

The Paradigm Shift of Vocational Guidance and Career Counseling and its Implications for Turkey: An Evaluation from Past to Future

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Abstract

The effect of globalization on the economic and social changes and the new paradigms of these changes which have caused vocational guidance and career counseling services are become increasingly world-wide sociopolitical instrument. To use this instrument by effectively and responsibly as individual and socially, it is required to understand correctly the new paradigms in this area. These services in the U.S. is started in early 1900s and developed according to structure and need of society. The Turkish counseling movement dates back to the 1950s and drives its roots largely from advances and development in the U.S system of vocational guidance. Three identifiable historical periods which are (i) Beginning period (1953-1975), (ii) Searching period (1976-1994), and (iii) Developing period (1995-2010), including, respectively, leading, indecisive, and systematic steps. At the last period because of the process of integration with the European Union, the route of these services turned from America to Europe. Although some important steps and initiatives, it is not expected to have effective and meaningful results unless reviewing and evaluating of paradigm shifts. The author discusses and evaluates of vocational guidance and career counseling services in our country, in historical perspective, the changes created by globalization and new paradigms examining the current situation in light of the possible implications put forward in this area. It is estimated that the need of vocational guidance and career counseling services can be on the increase in the 21st century because of trends related to the globalization. The result of these trends, the perceptions and approaches in the field of vocational guidance and career counseling have rapidly changed in the last 10-15 years. The description of new paradigms with the causes and consequences that it can be functional for drawing the route of the search for solution is extremely important for the future.

Key Words

Vocational Guidance, Career Counseling, New Paradigms.

The effect of globalization on the economic and social changes and the new paradigms of these changes have resulted in the vocational guidance and career counseling services have increasingly become a world-wide sociopolitical instrument (European Centre for the Development of Vocational Training

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[CEDEFOP], 2008; Herr, 2003). The effective and responsible use of this instrument by individual and society requires the correct understanding of the new paradigms in this area. There are two further ways in which advanced technology and the worldwide dispersion of technological and scientific knowledge have made an impact on the labor-capital relationship in a world socio-economic system. These are the globalization of the workforce and a world global labor surplus (Herr, Cramer, & Niles, 2004, p. 11). Naturally, this situation has necessitated the development of national policies for balancing the needs of individuals and society in the field of vocational guidance and career counseling (Althanasou & Esbroeck, 2008).

The author reviews and evaluates of vocational guidance and career counseling services in Turkey in its historical perspective, the changes created by globalization and new paradigms examining the current situation in light of the possible implications put forward in this area. This article also aims to provide readers with an overview of the current status of vocational guidance and career counseling in Turkey in order to enhance awareness of specific cultural, political, and economic factors have impacted career counseling and its delivery systems and how international perspectives have contributed to the profession.

It is predicted that the need of vocational guidance and career counseling services will increase in the 21st century because of trends related to the globalization. As a result of these trends, the perceptions, and approaches in the field of vocational guidance and career counseling have rapidly changed in the last 10-15 years. A proper understanding of the new paradigms with the causes and consequences can be functional for drawing the route of the search for solution is extremely important for the future.

Vocational Guidance and Career Counseling

In the societal life, each person needs to have a job to do some work and to be active. Across the life span, it is necessary that career practitioners have to appreciate the role that work plays in the lives of people. Many people view work as the most important source of their identity. Such interactions also support Sigmund Freud's statement that "work is the individual's link to reality" (Herr et al., 2004). Because of the fact that the job done by the individual effects all of the other life roles, and also shape the individual's thoughts and life style (Kuzgun, 2005)

Although some terms in this field often have been used interchangeably, they do not mean the same thing to all authors. The term occupation is defined as; "A group of similar jobs found in different industries or organizations. Occupations exist in the economy and have existed in history, trades, and professions exist independently of any person" (Herr et al., 2004, p. 44). *Career*, on the other hand is defined as; "Time extended working out of a purposeful life pattern through work undertaken by the person. *Careers* refers to the activities and positions involved in vocations, occupations, and jobs as well as to related activities associated with an individual's lifetime work" (Zunker, 2006, p. 9). According to Super, career refer to "...the course of events which constitutes a life" (Isaacson & Brown, 1997, p.11).

The term *guidance* tends to be used more broadly than *counseling* and is likely to embrace a larger range or series of activities than does the term *counseling*. Indeed, counseling is frequently seen as only one of the functions by which guidance objectives are met (Niles & Harris-Bowlsbey, 2009). The change from vocational guidance to career counseling terms which depend on transformative changes affecting work and workers can be accepted as a paradigmatic shift. The terms, like professions, evolve and change across time. Such terms, like language in general, are historical, indeed social, creations that respond to social, political, and economic trends. So it is with such terms as career guidance and career counseling or, earlier in the century, vocational guidance and vocational counseling.

Historical Journey: The Development of Vocational Guidance and Career Counseling Services in the U.S.: The Beginning and Milestones

By the beginning of the twentieth century, in the U.S., the Vocational Bureau, founded by Frank Parsons, opened in Boston and is recognized as the first organization to provide a systematic process for providing vocational guidance and counseling which he referred to as "true reasoning". Frank Parsons' book *Choosing a Vocation* was published posthumously in 1909. Under Parsons's influence, vocational guidance during the 1920s, 1930s, and 1940s came to be understood as the process of helping people select an occupation, prepare for it, enter it, and advance it (Herr, 2001; McDaniels & Gysbers, 1992). A major view of period was that guidance has two major functions (Herr et al., 2004): Distribution (helping students to find educational-vocational opportunities effectively), and adjustment (helping students adjust to environmental requirements). Carl Rogers's famous book *Counseling and Psychotherapy* was published in 1942. He and his colleagues joined together to attack directive counseling by suggesting that more attention should be given to clients' needs of gaining and understanding of self and taking steps to control their own destiny (Zunker, 2006). Another significant influence occurred in the early 1950s, Ginzberg and et al., and Super developed and published career development and occupational theories. Career development theories became landmarks in the career counseling movement. More theories followed, including one by Holland (1966), and others continued to be developed (Herr, 1996).

In the 1960s, the field experienced tremendous growth in the area of theory generation, with behavioral, developmental, and psychoanalytical the-

ories of career development emerging during this time period. At the same time, the number of career assessment instruments also grew dramatically. Concurrently, the use of computer-assisted career guidance and information-delivery systems in the provision of career services primarily in secondary schools and higher education settings emerged during this time period (Gysberg, Heppner, & Johnston, 1998; Sharf, 1997).

In the 1980s, the career counseling movement continued to flourish and expanded its services with a greater concentration on the needs of minorities which was effected by multicultural approaches. After economic crisis in 1990s and because of globalization, there continue to arise in the social, economic, and political dynamics of local, national, and international economies and occupational structures, new realities that confront career theory and practice. Indeed, there are many attempts now underway to create new approaches to theory, to consider the construct on which existing theories converge, to develop ways by which existing theories can be extended, and to consider the changing conditions that are challenging theorists to incorporate in their theories of work and behavior (Amundson, Harris-Bowlsbey, & Niles, 2005; Niles, Amundson, & Neault, 2011; Savickas, 2008). All of these developments achieved in U.S. were tried to be adapted and consequently has created a road map for Turkey in the field of vocational guidance and career counseling.

Historical and Current Vocational Guidance and Career Counseling Services in Turkey: The Steps from U.S. to Europe.

The Turkish counseling movement dates back to the 1950s and derives its roots largely from advances and development in the U.S. system of counseling. Delivering guidance and counseling in secondary schools, especially career counseling was considered to accomplish the training of qualified manpower through the school years and to solve the unemployment problem as a long-term objective in the 1960s (Tan, 2000; Yesilyaprak, 2010).

Although, the United States was modeled on the services configured, it is inception that it has begun to be shaped by the framework of joint projects with European countries due to process of Turkey's effort for joining the European Union in recent years.

In a historical perspective, the Turkish vocational guidance and career counseling movement has 3 identifiable historical periods which are (i) Beginning period: Taking initial steps (1953-1975), (ii)

Searching period: Undecided steps (1976-1994), and (iii) Developing period: Systematic steps (1995-2010). In the beginning period, American experts who came to Turkey with Marshall Plan and provided assistance in development of guidance programs in schools. The establishment of the Test and Research Bureau by Ministry of National Education (MONE) in 1953, and opening the Center of Guidance in 1954. At the time counseling was perceived simply as a means of addressing the vocational concern of students (Özğüven, 2005; Tan, 2000). Between 1957 and 1969, in the period referred to as the formation, graduate and undergraduate programs were developed at a number of universities. The first counseling services in secondary schools were established in 1970-1971 as a pilot practice and then they were extended to all schools in 1974.

In the second period, the meaning and aim of counseling in Turkey was helping adolescent to make a decision about which college to attend or which college major to choose. Emphasis of vocational guidance as a planning tool of human labor had expected to be a good match. For assessing characteristics of people and characteristics of jobs, many test and scales were adapted or developed to use objective measurement (Kuzgun, 1988, 1989; Özoğlu, 1977). In 1983, the Higher Education Council (YÖK) decreed that counseling programs were to be offered at the undergraduate level and would be devoted to training school counselors. The other important development in this period was the establishment of the Turkish Psychological Counseling and Guidance Association (Türk PDR-DER) in 1989. It should be noted that there was not any book size resource about career counseling except some chapters in the books (Kepçeoğlu, 1994; Kuzgun, 1988; Tan, 2000) and some doctoral dissertations (Kuzgun, 1982; Uzer, 1987). Vocational guidance services for unemployed people in the Turkish Employment Organization (İSKUR) were reorganized in 1992 by German grant support; Job and Career Information Centers were established in a number of Turkish cities (Akkök, 2006).

Towards to the end of the 20th century, some systematic effort about career counseling movement during the third period (1995-2010) started because of the endeavour for entrance to European Union, the route of these services turned from America to Europe. After the increase of elementary education term to eight years, counselors were assigned in the elementary school setting. Also comprehensive school guidance programs and career counseling as a substantial component have started to apply

first elementary and then secondary schools (Erkan, 1995; Nazlı, 2008; Yesilyaprak, 1997). Some noteworthy developments in this period are: many studies about the applications in career counseling, adapting and developing scales (Erkan & Kaya, 2009; Kuzgun & Bacanlı, 2006), publication of some text-books (Erdoğan, 2003; Kuzgun, 1999; Özyürek, 2008; Yesilyaprak, Güngör & Kurç, 1995) and books on employment in industry (Varçın, 2005). The World Bank study on career guidance in Turkey, which was a comprehensive review of the policy context and career guidance system including a SWOT analysis and policy as a country report in 2003 (Akkök & Watts) and updated in 2006 (Akkök) by the Organization for Economic Co-operation and Development (OECD) and the European Centre for the Development of Vocational Training (CEDEFOP) supports (Organisation for Economic Co-operation and Development [OECD], 2004). In 2005, Euroguidance Center as branch of European Communities was established in Turkey, and it co-operated with ISKUR for some projects about “Vocational Information, Vocational Guidance and Counseling Services (MBRD) and also organized some important national meetings between the period of 2004-2009. The establishment Private Employment Bureaus in 2004 under the control on ISKUR for helping unemployed people to get a job and of a national agency which called “*Mesleki Yeterlik Kurumu (MYK)*” to determine the occupational standards and competencies system in 2006 were two other developments (MYK, 2010). In this period, two graduate programs were opened; one of them for master degree, the other for certificate in the state and private universities. Also theory and practice oriented courses began to take place in all undergraduate programs in counseling education.

Current Issues and Problems

Sixty years after the beginning of the movement of vocational guidance and career counseling in Turkey the following appraisals can be made about the current issues in this field:

*One of the basic issues in career counseling has to do with apparent misconceptions regarding the the terms vocational guidance and career counseling, and also unreal expectations about these services. There is no systematical approach and well-designed services, and no educated experts or professionals in this field, neither the standards for competencies of career counselors and nor codes of ethics, and adequate programs for training. On the other hand, lack of legal establishment of chamber

of career counseling in Turkey is a main issue.

*MONE employs “guidance teachers” as school counselors and defines their basic role and function as helping the students to choose a major and job which fit for them. However, % 31 of secondary schools and % 70 of elementary schools have not school counselor yet. Also distribution of number of school counselor for schools or cities has no balance according to standards of ratio of students/counselor (Akkök, 2006). The lack of a national plan and strategy of MONE related to “school counselor” is another significant problem.

*In addition to inadequacy of number of school counselor, they are inadequate in education formation as a career counselor because the counselor education programs have just two course in career counseling. However, many guidance teachers in schools which graduated from some other fields (about ½ ratio) don't have chance to take even those courses.

* Career information is still limited for both young people and adults, and tends to be difficult to access for individuals, especially as to the labour market information on present and projected future supply and demand of occupations.

* Career counseling services focus on helping the students choosing a college leading a job, however there is a huge imbalance demand and capacity of university which causes stress and unsatisfactory results for young people. In the ratio of 1/5 universities have “career plan and placement Center” but there is no professional as career counselor at these Centers (Kavas, 2008).

*Although the Turkish career counseling movement drives its roots largely from advancements and developments from the U.S system of vocational guidance during the beginning and searching periods, at the last period because of the process of integration with the European Union, the route of these services turned from America to Europe. However, none of the European countries has much more experiences and knowledge compared to Turkey (Akkök & Zelloth, 2010; CEDEFOP, 2008; Sultana & Watts, 2007) in this field.

New Trends Related to the Globalizations

Upon reviewing the development of vocational guidance and career counseling services in Turkey in a historical perspective and the current issues in this field in the previous section of the article; in this subsection, the author will try to clarify and emphasize the major transformative changes affecting

work, workers, and their implications in this age of globalization (Herr et al., 2004; Isaacson & Brown, 1997; Kummerow, 2000; Yeşilyaprak, 2008):

*New configurations of work and career qualitatively different than the way careers which have been viewed for the last 20 years of the changes in the organization of work are diversifying career paths and making them less linear and predictable.

*Many nations in the world are experiencing major and continual problems of structural unemployment. The unemployment rate of United States rapidly rised that it reached to a rate more than 2.6 million, American jobs vanished in 2008, the worst job-loss total in the 60 years (George, 2009). The International Labor Organization (ILO) indicated that 20 million people around the world can lose their jobs until next year because of the economic crisis (Kurt, 2011). In Turkey, the problem of unemployment is a big threat especially for educated young women (Gür, 2008; Karakaya, 2011).

*A growing labor surplus, frequently including highly trained and skilled workers, due to over emphasis on college education in many nations has resulted in an overeducated workforce but one that experiences significant skill shortages at the blue-collar and technical levels.

*Growing stress in the workplace is becoming a major career issue and reducing job satisfaction among workers. The survey after survey on job satisfaction among American workers indicates that well over 50 percent are dissatisfied with their jobs. The Gallup survey analyzed that the largest decline in overall satisfaction was from 61 percent in 1995 to 47.4 percent by 2002 (Sukiennik, Bendat, & Raufman, 2004). On the other hand, growing knowledge of the importance of work to the individual identity of many persons has clarified the linkages between positive or negative career experiences and mental health, self-esteem, and well-being.

*The growing number of technology-intensive workplaces has given impetus to the importance of the knowledge worker and of literacy, numeracy, communication, and computer literacy skills as prerequisites for employability and lifelong training in many of the emerging occupations.

In many ways each of these trends represent unique challenges to the field of career counseling and some implications for counselors.

Table 1.

Changes in the Perception of Having a Job and Work Patterns

| Old Paradigms | New Paradigms |
|-------------------------------------|--------------------------------------|
| Occupation for lifelong | Change the job 3-7 times in the life |
| Focus on the same job | Carry out a few job at the same time |
| Dedication /identification with job | Search the new alternative jobs |
| Depth of specialization | Transferable skills |
| Stability, predictability | Change, uncertainty |
| Permanence | Temporariness |
| Standart work patterns | Flexible work patters |
| Valuing loyalty | Valuing performance and skills |
| Paternalism | Self-reliance |
| Job security | Employment security |
| Linear career growth | Multiple careers |
| One-time learning | Lifelong learning |
| Individual achievement | Team work achievement |

Implications of Paradigm Shift for Career Counselors

New trends related to the global economy have effected the perspectives of the roles of career counseling depending on professional identity. In order to put the changes in perspective, let's consider some features of the old paradigm, and how they have changed to reflect the realities of today's paradigm.

Table 2.

Changes in the Perception of Vocational Guidance and Counseling Service

| Old Paradigms | New Paradigms |
|--------------------------------|--------------------------------------|
| Matching traits and factors | Correspondence of person-environment |
| Statistical approaches | Developmental approaches |
| Directive roles for counselor | Non-directive role for counselor |
| "one size fits all" approach | "Each person is unique" approach |
| Choose a vocation | Make a career construction |
| Serve the information | Search self and world of work |
| Serve to young people | Serve to people for all ages |
| Focus on ability and interests | Focus on "whole person" |
| Evaluate current traits | Support to discover the potentials |
| Permanence, stability | Temporariness, changeability |
| Predictability, linearity | Uncertainty, curve linearity |
| Limit alternatives | Enhance alternatives |
| Institutional responsibility | Individual responsibility |
| Build of career path | Create own career narrative |
| Planning the career for person | Holistic life-construction |

The issue is so much that such new conceptions of careers are valid, but rather for whom are they valid: for what occupations, for what jobs, for what seg-

ments of workforce? How widespread across firms and industries is the current notion of new careers useful paradigms? How are these concepts related to the roles and process of career counselors? How do these perspectives need to be incorporated in occupational and career information? New careers as they have been described obviously have important consequences for the preparation for work and for the attitudes and behaviors that people seeking work or changing their work patterns need to acquire. At the very least, emerging conceptions of new careers emphasize the importance of people acquiring the skills that underlie personal flexibility and the ability to adopt to change. Counselors help people to become more flexible in their vocational identities and to adapt readily to changing skills needs and to changes in workplaces.

Counselors must stress the importance of continuing learning and skill development for workers of all ages. In addition to encouraging reflection and assessment of career experiences and skills, counselors need to help clients build continuous learning into their careers and also develop people's ability to manage their own careers; developing career planning and employability skills (Amundson et al., 2005; Savickas, 2008).

The consequences of fast and incessant global and social changes in the world of work, create new needs and new ways to meet the needs which necessary take time to restructure anew. The authority-centered and bureaucratic societies as Turkey, can not easily change the pace and direction of the new structures and adapt very easily. Although the beginning of the movement of vocational guidance and career counseling in Turkey was realized as early as in the 1950s, the expected effective and meaningful development has not been achieved even today yet: Career counseling has not been accepted as a professional occupation and the related services have not been adapted to the new paradigms. The related literature in the field of career counseling is limited in both the qualitative and quantitative terms (Varçın, 2007), though there are a relatively developed literature of studies which review from historical and current perspective in the field of counseling in general in Turkey (Doğan, 1998; 2000; Korkut, 2007; Kuzgun, 1993; Özgüven, 1990; Pişkin, 2006; Stockton & Guneri, 2011; Yeşilyaprak, 2007, 2009).

Conclusion

In this article, the author has attempted to expose an evaluation of vocational guidance and career

counseling services in Turkey from the historical perspective, radical changes created by globalization and new paradigms and examined and evaluated their implications in the field in the current situation. Although some important steps and initiatives have already been started, the effective and meaningful results can not be expected unless reviewing and evaluating of paradigm shifts. The effect of globalization on the economic and social changes and new paradigms of these changes which caused vocational guidance and career counseling services have become increasingly a world-wide sociopolitical instrument (Akkök & Zelloth, 2010; Herr, 2003; Savickas, 2008). An effective and responsible utilization this instrument by individuals and society requires a correct understanding of the new paradigms in this area.

Vocational guidance and career counseling have become worldwide phenomena. In the 21st century, the practice of career development is likely to be more comprehensive in scope, more evenly distributed and accessible, and more indigenous as notions increasingly tailor the practice of career development to their needs. It is recommended that the establishment of training and accreditation standards for career counseling programs and practices should be developed and designated in order to gain a professional identity and obtain a legitimate role among the professionals. The established organizations like CACREP or the National Board for certified career counselors should be used as references and models for Turkish organization.

It is estimated that the need of vocational guidance and career counseling services can be on the increase in the 21st century because of trends related to the globalization. The result of these trends, the perception, and approaches in the field of vocational guidance and career counseling have rapidly changed in the last 10-15 years. An evaluation of new paradigms, with the causes and consequences which can be functional for drawing the route of search for solutions is extremely important for the future. This article has been written to help policy makers and professionals to use vocational guidance and career counseling as a tool of public policy and to help them to develop, articulate and communicate effective policies for vocational guidance and career counseling in education, training and employment.

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