

Career Sailboat Model as a tool for the Guidance Counsellor

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Summary

There are numerous career development theories and models. Because of the complexity and fluidity of contemporary career development there is need for modern models to assist individuals to navigate career paths with purpose and clarity. The Career Sailboat Model (CSM) was created to enhance the process of career decision-making which emerges within four interactive dimensions - individual, social, political-legal-economical and chance. CSM uses a metaphorical presentation and focuses on the determination of career goals by promoting the process of self-discovery. This process is facilitated by overlaying a structure which guides both the discovery of self and the evaluation of career opportunities and options. This process utilises all of the career counselling processes including self-knowledge, recognition of educational/professional possibilities and decision/career planning. The model is founded on the idea that one's passage to a career is a sailing journey from origin to destination. While the tentative selection of a career can be an intimidating process, the process of planning and navigating a journey can be much less so. This model was inspired by the work of many others and many earlier theories. Accordingly, and consistent with constructivist views, the CSM is engaged in helping individuals to compose their own stories and to determine their own destination ports. The model easily permits the use of informal/qualitative assessment instruments by guidance counsellors, for example, use of games, self-report inventories, card sorts. The CSM also allows for great flexibility and adaptation to a wide variety of cultural/social realities and to political-legal-economical dimensions.

Key words

The Career Sailboat Model (CSM) career decision-making, constructivist views, informal/qualitative assessment instruments

Introduction

Watts, (2004, p.1) states that ‘Career development is the lifelong process of managing progression in learning and work’ and schools have an important role in career development. Some young people build their careers in a systematic way by carefully considering their options and investigating the pros and cons of their choices. Just as often, however, many young people make career decisions entirely on their own. Most need help connecting the dots between what they like to do/are good at and what education programmes/occupations might match (Campbell, Ungar, and Dutton, 2008). The guidance counsellor’s primary goal is to encourage, support, and foster the positive social/personal, academic/educational and career development of children and young people in schools.

In Ireland schools are required, in accordance with the Education Act (1998), to ensure that “students have access to appropriate guidance to assist them in their educational and career choices”. The guidance service is normally managed and delivered by a guidance counsellor and supported by other teachers with expertise in the area. The guidance team helps and supports students to understand the concept of guidance and to facilitate the career decisions of students. In a review conducted by the Department of Education and Science (2006) it was reported that the main activity undertaken by guidance counsellors with senior cycle students was that of providing one-to-one career counselling and educational guidance.

The Organisation for Economic Co-operation and Development (OECD), which carried out a comparative review of national policies for career information, guidance and counselling services in 14 OECD countries, including Ireland, describes guidance within education systems as having an important role to play in laying the foundations for lifelong career development, including *knowledge and competencies regarding self-awareness, the world of work, and making decisions and transitions* (OECD, 2002). According to NCGE (2004), guidance activities that assist students make transitions include: careers education/career transition programmes, placement, preparing students for employment and follow-up.

Some Factors Influencing Career Choice

Career choice is one of the most important decisions that any human being has to make. The factors which motivate someone to choose a particular career are many and the process of career choice is a complex one. Guidance counsellors stress the importance of factors such as the need for achievement, peer group attitudes, family background, and cultural norms in their explanations of the choice process. The recognition of multiple factors figured prominently in many career development theories, for example, Super (1980), Tiedeman and O’Hara (1963), and Holland (1959). Others argue that career choice is also influenced by factors such as life context, personal aptitudes, and educational attainment (Bandura, Barbaranelli, Caprara, and Pastorelli, 2001). Savickas (1991) proposes that ability, interest, values and belief system, family, culture and environment are basic factors for career choice. According to Korkut-Owen (2008), these factors can be categorised in four groups: individual/personal; social; system related (for example, political, economic, legal) and chance.

Individual/personal factors that determine the direction of career include interest, aptitudes, skills, values, goal, expectations, personal characteristics, physical/health conditions, perception of the individual about him/herself and professions, past and current experiences, job experience, vocational maturity, hobbies, perceptions of the ideal job, self efficacy, learning experience, and academic achievement. These factors have been identified in different theories, models or in past research. For example, Donnay and Borgen (1996) provide strong evidence that interest patterns play a key role in career choice. Tang, Pan, and Newmeyer (2008) report that learning experiences and self-efficacy are the two critical factors influencing high school students' career development.

The second group of factors that influences career choice and career development are categorised as *social factors* including the following: family characteristics, family commitments, cultural realities, and perception of the culture about careers and gender, social structure, traditions, media, common values etc. According to Whiston and Keller (2004), children seem to strongly identify with their parents' occupational area, but this proclivity seems to attenuate as they age. On the other hand, there are consistent findings that parents' educational level continues to influence individuals' aspirations and expectations through childhood and adolescence. Their review clearly illustrates that family process variables influence career-related factors both positively and negatively. One of the research results, the cultural and social context of family and community, was also found to be instrumental in how young people learn about careers and is influential in the career choice process (Ferry, 2006).

System related (for example political, economic, legal) factors are objective realities including location, labour markets, economics, governmental factors, laws, education and assessment (examination) systems. These may be generally regarded as characteristic realities which exist in specific cultures, societies and local communities. Typically an individual has limited ability to influence this group of variables other than making huge life changes such as migrating to another country. According to Watts (2003) viewing career development services within each country as a coherent system is important. In reality, instead of a single system there are a collection of disparate sub-systems, including services in schools, in tertiary education, in public employment services, and in the private and voluntary sectors. Each of these is a minor part of some wider system, with its own rationale and driving force. But in the reviews these different parts have been brought together, and viewed as parts of a whole.

The chance factor, largely beyond an individual's control, represents extraneous factors which can influence career choice and progress toward a vocation goal. Most people's careers don't progress strictly on the basis of hard work and good planning. An element of luck or accident usually crops up somewhere in the course of a person's life story. "Anything out of the blue - a chance meeting, an unexpected discovery, a timely break, a misfortune, mistake or missed opportunity - can propel a person's career forward or throw it into a tailspin" (Campbell, Ungar, and Dutton, 2008, p.24). The world of work challenges guidance counsellors to adopt a career counselling intervention that views unplanned events as both inevitable and desirable. Guidance counsellors need to encourage students to engage in exploratory activities to increase the probability that the students will discover unexpected career opportunities. In fact, 70% of high school and university students reported that at least one 'chance event' influenced their educational or career path (Bright, Pryor, and Harpham, 2004).

There are numerous career development theories and models to advise how career counselling services can be provided. Because of the complexity and fluidity of contemporary career development there is need for modern models to assist students to navigate career paths with purpose and clarity. Understanding career development models is helpful because it can reduce a complex range of behaviours to usable explanations, constructs, relationships, and, to some extent, predictions (Young, Marshall, and Valach, 2007). An example of one such model is the Career Sailboat Model (CSM) which was created to enhance the process of career decision-making. This model emerges within four interrelated dimensions-individual, social, system related (political, economic, legal) and chance (Korkut-Owen, et al., 2010). CSM has evolved since then and uses a metaphorical presentation to focus on the determination of career goals by promoting the process of both the discovery of self and the evaluation of career opportunities and options (Korkut-Owen, Arıcı, Demirtaş-Zorbaz, and Mutlu Süral, 2014).

The purpose of this article is to introduce CSM and to discuss how guidance counsellors can use this model in their work with post-primary school students. This article also presents some informal/qualitative assessment instruments (non-test exercises) which may be useful while using this model.

Origin of the Career Sailboat Model

Bronfenbrenner's (1994) *ecological perspective* which recognises that each person operates within a unique ecosystem consisting of multiple factors at the individual, interpersonal, and broader sociocultural levels is another approach which inspired the CSM. Bronfenbrenner (1977) has identified four major subsystems that influence human behaviour:

- (a) microsystems including the interpersonal interaction within a given environment, such as home, school, or work setting;
- (b) mesosystems comprising interactions between two or more microsystems, such as the relations between an individual's school and his or her work environment;
- (c) exosystems consisting of linkages between subsystems that indirectly influence the individual, such as one's neighbourhood or the media;
- (d) macrosystems which are the ideological components of a given society including norms and values (cited in Cook, Heppner and O'Brien, 2005). According to Cook, Heppner, and O'Brien (2002) the subsystems of the macrosystems and the microsystems interacting with the individual are particularly useful in explaining career behaviour.

Another theory is *Planned Happenstance Theory*, proposed by Mitchell, Levin and Krumboltz (1999). They emphasise that, while individual events cannot be predicted and planned, unplanned learning, which begins from birth, can have a function. Thus, unplanned events can become opportunities for learning.

For Korkut-Owen and her colleagues the *Career Scope Model* (Amundson, Poehnell, and Pattern, 2005) was the most influential approach in inspiring the development of the CSM. In this model, in addition to specific exercises, a wheel diagram that serves as a guiding framework to help people organise personal and labour market information has been used. The wheel has proven itself to be a useful guidance tool for different ages and for different cultural groups.

This model was inspired by the work of many others including the *Systems Theory* of Patton and McMahon (2006). Systems theory examines the interconnections between internal and external variables that have an impact on a person's career development. The term 'influence' is deliberately used by developers of the Systems Theory as a dynamic term capable of reflecting both content and process components of career theory. Content influences include (a) interpersonal variables such as personality and age and (b) contextual variables that comprise both social influences, such as family, and environmental/societal influences, (such as geographic location).

Constructivists believe that there are multiple meanings and multiple realities to career development (Niles and Harris-Bowlsbey, 2013). Patton (2005) reported that from a constructivist perspective, developing career competencies involves more than just the cognitive activity of aligning self, occupational information and contextual information. It is the processing of this information which is crucial to the individual's construction and integration of knowledge and skills as relevant to him/herself. The individual's career story is the collection of images of the way the individual sees him or herself in the world. While the informational aspects of the self (e.g., interest, abilities) and of the world of work constitute the content of the story, it is the individual's constructions of these and the positioning of them within the story – the individual's narrative about self – which provides its uniqueness for each individual. And it is the individual's understanding of his/her role in the construction of the story that is a signal point for the authenticity of the learning process. Integral to this authenticity is the nature of the assessment processes applied. Accordingly, as was defined in the *constructivist perspective*, CSM was enhanced by means of the techniques whereby individuals compose their own stories and determine their own destination ports.

What is the Career Sailboat Model?

According to Patton (2005) events, behaviours and attitudes can only be understood in connection with the context in which they are located. She reported that career decision-making is not a single event focused on choosing a career but rather is an ongoing process wherein an individual constructs a career. Career development is an interactive process, where the individual influences and is influenced by the social, cultural, and physical features of his or her environment (Whiston and Keller, 2004). Hence, the guidance counsellor should be aware of these factors and their potential effects for the individuals during the career development and decision making process. CSM was developed according to these categories and ideas, and from the theoretical approaches outlined above.

CSM uses the metaphorical presentation of a sailboat. It focuses on the determination of career goals and decision making following self-discovery and possible opportunities for the student. In the model, the career choice process is presented as a journey by a sailboat. Individuals are encouraged to view their goal as the destination or port at the end of a long sailing voyage. In this way the student's voyage can be seen as series of events requiring not only personal characteristics or traits and learned skills and but also the ability to cope with unforeseen and unplanned events much as a skipper would encounter in making a long sea voyage. This nautical

metaphor is naturally appealing and understandable to individuals, both young and old. The model can be easily portrayed in a single image as below.

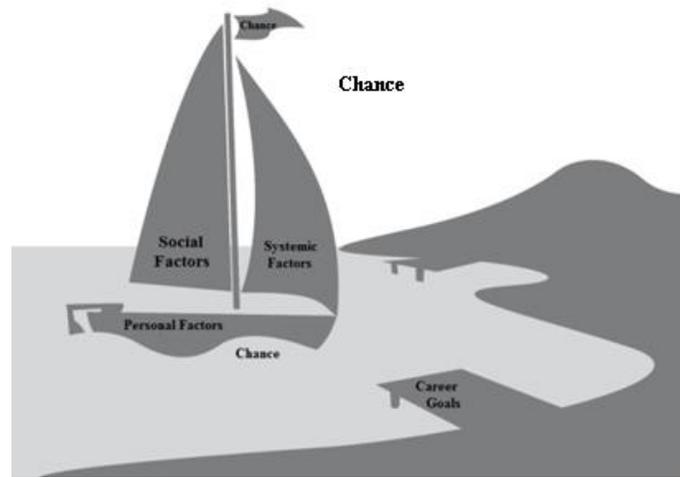


Image 1: Career Sailboat Model (Korkut-Owen et al., 2010).

Individual/personal factors which were outlined above are symbolised as the hull of career sailboat. The hull of the boat may be regarded as the principal component of the vessel into which all personal traits are poured and in which the career voyage will be made. Just as any sea captain would carefully evaluate the seaworthiness of his or her vessel before embarking on a long sea voyage, the careful examination of one's constellation of interests, abilities, achievement, personality and other factors becomes an essential starting place for using the CSM.

Social factors are portrayed as the mainsail. The Department of Education and Science' report (2009) highlights the important role of parents in assisting students to make career decisions. Students surveyed, reported that their parents helped them to make decisions about subject choices for the Junior Certificate (79%), and 67% reported that their parents helped them in choosing Leaving Certificate subjects. In another Department of Education and Science research report (2006) Access Officers highlighted the need to 'broaden'parents' knowledge, i.e. '*reduce the tendency of some parents to push their children towards a course because it leads to a specific profession or career path with which they are familiar*' (p.114). Young people are bombarded with strong messages - both spoken and implied - about what is acceptable and expected in their educational and career choices (Campbell, Ungar, and Dutton, 2008).

Although many instruments exist that permit a general evaluation of some of these social factors such as parental influence, effect of media on career choice and others, there is certainly much room for the development of new instruments which more clearly reflect the reality of Irish culture. For example, Rock (2010) conducted a study that attempted to identify the strongest predictors of intention to pursue higher education among a sample of Irish post-primary school students. The predictors investigated were school socio-economic status (SES), parental occupation, parental education, gender, family structure, and academic self-efficacy. The results

of this study revealed that school socio-economic status was the only statistically significant predictor variable. This investigation demonstrated that parental occupation and parental educational levels were positively correlated with the school's SES which in turn correlated strongly with students' intention to pursue higher education.

The foresail of the vessel symbolizes the *system related factors*. According to the OECD (2014) employment rates are generally higher for individuals with a higher level of education. In Ireland an estimated 79% of individuals with at least a tertiary education have a paid job, compared with an estimated 35% for those without an upper secondary post-primary education. These factors, which represent systemic factors that are unique to each country, represent essential information needed by students as they navigate toward their career goals. The guidance counsellor's knowledge of these systemic factors is seen as a critical variable in assisting students as they plan their voyage toward a career. It must be emphasised that the guidance counsellor need not be in possession of a totally current and encyclopedic knowledge of career and job statistics which would be quite impossible. Rather, the guidance counsellor would be seen as a guide for the location or sources of this essential information. Examples of such sources would include the Central Statistics Office, (2014), Department of Education and Skills (2014), and Department of Jobs, Enterprise and Innovation (2014).

The Chance factor illustrated by wind and waves represents factors largely beyond an individual's control or the external factors which can influence career choice and progress toward a vocational goal. While wind and waves are always present for the sailor, it is when the wind rises up and the sea becomes high that their combined effects can become significant. Currents, temperature, atmospheric phenomena such as sea fog or icing and, of course, storms are all important factors. A fresh breeze hastens our arrival into port while significant windshifts may challenge one's navigation and sailing skills by requiring continuous tacking. A strong and unrelenting wind on the bow may halt forward progress altogether and even require the selection of an alternative port. Health conditions, natural events or unexpected coincidences may completely change the course of the sailboat.

Assessment in career counselling using the CSM

The CSM easily permits the use of informal/qualitative assessment instruments for each dimension of the model. Assessment instruments and techniques are commonly divided into two broad categories as formal (tests, quantitative) and informal (non-test, qualitative). Both of these have advantages and disadvantages. The advantages of formal assessments are yielding more concrete results in a short timeframe. They make it easier to collect data from a large group but are limited as they ignore individual differences and personal meanings. The advantages of informal assessments include their low, if any, cost and easy availability. Also they may not require as much time to administer as formal assessments and can be less anxiety-producing for the students. A major limitation of informal assessments is that care must be used in the interpretation process.

Informal assessment

Informal assessment offers the opportunity for a student to learn about him/herself using methods that are flexible, openended, holistic, non-judgmental, and fun. Isaacson and Brown (1993) suggest that qualitative assessment is bounded by less rigid parameters than quantitative assessment in that they may not be guided by a standardised set of directions and there is little, if any, scoring. Where scoring is featured it is generally subjective. Savickas (1992) claims that qualitative assessment places emphasis on the counselling relationship rather than the delivery of the service. For example, the student becomes much more involved in the guidance counselling process as the assessment is grounded in their lived experience on which they are the expert, and from which they have a story to tell. Thus, the position of the student in the relationship is elevated from that of passive responder (Goldman, 1992) to that of active participant.

As guidance counsellors make increased use of qualitative assessment with the post modern shift from objectivity to subjectivity or from scores to stories (Savickas, 1993), this will ensure that the career counselling relationship will be defined differently and that the gap between personal and career counselling is reduced. In essence, qualitative assessment is intended to encourage students to tell their own career stories and uncover their subjective careers and life themes. According to Peavy (1998) guidance counsellors have the privilege of hearing many stories and scripts and then joining the storytellers in the task of reauthoring them toward more preferred futures. Thus, guidance counsellors who listen for life themes and stories act more as biographers who interpret lives in progress rather than as actuaries who count interests and abilities according to Savickas (1992). Qualitative assessment requires that the guidance counsellor is actively involved in the process from beginning to end. Unlike standardised test instruments, most qualitative assessment activities do not come with an instruction manual. McMahan and Patton (2002) give some suggestions to career counsellors who wish to incorporate greater use of qualitative assessment into their work with students. They advise:

- making the qualitative assessment fit for the student not the student fit the assessment,
- broaching the subject of using a qualitative assessment device tentatively, respectfully, and informatively,
- acknowledging that it is the student's prerogative to engage in the activity,
- debriefing/processing the activity,
- inviting feedback on qualitative assessment processes.

They also suggest that qualitative assessment devices may need to be altered from student to student to suit their individual needs.

Some resources for informal techniques

Some informal career assessment tools can be found in books as listed in the bibliography for this article (Amundson, Poehnell, and Pattern, 2005, Niles and Harris-Bowlsbey, 2013); and Universities' web pages (e.g., Columbia University Center for Career Education, 2014, Camosun College, Counselling Centre 2014; Scholarsbank of Oregon University, 2014). Goldman (1992) suggests that guidance counsellors can develop their own qualitative assessment

processes according to their students' need, developmental level, cultural and political-legal realities. Table 1 presents some informal techniques and how they can be used.

Table 1: *Some informal techniques*

Card sorts are possibly the most common form of qualitative assessment available to career guidance counsellors. What is widely referred to as the 'card sort' is commonly used as a combined assessment and counselling technique that stimulates students to project their idiosyncratic preferences when presented with simple and uncomplicated information. The card sort technique conventionally asks students to make judgments of stimulus items appearing on cards. Students may be asked to review a deck of cards in which each card displays an occupational title and then to place into two or more piles according to their interest. Most card sorts focus on a particular topic, for example occupations, work values, or motivation (Knowdell, 2014).

Checklists are a series of items that may relate to an individual's preferred work setting, job characteristics, work tasks, work values, or skills. Such a checklist may be developed by the guidance counsellor, or they can borrow—with permission—one that someone else has developed. (Niles and Harris-Bowlsbey, 2013).

Genograms: A genogram, family tree, or occupational tree may uncover the patterns of family influence on a student. For example, information may be gathered on family values in relation to gender roles or education, the nature of family support, socioeconomic and ethnic background, and family patterns of decision making and coping with transition (Okocha, 1998).

Games: A game may be used with small or large groups to make individuals aware of realities related to career choice and planning. As part of such a game, an individual may be asked to play a specific role in a simulated environment or become subject to a variety of opportunities and setbacks represented on the game board (Niles and Harris-Bowlsbey, 2013).

Time/Life line: Constructing time/lifelines is useful for assisting students to review their life histories. This technique involves reflecting on key events in life and career and then charting good times and periods of distress. The visualisation of positive and negative events in different areas of life is expected to increase students' sense of wholeness and continuity (Amundson, 1998). Through a well-constructed time/lifeline, the patterns and themes of the student's life career may become more visible.

Career fantasy: A career fantasy is an activity in which a guidance counsellor asks one or more individuals to relax, close their eyes, and imagine an ideal day that includes for example, time at a worksite (Niles and Harris-Bowlsbey, 2013).

Early recollection: Students' early recollections often tell a great deal about the underlying direction and purpose of an individual's behavior and life outlook. Storied approaches are gaining ground in the world of career counselling. In processing the activity, the goal is for students to discern their life themes and discuss how they might extend into the future (Smith-Keller, 2007).

A life-space map (Peavy, 1998) is a drawing or diagram by which the student and guidance counsellor work together to represent the student's ideas and feelings in a visual form. The process should be flexible, and the person should be encouraged to draw, use symbols, images, metaphors, icons, or write words or short sentences.

A forced-choice activity is one in which an individual is asked to make a choice between two options that are quite different from each other or to rank-order three or more activities. This kind of assessment may be applied to work values, job characteristics, and work settings (Niles and Harris-Bowlsbey, 2013).

Self-report inventories (questionnaire): A self-report inventory is a type of test and is often presented in a paper-and-pencil format or may even be administered on a computer. A typical self-report inventory presents a number of questions or statements that may or may not describe certain qualities or characteristics of the test subject which can be career related.

Metaphors: A metaphor is a figure of speech in which two unrelated ideas are used together in such a way that the meaning of one of the ideas is superimposed and lends definition to the other (Amundson, 1997). Using metaphors would help guidance counsellors encourage student to think outside their current frame. Individuals tend to structure their world-view or career view around a relatively narrow range of metaphors. Metaphors can be used as an interpretive tool used to help individuals construct and make sense of their own career story (Inkson and Amundson, 2002).

In a sense, these strategies are like the tools that a craftsperson might use in putting together a new creation (Poehnell and Amundson, 2002). To become good at one's craft one needs to have the right set of tools and a vision for what might be possible (see Appendix 1).

How CSM can be used?

Students are introduced to this model as they begin the career guidance process. The concept of career choice and development is portrayed as a journey to be made as one seeks to arrive at a port of choice. Within this idea the specific assessment needs of the student are determined and assessment tools are invoked to provide the student with the necessary information to learn to sail his/her own boat. The process of making the trip requires far more than simply identifying a destination and informal techniques are used to assist the student gain new skills and insight into the process of selecting a destination port, planning the voyage, skillfully navigating the route and learning to anticipate difficulties likely to be encountered. This process utilises all the career counselling processes including self-knowledge, recognition of educational/professional possibilities and decision/career planning. A case study is provided (see Appendix 2).

Every student has different career stories, different strengths and weaknesses, different processing procedures about career decision. By the end of the process the students decide which port they want to reach and have at least a tentative idea of how to plan for completing such a trip. According to their sailboat's conditions they would decide to go to different ports which symbolise different careers or career group. Ireland follows the International Standard

Classification of Occupations (ISCO) (International Labour Organisation, 2010) which provides different career classifications and can be used as port names.

Discussion and Conclusion

CSM was founded upon the process of decision-making which emerges within the four interrelated dimensions (individual, social, system related variables and chance). A series of informal assessment instruments can be developed or adapted by school guidance counsellors for investigating these factors. Using this model, post-primary school students can realise their own sailboat's characteristics and they can begin the voyage to the port (career) they desire. During this journey, because conditions can change, individuals are encouraged to continually assess their own position and remain aware that their ultimate destination may not necessarily be the one they initially selected. Like good sailors, one must retain the ability to remain flexible in order to successfully complete the voyage. It should be reminded that two things are needed for a trip; a destination and a means of getting there. The destination may evolve and change but the model also includes ways of evaluating the condition of the boat and then making it as strong and seaworthy as possible as the person plans to start the trip.

Biography

Fidan Korkut-Owen, Ph.D., is a retired professor of the Counselling Programme at Hacettepe University, Ankara, Turkey. Dr. Korkut-Owen had been a visiting professor at the University of North Carolina at Greensboro and at Morehead State University. Her research interests include the fields of prevention, wellness, guidance counsellor education, and career counselling. She has been serving as editor of the *Turkish Psychological Counselling and Guidance Journal* since 2009. She is a certified Global Career Development Facilitator instructor.

Selen Demirtas-Zorbaz is a research assistant in Hacettepe University, Turkey. She has her bachelor's degree in counselling in 2008 and master's degree in 2011. She is completing her PhD thesis which is about school adjustment in elementary school students. She also worked as a secretary of education in the Turkish Counselling and Guidance Association between 2010 and 2013. She gained a scholarship from the Turkish Council of Higher Education and came to Eastern Michigan University as a visitor scholar.

Tansu Mutlu-Süral is a Ph.D. candidate in the Psychological Counselling and Guidance (PCG) at Middle East Technical University, Ankara, Turkey. After earning a BA with honours in PCG from Ankara University, she has received an MA degree in the same programme from Hacettepe University. For the past four years, she has been working as a research and teaching assistant at the PCG Program at Eskişehir Osmangazi University. Her primary research interests include career counselling, positive psychology, guidance counsellor education, supervision, and computer assisted career guidance systems.

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Appendix 1

Working/Serving Others

Icebreaker:

Talking to participants about whether they know or not which population they want to work with.

Purpose of Exercise:

Understand and explore the kind of persons that are easy to work with.

Rationale (why topic is important):

Some students when they visit different institutions for different purposes, they can learn about different work settings. Some of them may have returned from this visit quite happy and some return saying that they have discovered that they could never work in such a place or with such people.

Learning Objectives:

It is important to know who are our favourite people to work with, like Bolles (1998) said.

Materials:

A list for statements about different kinds of people is called Working with Others Questionnaire.

Participants:

Senior post-primary school students, university students and adults.

Setting:

It can be used in classrooms with group or individually in counselling sessions.

Time Required:

It can take total 50 minutes: Just 10-15 minutes to fill out the form, but sharing and discussion the results can take longer.

Lecturette (brief-key points):

The exercise is designed to allow participants to explore the types and kinds of people with whom they would like to work in future. The form below has 15 items and 5 likert type questionnaire.. They are rating themselves and they are thinking really about what they want.

Working with Others Questionnaire

Please rate your personal response from (1) I completely disagree to (5) I completely agree.

1. ____ I think that I can work with children/youth under state care.
2. ____ I feel comfortable with elderly people.
3. ____ Working with children seems fun to me.
4. ____ Communicating and being with adolescents is easy for me.
5. ____ I think it is interesting to work with handicapped persons.
6. ____ I would love to help and work with poor people.
7. ____ Instead of working with a group, I prefer to work on an individual basis.
8. ____ It is so much fun working with very young kids.
9. ____ I believe that it is easy to work with college students.
10. ____ Working with wealthy persons can be so easy and comfortable.
11. ____ I would prefer to work with educated people.
12. ____ Healthy persons are easy to work with for me.

13. ____ I am comfortable with adults
14. ____ I could feel comfortable with young people at risk.
15. ____ I believe I can work with people of different races, colours, and religions.

Discussion questions:

Which items were strongly accepted? What did you notice?

With what kind of people would you like to work in future?

How can it affect your career choice?

Developed by: Korkut (2007).

Reference: Bolles, R.N. (1998). The what color is your parachute workbook. Berkeley: CA, Ten Speed Pres

Published at: <http://lifeworkps.com/sallyg/weblog/2330.html>

Appendix 2

A case study

The client was a 22 year old female university student majoring in mining engineering at a major Turkish university. This self-referred client presented with concerns about her future and expressed considerable doubt over her choice of engineering as a field in which she could be ultimately happy. The client was seen for a total of four sessions during which the Career Sailboat Model was used as a means of guiding the progress of the sessions. During the counselling process the counsellor used some informal tests to facilitate her awareness about her individual and social characteristics, her knowledge of systemic realities and the existence of chance factors. The following represents a synopsis of the case.

Presenting Problem: She came to counselling in an attempt to deal with her career indecision. She initially expressed the desire to change her department at university and pursue a programme in dietetics. She explained that she had studied mine engineers only to satisfy the desires of her parents. Now she started to reconsider her choice again. She said she would prefer to be a dietitian rather than an engineer, because she wanted to have a job that she could spend time with her family members and friends. She was thinking that if she became an engineer she would not be able to have enough time to be with people. She did not know which kind of engineering job would be better for her and this uncertainty had caused her to begin questioning whether she should remain in engineering and complete her degree or perhaps change to another field altogether. She expressed her desire to improve her decision-making skills and to find a solution about her concerns.

Individual Dimension: She described herself as an extroverted person who *enjoyed* being around people. She had completed an internship in a large company and reported that the experience had been a positive one that led to increased insight into her personal abilities and characteristics. After completing her intern experience she realized that she wanted to work in a place where she would have the opportunity to interact and collaborate with her co-workers. Other than expressing a desire to work closely with others the client seems largely unaware of her personal vocational values or expectations. The counsellor decided to work on her career values and used two informal testing techniques. The client was asked to first create a list of possible employment options available with her engineering degree and then to make a second list of the things she wanted from her future work. A careful analysis of these two lists provided opportunities to discuss not only her work values but also her factual knowledge about the working conditions associated with occupations in mine engineering. As a second exercise, a career guided imaginary technique was used to assist the client to be aware of the link between career and personal life. After using this exercise, she became more aware of her career values and recognized that being an engineer could meet her expectations. As the result of the guided imagery exercise she expressed the idea that she became aware that job security was far more important to her than the opportunity for high earning potential.

Social Dimension: Her family had exerted a great deal of pressure on her to graduate from an engineering programme or to attend medical school. For them, being an engineer or a doctor was very important because they had a very high status in the community. The client expressed the idea that initially she, too, wanted a career with high social status but, as she progressed through training, this became less important than finding an occupation that would give her the opportunity to interact and collaborate with colleagues. Her career indecision had been the result of her uncertainty of whether being an engineer can give her these opportunities or not.

Systemic (Political, Economic and Legal) Related Dimension: At the start of counselling the client was actively entertaining the option of changing her university programme of study. As the sessions progressed it became obvious that this desire to change programmes appeared to be more of a vague wish rather than a specific desire, since she had made no attempt to investigate how such a transfer could be made or even if it were possible. The counsellor encouraged her to actively investigate how the university's policies and procedures would impact on her decision. This led to the discovery that such a transfer would be quite impossible within the structure of her university.

The next phase in the process was to assist the client to identify specific occupations open to individuals with mining engineering degrees. It was clear that although the client was academically very successful, she had done little to link her academic study with real occupations in the national economy. So searching for mining engineering job opportunities was the next step. She did not know about job opportunities and working conditions in the mining engineering field. The only thing she knew was that she wanted to live and work in her home town, close to her family and friends. The client's research identified a series of jobs for which she would be professionally prepared and qualified and a major result of this was the realization that all of the potential jobs would require not only completing her degree as planned but also that she had to take the centralized exam (State Personnel Selection Examination-SPSE) to find a job.

Chance: In addressing the effect of chance on her career development, the client was eager to mention that she had never before considered the need for career counselling but overhearing other students discussing career counselling services had triggered her first visit and because of the interactions with the counselling her future seemed far less uncertain.

Career planning: The final session of counselling was focused on the task of career planning. The client decided that her destination port was to be a position with the Turkish Petroleum Corporation (TPC). Having selected the final port provided the client with the information to begin to make her final navigational decisions that involved preparing to pass additional state required examinations and specific additional training in English language studies.

Her current career situation: The counsellor contacted her after her graduation. She has been working temporary jobs. She has now completed her master's degree and is currently working to enhance her language skills all of which demonstrate progress toward her final destination as an engineer with TPC.

The metaphor of sailing was especially useful in providing this client with a concrete understanding of her career task. Her initial decision to pursue mining engineering was largely the result of her attempt to meet strong family expectations but until she came for counselling her voyage was largely one of "sailing west". A huge investment of time and energy had brought her to her senior year at university but there was only doubt and no clear destination port. The use of the sailboat model provided structure for both the counsellor and the client and made the counselling process a goal directed and personally meaningful experience for the client.

Abbreviations

CSM	Career Sailboat Model
NCGE	National Centre for Guidance in Education
OECD	The Organisation for Economic Co-operation and Development