



# JER

Osmangazi Journal of Educational Research

Volume 7(2), Fall 2020

REVIEW

Open Access

**Suggested Citation:** Kara, A., Eryılmaz, A., & Çubukçu, Z. (2020). A postmodern orientation in career counselling: Career adaptability. *Osmangazi Journal of Educational Research*, 7(2), 105-121.

**Submitted:** 16/09/2020 **Revised:** 28/09/2020 **Accepted:** 04/10/2020

## A Postmodern Orientation in Career Counselling: Career Adaptability

\*Ahmet Kara , \*\*Ali Eryılmaz , \*\*\*Zühal Çubukçu 

**Abstract.** The purpose of the current study is the theoretical investigation of the concept of career adaptability. To this end, first research addressing career adaptability within the context of adaptive behaviours is discussed. Then, two-dimensional classification of career adaptability is presented. In addition, information is given about the research conducted on the career adapt-abilities and then the research conducted on career adaptability (career exploration and career planning dimensions) in Turkey. Finally, investigation of career adaptability in terms of career adapt-abilities is presented. As a result, career adaptability can be considered as an important concept in terms of career counselling. Investigation of two important orientations called special career adaptability and general career adaptability can enrich scientific studies in the field of career counselling.

**Keywords.** Career, Career adaptability, Career counselling.

\*(**Responsible Author**) Dr. Eskisehir Osmangazi University, Faculty of Education, Eskisehir, Turkey

e-mail: [ahmetkara9126@gmail.com](mailto:ahmetkara9126@gmail.com)

\*\* Prof. Dr. Yıldız Technical University, Faculty of Education, Eskisehir, Turkey

e-mail: erali76@hotmail.com

\*\*\* Prof. Dr. Eskisehir Osmangazi University, Faculty of Education, Eskisehir, Turkey

e-mail: zuhal\_cubukcu@hotmail.com

**Note:** The current study is produced from the doctoral dissertation of Dr. Ahmet Kara entitled “A Career Adaptability Model for Psychological Counselors”.

The concept of career is a lifelong sequence of events that occurs as a result of the development of individuals' professional and life roles by influencing each other and continues throughout one's life (Super, 1980). Career counselling is defined as a counselling process that helps individuals in their career roles, responsibilities, career planning, career exploration, career decision making, career development activities and career-related obstacles, transitions and crises (Yeşilyaprak, 2014). One of the important concepts of this counselling process is career adaptability.

Career adaptability was first investigated by Super and Knasel (1981). Super and Knasel (1981, p. 195) that “from a theoretical standpoint, adults differ fundamentally from adolescents in that they are engaged in the world of work, whereas adolescents' experience of work is fragmentary and largely anticipatory. This implies that the *universality* of awareness and information needed by the adolescent will crystallize into *particularity* in the adult”. The concept of vocational maturity is aimed at adolescents. It is stated by Super and Knasel (1981) that the use of this concept for adults is not suitable for their career development periods and career development tasks. Super and Knasel (1981) proposed a new term, career adaptability. According to Super and Knasel (1981, p. 199) “one of the major reasons for the introduction of the term ‘career adaptability’ is that it allows greater emphasis to be given to the novel, non-maturational problems which presently confront many people”.

In addition, the theory of career construction was developed by Savickas (2005). In this theory, an operational definition of career adaptability is made. Moreover, in this theory, the concept of career adaptability is evaluated within the context of the competences of adaptability. These competences of adaptability are career concern, career curiosity, career control, and career confidence. Savickas (2013) emphasized that the use of these competences of adaptability in the career development process of an individual improves his/her career adaptability. On the other hand, career adaptability is classified by Zikic and Klehe (2006) as career exploration and career planning. In addition to the studies mentioned above, there are studies in the literature showing that career adaptability is an important psycho-social construct.

Studies in the literature show that career adaptability is an important psycho-social construct for individuals to effectively structure their career development processes, to empower these processes in their working lives and to have a positive mental health. In the literature, it has been reported that career adaptability makes important contributions to individuals' commitment to their

jobs in their professional life (Rossier, Hansenne, Baudin and Morizot, 2012), reduction of their job stress (Fiori, Bollmann and Rossier, 2015), reduction of job tension (Maggiori, Johnston, Krings, Massoudi and Rossier, 2013), work volition (Autin, Douglass, Duffy, England and Allan, 2017), development in the work place (Jiang, 2017, p. 90), job self-efficacy (Jiang, Hu and Wang, 2018), job performance (Haibo, Xiaoyu, Xiaoming and Zhijin, 2018) and job satisfaction (Urbanaviciute, Udayar and Rossier, 2019). Moreover, career adaptability makes important contributions to individuals' level of happiness in terms of the development of their mental health (Konstam, Celen-Demirtas, Tomek and Sweeney, 2015), emotional intelligence (Merino-Tejedor, Hontangas, and Petrides, 2018), emotional balance (Zacher, 2014), self-esteem (Duffy, 2010), psychological resilience (McIlveen et al., 2019), commitment to goal (Praskova, Creed and Hood, 2013); hope and optimism (Santillia, Nota, and Hartung, 2019), life satisfaction (Ramos and Lopez, 2018); post-trauma growth (Prescod and Zeligman, 2018), reduction of the perceived stress (Urbanaviciute, Udayar and Rossier, 2019) and social supports (Koto, Febriaty and Nasution, 2019). Finally, career adaptability has positive effects on individuals' optimism and self-efficacy in terms of their career development process (McLennan, McIlveen and Perera, 2017), career preparation (Hirschi, Niles, and Akos, 2011), career decidedness (Hirschi, 2010), career decision efficacy expectations (Guan, Capezio, Restubog, Read, Lajom and Li, 2016); career satisfaction (Ocampo, Restubog, Liwag, Wang and Petelczyc, 2018); reduction of career obstacles (Eryılmaz and Kara, 2018a), reduction of career concerns (Shin and Lee, 2019) and career success (Ocampo, Restubog, Liwag, Wang and Petelczyc, 2018).

In the information and findings mentioned above, it is emphasized that career adaptability strengthens individuals' career development as well as their spiritual development. Understanding the general logic of career adaptability, which is so important, can enrich the perspectives of career counsellors who provide career counselling. In conclusion, the general purpose of the current study is to examine the concept of career adaptability theoretically. In line with this general purpose, first research addressing career adaptability within the context of adaptive behaviours is discussed. Then, two-dimensional classification of career adaptability is presented. In addition, information is given about the research conducted on the career adapt-abilities and then the research conducted on career adaptability (career exploration and career planning dimensions) in Turkey. Finally, investigation of career adaptability in terms of career adapt-abilities is presented.

## **Evaluation of Career Adaptability in Terms of Adaptive Behaviours**

A behavioral psychological perspective, career adaption or career adaptability can be considered within the scope of adaptive behavior. Therefore, it may not be considered as a psychological structure because, in other studies (Fasbender, Wöhrmann, Wang and Klehe, 2019; Hirschi, Herrmann and Keller, 2015; Johnston, 2018; Neureiter ve Traut-Mattausch, 2017; Rudolph, Lavigne and Zacher, 2017; Skorikov, 2007; Wehrle, Kira and Klehe, 2019) exploration and plan are considered as adaptive responses (Han & Rojewski, 2015).

Johnston (2018) conducted a meta-analysis study on career adaptability. In this study, the conceptual framework involving constructs such as adaptive readiness, adaptability resources, adapting responses, adaptation results, which are included in career adaptability research, is presented. Johnston (2018) stated that career adaptability (career exploration and career planning) is addressed under the construct of adapting responses.

Career adaptability skills (concern, curiosity, control, and confidence) are defined as adaptability resources by Neureiter and Traut-Mattausch (2017). Career adaptability is conceptualized as adapting responses including career exploration and career planning. In the study findings of Neureiter and Traut-Mattausch (2017), it has been empirically proven that adaptability resources (concern, curiosity, control, and confidence) are a construct that positively affects adapting responses (career exploration and career planning).

Skorikov (2007) evaluated career adaptability as career exploration and career preparation (career determination, career plan and career confidence). Skorikov (2007) looked at the effect of career exploration and career preparation of the adaptive behaviours of adolescents. According to the study findings, adolescents' adaptive behaviours are positively affected by the increase in their career exploration and career preparation.

Hirschi, Herrmann and Keller (2015, p. 2) “Adapting, or adapting responses, denotes performing adaptive behaviours that address changing conditions. We would argue that behaviours such as career planning and career exploration represent instances of adapting because people use these behaviours to address career development tasks and changing work and career conditions”. In the study by Hirschi, Herrmann and Keller (2015), it was found that adaptability (concern, curiosity, control, and confidence) has a positive effect on adapting responses (career exploration and career planning).

According to Fasbender, Wöhrmann, Wang and Klehe (2019), individuals structure their career adaptability through both personal and social constructivism. In fact, career adaptability is a psycho-social resource related to the interpretation of and adaptation to an environment. Based on these theoretical explanations, career adaptability can be evaluated within the scope of adaptive behaviours. Fasbender, Wöhrmann, Wang and Klehe (2019) found a positive relationship between career adaptability and late career planning activity.

Rudolph, Lavigne and Zacher (2017, p. 20) “adapting responses involve adaptive behaviors and beliefs that people use to deal with career development tasks and changing work and career condition”. A meta-analysis study on career adaptability was conducted by Rudolph, Lavigne and Zacher (2017). In the study, the relationship of career adaptability with concepts such as adaptivity, adaptability resources, adapting responses and adaptation results is explained.

Wehrle, Kira and Klehe (2019) examined the career adaptability of refugees through qualitative research. While examining career adaptability, they used the concepts of adaptability resources and adapting responses. In the study findings, contextual factors for career planning, making and adjusting career plans, contextual factors for exploring, exploring the self and the environment factors were found as adaptive behaviours of refugees.

In light of the above-mentioned information and findings, career adaptability (career exploration and career planning) can be evaluated within the scope of adaptive behaviours (Fasbender, Wöhrmann, Wang and Klehe, 2019; Han & Rojewski, 2015; Hirschi, Herrmann and Keller, 2015; Johnston, 2018; Neureiter and Traut-Mattausch, 2017; Rudolph, Lavigne and Zacher, 2017; Skorikov, 2007; Wehrle, Kira and Klehe, 2019).

### **Two Dimensional Assessment of Career Adaptability**

Another approach to dimensioning of career adaptability is the approach that handles it in two dimensions. In this approach, career adaptability is classified as career exploration and career planning (Eryılmaz and Kara, 2016; Han and Rojewski, 2015; Stumpf, Colarelli, and Hartman, 1983; Zikic ve Klehe, 2006). Zikic and Klehe (2006, p. 392) stated that “the adaptation is characterized by reflection, the exploration of various career options, and by career planning” According to Zikic ve Klehe (2006, p. 394) “career planning enables individuals to develop career goals and to focus their search activities to find a job and organization in line with these goals. Yet, such planning benefits from complete, current and reliable information—and career exploration sustains the search for this information as well as hypothesis-testing about the self and environment

in order to attain or redefine one's career goals. As the two main dimensions of adaptability, exploration and planning should help job seekers to over-come difficulties of unemployment and to successfully identify suitable job opportunities, leading to increased reemployment quality”.

In addition, career adaptability was evaluated as a construct consisting of two important components by Han and Rojewski (2015). The first component, career exploration is to reveal whether individuals are consistent in their career development by recognizing themselves and the characteristics required by their profession. The second component, career planning refers to individuals' determination of goals in their career development and their efforts to achieve these goals (Han and Rojewski, 2015, p. 152). Also Stumpf, Colarelli, and Hartman (1983) career adaptability has been dimensioned as career exploration and career planning. Finally career adaptability is classified as career exploration and career planning by Eryılmaz and Kara (2016).

As a result, career adaptability was classified as career exploration and career planning in the studies described above (Eryılmaz and Kara, 2016; Han and Rojewski, 2015; Stumpf, Colarelli, and Hartman, 1983; Zikic & Klehe, 2006).

### **Examination of Career Adaptability within the Context of Career Adapt-Abilities**

Savickas (2013) defined career adaptability as the most important concept at the centre of the theory of career construction. In this theory, career adaptability is evaluated within the context of career adapt-abilities. These career adapt-abilities are classified as career concern, career curiosity, career control, and career confidence. Career concern refers to individuals' making career plans in their career development processes. Career control refers to individuals' taking responsibility in career development processes. Career curiosity is individuals' discovery of self-structures related to career development processes. Career confidence refers to individuals' having problem solving skills to cope with career barriers (Savickas, 2005). Individuals improve their career adaptability by using these four of career adapt-abilities (Savickas, 2013). In addition to these, in Table 1, psychological concepts that correspond to the dimensions of career adaptability are given (Savickas ve Porfeli, 2012).

Table 1.

*Dimensions of Career Adapt-Abilities and Corresponding Psychological Concepts*

<b>Dimensions of Career Adapt-Abilities</b>	<b>Corresponding Psychological Concepts</b>
Career Concern	Hope
Career Curiosity	Optimism
Career Control	Flexibility
Career Confidence	Self-efficacy

In addition to these, developmental tasks related to the dimensions of career adaptability are presented in Table 2 (Yeşilyaprak, 2014).

Table 2.

*Developmental Tasks related to the Dimensions of Career Adaptability*

<b>Dimension of adaptability</b>	<b>Career question</b>	<b>Attitudes and beliefs</b>	<b>Competence</b>	<b>Career problem</b>	<b>Coping behaviours</b>	<b>Relational viewpoint</b>	<b>Career intervention</b>
<b>Concern</b>	Do you have a future?	Planful	Planning	Indifference	Aware Involved Preparing	Dependent	Orientation exercises
<b>Control</b>	Who controls the future?	Decisive	Decision making	Indecision	Disciplined Wilful Assertive	Independent	Decision making training
<b>Curiosity</b>	What do you want to do in the future?	Inquisitive	Exploring	Unrealism	Experimenting Risk taking Inquiring	Interdependent	Information seeking activities
<b>Confidence</b>	Can you do it?	Efficacious	Problem solving	Inhibition	Industrious Persistent Striving	Equal	Self-esteem increasing activities

## Research on Career Adapt-Abilities in Turkey

Özdemir and Ayaz (2020) examined school counselling and guidance programs in terms of career adapt-abilities. According to the results of the study, it was observed that there were mostly activities on the curiosity dimension of career adapt-abilities in school counselling and guidance programs. This was followed by activities on concern, confidence and control dimensions.

Ayaz and Eşici (2020) evaluated the relationships between career adaptability and psychological needs and perseverance on university students. According to the results of the study, freedom, power and entertainment needs, which are sub-dimensions of psychological needs, were found to be predictors of career adaptability. In addition, it was revealed that insistence on effort from the sub-dimensions of perseverance significantly predicted career adaptability.

In the study conducted by Korkmaz and Önder (2019), the prediction of career adaptabilities in terms of life goals and hope variables was discussed. In the results of the study, the mediating effect of hope in the relationship between life goals and career adaptabilities was proven. In addition, life goals were found to significantly predict career adaptabilities

In the study conducted by Boyacı (2019), the relationships between career adaptabilities and self-esteem of pedagogical formation students were examined. In the study, it was determined that self-liking, which is one of the dimensions of self-esteem, had a positive effect on career adaptabilities. In addition, it was found that self-competence, which is one of the dimensions of self-esteem, positively explained career adaptabilities.

Sarsıkoğlu and Bacanlı (2019) examined the relationship between university students' career obstacles and career adaptability in their study. They found that career obstacles perceived by university students and gender together significantly predicted career adaptability. This finding shows that as career obstacles of university students increase, their career adaptability decreases.

A comparison research on career adaptabilities was conducted by Acar and Ulutaş (2017). In the study, senior undergraduate students in Gazi University and Mehmet Akif Ersoy University Computer Education and Instructional Technologies Departments were compared in terms of career adaptabilities. In the study, it was determined that there was no significant difference between career adaptabilities of senior students attending two different universities.

### **Research on Career Adaptability (Career Exploration and Career Planning Dimensions) in Turkey**

A psycho-education based career adaptability program was developed by Eryılmaz and Kara (2020) for psychological counsellors. This program was applied to the experimental group for 12 weeks. The quantitative and qualitative findings obtained from the study showed that the program significantly contributed to the career adaptability of psychological counsellors.

Kara, Şahin, and Başçı (2019) evaluated the career adaptability of students in the banking and finance department in terms of struggling for a goal and subjective well-being. In the study, it was seen that continuing the struggle for a goal and sticking to the goal significantly predicted career exploration and career planning. In addition, subjective well-being was found to be explaining career exploration and career planning in a significant and positive way.



In the study conducted by Eryilmaz and Kara (2018a), the relationships between pre-service teachers' career adaptability and career decision competence expectation and career obstacles were discussed. In the study, it was found that career decision competence expectation significantly predicted career adaptability. In addition, career obstacle was found to be a variable that significantly predicted career adaptability.

Eryilmaz and Kara (2018b) examined career adaptability of pre-service teachers in terms of gender and perceived control. The results of the study revealed that there is a significant and positive correlation between perceived control and career adaptability. In addition, it was determined that the female pre-service teachers had higher levels of career adaptability than the male pre-service teachers.

In the study conducted by Eryilmaz and Kara (2018c), a career adaptability model was developed for pre-service teachers. In the study, the mediating effect of career adaptability in the relationship between career desire and career adaptability was found to be 0.18. The total effect size of career desire was determined to be 0.84.

Eryilmaz and Kara (2017) compared teachers and pre-service teachers in terms of career adaptability and personality traits. According to the results of the research, career adaptability level of the teachers is higher than that of the pre-service teachers. In addition, it was found that the teachers were less neurotic than the pre-service teachers.

In the study conducted by Eryilmaz and Kara (2016), a career compatibility scale was developed. This scale is classified into two dimensions: career exploration and career planning. The construct and criterion validity and internal consistency coefficients and test-retest reliability analyzes confirmed that the scale is a valid and reliable measurement tool.

### **Discussion and Conclusion**

The general purpose of the current study is to examine the concept of career adaptability theoretically. In line with this general purpose, first research addressing career adaptability within the context of adaptive behaviours is discussed. Then, two-dimensional classification of career adaptability is presented. In addition, information is given about the research conducted on the career adapt-abilities and then the research conducted on career adaptability (career exploration and career planning dimensions) in Turkey. Finally, investigation of career adaptability in terms of career adapt-abilities is presented.

The concept of career adaptability is a relatively new concept drawing increasing attention in recent years. In this direction, the number of both international and national studies on this concept is increasingly with each day. When the international literature is reviewed, it is seen that there are both relational studies (Ocampo, Restubog, Liwag, Wang and Petelczyc, 2018; Schuesslbauer, Volmer and Göritz, 2018; Shin and Lee, 2019; Wilkins-Yel, Roach, Tracey and Yel, 2018) and experimental studies (Coolen, 2014; Koen, Klehe and Vianen, 2012). When the national literature is examined, it is seen that there are mostly relational studies (Işık, 2020; Gerçek, 2018). On the other hand, the number of experimental studies is highly limited (Eryılmaz and Kara, 2020; Kara, 2016). Thus, conducting studies on the effectiveness of career adaptability can make a remarkable contribution to the literature.

When the career adaptability literature is examined, it is seen that the concept of career adaptability is considered as "field general" and "field specific". There are two perspectives of the field general career adaptability. One of them belongs to Zikic and Klehe (2006). By Zikic and Klehe (2006), the concept of career adaptability is classified into two dimensions, called "career exploration" and "career planning". The other perspective is explained in Savickas' theory of career construction. In this theory, career adaptability is considered within the context of competences. These adaptability competences are defined as "career concern, career control, career curiosity and career confidence". Savickas (2013) states that the individual's using these adaptability competences his/her career development process improves his/her career adaptability. The above-given explanations are related to general career adaptability. On the other hand, it is important to carry out studies on specific career adaptability because the characteristics of each profession and career development processes for each profession are different from each other. In addition, the professional knowledge, skills and self-structures required for each professional group to perform their profession differ (Super, 1980). In addition to these, the number of specific career adaptability studies is highly limited. In this connection, in the study conducted by Atac, Dirik and Tetik (2018), the career adaptability of the senior undergraduate students of the Faculty of Economics and Administrative Sciences was discussed in terms of self-esteem and social support. In their study, Erus and Zeren (2017) examined pre-service teachers' career adaptability according to some demographic variables (gender, marital status and the department graduated). As a result, field-specific career adaptability studies are needed in line with the above-mentioned information and explanations.

Studies on career adaptability were also carried out on high school students (Bölükbaşı & Kırdök, 2019; Ginevra, Magnano, Lodi, Annovazzi, Camussi, Patrizi & Nota, 2018; Hirschi, 2009; Santilli, Marcionetti, Rochat, Rossier & Nota, 2017). Individuals who have not yet decided on their profession should be careful in evaluating their adaptability regarding their career. It might be functional to conduct career adaptability studies on vocational high school students. Career adaptability studies should also be carried out on university students and adults, and on people who are directed to a profession regardless of their education level.

Career adaptability and career adaptability competences are confused with each other in the literature. Career adaptability competences are important tools that increase individuals' adaptability. Eryılmaz and Kara's (2018c) model study on this subject empirically revealed the relationships between career adaptability and adaptability competences. Career adaptability can be investigated as a psycho-social construct or in terms of adaptive behaviours. It is possible to see career exploration and career planning as two important indicators of career adaptability, especially when it is evaluated in terms of adaptive behaviours and reactions (Johnston, 2018; Neureiter ve Traut-Mattausch, 2017). At this point, the fact that individuals make discoveries about themselves and their profession and have career plans can be considered as an indicator that they give adaptive reactions.

### **Recommendations**

- The theoretical explanations of the current study can be shown as an important source of information for university career centres or psychological counselling centres and experts.
- The theoretical explanations of this study show that there is a need for studies on the effectiveness of career adaptability. In this direction, experimental programs can be prepared to increase career adaptability in future studies.
- The theoretical knowledge presented in the current study emphasizes that conducting field-specific career adaptability studies will contribute to the literature. Thus, future studies can focus on field-specific career adaptability.

## About Authors

---

**First Author:** Ahmet KARA is a member of Eskisehir Osmangazi University. He works at the Faculty of Education. He is currently working at the Guidance and Psychological Counseling Department. He completed his doctorate at Eskisehir Osmangazi University and his subject is on Guidance and Psychological Counseling. He mainly works in the field of Career Adaptability.

**Second Author:** Ali ERYILMAZ is a member of Yıldız Technical University. He works at the Faculty of Education. He is currently working at the Guidance and Psychological Counseling Department. He completed his doctorate at Ankara University.

**Third Author:** Zühal ÇUBUKÇU is a member of Eskisehir Osmangazi University. She works at the Faculty of Education. She is currently working at the Educational Sciences Department. She completed his doctorate at Ankara University.

## Conflict of Interest

It has been reported by the authors that there is no conflict of interest.

## Funding

No funding was received.

## ORCID

Respectively write the ORCID of the authors, as in the example below.

Ahmet Kara  <https://orcid.org/0000-0002-1155-619X>

Ali Eryılmaz  <https://orcid.org/0000-0001-9301-5946>

Zühal Çubukçu  <https://orcid.org/0000-0002-7612-7759>

---

## References

- Acar, S., & Ulutaş, A. (2017). Bilgisayar ve öğretim teknolojileri eğitimi bölümü öğrencilerinin kariyer uyum yeteneklerini belirlemeye yönelik bir araştırma. *Journal of Human Sciences*, 14(4), 4910- 4923.
- Ataç, L. O., Dirik, D., & Tetik, H. T. (2018). Predicting career adaptability through self-esteem and social support: A research on young adults. *International Journal for Educational and Vocational Guidance*, 18(1), 45-61.
- Autin, K. L., Douglass, R. P., Duffy, R. D., England, J. W., & Allan, B. A. (2017). Subjective social status, work volition, and career adaptability: A longitudinal study. *Journal of Vocational Behavior*, 99, 1-10.
- Ayaz, A., & Eşici, H. (2020). Üniversite öğrencilerinde kariyer uyumluluğunun yordanmasında psikolojik ihtiyaçlar ve azmin rolü. *Kastamonu Eğitim Dergisi*, 28(3), 1130-1141.
- Boyacı, M. (2019). The role of self-esteem in predicting pedagogical formation students' career adaptabilities. *International Journal of Contemporary Educational Research*, 6(2), 205-214.
- Bölükbaşı, A., & Kırdök, O. (2019). Lise öğrencilerinin kariyer uyumu ve yaşam doyumu ilişkisinde gelecek yöneliminin aracı rolü. *Eğitim ve Bilim*, 44(200), 77-91.
- Coolen, M. C. A. (2014). *Enhancing career adaptability to prepare for the school to work Transition: Outcomes of an Portfolio intervention among university students*. (Unpublished master's thesis). Utrecht University, Utrecht.
- Duffy, R. D. (2010). Sense of control and career adaptability among undergraduate students. *Journal of Career Assessment*, 18, 420-430.
- Eryılmaz, A. & Kara, A. (2016). Investigation of psychometric properties of career adaptability scale. *The Online Journal of Counseling and Education*, 5(1), 29-39.
- Eryılmaz, A., & Kara, A. (2017). Comparison of teachers and pre-service teachers with respect to personality traits and career adaptability. *International Journal of Instruction*, 10(1), 85-100.
- Eryılmaz, A., & Kara, A. (2018a). Öğretmen adaylarının kariyer uyumlulukları: kariyer kararı yetkinlik beklentisi ve kariyer engelleri açısından incelenmesi. *International Online Journal of Educational Sciences*, 10(2), 235-244.
- Eryılmaz, A., & Kara, A. (2018b). Öğretmen adaylarının kariyer uyumluluklarının, cinsiyet ve algılanan kontrol açısından incelenmesi. *Is, Guc: The Journal of Industrial Relations & Human Resources*, 20(1), 43-52.
- Eryılmaz, A., & Kara, A. (2018c). Öğretmen adayları için bir kariyer uyumluluk modeli. *Erzincan Üniversitesi Eğitim Fakültesi Dergisi*, 20(2), 352-365.
- Eryılmaz, A., & Kara, A. (2020). Investigation of the effectiveness of a career adaptability program for prospective counsellors. *Curr Psychol* 39, 1260–1268.
- Erus, S. M., & Zeren, Ş. G. (2017). Öğretmen adaylarının öğretmenlik mesleğine yönelik kariyer uyumları. *Journal of Higher Education & Science/Yükseköğretim ve Bilim Dergisi*, 7(3), 657-668.
- Fasbender, U., Wöhrmann, A. M., Wang, M., & Klehe, U. C. (2019). Is the future still open? The mediating role of occupational future time perspective in the effects

- of career adaptability and aging experience on late career planning. *Journal of Vocational Behavior*, 111, 24-38.
- Fiori, M., Bollmann, G., & Rossier, J. (2015). Exploring the path through which career adaptability increases job satisfaction and lowers work stress: The role of affect. *Journal of Vocational Behavior*, 91, 113-121.
- Gerçek, M. (2018). Mesleki kaygı ve kariyer uyumluluğu arasındaki ilişkiler: Öğretmen adayları açısından bir inceleme. *Trakya Üniversitesi Sosyal Bilimler Dergisi*, 20(2), 297-312.
- Ginevra, M. C., Magnano, P., Lodi, E., Annovazzi, C., Camussi, E., Patrizi, P., & Nota, L. (2018). The role of career adaptability and courage on life satisfaction in adolescence. *Journal of Adolescence*, 62, 1-8.
- Guan, Y., Yang, W., Zhou, X., Tian, Z., & Eves, A. (2016). Predicting Chinese humanresource managers' strategic competence: Roles of identity, career variety, organizational support and career adaptability. *Journal of Vocational Behavior*, 92, 116-124.
- Han, H., & Rojewski, J. W. (2015). Gender-specific models of work-bound Korean adolescents' social supports and career adaptability on subsequent job satisfaction. *Journal of Career Development*, 42(2), 149-164.
- Haibo, Y., Xiaoyu, G., Xiaoming, Z., & Zhijin, H. (2018). Career adaptability with or without career identity: how career adaptability leads to organizational success and individual career success? *Journal of Career Assessment*, 26(4), 717-731.
- Hirschi, A. (2009). Career adaptability development in adolescence: Multiple predictors and effect on sense of power and life satisfaction. *Journal of Vocational Behavior*, 74(2), 145-155.
- Hirschi, A. (2010). Vocational interests and career goals: Development and relations to personality in middle adolescence. *Journal of Career Assessment*, 18 (3), 223-238.
- Hirschi, A., Herrmann, A., & Keller, A. C. (2015). Career adaptivity, adaptability, and adapting: A conceptual and empirical investigation. *Journal of Vocational Behavior*, 87, 1-10.
- Hirschi, A., Niles, S. G., & Akos, P. (2011). Engagement in adolescent career preparation: Social support, personality, and the development of choice decidedness and congruence. *Journal of Adolescence*, 34(1), 173-182.
- Işık, M. (2020). Kariyer uyumunun üniversite yaşam tatminine etkisinde sosyal desteğin rolü. *Bitlis Eren Üniversitesi İktisadi Ve İdari Bilimler Fakültesi Akademik İzdüşüm Dergisi*, 5(1), 21-38.
- Jiang, Z. (2017). Proactive personality and career adaptability: The role of thriving at work. *Journal of Vocational Behavior*, 98, 85-97.
- Jiang, Z., Hu, X., & Wang, Z. (2018). Career adaptability and plateaus: The moderating effects of tenure and job self-efficacy. *Journal of Vocational Behavior*, 104, 59-71.
- Johnston, C. S. (2018). A systematic review of the career adaptability literature and future outlook. *Journal of Career Assessment*, 26(1), 3-30.
- Kara, A. (2016). *Kariyer uyumluluğu programının RPD öğrencilerinin kariyer uyumluluk düzeyleri üzerindeki etkisinin incelenmesi*. (Yayınlanmamış yüksek lisans tezi). Eğitim Bilimleri Enstitüsü, Eskişehir.

- Kara, A., Şahin, C., & Başçı, E. S. (2019). Bankacılık ve finans bölümü öğrencilerinin kariyer uyumlulukları üzerinde amaç için mücadele etme ve öznel iyi oluşun açıklayıcı rolü. *Kariyer Psikolojik Danışmanlığı Dergisi*, 1(1), 83-100.
- Koen, J., Klehe, U-C., & Van Vianen, A. E. M. (2012). Training career adaptability to facilitate a successful school-to-work transition. *Journal of Vocational Behavior*, 81, 395-408.
- Konstam, V., Celen-Demirtas, S., Tomek, S., & Sweeney, K. (2015). Career adaptability and subjective well-being in unemployed emerging adults: A promising and cautionary tale. *Journal of Career Development*, 42(6), 463-477.
- Korkmaz, O., & Önder, F. C. (2019). Yaşam amaçları ile kariyer uyum yetenekleri arasındaki ilişki: umudun aracılık rolünün incelenmesi. *Eğitim ve Bilim*, 44(200), 59-76.
- Koto, M., Febriaty, H., & Nasution, S. M. A. (2019). The Effect of career adaptability and social support toward student careers self-efficacy. *International Journal of Accounting & Finance in Asia Pasific (IJAFAP)*, 2(3), 54-64.
- Maggiore, C., Johnston, C. S., Krings, F., Massoudi, K., & Rossier, J. (2013). The role of career adaptability and work conditions on general and professional well-being. *Journal of Vocational Behavior*, 83(3), 437-449.
- McLennan, B., McIlveen, P., & Perera, H. N. (2017). Pre-service teachers' self-efficacy mediates the relationship between career adaptability and career optimism. *Teaching and Teacher Education*, 63, 176-185.
- McIlveen, P., Perera, H. N., Baguley, M., van Rensburg, H., Ganguly, R., Jasman, A., & Veskova, J. (2019). Impact of teachers' career adaptability and family on professional learning. *Asia-Pacific Journal of Teacher Education*, 47(2), 103-117.
- Merino-Tejedor, E., Hontangas, P. M., & Petrides, K. V. (2018). Career adaptability mediates the effect of trait emotional intelligence on academic engagement. *Revista de Psicodidáctica*, 23(2), 77-85.
- Neureiter, M., & Traut-Mattausch, E. (2017). Two sides of the career resources coin: Career adaptability resources and the impostor phenomenon. *Journal of Vocational Behavior*, 98, 56-69.
- Ocampo, A. C. G., Restubog, S. L. D., Liwag, M. E., Wang, L., & Petelczyc, C. (2018). My spouse is my strength: Interactive effects of perceived organizational and spousal support in predicting career adaptability and career outcomes. *Journal of Vocational Behavior*, 108, 165-177.
- Özdemir, N. K., & Ayaz, A. (2020). Okul psikolojik danışma ve rehberlik programları: kariyer uyum yetenekleri açısından bir inceleme. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 35(3), 613-626.
- Praskova, A., Creed, P. A., & Hood, M. (2013). Facilitating engagement in new career goals: The moderating effects of personal resources and career actions. *International Journal for Educational and Vocational Guidance*, 13(2), 115-134.
- Prescod, D. J., & Zeligman, M. (2018). Career adaptability of trauma survivors: The moderating role of posttraumatic growth. *The Career Development Quarterly*, 66(2), 107-120.
- Ramos, K., & Lopez, F. G. (2018). Attachment security and career adaptability as predictors of subjective well-being among career transitioners. *Journal of Vocational Behavior*, 104, 72-85.

- Rossier, J., Hansenne, M., Baudin, N., & Morizot, J. (2012). Zuckerman's revised alternative five-factor model: Validation of the Zuckerman-Kuhlman-Aluja personality questionnaire in four Frenchspeaking countries. *Journal of Personality Assessment*, 94, 358-365.
- Rudolph, C. W., Lavigne, K. N., & Zacher, H. (2017). Career adaptability: A meta-analysis of relationships with measures of adaptivity, adapting responses, and adaptation results. *Journal of Vocational Behavior*, 98, 17-34. <https://doi.org/10.1016/j.jvb.2016.09.002>
- Santilli, S., Marcionetti, J., Rochat, S., Rossier, J. ve Nota, L. (2017). Career adaptability, hope, optimism, and life satisfaction in Italian and Swiss adolescents. *Journal of Career Development*, 44, 62-76.
- Santilli, S., Nota, L., & Hartung, P. J. (2019). Efficacy of a group career construction intervention with early adolescent youth. *Journal of Vocational Behavior*, 111, 49-58.
- Sarsıkoğlu, A. F., & Bacanlı, F. (2019). Üniversite öğrencilerinin kariyer engelleri ile kariyer uyumlulukları arasındaki ilişkilerin incelenmesi. *Uluslararası Türk Eğitim Bilimleri Dergisi*, 7(13), 95-113.
- Savickas, M. L. (2005). The theory and practice of career construction. S. D. Brown, & R. W. Lent (Ed), *Career development and counselling: Putting theory and research to work* içinde (s. 42-70). Hoboken: Wiley.
- Savickas, M. L. (2013). The theory and practice of career construction. S. D. Brown, & R. W. Lent (Ed), *Career development and counselling: Putting theory and research to work* içinde (s. 147-183). Hoboken: Wiley.
- Savickas, M. L., & Porfeli, E. J. (2012). Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior*, 80(3), 661-673.
- Schuesslbauer, A. F., Volmer, J., & Göritz, A. S. (2018). The goal paves the way: inspirational motivation as a predictor of career adaptability. *Journal of Career Development*, 45(5), 489-503.
- Shin, Y. J., & Lee, J. Y. (2019). Self-Focused attention and career anxiety: The mediating role of Career adaptability. *The Career Development Quarterly*, 67(2), 110-125.
- Skorikov, V. (2007). Continuity in adolescent career preparation and its effects on adjustment. *Journal of Vocational Behavior*, 70, 8-24. doi:10.1016/j.jvb.2006.04.007
- Stumpf, S. A., Colarelli, S. M., & Hartmann, K. (1983). Development of the career exploration survey (CES). *Journal of Vocational Behavior*, 22, 191-226.
- Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, 16(3), 282-298.
- Super, D. E., & Knasel, E. G. (1981). Career development in adulthood: Some theoretical problems and a possible solution. *British Journal of Guidance & Counselling*, 9, 194-201.
- Urbanaviciute, I., Udayar, S., & Rossier, J. (2019). Career adaptability and employee well-being over a two-year period: Investigating cross-lagged effects and their boundary conditions. *Journal of Vocational Behavior*, 111, 74-90.
- Yeşilyaprak, B. (2014). *Mesleki rehberlik ve kariyer danışmanlığı: Kuramdan uygulamaya*. Ankara: Pegem.



- Zacher, H. (2014). Individual difference predictors of change in career adaptability over time. *Journal of Vocational Behavior, 84*, 188-198.
- Zikic, J., & Klehe, U.-C. (2006). Job loss as a blessing in disguise: The role of career exploration and career planning in predicting reemployment quality. *Journal of Vocational Behavior, 69*, 391-409.
- Wehrle, K., Kira, M., & Klehe, U. C. (2019). Putting career construction into context: Career adaptability among refugees. *Journal of Vocational Behavior, 111*, 107-124.
- Wilkins-Yel, K. G., Roach, C. M., Tracey, T. J., & Yel, N. (2018). The effects of career adaptability on intended academic persistence: The mediating role of academic satisfaction. *Journal of Vocational Behavior, 108*, 67-77.