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To cite this article: William C. Briddick, Hande Sensoy-Briddick & Suzanne Savickas (2018): Career construction materials: the story of a career development curriculum in a Turkish school, Early Child Development and Care, DOI: 10.1080/03004430.2017.1423483

To link to this article: https://doi.org/10.1080/03004430.2017.1423483

Published online: 24 Jan 2018.

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Career construction materials: the story of a career development curriculum in a Turkish school

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ABSTRACT
The arrival of life design and in its advance challenged the field to refocus toward a more useful understanding of the lifelong process of career development including neglected areas within the field such as career development during childhood. Reviews of the literature reflect an ongoing neglect of the stage of childhood in this lifelong process. However, progress has been made and duly noted. The present article responds to both previous calls from the literature as well as this special issue in providing an example of a career development curriculum developed for and within a Turkish elementary school.

Introduction
Life design (Savickas, 2012; Savickas et al., 2009) arrived before the end of the first decade of the twenty-first century. Prior to its arrival, the changes in the workplace and projections regarding its future had been well-documented (Collin & Young, 2000; Karoly & Panis, 2004; United States Department of Labor, 1999). Savickas himself wrestled with the changes early in the first decade of the new century proposing renovations in our approaches to the study of careers, charting a course for the critical work of the first decade, as well as need for a more comprehensive theoretical approach to career development (2000, 2001a, 2001b, 2002a).

Savickas (2012) recognized the loss of the stability and security of the twentieth century and the arrival of a world of work that was more dependent upon temporary arrangements with workers. Commenting on the current status of workers in the new century Savickas noted, ‘Today, workers must be employable, lifelong learners who commit themselves to an organization for a period of time and show professional character in performing emotional labor and adapting quickly to changes’ (2012, p.13). Savickas (2012) noted that the landscape navigated by twenty-first-century career counsellors can and has required necessary shifts away from traditional areas of concentration in work with clients. The examination of one’s personality yields to an emphasis on identity. Career maturity, while still a significant consideration, has found competition as counsellors and clients examine adaptability. Decidedness has become less significant, as intentionality seems to be more fitting for attention. Previous emphasis on scores of inventories or tests, may receive less attention than a client’s stories. The focus on the aforementioned alternatives has resulted in emergence of a new theoretical approach to accompany the life design paradigm, namely career construction theory (Savickas, 2002b, 2005, 2012, p.14). Savickas (2012), while outlining life design and its emergence, was quick to remind that the paradigm of life design did not replace existing paradigms within career development such as vocational guidance and career
education but rather joined the existing paradigms toward meeting the challenges presently found in the world of work.

The purpose of this article has a similar aim to life design itself. The intent is not to replace existing efforts of curriculum or other tools in working with career development related issues in childhood. Rather we sought to provide a useful theoretical framework for those engaged in career educational activities that allows for the purposeful organization of information, activities, and exercises in accordance to how each might be used to facilitate some of the earliest possible influences on an individual's career adaptability. The article provides a brief overview of the emergence of life design and its advancement, next the authors address previous findings related to key reviews of the literature related to career development as well as implications for the relevance of life design and career construction in approaching our career-related work with children. A brief overview of the current issues related vocational guidance and career counselling in Turkey is provided before moving into discussion of the school setting the development of a career development curriculum organized around the ABCs of career construction. The article finishes up with a discussion of cultural considerations as well as other possibilities and developments for the school environment.

**Reception and advancement of life design**

Since its arrival, life design and its related theory of career construction have attracted considerable attention resulting in numerous publications, conference presentations, and entire conferences devoted to life design, career construction, and related topics. The concept of career adaptability, one of the key constructs in life design and career construction counselling, alone has generated recent meta-analysis publications based in the amount of previous research on the topic (Rudolph, Lavigne, Katz, & Zacher, 2017; Rudolph, Lavigne, & Zacher, 2017). Savickas's publication of *Career Counseling* (2011) and the more recent *Life Design Counseling Manual* (Savickas, 2015) provided the detailed underpinnings of life design and career construction counselling. *Counselling for Career Construction: Connecting Life Themes to Construct Life Portraits* (Maree, 2013) and *Psychology of Career Counselling: New Challenges for a New Era* (Nota & Rossier, 2014) further advanced life design and career construction counselling to a broader, more global audience. In recent years, the National Career Development Association has regularly has had presentations or professional development institutes related to life design or career construction counselling at their annual conference. A landmark international conference entitled *Vocational Designing and Career Counseling* was held at the University of Padova (Padova, Italy) in 2011. The events of this conference inspired the 2013 international conference entitled *Life Designing and Career Counseling: Building Hope and Resilience* also held in Padova. Several noteworthy international conferences have convened including two sponsored by UNESCO via the UNESCO Chair of Lifelong Guidance and Counseling at the University of Wroclaw's Institute of Pedagogy took place in 2015 and 2016 related to life design and decent work. The Network for Innovation in Career Guidance and Counseling in Europe (NICE), the European Society for Vocational Designing and Career Counseling (ESVDC), Associazione SIO – Società Italiana per l’orientamento (SIO), the International Social Economy Network (Res-Int), the Coordination of Tri-veneto Universities for Inclusion (UNI3 V), the Larios Laboratory of the University of Padova, and the Center for Disability and Inclusion of the University of Padova convened an international conference termed a ‘congress’ on 5–7 October 2017 at the University of Padova entitled *Counseling and Support for Decent Work, Equity, and Inclusion: Passwords for the Present and Future*. Life design and career construction counselling were well represented among the presentations at this congress. The Career Construction Institute, a three-day intensive training programme, was established in 2016 assembling first in Boulder, Colorado with the 2017 institute being located in Kent, Ohio with the 2018 institute scheduled to be in Kent, Ohio as well. Life design continues to flourish as a paradigm. *The Career Development Quarterly* devoted an entire issue to life design in March of 2016 entitled *Special Issue: Career Intervention for Life Design*. 
The significance of childhood in career development

While Savickas and his colleagues responded to the changes of the new century via paradigm and theory, others sought to understand one of the key eras of the lifelong process of career development that had been largely neglected in the previous century in terms of its significance. Porfeli, Hartung, and Vondracek (2008) called attention to one of the major considerations in addressing career development, that being our acceptance of childhood as an era of fantasy and play rather than a period during which children might also develop understandings about the world of work (p. 25). They continued on to cite the findings of two significant reviews of the literature (Hartung, Porfeli, & Vondracek, 2005; Watson & McMahon, 2005). From these two literature reviews they summarized five key findings:

(1) Children learn much more about the world of work than many assume, and 4-year-olds can accurately distinguish occupations by the sex of people who tend to occupy them.

(2) Career aspirations are relatively stable and become more so across the grade school years. These aspirations are influenced by gender-based occupational stereotypes throughout grade school and beyond.

(3) Career aspirations tend to be influenced by gender-based stereotypes and a circumscription mechanism that channels girls away from math and science careers and boys away from female-dominated professions.

(4) Economically impoverished and African American and Hispanic children tend to maintain less prestigious career aspirations, and African American children exhibit a greater difference in the prestige of career aspirations and expectations than do their wealthier Caucasian peers across the grade school years.

(5) Children tend to move away from sensational or glamorous career aspirations (e.g. professional athlete) and toward a sharper focus on realistic aspirations and aspects of careers related to their self-identified talents and interests across the grade school years.

Midway through the second decade of the twenty-first century, Watson, Nota, and McMahon (2015a) found that while the number of articles in the career development literature focusing on children between 2006 and 2015 increased compared to the previous decade, so had the number of articles on career development. The 88 articles between 1995 and 2005 and the 124 articles between 2006 and 2015 still only represented 3% of the articles in both decades. Undeterred Watson et al. continued on in their introduction of a special issue of the International Journal of Vocational Guidance comprised of efforts of international scholars noting, ‘Although the literature on child career development remains limited, the articles in this special issue attest to the strong foundation that is being built and the progress that is being made to the advance of the field’ (Watson et al., 2015a, p. 96). In the same issue, Watson, Nota, and McMahon (2015b) move through reviews of the literature on children’s career development taking the reader from past, to present, to future echoing the enduring concerns of reviews of the literature. Speaking more specifically about the future the Watson et al. focused on the four themes of the special issue of the International Journal for Educational and Vocational Guidance: (1) Advances in child career development; (2) Innovations in practice and assessment related to child career development; (3) Child career development research in diverse settings; (4) Policy implications of child career development, theory, and practice (p. 178). Watson et al. noted their hopes fulfilled a decade down the road would reveal further progress related the career development of children. Watson and McMahon (2017) more recently introduced Career Exploration and Development in Childhood, a book proclaimed the first of its kind within the psychology of careers that specifically address career exploration development of childhood, doing so ‘from a broad range of international perspectives’ (p. xiii).
Life design and career construction in childhood

Watson et al. (2015b) described the work of Hartung (2015) as optimistic with regard to the literature on career development in childhood. Hartung reflected on the significance of childhood in our life-long career development. Hartung directed our attention to a most critical task at hand for children, namely the forming of one’s vocational self-concept and society’s expectations for its development.

Society expects that opportunities and experiences afforded at home, play, and school will arouse the child’s curiosities, fantasies, interests, and capacities to begin constructing a viable self to be enacted in roles within work, family, community, leisure, and other life domains (Hartung, 2015, p. 90).

Hartung noted that before the emergence of the life design paradigm other theories had embraced career development as a lifelong endeavour acknowledging the significance of childhood and its experiences as a bedrock of career development in terms of life span itself as well as context and interactions between one’s self and their environment (Hartung, 2015). In addition, Hartung (2015) cited previous research reviews (Hartung et al., 2005; Watson & McMahon, 2005) that emphasized the significance of childhood for its opportunities for children’s first interaction with the world of work and the potential for development in ‘vocational exploration, awareness, aspirations, interests, and maturity/adaptability’ as some of the earliest influences on the ABC’s of Career Construction, comprising career adaptability: concern, control, curiosity, and confidence (p. 93).

Hartung also asserted that childhood provides rich opportunities for work on the four central goals of life design: (1) activity; (2) adaptability; (3) narratability; and 4) intentionality which involve developing abilities for engaging, adapting, telling (one’s own story present and future), and interpreting (self and situation) (Hartung, 2015, p. 94). Hartung outlined recommendations for how each of the four life design goals can be encouraged in childhood. At the conclusion of this recent contribution, Hartung called for the adaptation of existing methods of career construction to assist children as they begin to ‘tell, hear, and enact their own emerging life-career stories’ (p. 99).

Vocational guidance and counselling in Turkey at present

Counselling in Turkey has been traced back to the 1950s with its history being well-documented (Doğan, 1998, 2000; Stockton & Güneri, 2011). More specifically and recently the need has emerged for a better understanding of a ‘paradigm shift’ within vocational guidance and career counselling and what it might mean for Turkey. Yeşiylapra (2012) assembled a list of current issues and concerns for vocational guidance and career counselling in Turkey:

- Misperceptions and unrealistic expectations as about vocational guidance and career counselling as well as the lack of a systemic approach to vocational guidance and counselling, trained professionals, competency standards, codes of ethics, or adequate training programmes
- The use guidance teachers’ in schools rather than school counsellors with a sizable number of schools being without counsellors and the nation itself lacking in a comprehensive national model of school counselling.
- Coursework related to career counselling is limited within counsellor training programmes and compounded by guidance teachers who have graduated from fields other than counselling having no opportunity to pursue courses related to career counselling.
- Information related to careers is limited and difficult to access, particularly information related to the labour market itself.
- Career counselling in Turkey for the most part centres on assisting students toward college enrolment which will hopefully lead to future employment and yet once within the higher education system students find it difficult to locate career-related services as approximately only 20% of institutions of higher education have career services available for their students.
A shift if focus away from systemic influences related to vocational guidance and career counselling in the U.S. and toward European based influences as Turkey began to seek European Union membership meant that Turkey was faced with limited options compared to what was already in place within Turkey (p. 114).

In addition to the current issues identified by Yeşilyaprak (2012), there are concerns with the testing within the education system in Turkey. Elementary students eventually move into testing in the middle grades that eventually lead to placement in high schools. Testing and placement are deemed critical, since admission to certain high schools is believed to improve one’s chances of scoring well on the University Entrance Examination, which places top-scoring students in the top departments of state universities in Turkey. Families in Turkey often make great financial sacrifices toward a student’s enrolment in an after-school programme that assists students in preparing for the national exam. Students spend a great deal of time outside of school at the dersanes, private institutions that assist students in preparation of the National University Entrance Exam, as a means of enhancing their performance on the exam. Essentially, it becomes a high stake, one shot opportunity for a student to enter the best possible placement within the system of higher education. Taking the test again results in penalties that are prohibitive for increasing one’s scores. Private universities exist, but the hope of families and students tends to focus on high scores and the very best placement.

A career development curriculum for elementary school students

During the 2013–2014 academic year, two of the present authors (Briddick and Sensoy-Briddick) spent a sabbatical year in Istanbul, Turkey. We had a split assignment between teaching counselling courses within a private university and providing consultation within a private school system operated by the same educational foundation as the university. As might be expected parents of students who attend this school, for the most part, are upper middle-class. Parents hold the school responsible for preparing their children within a highly competitive education system. This particular private school has been quite popular due to its emphasis on twenty-first-century skill development. In fact, their educational foundation is a member of the P21 (The Partnership for 21st Century Learning). P21 describes its vision and mission as follows:

P21’s mission is to serve as a catalyst for 21st century learning by building collaborative partnerships among education, business, community, and government leaders so that all learners acquire the knowledge and skills they need to thrive in a world where change is constant and learning never stops. (Partnership for 21st Century Learning, 2017)

Within the private Pre-K-8, we assisted the principal and the Counseling Department on projects and in other situations where our involvement was requested. Our approach to assisting was much in line with what Savickas described in the Life Design Counseling Manual (Savickas, 2015). Savickas noted that counsellors should set the stage for collaboration by asking the question, ‘How may I be useful to you?’ (p. 16). According to the life design paradigm, the word useful is preferred over the word helpful, as clients are not helpless but rather need us to provide something useful in our work with them (Savickas, 2015). In addition, applying the word helpful connotes a power differential between the counsellor and the client, which should be avoided. Throughout our collaboration, we assisted with not only a career curriculum to be used with 1st through 4th-grade students but also highly engaging short curricula for listening skills and friendship skills, and a well-received Father’s Club.

Career counselling

Despite such an emphasis on the school’s perceived role as preparing the next generation of students for a competitive future, school counsellors in K-8 schools in Turkey do not employ a comprehensive
programme or model such as the one advocated by the American School Counselor Association (ASCA, 2003) that emphasizes student development in three core areas of academic domains, social/emotional, and career domains. Similar to schools in the U.S., K-8 school counsellors focus more on disruptive behaviours in the classroom, academic motivation, test anxiety, and friendship issues. High school counsellors, however, focus their attention almost entirely on the university entrance examination and related issues. Selection of majors and universities is a critical task that students work on during their last year of high school. What is lacking in this system, consequently, is a well-developed approach to address unique career development needs of students in K-8. Our usefulness came in assisting in the development of a much-needed curriculum for elementary students.

**The school setting and curriculum**

Within this system, thinking about career development within an elementary school, although much needed, had yet to take root. Initially, the school was working on developing a portfolio to reflect students’ accomplishments within the school. However, through conversation with the principal and others, it became increasingly clear that a more developmental approach was essentially what was hoped for. In the preparation of the curriculum, we emphasized the importance of having a developmental perspective, which sought to engage students in:

1. Learning about the world of work (World of Work),
2. Learning about their developing self (Self),
3. Discovering their new and developing skills (Self Confidence),
4. Develop an understanding of the concept of ‘responsibilities’,
5. Developing a sense of future, and
6. Creating a bridge between school and the world of work.

After several conversations it was decided that rather than simply focusing on what a particular student had and possibly could accomplish, we would seek to organize our efforts within a theoretically guided framework that would facilitate exploration of self in dimensions that are critical to a student’s future career adaptability: concern, control, curiosity, and confidence. Such an approach corresponded well with the school system’s emphasis on educating children for the twenty-first-century world of work, while likewise fitting well with career construction (Savickas, 2002b, 2005, 2013, 2015), an approach we have worked with that is useful to individuals in authoring their own career story. We used developmentally appropriate materials, activities, and exercises some of which already existed across elementary grade levels. However, the selection and organization of these materials was done within a theoretical framework with ultimate goal of the aforementioned curriculum serving to add to the ‘construction materials’ of each student’s eventual, narratable career story.

At the heart of the developmental curriculum we proposed was Mark Savickas’s work in Career Construction and Life Design (Savickas, 2002b, 2005, 2012, 2015; Savickas et al., 2009) along with Donald Super’s Life Span, Life Space theory of career development (Super, 1990). We attempted to engage students in a variety of activities to help them explore who they are, what they like, and places in their lives where they seem to do well or excel. Meanwhile, we hoped that we would have parents, teachers, and counsellors as a supportive and encouraging audience within the unfolding narratives of young children.

The curriculum starts with asking the child to place their picture on the very first page. This approach, we hoped, would underscore the fact that this is their story and that they are the one who actively engaged in authoring of their story. We hoped that agency would emerge and we hoped that the children would actively explore within both the world of work and their developing sense of self. The two roles of agent and author tie directly into life design (Savickas, 2011, 2012; Savickas et al., 2009) in reference to the work of McAdams and Olson (2010).
The ABCs of Career Construction were likewise significant in our curriculum. These correspond to the four critical tasks for children based on societal expectations and are as follows: (1) Concern about future, (2) Control over their lives, (3) Curiosity about work and careers, (4) Confidence to construct a future and deal with barriers (Savakis, 2002b, 2005). However, some adaptation for this primary school population seemed necessary. We sought to (1) foster exploration of who they are (developing self), (2) energize their excitement about the future and bolster students’ realization that they are active agents in developing their own lives, (3) promote curiosity about the world of work and careers, and (4) encourage confidence that they have developing abilities to help them deal with challenges, and (5) finally, establish the close connection between school and careers.

### ABCs of Career Adaptability

#### Activities (selected from the 3rd-grade curriculum)

<table>
<thead>
<tr>
<th>Concern (Exploration)</th>
<th>Exploration of self? Who am I?</th>
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</thead>
<tbody>
<tr>
<td>Worksheets:</td>
<td>Who am I?</td>
</tr>
<tr>
<td></td>
<td>What is the meaning of my name? Why was this name is given to me?</td>
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<tr>
<td></td>
<td>My Personal Characteristics</td>
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<td></td>
<td>Who are my heroes and how am I similar to them?</td>
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<tr>
<th>Control (Excitement and Agency)</th>
<th>Sense of Agency – Self-confidence</th>
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<tbody>
<tr>
<td>Worksheets:</td>
<td>My Skills</td>
</tr>
<tr>
<td></td>
<td>Skills I Have Mastered This Year</td>
</tr>
<tr>
<td></td>
<td>Accomplishments I Am Proud Of</td>
</tr>
<tr>
<td></td>
<td>Responsibilities at Home, School, and in the Community</td>
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<table>
<thead>
<tr>
<th>Curiosity</th>
<th>Curiosity about world of work</th>
</tr>
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<tbody>
<tr>
<td>Worksheets:</td>
<td>My Family Career Tree</td>
</tr>
<tr>
<td></td>
<td>Interview with a Family Member on Their Career</td>
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<tr>
<td></td>
<td>My Dream Career and Its Characteristics</td>
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<td></td>
<td>Careers and Required Tools</td>
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<table>
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<tr>
<th>Confidence</th>
<th>Confidence about their future</th>
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<tr>
<td>Worksheet:</td>
<td>Three Dreams I Would Like to Achieve in My Future</td>
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</table>

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<tr>
<th>Connection between school and career</th>
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<tbody>
<tr>
<td><em>There is no specific activity prepared for this particular goal. However, through interviews and dream career activities one of the exploration questions was related to school subjects necessary for success in a particular career.</em></td>
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</table>

Four significant elements mentioned by Hartung (2015) for development of a viable self, namely curiosity, fantasy, interest, and capacity (Super, 1990) were considered in the activities included in the curriculum:

(1) The curriculum prompted students’ curiosity toward world of work by having them engage in different activities such as interviewing their family and family friends about their careers or learning basic information about a career that might not be visible in their immediate school environment.

(2) Throughout the curriculum, various activities are used to tap into students’ imagination. In one exercise, students are asked to think about a dream occupation (fantasy) and its attributes that they might like to assume when they are an adult. Once a child indicates a possibility they are then invited to draw a picture of themselves in that particular occupation including any particular kind of clothing or uniform that might be required as well as displaying any particular tools, objects, devices, machines, etc. that correspond with a particular occupation. Another connected activity asked students to prepare a job advertisement. All these connected activities aimed to increase not only curiosity about world of work but also knowledge about key concepts necessary for career development.
More formal activities that facilitated children’s acquisition of information about different careers and the lifestyles had the purpose of increasing knowledge of children with regard to the world of work in general. In addition to formal presentations, children had the opportunity to seek out information from others via interviews to learn about different careers and related requirements. An important component of these types of activities was to make a clear connection between subjects taught in school and success in careers that require certain subjects. Such connection helps children consider the learning they experience in school, as a worthwhile endeavour in preparation for their future. It also provided information for students to find things they liked within the world of work that are related to familiar school subjects (interest).

Abilities were also a focus within the curriculum’s components. We asked students to think about the abilities they had greatly improved upon or mastered within the past year. We asked students to tell us about school subjects, sports, science projects, etc. in which they had excelled (capacity). As the school year came to a close, we also asked them to add any certifications or awards they might have earned over the course of the school year. The purpose was not only to help them to observe their developing capacities but also to develop confidence about who they are and what they are capable of achieving.

Cultural considerations

Culture plays a significant role in preparation and carrying out of many interventions. We certainly considered culture in preparation of this curriculum. Fortunately, we collaborated with Turkish professionals who were keenly aware of their students and families and provided guidance in creating a culturally sensitive curriculum. Although, the second author was born and raised in Turkey and is also a U.S. citizen, she realized the importance of culture in the adaptation of activities that have been used elsewhere outside the culture. Seemingly small issues such as the word ‘hero’ can mean something different (someone who rescues you) than what is intended in career construction theory so we did not stray from the term ‘role models’ which was equated with people students were impressed with, or people who they liked a lot. When it came to gender considerations we sided with keeping away from the stereotyping of careers and worked hard to ensure that both male and female genders were well represented when different careers were introduced. Finally, we made certain that many different types of vocations, not only the ones commonly known by this particular population, were introduced. For instance, in addition to a physician, we introduced an insurance sales person, a computer game designer, and so on. We worked to make sure that the curriculum aimed at exploration rather than guidance, which has been utilized heavily during career-related work in Turkish high schools. It is certainly our hope that students who enjoyed this curriculum will see themselves as an agent and eventually an author in their own lives, with the information gathered from this curriculum serving as an important chapter for one’s childhood or what has been termed career construction’s opening act (Hartung, 2015, 2017; Savickas, 2013). With further nurturing of their career narratives it is our hope that they will pay careful attention when, by tradition, they approach selecting a college major during their high school years.

Other possibilities and developments

Such a curriculum could be supported and strengthened by school-wide activities. For instance, the school might wish to hold a career fair where parents, community organizations, and possibly businesses collaborate to provide a place for children to learn about different careers at the school. It might also be beneficial for students to display some of their activities in a school-wide programme to further their sense of agency and confidence. Creative activities such as Your Dream Job could lend itself for such an exhibit. Parents and other adults could be provided the opportunity serve as an inquisitive, supportive audience for the participating students. More intentional efforts to bring
parents into the picture might involve both parent education and participation. Parents could be provided with important information related to the process of career development. They could also be invited to an evening programme at the school to talk about their own work or careers as part of a parent career fair programme, where students come in and parents are grouped at tables based on their career areas, so students can talk to them about what they do. It is our sincere hope that such programming could serve to further solidify parental interest and involvement with career development efforts within the school. Finally, another programme idea we are familiar with could be easily adapted to the Turkish education system and would be an excellent tie in-to Turkish high schools. High school students could come into an elementary school having researched their own future career field as a part of declaring their planned major field of study within higher education. Their assignment within their high school would involve finding out as much as they possibly could about their own future career and then show up at an elementary school dressed as someone might in their chosen career. High school students would then role play someone in their chosen career, educating the children about their particular career choice. This would make for a great opportunity for high school students to learn more about their own chosen career path as well as an opportunity for them to share it with younger students. Younger students would benefit from seeing someone perhaps far ahead of them in school, yet still a student, emphasizing their career choice as they approach graduation from high school.

There continues to be a strong need for this type of well-organized-theory-driven curriculum with implications for what that might eventually mean for middle school students or beyond. In fact, we were recently informed that staff within a private Turkish middle school are working on developing such a curriculum for their students. We have already agreed to review their first draft and look forward to what might follow.

Conclusion

Our effort was hardly earth shattering. We tried to be useful in a school’s effort to develop a career-related curriculum for elementary students. In fact, we would call it a good start in need of further development. We do believe it answers the aims and objectives of the present special issue in terms of being practice based, focused in the early years with implications for enhancing career development and promoting the building blocks of life design in childhood. And in the spirit of others such as Savickas, Hartung, Watson, and McMahon it challenges us to continue to develop our ideas and our collaborations. We deeply appreciate what we have learned and accomplished thus far.

Perhaps some of the most valuable lessons we learned in the process, came from what our experience taught us about the significance of working close to the issues and the value of work completed within the context of both institutions as well as the broader culture. Respect for both as well as the individuals, families, educators, and counsellors who are a part of the aforementioned was at the heart of everything we hoped to accomplish. Context was indeed a significant factor within our work, with implications for place and culture be it within the family, the school, the larger society or all three. Its evolution like our own will likely continue as we devote ongoing attention to it and our own work over time.

An equally valuable lesson was related to available resources. Having resources to complete our efforts was helpful; however, we realized that the core of our work itself, the curriculum was adapted to available resources with the two most important being time and collaboration. While we were quite impressed by the final design and appearance of the finished product, we realize the exercises themselves and the information gathered, could be put into place in most any school setting without significant cost and with an efficient investment of time.

Finally, our efforts to provide assistance with a new career curriculum being developed were by no means a comprehensive approach to school counselling programming. It was the application of a theoretical perspective that was quite adaptable to the Turkish education system and was well.
received by school personnel. Aysan and Totan (2009) previously argued the adaptability of constructivist career counselling for Turkey noting relevant scholars and their contributions such as Peavy (1997) and Brott (2001). Ours was a single effort in assisting with a curriculum in a time of transition and need. The efforts of others particularly Norman Gysbers and colleagues are duly noted in addressing the importance of comprehensive school counselling programmes with three domains of career, academic, and social emotional that address development in a holistic way. Our effort falls into career domain where we emphasized the career development in elementary schools. In fact, when we (Sensoy-Briddick and Briddick) returned to the U.S. we had committed to penning a book chapter for an edited book Gelişen Psikolojik Danışma ve Rehberlik-III: Meslekleme Sürecindeki İlerlemeler Korkut Owen, Özyürek, & Owen, 2015) entitled ‘A national comprehensive school counseling program: A rationale and theoretical analysis of its importance for Turkey’ (Sensoy-Briddick & Briddick, 2015). The work of Gysbers and others (Bowers & Hatch, 2003; Gysbers & Henderson, 1988; Gysbers & Henderson, 2012; Gysbers & Stanley, 2014) particularly played a significant part in that effort as did the work of the ASCA (2003, 2004, 2012). In our book chapter, we sought to provide an example of a national model for school counselling, the ASCA model (ASCA, 2003), for Turkey’s consideration quite confident that Turkey could create a model that meets both the unique needs of Turkish culture and its citizens in the twenty-first century. Although in our work both on the curriculum and the book chapter, we attempted to be both innovative and adaptive in approach, we firmly believe that Turkey possesses the ability of its own innovations as well as its adaptation of relevant career development work, in theory, research, and practice shared from colleagues from outside Turkey. Again, in the spirit of life design and career construction, Turkey does not need our help but rather useful collaboration that can inform, while remaining respectful to the context of culture or institution with the adapted or inspired results being more preferable than those that are merely adopted from somewhere else. All things considered, we are quite confident that Turkey can create a model that meets both the unique needs of Turkish culture and its citizens in the twenty-first century. The best is yet to come for Turkey with regard to career development and career counselling. The transformation will likely come from collaboration and inspiration with colleagues in the field across the globe. More importantly, the heart and soul of what emerges, by design, will be uniquely Turkish. Turkey’s story will one day be the rich historical narrative discussed by scholars in the field and recognized as one of action and adaptability toward the meaningful horizon of progress.

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Disclosure statement

No potential conflict of interest was reported by the authors.

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