

Career Construction Counseling to Increase Career Adaptability of Undergraduate Students

Yohanes Yohanes*, Mungin Eddy Wibowo, Edy Purwanto, Sunawan Sunawan

Universitas Negeri Semarang, Indonesia
*Corresponding Author: joepapu1969@gmail.com

Abstract. The rapidly changing world of work as the result of globalization in the industrial era 4.0 causes college graduates to feel anxious, insecure, and filled with feelings of uncertainty in determining career choices. Jobs are not guaranteed availability. There is now, tomorrow is gone, so it is difficult to predict whether today's jobs will be secure in the future. The era of disruption makes it difficult for individuals to control their own career destiny. Students need information and a comprehensive picture of themselves and the world of work they will be living in so that they are able to make the right career decisions. The career construction counseling model is considered a career counseling model that is very appropriate in dealing with the world of work in the 21st century or the disruption era. The purpose of this study is to explain how the effectiveness of career counseling career construction counseling model can help students to increase career adaptability so that they can immediately get the desired job after graduation, graduating on time, and be able to adapt in various changes that occur in the world of work when they have worked. This research uses literature studies research method. In this research data collection is carried out by studying and analyzing international journals and books that are considered relevant to the research. The results showed that career construction counseling effective in increasing career adaptability as well as to reduce anxiety, doubt, and uncertainty in career choice.

Key words: Career Construction Counseling, Career Adaptability, Disruption Era

How to Cite: Yohanes, Y., Wibowo, M.E., Purwanto, E., Sunawan, S. (2022). Career Construction Counseling to Increase Career Adaptability in Undergraduate Student. *ISSET: International Conference on Science, Education and Technology* (2022), 927-932.

INTRODUCTION

Career is an important thing in human life. Success or failure in a career greatly influences other aspects of an individual's life because it is from the career that the individual finds the meaning of his life. Success in a career will allow a person to develop optimally. Work affects person in all aspect of his life, including physically and mentally (Nathan & Hill, 2012). Several qualitative studies suggest that individuals who are very happy with their jobs will be loyal in carrying out their interests, demonstrate broad personal competencies and strengths, and function in a work environment characterized by freedom, challenge, meaning, and a positive social atmosphere (Gladding, 2003). 2015).

Every individual need career understanding and preparation so that individual is able to compete in getting the job they want and can maintain their career continuity despite facing various transitions and changes. Failure to understand and prepare for a career causes a person to have difficulty making career choices which ultimately makes him feel insecure, full of uncertainty, and fail to compete for the desired job (Obi, 2015). Rapid and radical industrial changes have a direct effect on the security and

job stability of workers and job seekers. Working condition in the 21st century (disruption era) is very dynamic, making workers feel insecure about their jobs. There is currently no guarantee that the job that the worker is currently in will continue to exist in a company or industry. On the other hand, many types of new jobs have emerged as a form of changing new business models. These new jobs are often not mastered or even understood by previous workers (Ronald, 2017). This has caused a lot of concern for many workers because they feel that one day their job may be replaced by a new job which eventually makes them have to leave the company because they do not have the ability to adapt to the new job. On the other hand, for prospective workers such as students, this condition makes them doubt whether after graduating the field of expertise they learn is still needed by the world of work or whether the field still provides a promising career as they know when choosing a major in college.

In the era of disruption, this condition makes it increasingly difficult for college graduates to choose suitable jobs because many of the types of skills they learn during college are no longer relevant to the demands of the job when they

graduate or have shifted their focus because they have been replaced by new technology. According to Savickas (2012) the process of determining work and constructing a career in the 21st century is often the cause of the emergence of inferiority, anxiety, and insecurity.

Students need information and a comprehensive picture of themselves and the world of work they will be living in so that they can make effective career decisions. Therefore, students need a counseling model that can help them to have high career adaptability.

The career construction counseling model is a career counseling model that is considered very suitable for students to improve career adaptability so that they are ready to compete in the world of work and can have a sustainable career. Career adaptability is a personal quality that includes perspectives and ways of thinking, behavior tendencies and individual actions to always be ready to face changes and developments, both predictable and unpredicted, in preparing for and participating in work roles. With these qualities, individuals can make the planning and changes needed to build, maintain, or change their career choices. Here the interaction between the individual and his environment becomes a context that always colors a person's career development according to the development and the real situation he faces. This interaction will form adaptability that produces attitudes, beliefs and competencies that allow individuals to display appropriate development at each stage of career development (Savickas, 2013).

Interdisciplinary studies provide evidence and the effects of career development on adolescent well-being and development. American studies also indicate that career adaptability is a sign of achieving success in adolescents which is directly related to positive adolescent development (Gore, Kadish & Aseltine, 2003; Skorikof, 2007b; Skorikof & Vondracek, 2007; in Gunawan, 2014). These developments are related, among others, to a positive career orientation and better career

preparation. It has been proven that it can prevent behavioral problems and improve well-being and reduce problems in the future.

The purpose of this study is to explain the effectiveness of career counseling career construction counseling model in helping students to improve career adaptability so that they can immediately get the desired job after completing their studies and be able to adapt to various changes that occur. By understanding of the effectiveness of career construction counseling for students, it is hoped that students will not experience inferiority, anxiety, and insecurity in determining their career choices.

Career Adaptability

Career adaptability is the main construct in career construction counseling (Savickas, 2013). It refers to readiness to cope with predictable tasks when preparing and participating in work roles. In addition, career adaptability is also an adjustment to situations and conditions that are not predictable due to changes and working conditions. Adaptability means the quality to be able to change without significant difficulties and adjust to changing conditions or new conditions. It can be said that career adaptability produces attitudes, beliefs and competencies so that each adaptive behavior will strengthen and develop the individual's ability to remain adjusting to any situation (Hartung et al., 2008).

Career adaptability can functionally be divided into four general dimensions: concern, control, curiosity (*curiosity*) and confidence (*confidence*). The four dimensions describe common adaptive sources and strategies that individuals use to manage critical tasks, transitions (changes), and obstacles when constructing their careers (Brown & Lent, 2013). According to Savickas there are three levels of construct in career adaptability, namely the dimensional state of career adaptability, the level of affection which is the attitude and value of career adaptability, and the coping level of career adaptability behavior, as seen in table 1.1.

Table 1. Dimension of Career Adaptability

Career Construction Theory and Practice. In Brown & Lent (Ed.), *Career Development and Counseling* (2nd Ed.; p.158). New Jersey: John Wiley & Sons, Inc.)

Dimensions of Career Adaptability	Attitudes and Values	Competence	Coping Behavior	Career Issues
Concern	Full of planning	Plan Making Decisions	Realize Involved Prepare Assertiveness	Career indifference
Control	Determining beliefs	Making Decisions	Discipline Full of motivation Dare to try to take risks	Confusion of choosing a career
Curiosity	Showing curiosity	Explore	Question Persistence	Unrealistic attitude towards career
Confidence	Feeling capable, Feeling effective	Solve problems	Full of energy Productive	Career barriers

(Source: Adapted from Savickas (2013))

Career Construction Counseling

Savickas (2011) developed a manual for the implementation of career construction counseling called the Career Construction Interview (CCI). CCI is narrative-based career counseling. The use of narrative in career counseling provides security in the dialogue process for clients in developing stories about problems (deconstruct) and steps for improvement or change (reconstruct). Through narrative counseling, counselors can encourage individuals to open up and talk about their problems through stories, then in detail ask about the impact of the problems faced by the client on their lives (Payne, 2006). Counselors who will conduct career construction counseling must master three important elements, namely: building relationships, reflecting, and encouraging individuals to interpret their experiences (Savickas, 2015).

CCI is an interview guide consisting of five topics, namely: (1) role models; (2) Favorite television programs, websites, or magazines and why they like them; (3) Most favorite stories; (4) Favorite words or life mottos; and (5) Recall all the stories at the beginning and choose which story has the most influence. The first topic aims to help the client construct and self-conception. The second topic is aimed at helping clients identify the types of environments and activities that interest them. On the topic of a favorite story, the client will understand a story or cultural script that can enable the client to imagine the outcome of the transition. The topic

of favorite words raises the story of the advice given to him. On the last topic, the client will bring up a story that can help him understand his perspective in seeing the problem.

In addition to using stories, career construction counseling can be carried out using pictures (Taylor & Savickas, 2016). In the use of images, the steps that must be taken are as follows: (1) The first step, the client is asked to make a picture that tells the problem he is currently facing; (2) Next the client is asked to draw the results he wants in life if it turns out that the problem he is experiencing has been solved; and (3) the third step, the client is asked to make a picture of the concrete steps he will take to solve the problem towards the desired result.

METHODS

This research uses literature studies research methods. Literature studies can be interpreted as a series of activities related to library data collection methods, reading, and recording and processing research materials. In this research data collection is carried out by exploring and studying national and international journals, books and data sources that are considered relevant to the research or study to be analyzed and then presented in the results and discussions so that a conclusion can be made.

RESULTS AND DISCUSSION

Based on various research and expert explanations contained in several research results, career construction counseling with a

narrative approach that adheres to the life design paradigm has proven to be able to help clients in building careers, in the preparation stage to enter the world of work or for workers who already working. Research conducted by Obi (Obi, 2015) proves that career construction counseling is effective in reducing individual difficulties in making decisions, anxiety, uncertainty, and insecurity related to their career choices. In the context of career choice, career construction counseling has also been shown to increase an individual's ability to reflect on his or her past and present conditions (reflection) and be able to plan and design real actions to realize the desires or life goals to be achieved in the future (Maree, 2003). 2016). This makes career construction counseling a useful way or method to achieve subjective well-being (Hartung, 2016).

Career guidance programs have a positive impact on students' knowledge of work and knowledge of the requirements needed to work. Del Corso and Rehfuß (del Corso & Rehfuß, 2011), revealed that the narrative approach in career construction counseling can contribute to facilitating the development of career adaptability. The results of another study conducted by Di Fabio (di Fabio & Maree, 2012) also proves that the use of group-based life design counseling based on the basic framework of a narrative approach is effective to increase career confidence which is one dimension of career adaptability. Other studies have proven that career adaptability has a high contribution to work engagement (Nilforooshan & Salimi, 2016) in workers and completeness in completing assignments for students (Wilkins-Yel et al., 2018).

The effectiveness of career construction counseling in education is also evident from the results of several studies. In a study conducted by Santili, Nota, and Hartung on students in Trinidad and Tobago, it was proven that career construction counseling with MCS (My Career Story) intervention is an effective instrument in improving career adaptability and matters related to designing life goals for adolescents (Santilli, Nota, & Hartung, 2018). Similar research conducted by Hadi, Abedi, & Nilforooshan on career adaptability counseling shows that career construction counseling that focuses on career adaptability is an effective method to increase the impact of engagement and academic achievement or performance (Hadi, Abedi, & Nilforooshan, 2020).

The number of longitudinal studies were

conducted by Creed, Mueller, & Patton, 2003; Germijs & Verschueren, 2007; Neuenschwander & Garrett, 2008; Patton, Creed, & Mueller, 2002 (Gunawan, 2014) show that adolescents with higher career adaptability in terms of decision making, planning, exploration or self-confidence will be more successful in dealing with job transitions. The results of these studies indicate that preparing for the future in terms of a career is considered a major developmental task in adolescents.

The effectiveness of life design-based career construction counseling has been proven by many researchers. However, the model used is generally individual counseling. There are still very few studies to test the effectiveness of career construction counseling in group counseling (di Fabio, 2016; di Fabio & Maree, 2012). Therefore, it is very necessary to conduct further research in the form of group counseling. In addition, career construction counseling is mostly used to provide counseling to adults or individuals who are already working. Research aimed at teenagers or individuals who are preparing to enter the world is still very much needed considering that the construct of career adaptability is part of the theory of career development that must be carried out by adolescents.

Regarding the various changes in the era of disruption and the benefits of providing career counseling for students, the availability of career counseling at the tertiary level is very much needed. Career counseling activities should not only be left to the Academic Advisor lecturer, especially if the lecturer in charge does not have a counseling skill and competency. This is the time for universities to provide professional career counseling so that the unemployment rate for college graduates is decreasing and student can graduate on time.

CONCLUSION

From the various descriptions above, it can be concluded that career adaptability greatly determines the quality of students in preparing themselves to enter the world of work. Career adaptability can be improved by conducting career construction counseling, because through this career counseling model individuals are given various assistances to understand themselves and matters related to careers. Several studies have proven that career construction counseling is proven to be able to increase career adaptability in terms of making

career choices, confidence about the career to be pursued, awareness of the need to prepare for a career, and being proactive in exploring and finding various career information.

REFERENCES

- Brown, Steven D., & Lent, Robert W. (Ed.) (2013). *Career Development and Counseling (Second Edition)*. New Jersey: John Wiley & Sons, Inc.
- Del Corso, Jennifer & Reh fuss, Mark C. (2011). The Role of Narrative in Career Construction Theory. *Jurnal of Vocational Behavior*, Vol. 79, 2011, 334-339.
- Cahyawulan, Wening. (2017). Konseling Karier Life Design: Analisis Konten Jurnal The Career Development Quarterly Tahun 2016. *Proceeding Seminar dan Lokakarya Nasional Revitalisasi Laboratorium dan Jurnal Ilmiah dalam Implementasi Kurikulum Bimbingan dan Konseling Berbasis KKNI*, 4-6 Agustus 2017, 282-290.
- di Fabio, A. (2016). Life Design and Career Counseling Innovative Outcomes. *Career Development Quarterly*, 64(1): 35-48. <https://doi.org/10.1002/cdq.12039>
- di Fabio, A., & Maree, J. G. (2012). Group-based Life Design Counseling in an Italian context. *Journal of Vocational Behavior*, 80(1):100-107. <https://doi.org/10.1016/j.jvb.2011.06.001>
- Gibson, Robert L., & Mitchell, Marianne H. (terjemahan: Yudi Santoso). (2011). *Bimbingan dan Konseling*. Yogyakarta: Pustaka Pelajar.
- Gladding, Samuel T. (terjemahan: Winarno & Lilian Y.). (2015). *Konseling: Profesi yang Menyeluruh. Edisi Keenam*. Jakarta: PT. Indeks.
- Gunawan, William. (2014). Adaptabilitas Karier: Strategi Menghadapi AFTA dan Memanfaatkan Bonus Demografi. *Jurnal NOETIC Psychology*, 4(2): 110-126.
- Hartung, Paul J. (2016). Introduction to the Special Issue: Advancing Career Intervention for Life Design. *The Career Development Quarterly*, 65(1): 2-3.
- Hartung, P. J., Porfeli, E. J., & Vondracek, F. W. (2008). Career Adaptability in Childhood. *The Career Development Quarterly*, Vol. 57, No. 1, Sept 2008.
- Hoyt, K.B., Wickwire, P.N. (2001). Knowledge-Information-Service Era Change in Work and Education and the Changing Role of the School Counselor in Career Education. *The Career Development Quarterly*, Vol. 49, No. 3, March 2001.
- Maree, Kobus. (2017). *Psychology of Career Adaptability, Employability and Resilience*. Switzerland: Springer International Publishing AG.
- McLeod, John. (2013). *An Introduction to Counselling. Fifth Edition*. Berkshire: McGraw-Hill Education.
- Nathan, Robert., & Hill, Linda. (Terjemahan: Helly P. Soetjipto & Sri M. Soetjipto). (2012). *Konseling Karier (Cetakan I)*. Yogyakarta: Pustaka Pelajar
- Nilforooshan, P., & Salimi, S. (2016). Career adaptability as a mediator between personality and career engagement. *Journal of Vocational Behavior*, 94: 1-10. <https://doi.org/10.1016/j.jvb.2016.02.010>
- Obi, Osorochi Patricia. (2015). Constructionist Career Counseling of Undergraduate Students: An Experimental Evaluation. *Journal of Vocational Behavior*, Vol. 88, 2015: 215-219
- Payne, M. (2006). *Narrative Therapy (2nd Ed.)*. London: Sage
- Ronald, Wan (2017). Pekerjaan Apa yang akan Hilang 2030? *Kompas*, 4 Desember 2017
- Santilli, S., Nota, L., & Hartung, P. J. (2019). Efficacy of a group career construction intervention with early adolescent youth. *Journal of Vocational Behavior*, 111(February 2018): 49-58. <https://doi.org/10.1016/j.jvb.2018.06.007>
- Savickas, Mark L., Nota, Laura., Rossier, Jerome., Dauwalder, Jean-Pierra., Duarte, Maria Eduarda., Guichard, Jean., Soresi, Salvatore, et al. (2009). Life Designing: A Paradigm for Career Construction in the 21st Century. *Journal of Vocational Behavior*, Vol. 75, 2009: 239-250
- Savickas, Mark L. (2012). Life Design: A Paradigm for Career Intervention in the 21st Century. *Journal of Counseling and Development*, Vol. 90, Jan 2012: 13-18
- Savickas, Mark L., Nota, Laura., Rossier, Jerome., Dauwalder, Jean-Pierra., Duarte, Maria Eduarda., Guichard, Jean., Soresi, Salvatore, et all (2009). Life Designing: A Paradigm for Career Construction in the 21st Century. *Journal of Vocational Behavior*, Vol. 75, 2009: 239-250
- Savickas, Mark L., (2015). *Life Design Counseling Manual*. Rootstown, OH: Author
- Savickas, Mark L. (2016). Reflection and

- Reflexivity During Life-Design
Intervention: Comments on Career
Construction Counseling. *Jurnal of Vocational Behavior*, Vol. 97, 2016: 84-89
- Taylor, Jeannine M. & Savickas, Suzanne. (2016). Narrative Career Counseling: My Career Story and Pictorial Narratives. *Jurnal of Vocational Behavior*, Vol. 97, 2016: 68-77
- Wibowo, Mungin Eddy. (2019). *Konselor Profesional Abad 21*. Semarang: Unnes Press
- Wilkins-Yel, K. G., Roach, C. M. L., Tracey, T. J. G., & Yel, N. (2018). The effects of career adaptability on intended academic persistence: The mediating role of academic satisfaction. *Journal of Vocational Behavior*, 108 (November 2016): 67–77. <https://doi.org/10.1016/j.jvb.2018.06.006>