Using A Hope-Centered Model Of Career Development in Challenging Times

Zor Zamanlarda Umut Odaklı Kariyer Gelişimi Modelinin Kullanılması

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Abstract: This article presents the use of Hope-Centered Model of Career Development (HCMCD; Niles, Amundson, & Neault, 2010) to promote the career self-management of individuals as they encounter challenges and opportunities (both planned and unplanned) across the lifespan in a less predictable, stable world of work due to the recent global economic crises and changing employment trends. HCMCD is based on the essentiality of developing career adaptability that refers to a capacity to respond effectively to new information about oneself and/or one's changing situations and to transform these into strategic career behavior, which leads to effective and satisfying career self-management. The authors emphasize that HCMCD can reinforce individuals' need for vigilance with regard to maintaining self and occupational awareness. Accordingly, they describe the important attitudes and behaviors needed in this life-long process: a) hope, b) self-reflection, c) self-clarity, d) visioning, e) goal setting/planning, and f) implementing/adapting (Niles, Amundson & Neault, 2010). In HCMCD, hope incorporates agency thinking, pathways thinking, and goals, while self-reflection and self-clarity initiate a process to vision future career possibilities, set goals, implement plans, and adapt to new roles required. The authors describe the application of HCMCD with a case study from Turkey. They introduce and utilize The Career Flow Index (CFI; Niles, Yoon, & Amundson, 2010), which assesses degree of hope through specifically measuring the six hope-centered career development competencies. Finally, the case discussion illustrates the counseling process by explaining each competency step and offering related counseling intervention strategies according to the unique circumstances and needs of the client.

Key Words: Career development, career assessment, career counseling, hope-centered model of career development.

Öz: Zor Zamanlarda Umut Odaklı Kariyer Gelişimi Modelinin Kullanılması: Bu makale, küresel düzeyde yaşanan ekonomik kriz ve değişen çalışma koşullarının ve eğilimlerinin sonucunda bireylerin daha belirsiz bir iş dünyasında karşılaşacakları güçlükler ve planladıkları ya da planlanmadıkları fırsatlar karşısında kendi kariyerlerini yönetme süreçlerini destekleyecek bir model olan Umut Odaklı Kariyer Gelişimi Modelini (UOKGM) sunmaktadır. UOKGM, kariyer gelişimi sırasında yaşanan geçiş ve değişimlere uyum sağlama becerisinin gerekliliğine dayanır. Bireylerin hem kendileri hem de koşulları ile ilgili değişimlere ve yeni bilgilere yapıcı bir şekilde yaklaşmaları ve bunları stratejik kariyer adımlarına dönüştürmeleri, etkili bir kariyer gelişimi yönetimine olanak sağlar. UOKGM'de kişisel ve mesleki farkındalığın yaşam boyu takip edilmesinin önemi vurgulamaktadır. Bunun yanı sıra bu süreçte gerekli olan umut, kendini ortaya koyma, benlik netliği, öngörü, hedef belirleme/planlama ve uygulama/uyum sağlama gibi temel tutum ve davranışlar da açıklanmıştır Umut, bireyin kendi kariyerinin yönetimini eline alma iradesini, çok yönlü düşünme yetkinliğini ve hedeflerini biraraya getirirken, kendisini tanıma ve anlama süreci gelecekteki olası kariyer seçeneklerini belirlemesini, hedeflerini belirginleştirmesini, planlarını uygulayıp değişimlere ayak uydurmasını sağlayan bir yaşam boyu süreci başlatır. Makalede modelin uygulanışı Türkiye'den bir vaka çalışması ile anlatılmıştır. Ayrıca umut, kendini ortaya koyma, benlik netliği, öngörü, hedef belirleme/planlama ve uygulama/uyum sağlama olma üzere toplam altı temel UOKGM yetkinliği üzerinden umutluluk derecesini ölçen Kariyer Akışı Ölçeği (CFI; Niles, Yoon, & Amundson, 2010)'nin kullanımı ve yorumlanması da sunulmuştur. Vaka tartışması, danışmanlık sürecinin basamaklarını tüm yetkinliklere ve danışanın ihtiyaçlarına karşılık gelebilecek danşmanlık stratejilerine yer vererek yapılandırılmıştır.

Anahtar Sözcükler: Kariyer gelişimi, kariyer değerlendirme, kariyer psikolojik danışmanlığı, umut odaklı kariyer gelişimi modeli.

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Every worker experiences work challenges. At times, workers experience high demands during which their resources may be pushed to the limit. Conversely, workers experiencing underemployment often encounter work demands that underwhelm them. Many adults find themselves in work situations lacking long-term job security. Those seeking work opportunities often experience anxiety regarding their employment prospects. With the recent global economic crisis and its impact on long-term employment, effective work performance for employed workers is even more critical than during normal times. Many workers today struggle to manage their career effectively.

Clearly, developing strategies for negotiating various work challenges successfully becomes essential for effective career self-management. Career self-management can be defined as the capacity to cope effectively with career challenges/tasks across the lifespan. Helping adolescents develop career self-management skills is a core goal for career guidance programs (Bowers & Hatch, 2005).

Key Assumptions for Effective Career Self-management

Workers have varying degrees of readiness for coping effectively with the work challenges they encounter. Having a realistic attitude toward work and possessing the requisite skills for handling work-related challenges underlies career adaptability. Adaptability in this sense refers to the capacity to respond effectively to new information about oneself and/or one's situation and to demonstrate the ability to effectively integrate new information into one's career behavior (Niles & Harris-Bowlsbey, 2009). Thus, adaptability is a key component of effective career self-management.

Demonstrating career adaptability requires self-knowledge. For example, Super (1990) proposed that ideally occupational choices reflect the implementation of a person's self-concept into an occupational role. Super further contended that the self-concept evolves over time making career choice and adjustment continuous processes. Niles and Harris-Bowlsbey (2009) noted that not only does the self-concept evolve over time but so too does the world-of-work thereby making choosing and adjusting to the evolutionary changes in work necessary requirements for effective career self-management. These assumptions indicate the need for vigilance with regard to maintaining self and occupational awareness. Those choosing not to be vigilant in this manner place themselves at risk for encountering career development tasks for which they are not prepared (i.e., a career crisis). Accordingly,

the Hope-Centered Model of Career Development (HCMCD; Niles, Amundson, & Neault, 2010) was developed to foster the requisite self-awareness, work awareness, and career adaptability necessary for effective career self-management.

Hope-Centered Career Self-Management Competencies

The HCMCD incorporates important underlying attitudes and behaviors needed for effective career self-management. Specifically, these attitudes and behaviors include: a) hope, b) self-reflection, c) self-clarity, d) visioning, e) goal setting/planning, and f) implementing/adapting (Niles, Amundson & Neault, 2010). These competencies draw upon Bandura's (2001) "human agency theory" and Snyder's (2002) hope-focused research. Human agency relates to: self-understanding, the capacity to develop future plans and then to implement those plans, and being able to adjust one's plans based upon new environmental information. Having goals, strategies for achieving those goals, and the belief that one is able to achieve those goals constitute the essential components of hope. Collectively, human agency and hope provide the foundation for addressing career self-management challenges.

Hope. Being hopeful is essential for managing one's career development. Hopefulness relates to envisioning a meaningful goal and believing that positive outcomes are likely to occur should specific actions be taken. Having a sense of hope allows the person to consider the possibilities in any situation and propels the individual to take action. Snyder described it as "the perceived capability to derive pathways to desired goals, and motivate oneself via agency thinking to use those pathways" (2002, p. 249). Thus, there are three components to hopeful thinking: a) agency thinking, b) pathways thinking, and c) goals. These three components link with each other. For example, if one has strategies for goal achievement but does not possess agency thinking then one is not likely to persevere in the face of obstacles. Likewise, those who possess confidence that a goal can be achieved but lack strategies for goal achievement are likely to stagnate as they lack clarity with regard to taking specific actions.

Hope is also a hierarchical organized belief system (Snyder, 2002). Those possessing a sense of global hope believe that they are generally the type of person who can achieve his or her goals. Role-specific hope relates to having the belief that goals in a specific life role (e.g., worker) are typically achievable but that positive belief may be lacking in another life role (e.g., student). Goal-specific hope

involves the degree to which the person believes a specific goal (e.g., performing a song perfectly) can be achieved. Those lacking in hope across all three levels typically reflect substantial levels of despair and depression. Bolstering hope can begin wherever a person's strengths may lie. For example, strengths in the life role of parent involve many functional skills that are readily transferred across life roles. Helping a parent identify the specific functional skills she or he uses daily will help strengthen the person's sense of agency and levels of global as well as role-specific hope. Clarifying how these strengths can be translated to the worker role fosters hope within that role.

Without hope, people are not likely to take positive action in their lives. In a study of graduate students, Alexander and Onwuegbuzie (2007) found that students with higher levels of hope were less likely to procrastinate on tasks such as writing papers, studying for tests, and completing reading assignments when compared to students with lower levels of hope. This study provides a reminder of the pervasive importance of having a sense of hope in managing all aspects of career development. Hope helps people believe that they will be able to take specific steps to achieve future goals.

In discussing the relationship between hope and goal setting, Snyder (2002) contended that goals necessitating hope must fall in the middle of a probability of attainment continuum. This continuum ranges from goals for which goal attainment is certain to goals that are not possible to achieve. If the probability of attaining a goal is either 0 or 100%, then hope is irrelevant for such goals. So, goals must be meaningful and achievable but also challenging. Thus, the highest level of hope is needed for goals that offer some challenge but not too little or an excessive amount of challenge.

Having a hopeful attitude becomes a catalyst for identifying one or more goal-related action steps. When persons encounter insurmountable barriers to goal achievement, they must demonstrate personal flexibility to identify and pursue action steps around the obstacles that will allow them to achieve their goals. Personal flexibility involves the ability to change with change. That is, while specific goals may have been identified, the person also remains open to new information that may lead to either reinforcing current goals or developing new ones. Adapting to new information in this way is essential because, as noted previously, the person and the person's context evolve constantly and opportunities (both planned and unplanned) present themselves continually. Without hope, however, none of this is possible. Individuals would simply give up when encountering obstacles (and everyone encounters obstacles to their goals). Researchers have found that students low in hope tend to avoid tasks that are necessary to achieve their goals (Snyder, 2002). For example, if a person thinks she or he is likely to fail a test, then that person might delay studying for it because there is little hope that studying will lead to a successful outcome (passing the test). Thus, the three components of hope (agency thinking, pathways thinking, and goals) are cornerstones for effective career self-management.

Self-reflection. Self-reflection involves the capacity to examine one's thoughts, beliefs, behaviors, and circumstances. It requires the willingness to consider questions such as: What is important to me? What do I enjoy? What skills do I enjoy using? What skills would I like to develop? What opportunities are presented to me in my environment? What sort of lifestyle do I hope to have? How effectively am I using the talents I want to use, engaging in activities that I enjoy, and participating in activities important to me? Am I living the life I want to live? Do I have a vision for my future? The list goes on. Self-reflection involves taking a "time out" to consider one's evolving self-concept as it is embedded in a particular life context. Regular engagement in self-reflection provides a solid foundation for subsequent career planning and increases the probability that new information will be considered in career planning.

Self-clarity. Self-reflection also leads to self-clarity. In this way, self-reflection and self-clarity are linked. Self-reflection involves taking the time to ask the questions. Self-clarity occurs as persons develop answers to these key questions about themselves and their circumstances. It is a *process* because the requirement to engage in self-reflection to develop self-clarity is a task that one never completes—it is ongoing and lifelong.

With consistent effort, driven by a sense of hope, self-clarity emerges. In many ways, the process is similar to developing a photograph. That is, self-reflection is like entering the photographer's darkroom to do the work that results in a clear image (self-clarity). The ancient Greek philosopher Aristotle noted the importance of self-clarity when he emphasized the importance of "knowing thyself" to live life effectively. This advice is essential to effective career self-management. Everything starts from the foundation of self-awareness. If one has developed self-clarity, then one has developed the readiness necessary to engage in goal identification.

In the area of career development, learning more about oneself is often linked to taking a test. Taking a test can be helpful, and most career centers offer interest inventories, aptitude tests, personality

inventories, and so on. Many career assessments focus on identifying important self-characteristics (e.g., interests and aptitudes) and then comparing measured traits to those required for specific occupations. This is an important starting point in gaining self-clarity. It is, however, only a starting point.

Information from standardized tests is typically reported in percentile ranks and percentage points. Although this information is helpful as a starting point for exploring various occupational options, most of people do not think of themselves in terms of percentile rankings and percentages. More often, people seek a deeper understanding related to their developing self-clarify.

These deeper meanings relate to the *subjective experience of career development*, which essentially relates to the process by which people make meaning out of their life experiences and translate that meaning into career directions. Subjective assessment activities can help foster this deeper level of understanding. Subjective assessments include card sorts, checklists, guided imagery, focusing on occupational fantasies, etc. Both objective and subjective assessments provide useful information with regard to developing self-clarity as both dimensions of self-clarity are important for creating a hopeful vision of one's future.

Visioning, Goal setting, Implementing and Adapting. Visioning involves brainstorming future career possibilities and identifying desired future outcomes. Brainstorming focuses on quantity, rather than quality. In this instance, quantity relates to using your self-clarity to develop as many career options as possible. Once a sufficient list of options has been generated, self-clarity is once again used to identify those options that are most desirable. Options found to be desirable are then focused on for greater exploration and information gathering to develop in-depth knowledge of them and ascertain whether they continue to be desirable. From this list, specific career goals are selected.

Once goals are identified and strategies for achieving them are in place, goal implementation occurs. Implementing means taking actions that are in line with identified plans and goals. For example, if a person has engaged in self-reflection to develop self-clarity regarding possible academic majors—and then used self-clarity to envision possible majors and related occupations, established goals, and identified plans to enroll in a specific major—the next step is to enroll in that major (implementing). Career practitioners working with clients engaged in implementing often find themselves taking the role of coach (i.e., offering support, encouragement, and

guidance). This helps their clients maintain hope that they can implement their identified goals (Niles, Amundson, & Neault, 2010).

As actions are taken toward goal achievement, new information is acquired that, following self-reflection, will lead to self-clarity which will, in turn, lead to a determination as to whether the current course of action is appropriate or needs to be revised. Openness to revising goals requires "personal flexibility." Personal flexibility refers to the ability to "change with change and to be able to adapt to it, to be able to take on new roles required, and to relinquish roles that are no longer relevant" (Herr, Cramer, & Niles, 2004, p. 127). As noted previously, the dynamic interaction between the person and the environment requires vigilance about maintaining self-clarity, efforts to maintain an understanding how the evolving self informs career goals, and the flexibility to respond in an adaptive way to the change in self and/or one's work situation. Monitoring the client's degree of hope for coping with each of these tasks successfully is crucial for maintaining positive momentum (Niles, Amundson, & Neault, 2010).

Career Flow Index

The Career Flow Index (CFI; Niles, Yoon, & Amundson, 2010) assesses clients' or students' degree of hope as it relates to the hope-centered career development competencies noted above. Specifically, the CFI measures the six hope-centered career development competencies: *hope, self-reflection, self-clarity, visioning, goal setting and planning*, and *implementing and adapting* for adults ages 18 and over. The CFI measures seven constructs rather than six because *implementing* and *adapting* are different concepts, thus requiring that they be separated into two. The CFI has 28 items; sample items for each construct are as follows:

• **Hope**: I am hopeful when I consider my future.
• **Self-Reflection**: I look for the underlying patterns of my preferences.
• **Self-Clarity**: I can list at least five things that I am good at.
• **Visioning**: I often imagine possible future events in my life.
• **Goal Setting and Planning**: I set goals with a concrete timeline.
• **Implementing**: I act on what to do next to meet my goals.
• **Adapting**: I am flexible to improve my plan.

Response options are based on a four point Likert scale (1 = *definitely false* to 4 = *definitely true*).

The CFI has strong reliability and validity evidence with a sample of 382 undergraduate and graduate students at a large public university in the U.S. (Niles,

Yoon, & Amundson, 2010). Using responses from this sample resulted in a Cronbach's Alpha for total scale of .924, and the following individual scale coefficients: .827 (hope), .743 (self-reflection), .822 (self-clarity), .859 (visioning), .799 (goal setting and planning), .850 (implementing), and .814 (adapting). In addition, Niles, Yoon, and Amundson examined two types of validity evidence: evidence based on internal structure and evidence based on relations to other variables (see American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999).

A confirmatory factor analysis (CFA) was conducted to determine the internal structure using LISREL 8.12. Before conducting the CFA, the normal distribution assumption was examined using the Kolmogorov-Smirnov statistics. After that, it was used the unweighted least squares (ULS) method for the CFA, because the data turned out to be non-normally distributed. The goodness-of-fit indices confirmed that the seven factor model and the data fit

of a program or a series of sessions. Taking the CFI helps the client to identify his or her strengths and weaknesses as well as understand the HCMCD (Niles, Amundson, & Neault, 2010). Second, the CFI can be used as a developmental guide for the client during and after the sessions as the CFI manual provides concrete action items for strengthening career flow competencies. (For example, when considering action steps related to the task of *visioning*, the following direction is provided among others: "consider which life roles are most important to you and what you would like to accomplish in each of those roles within the next 5 years.") Third, the CFI can be used as an evaluation tool by measuring clients' or students' status before and after receiving career intervention. Assessment results can inform counselors and decision makers about the effectiveness of the interventions used.

Cut-off scores are prepared based on the norm group, 382 undergraduate and graduate students (see Table 1). Counselors are expected to refer to the table when interpreting clients CFI results.

Tablo 1. *Norm Scores of CFI Based on 382 Undergraduate and Graduate Students in the U.S.*

Percentiles	hope	self-reflection	self-clarity	visioning	goal setting/ planning	implementing	adapting	overall
10	2.5	2.5	2.5	2.5	2.25	2.5	2.75	2.71
25	3.0	3.0	3.0	3.0	2.75	3.0	3.0	3.0
50	3.5	3.25	3.25	3.25	3.0	3.25	3.25	3.29
75	3.75	3.75	3.75	4.0	3.5	3.5	3.75	3.57
90	4.0	4.0	4.0	4.0	3.75	4.0	4.0	3.81

almost perfectly fit: RMSEA = .0, RMR = .045, NNFI = 1.00, CFI = 1.00, and GFI = .98. Therefore, the seven-factor model of the CFI is has strong validity. Factor loadings ranged from .56 to .83.

In order to determine the relations between the CFI and other measures, the Assessment of Human Agency (AHA; Yoon, 2009), the Adult Hope Scale (AHS; Snyder et al., 1991), and the Vocational Identity (VI) scale (Holland, Daiger, & Power, 1980) were used. Pearson's correlations between the CFI and these measures were .820 (AHA), .738 (AHS), and .445 (VI). Because the CFI uses hope and human agency as central concepts, the high correlations (>.70) supports the conclusion that the CFI has very high convergent validity. In addition, the correlation coefficient between the CFI and VI can be explained as good discriminant validity, because VI is less related to CFI than AHA and AHS.

The use of CFI can be summarized as follows. First, the CFI serves as a diagnostic tool at the beginning

Application of the Hope-Centered Model of Career Development: The Case of Ceren

Background

Ceren is a 29 years old woman, who graduated in 2002 with a B.A. degree from the department of Computer Education and Educational Technology from a well-known university in Turkey. She achieved a high score on the national government job placement exam and went on to become a computer technology teacher for a relatively crowded, vocational high school in Istanbul. Although she has been working in her teaching position for 8 years, she does not really enjoy teaching. Fortunately, for the past three years she has been assuming the technological administrative duties of the school, such as designing and improving the school website and building an electronic library and grading system. She finds these new duties enjoyable as they have given her more flexibility

to organize her work setting and also to bring some innovations to her daily routine. Her satisfaction with her recent work duties has led her to consider making a transition to the private sector where she would have more opportunity to advance her status and expertise while also engaging in work that she enjoyed more than teaching. She was uncertain, however, about which specific opportunities she should pursue and how realistic such opportunities might be given her overall life responsibilities.

Ceren visited Huriye, a career counselor, to discuss her situation and to identify possible career options. After hearing about Ceren's background and concerns, Huriye reviewed the Hope-Centered Model of Career Development (HCMCD) with Ceren. Ceren noted that she thought this approach made sense and would help her address her current career concerns. In order to determine the direction and focus of the career counseling sessions, Huriye invited Ceren to take the CFI. Ceren agreed that this would also be a good idea and proceeded to complete the CFI assessment form.

Ceren's CFI results were as follows: hope (3.25), self-reflection (4), self-clarity (3.5), visioning (3), goal setting and planning (2.5), implementing (3.5), and adapting (3.75). She has relatively strong scores related to self-reflection, self-clarity, implementing, and adapting. Her lower scores are in the areas hope, visioning, and goal setting. Huriye and Ceren agreed to maximize her high competencies and strengthen her lower competencies to help her with future career planning.

In the second career counseling session, Huriye encouraged Ceren to share a little more about her experiences and thoughts regarding her career history. Ceren noted that when she applied to the university, she wanted to study in the computer engineering program. However, she was placed in an education major due to her university entrance exam score. It was a very disappointing experience for Ceren, but that was the best available option at that time and although she was placed in an education major, she still hoped to become a computer programmer. Therefore, she took some elective courses in computer programming and completed internship experiences that required her to engage in computer programming. Ceren then attempted to switch her program of study to the computer engineering program; but her teachers and advisor discouraged her due to the high competition and stringent academic requirements (i.e., the need to have a very high GPA and to have successfully completed the main introductory engineering courses). Moreover, her family was concerned that the extra time required to enroll in computer engineering courses would extend her time as a university student. The collective effect of these factors led her to decide to stay in her major with the plan of subsequently applying for computer programming jobs upon graduation.

Ceren actively sought computer programming jobs after her graduation but she also applied for teaching jobs. Ceren's husband and family members emphasized to her that teaching positions provide a secure job and stable income, while also offering substantial holiday periods. Although she was not able to secure an employment offer in the area of computer programming, eventually Ceren was offered a teaching job. Ceren had mixed feelings about whether she should accept this offer. Accepting this position would please her family members and offer her the opportunity to work in a secure job with a stable income and substantial time off. It would also, however, require her to forgo her dream of working as a computer programmer. Despite these mixed feelings, Ceren accepted the teaching position. The 2001 economic crisis in Turkey also contributed to her decision-making.

Although Ceren has remained in her teaching position since graduating from the university, she felt as though she was now at a crucial point in her career. Her more recent duties had rekindled her interest in computer programming. Yet, the same pressures resurfaced. She needed a secure job with a stable income.

Huriye started to understand the source of Ceren's relatively low feelings of hope. Both Ceren and Huriye agreed that her current lack of visioning and goal setting resulted from her series of compromises with the environment (e.g., family pressures, a sense of responsibility to her family, a challenging job market in computer programming, high levels of unemployment generally). After eight years of compromise, Ceren started to hope that her dreams might come true.

Huriye asked Ceren to think about the possibility of her desired transition into private industry. Ceren first thought of the barriers. She mentioned that her husband and family still expect her to keep her stable job. At the same time, she remembered the encouragement that some of her friends who work in the well-known private companies offered her when she shared her thoughts of making a career transition. She added that her family would not like the job because of the long office hours, over-demanding job circumstances, and low beginning salaries. She further mentioned that she lacked work experience in the private sector and outside of the education field, except for some computer programming internships she completed during her university education. Ceren felt stuck about what to do next.

Case Discussion

In Turkey, there are relatively significant numbers

of women in the technology field, especially computer related occupations, when compared to other developed countries (Ecevit, Gunduz-Hosgor, & Tokluoglu, 2003). The case of Ceren reflects some common patterns in the choices of many such women in Turkey (i.e., preferring government or more stable and flexible jobs, taking less risk about work compared to men). Thus, using the HCMCD with Ceren requires that both she and her counselor consider how Ceren's context influences her career choices.

Hope. In Ceren's case, systemic circumstances (e.g., national exams, the feasibility of changing her major) and social context (i.e., her marriage, family suggestions, the implications of the economic crises on the employment atmosphere) seem to be significant influences in her career choices. Ceren's career history reflects a tendency to lack hope that she can address these challenges in such a way as to allow for career options other than teaching. Although these factors are challenging to deal with, Ceren can raise her hope by engaging in an exploration and recognition of the resources she has drawn upon in the past. She can revisit the times when she encountered challenges and overcame them. For example, despite the fact that she was not placed in her preferred university major, she managed to connect to the computer sciences field in ways that went beyond the requirements of her department and even allowed her to gain related internship experiences. In these instances, she exemplified the basic ingredients for hopeful thinking (goals, pathways thinking, and agency thinking). She can also recognize that her high quality and innovative teaching practices brought new opportunities for her within her current job context. Helping Ceren to understand how she has used hope in the past to overcome challenges may help her master a sense of hope for her current challenge.

Self-reflection and self-clarity. Engaging in self-reflection will be another crucial process for Ceren. Although she had a relatively high self-reflection score on the CFI, Ceren will need to be clear about her interests, values, and skills as she seeks to identify new career options. She currently wonders how to use the information she has acquired from her current work experience. Such wondering suggests the need for time spent in self-reflection to acquire self-clarity. Based on this, Ceren could benefit from keeping a journal in which she reflects upon the times that she had the greatest satisfaction and happiness in her life and work (especially within her recent past). This information can then be used as a springboard for clarifying specifically what she was doing in those moments. The goal of these activities is to increase self-clarity and hope. This type of activity can help Ceren clarify what she is passionate about and what gives her true joy. She will also need to look at her patterns of interaction with people around her and what she would like to change. These reflections will facilitate Ceren's self-clarity so that she can identify more specific lists of activities, skills, and values.

Visioning. Ceren can then be encouraged to use her hope and self-clarity to vision future possibilities for herself. For example, she can explore how to transfer her interests and skills from the field of education to educational software development. She can then gather information about opportunities that are consistent with her vision. Information interviewing, for instance, may help her clarify her vision and strengthen her hope regarding potential options that incorporate her interests and skills. Moreover, if she decides to keep following her family's suggestions, she can do a much more detailed exploration of different companies and work settings, this time striving to identify opportunities that offer more flexibility and security, while giving her an opportunity for advancement. With the help of clarified interests, values, and skills, as well as various work setting circumstances, she can develop future scenarios of her desired career and life context.

Goal setting and planning. After developing a vision, Ceren will be ready to engage in goal setting. She may, for example, decide to engage in searching and applying for jobs, exploring the work settings of other people from her field of study or related fields by using her network or the alumni network of her university, taking additional training for specific job positions, and planning self-learning schedules. Because Ceren has encountered obstacles previously at a similar point in her career, it will be important to monitor Ceren's level of hope. Setting daily and weekly goals, which are reasonable and have a good probability for success, will help Ceren sustain hope as she implements her plans.

Implementing and adapting. As she implements these goals and learns to evaluate and monitor her progress, she will gain a greater sense of hope and control related to her career development. She will slowly but confidently adapt to the natural flow of opportunities and challenges that come her way, and rather than stopping or moving backward, she will have a strengthened set of tools to adjust her plans and actions in her career development.

Conclusion

Using a hope-centered approach to career development creates positive momentum in the career self-management process. Given the fact that most people encounter frequent challenges in their career

development, such an approach can be particularly useful in the current context. Moreover, once these hope-centered competencies are developed they become useful across the lifespan as work situations evolve and employment opportunities vacillate with the global economic conditions. This approach can be effectively applied in Turkey, where a young population with an average age of 28 strives to manage their careers in a very competitive educational system and labor market. As the impacts of recent modifications in the educational test system, growing privatization, and changing employment trends (i.e., more short-term, unstable jobs, more frequent career transitions) become more visible, it is essential to incorporate career adaptability and effective career self-management skills in career counseling interventions, as well as in school guidance and counseling, school-to-work transition, and college counseling programs. Developing hope-centered career development competencies can provide a proactive and preventative action plan for the individuals in a country like Turkey that is going through significant transformations.

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