process:

1. Group members sit in a circle.
2. Participants share their feelings related to the ninth session.
3. Activity 1: "I like you, and you are important to me."

Direction: Now you will stand up in turns and say to each of your friends in the group: "I like you, and you are important to me. Because....." with sincerity. Reasons may be simple, but they should be true. For example, "I like you, and you are important to me because you are smiling."

* At the end of this activity, participants share their thoughts and feelings.

4. Activity 2: "I love my profession (of teaching)."

Direction: You will say "I love my profession. Because....." with sincerity. Reasons may be simple, but they should be true. For example, "I love my profession because I like children."

* At the end of this activity, participants share their thoughts and feelings.

5. Participants evaluate the program. They criticize activities, subjects of discussion and the group leader. They share their thoughts and feelings related to the whole of program. Group leader asks some questions:

- a. What kind of activities would you like to be included?
- b. Which activity has affected you most?
- c. Is there any activity you dislike?

- d. What about group size?
- e. What do you think of length of sessions?
- f. At which grade level is this program would be more effective?

6. Closure text is read.

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APPENDIX

FORM 1

1.

2.

3.

FORM 2

<p>1. I am a</p> <p>My characteristics:</p>
<p>2. What I need</p>
<p>3. Now I am a</p> <p>My characteristics:</p>

FORM 3

Please read each statement and indicate the type of behavior by an X sign into the related box. Then write your feeling and feeling of person who would be interacted with you if you behave in this way.

	<i>Shy</i>	<i>Assertive</i>	<i>Aggressive</i>	Your Feelings	<i>Other's Feelings</i>
1. It's the worst pizza I've ever tasted. Give back my money!			X	Hostile, anger	Anger, rage
2. This pizza is not fresh. Please change it.		X		Peace, rest	Responsibility
3. This pizza is not like that I want. Anyway, I will take it.	X			Unrest	Rest

1. I wasn't expecting a low grade. My exam was good. You are unfair. I will complain about you to head of department.					
2. I would like to talk to you about my paper. I would like to learn my mistakes. Could you give me an explanation?					
3. I wasn't expecting a low grade. But I am afraid to tell the teacher. Anyway, I will wait for the next exam.					

SUGGESTIONS

1. This program should be experimented on different groups by different psychologists.
2. Follow up measurements should be done in order to determine the duration of the effect of program.
3. It is expected that program would be used and made more practical by psychologists and counselors in Turkey and other countries.