

**TRANSITION
FROM THE WORLD OF EDUCATION
TO THE WORLD OF WORK**

Comenius 3 Network

School and Business – Making Transition Work

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Chapter 1

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THEORY INTO PRACTICE OF SCHOOL TO WORK TRANSITION: PROMISES AND CHALLENGES FOR TRANSNATIONAL VOCATIONAL COUNSELING

In an international context it is necessary to reach a consensus regarding the strategy that defines the practice of transnational vocational counseling and school to work transition, in order to meet the youth's needs. There are four essential issues that will be summarized within this article (1) the rationale for shifting the processes of school to work transition and vocational counseling from the state level to the transnational one, (2) theoretical and empirical research that could be done in order to hasten the process, (3) activities that have been usually done to implement the idea of transnational counseling supporting the school to work transition, and (4) problems that have not been, but should be touched.

NEW CONTEXTS AND RATIONALES FOR SCHOOL TO WORK TRANSITION

There are several objective causes, which are the rationale for pushing forward the idea of transnational counseling. We presently face significant structural changes on the labor market that include such phenomena as globalization, changes in the definition of work, substitution of qualifications by competencies and the development of "boundary-less" careers. Such changes lead work in less known directions, such as economic transnationalization and globalization of labor markets and professions (Arthur, Rosseau, 1996).

Globalization is a notion that simultaneously encompasses many phenomena. One of them is *transnationalization*, i.e. a phenomenon that in econo-

my is associated with the development of global, multinational and international organizations. The basic feature of transnationalization (Herriot, 1992) is its transcending the borders established by national and local organizational cultures, while preserving their specificity and local elasticity. Transnationalization is the most characteristic feature of globalization. It is associated with the development of global, multinational and international organizations, which (Herriot, 1992) transcend the frontiers and boundaries set by national cultures and local organizational cultures (while preserving their specific character and local flexibility). The process triggers significant changes in such phenomena as mobility of labor force (Arnold, 1997); professional mobility (Arthur et al., 1999); pathways leading from the educational market to labor market (Szymanski, 1997; OECD, 1999); psychological development of one's identity and definition of adulthood (Arnett, 2000).

Nowadays - especially in Europe - we observe transnationalization through the blurring of such boundaries and frontiers, as geographical, national, cultural, temporal and spatial ones. Transnationalization of labor market is characterized by a tendency towards planning and implementing professional careers not only within the confines of national economies, but also in the trans-border, international and intercultural context (Bell, 1990). Transnationalization of labor markets is followed by significant changes in:

- Educational mobility, what is manifested among others as an increased scholarization index in secondary level education;
- Professional mobility (transition);
- Pathways of transition from the educational to labor market;
- Psychological development of one's identity and of defining adulthood;
- Blurring of all boundaries (geographical, national, cultural, temporal and spatial).

Labor force transcends national borders in ways that are undesirable, i.e. as political refugees (Amudson, 1997; Franzen, 1997), but also in politically supported ways, both at the level of national policies of particular nations and encouraged by such supranational bodies as OECD or European Union Commissions. *Transnational and cross-cultural* mobility is presently positively perceived in the European Union, especially in reference to the young. The "White Paper" (1996) of the European Commission concerning a cognitive society postulates two basic prerequisites for each individual so that he could be responsible for his profile of professional qualifications; one of them is the access to knowledge that would include all opportunities resulting from mobility. The development of *The European Employment Strategy* (1999a), commissioned by the European Council as a form of controlling unemploy-

ment among the young in Europe is based on the premise of integrating the *educational policy directed towards the young and employment* in three spheres: national, international and European. Here lies the key to the so-called "European identity" and to better planning and implementing individual careers. Among other tangible activities, the memorandum suggests the following (Ertelt, 2003):

- Exchange programs and training abroad for the youth,
- Across-the-border exchange programs for the youth,
- Increasing the language training component in vocational education as a basic element of new transcultural competencies (European identity),
- Providing information on study and work opportunities in Europe,
- Formation and extension of transnational counseling services,
- Creation of mental mobility,
- Development and implementation of transnational research projects that would allow for improving the quality of counseling at the national and European level,
- Development of a joint curriculum of a professional career counselor whose activities would be of European dimensions.

The European integration presents a series of premises and challenges to career counseling in transnational dimension (Vorbeck, 1999; Jenschke, 2003). These challenges are associated with such questions as: How to shape the pathways of transition from school education to a labor market? What conditions are needed for an effective transition of the young to a labor market? Which cognitive, affective and behavioral reactions that are produced in the clash between cultures have a development-favoring character, and which need particular attention in the emerging transnational counseling? What are the tasks and possibilities for shaping a specialist profile that would meet the needs of transnational counseling? How to reconcile counseling at national and supranational level?

And thus, *multiculturalism* has become a fact that places in the agenda the issue of integration not only in its social and political aspect (Bimrose, 1993; Sue et al., 1996; Egan, 1998), but also in educational, information and counseling-associated aspects (Sue et al., 1999; Vondracek, Foaud, 1994; Spokane et al., 2003). Information and counseling that would transcend borders, be supranational and cross-cultural, are needed by individual citizens and companies (mostly small and medium-sized businesses). In the context of career counseling, what is necessary is that *cultural versatility* does not constitute a problem and hindrance in access to labor market, but rather a positive developmental value that constructs a new *professional competence* (Sue, 1998). Multiculturalism may be traditionally viewed as a problem and a threat to equali-

ty, but it may be also perceived positively (in a modern way) as a *pool of abilities associated with versatility* (Reid, 1999), which forms a new type of professional competencies (Bańka, 2003b; Sue, 1998; Sue et al., 1998).

Transnational mobility of young people is the focus of attention of national and international bodies for the reason that a significant change has occurred in the transition of the youth from schools to labor markets (Communication from the Commission, 2001; Commission White Paper, 2001). The White Paper "A new impetus for European Youth" (2001) strictly states that "...combining study, work and leisure activities with informal, non-formal learning experiences, could enhance the quality and effectiveness of education and training and make them more appealing to young people". Generally, these changes include:

- An increase in the index illustrating the participation of the youth in initial education (in high and university level schools),
- A small percentage of unemployed young people in comparison to the general, professionally active population;
- An increase of the unemployment index among young adults;
- A deteriorating situation of the youth on the labor market (the unemployment index among the young is not an indicator of their situation on the labor market; what is important here is the percentage of young people who do not study and are unemployed);
- An increase in hiring the young to perform jobs that require low qualifications, offer low pay and provide low assurance of continuing employment;
- An extension of the transition process to the labor market;
- Differentiation of transition pathways to the labor market with respect to prestige,
- Types of contacts with a future professional environment (in-house training in the course of schooling, junior positions after graduation, part-time jobs, seasonal jobs);
- And finally a tendency towards forming a greater number of ties between vocational and third-level education (professional higher education of a university or non-university type).

Within the European Union, transnationalization leads to cultural migration (Pawlik, d'Ydevalle, 1996), international collaboration in research projects (Arnett, 2002) and in social policy setting (Hermans et al., 1998; Lunt, Poortinga, 1996). Labor force and political refugees cross the borders between particular countries in a desirable and undesirable manner (Franzen, 1997).

Thus, some countries only attempt to adapt themselves to the influx, professing of necessity a policy of assimilation for the émigrés, among others via their professional adaptation to a given labor market (Amudson, 1997). In their official documents, the European Union countries have started implementing a positive social policy that on the one hand promotes the preparation of the citizens to the demands imposed by trans-border labor markets, and on the other hand urging the youth to participate in the international education and labor market (Socrates Programme, 2000; Leonardo da Vinci Programme, 1999; Young Programme, 2000). Under the latter policy, national solutions take into consideration the prospect of international, as well as intercultural collaboration and integration (Bańka, 1997), working on the premise that the construction of a "Great China Wall" is harmful both from the viewpoint of competitiveness of the European economy (Communication from the Commission, 1997), and from the standpoint of national interests development of an individual (Bandura, 2002).

	BEHAVIORAL	MENTAL
Mobility mechanisms	I - Development II - Modernization	I - Assimilation II - Adaptation III - Acculturation
Mental effects of mobility	I - In the cognitive sphere: <ul style="list-style-type: none"> • evolutionary, foreseeable sublimation of thou, perception and valuation patterns • tendency towards better valuation of one's reference systems II - In the emotional sphere: <ul style="list-style-type: none"> • a gradual restriction of defense • an increased acceptance and sense of pleasure associated with versatility III - In the behavioral sphere: <ul style="list-style-type: none"> • sublimation of one's life style • a steady increase of ability within one's standard • concentration on inner problems. 	I - In the cognitive sphere: <ul style="list-style-type: none"> • transgression of thought patterns, schematic patterns, scripts and systems of values. II - In the emotional sphere: <ul style="list-style-type: none"> • emotional disturbances resulting from rapid changes and conflicts. III - In the activity sphere: <ul style="list-style-type: none"> • replacement of one's style of acting with alien patterns, better suited to global requirements • concentrating on external patterns and reference systems.

FIGURE 1. Causes, mechanisms and effects of mobility in the globalization era.

In all OECD countries, educational pathways that lead to a labor market are:

1. More and more extensively treated by the young as various ways to "wait out" and prolong their status of "vagueness" (neither a worker, nor an unemployed person). The real world of work with job stress, downsizing, and decreasing number of good jobs is the reality faced by people in STW (Ryan, 1996).
2. Less and less transparent, difficult to define and plan. The majority of young people, before they find their first permanent job, have already experienced part-time jobs, casual or vacation jobs, or jobs performed as training in the course of schooling or as junior workers upon graduation (OECD, 1999).

A prolonged period of transition from school to professional life (Arnett, 2000) has its advantages and disadvantages: On the one hand, a longer period devoted to searching for a permanent job allows one for a better preparation to the requirements posed by the labor market in the course of school education and, conversely, for achieving a better match between the labor market policy and vocational training. A longer pathway of transition to a labor market means a higher level and a better quality of education (providing the basic second and third level education is not implemented in a too narrow and inflexible way).

With this view in mind, all the important European bodies perceive the supranational context as the most important element of the strategy aiming at increasing the effectiveness of transition from the vocational school system to a labor market. Within the past 20 years, profound changes have occurred in the roads of transition from the school education to the labor market. The relatively common phenomenon of olden days with the majority of young people taking up a job immediately upon completion of their education (OECD, 1999) is presently almost never observed. The major challenge faced by all European countries is the integration of educational systems so that they could adapt to the changing rules of labor market functioning. School-to-work transition refers to two different aspects of the problem. The former is a politically charged initiative related to debates about the connection between education and employment. In addition, the term SWT refers to one aspect of the lifelong process of career development. The notion of "transition from professional education to professional life" presently denotes (Roberts, 1997) not a one-time act of taking up a job following the completion of education, but a prolonged in time process of transition from youthful dependency to adult independence in its aspects associated with economy, family and the ability to support one's separate household. In this meaning, a transition is a sequen-

ce of processes (dimensions) of accumulations of life competencies, i.e. career capital, allowing for an independent life with a sense of safety in a permanent change/transition from a job to a job, a profession to a profession, unemployment to employment, dis[ability] to ability, from one life stage to another, from one role to another one (Szymanski, 1997).

Career capital accumulation in the period of transition from professional education to the labor market includes the following:

- a) Various methods of implementing the pathways from the status of a pupil to the status of a full-time employee;
- b) Various methods of combining school education and work;
- c) Various methods of moving up the rungs of the education ladder, various associations with the labor market and various experiences related to activities that – such as sports, recreation, traveling abroad – bear no direct relation either to work or to education, but ultimately are translated into career maturity.

Particular aspects are interdependent and have various priorities for various individuals living in various cultures. They may be also characterized by a series of indices, such as – for example – the duration of periods of maintaining particular activity stages or the frequency of changes and turns in methods of completing preparations (OECD, 1999). Everywhere we observe the same cycle of intermingling professional life with periods of schooling, as well as a tendency towards enriching one's professional life with ever-changing, new educational experiences.

A strongly emphasized developmental objective from the viewpoint of better opportunities for career planning and pursuit (Ertelt, 2001; 2003) is the formation of mental mobility of the youth, the development and implementation of transnational research projects allowing for improving the quality of counseling at the national level and in the European context and the development of a uniform curriculum of a professional counselor that would offer services in the European dimension.

In view of the emphasis placed on mental mobility in SWT (Leonardo da Vinci Programme, 1999; Socrates Programme, 2000; Young Programme, 2000), vocation guidance in its European dimension mostly constitutes career counseling that is to facilitate adaptation to a transcultural labor market and institutions. Career counseling lies in unveiling life scenarios that allow the individual to cross borders, adapt to various environments, and assimilate patterns allowing for mental mobility.

Career counseling in its European scope is not directed towards assisting an individual in choosing a profession, but rather concentrates on showing him the opportunity of living and developing in a situation of permanent

change. The differences between vocational guidance and career counseling are associated both with individuals, to whom the counseling is directed, and with institutions (Figure 2). Inasmuch as vocational guidance has concentrated on the development into adulthood, with the turning point of choosing a profession, career counseling focuses on the life-time development of an individual on the one hand, and on helping people at various stages of their lives in solving their personality problems (Herr, Cramer, 1996; Richardson, 1998; Szymanski, 1994).

Career counseling clearly evolves towards helping people to diversify their portfolio of career investments and to cope with negative effects of changes in the structure of their personalities. Since in the era of globalization and economy of knowledge (Bandura, 2002), no career scenario is a guarantee of success, the goal of career counseling in its European dimension is helping in decreasing the risk of functioning in a transcultural context and supporting the individual in his constant renewal of his personality potential. Changes in numerous contexts of modern careers lead to changes in the approach to formulating career theories and in methods of using these theories in counseling practice (Savickas, 1993, 1995; Savickas, Lent, 1994; Bańka, 2003). Fig. 3 and 4 summarize changes significant from the viewpoint of SWT that have occurred in the transition from vocational guidance to career counseling.

Summing up, the above-described context of SWT generates several general trends:

1 - A new trend of transnationalization of personality development and life transition. This trend is manifested in transnationalization of experience through young people acquiring life competences (Znaniiecki, 2002; Csikszentmihalyi, 1990; Markus, Kitayama, 1991. 1998).

2 - A new trend of transnationalization of the paths and processes of transition from school to work. This trend is manifested through combining educational paths with employment in a cross-state dimension (Commission White Paper, 2001).

3 - A new trend in the approach to formulating cross-cultural theories and practices (Sue, 1998; Sue et al., 1998). General changes in that domain include: (i) transition from theories concentrated on acculturation, tolerance, affirmative actions for minorities and immigrants (Fry, Hirasawa, 1997; Franzen, 1997, Williams, Berry, 1990; Herr, 1978), (ii) into intercultural values (Sue, 1998, Sue et al., 1998), vocational interests (Day et. al., 1998; Rounds, Tracey, 1996; Ryan et al., 1996), and cross-cultural validity in competencies of testing and assessment (Dana, 1993; Meir, Ponteroto et al., 2000; Meir, Tziner, 2004) and behaviors; (iii) transition from compensation of deficits of submissive cultures (Berry, 1991; Franzen, 1997) into the creation of a common cross-cultural

TRADITIONAL PARADIGM OF VOCATIONAL GUIDANCE	NEW PARADIGM OF CAREER COUNSELING
1. Orientation towards national heritage.	1. Supranational and intercultural orientation.
2. Focus on professional career achieved within the state and on territorially limited professions (professional territorialism).	2. Focus on intercultural development and mental, territorial and professional transgression, etc.
3. Focus on personality-associated factors (abilities, temperament, interests),	3. Focus on intrapersonal (abilities, interests) and interpersonal factors (life competencies, cultural competencies).
4. Focus on national and population-associated factors as reference systems in defining and treating an individual.	4. Focus on transcultural and transnational reference systems.
5. Focus on problems solved by a counselor-expert.	5. Focus on problems that may be solved solely by the counseled.
6. Focus on vocational choices.	6. Focus on assisting non-disturbed personalities and promoting health.
7. Focus on an intracultural dialogue between a counselor and the counseled within a national system of labor market assistance.	7. Focus on a transcultural dialogue in the European context between counselors and the counseled,
8. A sense of responsibility for the counseled perceived as members of the same reference group of collective identity and a group of "US".	8. A sense of responsibility for the counseled perceived as members of the same reference group of collective identity and a group of "US", but in relation to other countries and cultures (the existence of other cultures is not a transcendent phenomenon, but a fact).
9. Cultural sensitivity is directed towards "ours" and strengthens the group identity.	9. Transcultural sensitivity to other reference groups that forms a meta-identity (European identity).
10. Focus on therapeutic counseling originating from psychopathology (Rogers).	10. Focus on therapeutic counseling directed towards the development of normal and ambitious personalities.

FIGURE 2. Comparison of the traditional paradigm of vocational guidance with the new paradigm of career counseling.

competency (Bimrose, 1996; Ivey et al., 1997; Spokane et al., 2003); (iv) transition from trans-border programs (Bańka, 2003a) into common market programs.

4 - A new trend in approaching guidance and counseling strategies. These changes include transitions: (i) from guidance of vocational choice (William-

son, Biggs, 1979) into counseling that enhances life-competencies (Leung, 1995); (ii) from up-to-down and directory counseling (Borgen, 1991) into partnership or self-counseling (Watkins, Savickas, 1990).

5 - A new trend in defining competencies required for making transition work. These contain such transitions as: (i) from specificity and ethic validity in culture (Berry, 1990) into common, multicultural emic validity (Berry, 1990); (ii) from state into transnational level (Watts, 1999); (iii) from fitting homogeneous institutions into the network; (iv) from the catalogue of empirically-driven (Repetto et al., 2001) to the theory-driven competencies (Savickas, Lent, 1994; Gelso, Fassinger, 1992).

6 - A new trend in education of service providers in transnational vocational guidance. These are such transitions, as: (i) from state level to transnational level curriculum; (ii) from the expert model of counseling of SWT separating theory and practice (Rogers) into the unification of theory and practice of counseling and SWT (Gergen); (iii) from state centers delivering services into a trans-state network of centers.

THE EMERGING THEORETICAL PARADIGM OF SWT AND TVC

The development of TVC and SWT from the infantile to a more mature stage demands the implementation of the following theoretical, research and organizational tasks:

- 1 - Conceptualization of the theoretical background of TVC and STW;
- 2 - Rethinking of the relevancy of helping strategies for TVC;
- 3 - Actualization of the relevancy of the existing and emerging theories concerning life-span and vocational development, as well as theories of personality;
- 4 - Conceptualization of the theory-driven counselor competencies;
- 5 - Conceptualization of basic assumptions of educational programs from a perspective of specificity of transnational context;
- 6 - Conceptualization of all organizational aspects related to teaching the specialists in TVC;
- 7 - Conceptualization of institutional embedding of TVC and STW;
- 8 - Definition of the optimal model of transnational network of training and research centers in TVC.

The conceptualization of theoretical background of TVC and STW means the necessity to build up specific theories for these practical domains. Now TVC is in its "infantile stage" of development, because the processes are based only on: (1) observations of empirical relationships that occur with regularity in a transnational context, and (2) knowledge about transnational counseling gained by observing the social event labeled "counseling". One must recogni-

ze different meanings of such terms as: transnational, international, trans-cultural, cross-cultural, or multicultural. These concepts are only partly synonymous, so in different parts of the world they denote different practices.

Transnational counseling is a phenomenon quite different from multicultural counseling, but the difference cannot be formulated effectively through "naive empiricism" (Poper, 1979) that emphasizes facts as the only source from which generalizations can be drawn. TVC must be transformed into a theory-driven science and practice (Strong, 1991), because only such a matured theory allows for an increase in understanding the contradiction of facts; predicts the course of events; gives rationale behind many studies on social influences in counseling and education on transnational level; testing validity of methods in relation to external measures.

Basic processes accompanying European integration	Goals and criteria of institutional effectiveness within the traditional paradigm of vocational guidance	Goals and criteria of institutional effectiveness in the modern career counseling
DEVELOPMENT	<ul style="list-style-type: none"> - Development of a permanent / fixed institutional structure (e.g. the employment office system) that would be adapted to the national legislation and labor market, - Development of a stable national database on labor and profession market. 	<ul style="list-style-type: none"> - Development of a flexible institutional structure (national, trans-border and supranational) that would operate in the international network, - Development of a flexible database based on continuous monitoring within an institutional network of changes in national and supranational labor and profession market.
MODERNIZATION	Evolution of institutions under national and standardized programs of assistance in profession or employment-associated matters.	Designing and adapting institutions in their supranational dimension (e.g. national observatories operating under NRC).
ADAPTATION	Reactive adjustment of the law and institutional organization to changes in national labor markets.	Active (interactive, environment-affecting) adaptation of the legislation and organization of institutions to changes occurring in European and global labor markets.
ASSIMILATION	Selective copying of "alien" organizational, legal, methodological and theoretical patterns that would enrich the national tradition, defend or petrify the status quo.	Systemic acceptance of various international solutions, creative integration of „our“ solutions, followed by dissemination of such solutions to „alien“ organizational cultures in order to extend the influence beyond the present "boundaries".

FIGURE 3. Differences in counseling institutions operating within the traditional paradigm of vocational guidance and the modern paradigm of career counseling.

Basic processes	Goals and requirements imposed on the counselees in the old paradigm of vocational guidance	Goals and requirements imposed on the counselees in the new paradigm of career counselling
DEVELOPMENT	Development of professional personality that would be matched with the fixed professional structure of the national labour market. The development is restricted to a decision-making process occurring at the critical stage of transition to labour and professional market or to transition enforced by an incidental change (restructurization, unemployment).	Life span encompassing development of professional personality that adapts itself to the changing structure of global labour market. The development is continuous, not restricted to a one-time decision (choosing education, a profession) made at the critical stage of transition to a labour market, but performed repeatedly throughout the life cycle.
MODERNIZATION	Accumulation of professional experience and adjustment of qualifications and competences to an objective career path composed of an ascending set of work positions, roles or tasks.	Accumulation of career capital through reconstruction and updating of professional experience and life competences from the viewpoint of revitalization of one's employment capabilities and transition to a labour market.

FIGURE 4. Differences between the traditional paradigm of vocational guidance and the modern paradigm of career counseling with respect to individuals that use the services of counseling institutions.

The conceptualization of the theoretical foundations of career counseling is a matter of necessity in constructing specific and relevant theories that would allow for offering successful support to people in solving their problems throughout their life-span. We should take into consideration the fact that career counseling is not a simple extension of vocational guidance.

Career counseling differs from vocational guidance also in the fact that the former is to a much lesser extent involved in solving professional problems of an individual, and to a greater extent in other domains of the individual's activity (e.g. family life, recreation, general education) and in personality-associated problems (openness, shyness, anxiety, separation, attachment). Contrary to vocational guidance, career counseling is to a lesser degree inductive in character. In other words, it is to a lesser extent based on empirical observations, the synthesis of which is the foundation of the commonly binding management directives (hence the term "directive counseling"). Career counseling, which is by its very nature a program of supporting people in programming various domains of their lives (Richardson, 1998) in the situation of a permanent change, must be based on entirely different premises.

Firstly, in the situation of a permanent change, it is not possible to formulate general directives that would be based solely on empirical observations,

since the degree of diversity and changeability of living conditions of individuals and groups is so high and self-contradictory that only theories are capable of helping us master this chaos (Gelso, Fassinger, 1992; Spokane et al. 2003). Secondly, if career counseling is aimed at assisting people in problem solving in the situation of extreme uncertainty, which cannot be eliminated by the inductive method, based on extracting facts from the permanently changing reality, it is quite natural that the counseling itself becomes a process of constructing theories regarding a particular fragment of reality. Summing up, contrary to vocational guidance, career counseling is a science on the one hand, and on the other a practice associated with the development of one's personality throughout one's life-span. Career counseling as a practical discipline is firmly rooted in theory and itself uses a specific meta-theory (Strong, 1991; Spokane et al. 2003). Career counseling is on no account a form of social policy, although it is embedded in the latter; it is rather a new form of assisting human development leading in unknown directions. In vocational guidance, the target directions were well defined and thus the role of theory was relatively small. In career counseling, the targets are volatile, their implementation depends on numerous personal and contextual variables (social and cultural environment, labor and educational market), and the ultimate

Basic processes	Goals and requirements imposed on the counselees in the old paradigm of vocational guidance	Goals and requirements imposed on the counselees in the new paradigm of career counselling
ADAPTATION	Reactive adjustment of the structure of professional personality to professional requirements and labour market through improving - within the chosen professional domain - qualifications, attachment to one's profession and organization, and through professional involvement.	Active adaptation to permanent changes in the world of labour and professions through education spanning one's entire life and accumulation of career capital in domains that transcend the boundaries of a profession, professional activity, organizational culture, permanent employment, legally guaranteed forms or work contracting, etc.
ASSIMILATION	Internalisation of standards and roles within the social and economic system that is geared towards social acceptance (conformity) of well-tested and commonly approved career patterns (a subjective career equals an objective career).	Internalisation of roles, behaviours and life experiences that is directed not towards social acceptance (conformity), but rather towards creating a sense of subjective career integrity in the perspective of the implemented development of a sequence of roles, positions, jobs, and educational activities.

FIGURE 5. Cont. Differences between the traditional paradigm of vocational guidance and the modern paradigm of career counseling with respect to individuals that use the services of counseling institutions.

effect size is small. Thus, empirical facts (the observed effects of activities as associated with their causes) assume a secondary priority when constructing generalizing theories, while the leading role is ascribed to theoretical concepts that attempt to perform a secondary integration of data through a meta-analysis and to increase the prediction of the effectiveness of counseling processes (Hall, Myirys, 1996).

Theories that form the foundations of career counseling allow for:

- 1 - Increasing the degree of understanding of contradictory facts pertaining to such phenomena as human development, work, the role of family, social adjustment (e.g. the role of conformism, functional immaturity, social acceptance).
- 2 - Accurately predicting the course of events (e.g. observations do not allow for defining desired states or predicting the probability of their occurrence in a given person).
- 3 - Establishing rational foundations for collecting and analyzing data pertaining to the social effects operating in the course of the counseling process.
- 4 - Verification of the accuracy of counseling methods in relation to various countries, populations and cultures, based on external criteria.

Rethinking the relevancy of helping strategies for TVC includes such issues as: 1 - the specificity of methodology of helping in the transnational context (problems of transnational validity); 2 - the changing role of diagnosis (in transnational context stress is shifting from trait characteristics into personal ones); 3 - the specificity of the type and hierarchy of problems resolved by a counselor (moving from assistance in vocational choice into helping the people with intact personalities, but experiencing problems in school and work life); 4 - the cooperation and a cultural dialogue both between a counselor and a counselee and between a counselor and other counselors engaged in international network; 5 - responsibility problems (concerning self-disclosure, foreclosure, continuity, empathy, cultural sensitivity, etc.).

The transition from vocational guidance to career counseling requires rethinking the validity of hitherto employed assistance strategies, such as:

1. The specific character of the methodology of helping in career counseling.
2. The changing role of the diagnostic process resulting from shifting emphasis from the characterization of personality traits that determine one's professional usefulness to characterizing personality traits that are associated with one's capability of creative adaptation.

3. The specific character of the types and hierarchy of problems solved by career counselors in association with the transition from assisting in choosing profession to helping individuals with intact personality in solving school or work-related problems.
4. The style of collaboration between the counselor and the counselee on the one hand, and between the particular counselors involved in the counseling process within a common network.
5. The responsibility for oneself and for individuals involved in the counseling process (issues related to the scope of openness in revealing personality-associated problems, withdrawal, empathy, cultural sensitivity, etc.).

The actualization of the relevancy of the existing and emerging theories is due to main changes in the evaluation of the theoretical background in domains of human personality and development. This task is necessary to teach people to choose theoretical perspectives appropriate to problems. Personality and developmental theories are central to the practice of vocational counseling and to the transition from education to working life.

Another problem associated with the transition from vocational guidance to career counseling is the actualization of the relevancy of the hitherto favored and newly evolving theories pertaining to:

- 1 -The domain of the structure and development of personality;
- 2 -The domain of human life-span development.
- 3 -The domain of counseling strategies.

THE RELEVANCY OF CLASSICAL THEORIES IN SWT AND TVC

Personality theories and theories of human development constitute the most important foundation for the counseling practice, as they set its directions and goals. Until recently it has been believed that the theories of human development throughout his life cycle and the personality development theories form a sufficiently strong basis for the development of counseling strategies in career counseling. However, changes that began in the nineties altered both the perception of human development mechanisms, and the methods of valuating developmental goals from the viewpoint of economic developmental trends of the labor market (Howard, 1995).

The first major change that originated in the nineties is the shift of interest in both the personality and developmental theories towards of the idea of self-determination (Deci et al., 1998; Bandura, Locke, 2003). The contemporary developmental theories accentuate the variability of the processes of change and the variability in their patterns and determinants (Spokane et al., 2003).

Nowadays, personality theories stress the variability of effective patterns of healthy personality (Gelso, Fassinger, 1992). This stream includes such theories, as the theory of resilience, functional immaturity, as well social and cultural determinants of high-level functioning, or development for potential adaptation. The old concept of SWT was based on the lower-level needs of the Maslow's (1970) hierarchy – security and safety. The contemporary SWT concepts are based on the future world of work, which offers opportunities to meet the needs of the higher levels – social esteem, self-actualization (Howard, 1995).

The second major change is associated with the paths of socialization and emphasizes the processes of learning through discovering and modeling, communication processes in the development of personality, situation-determining processes as a source of barriers and supports (potential possibilities), the processes of self-perception and self-determination of behavior. The contemporary personality and developmental theories play multiple roles in career counseling:

- 1 - The starting point for activities that strengthen individual personality development during intrapersonal transition (personality transgression) and in the transition between particular life domains (situational transgression) – this is the basis for activities that support a healthy personality that is temporarily in trouble. Almost every individual with a healthy and effective personality is occasionally temporarily disabled. The counseling process lies, then, in directing the transition from disability to ability.
- 2 - The starting point for creating personalities that are resilient to stress and misfortunes and capable of creative adaptation in a situation of permanent change.
- 3 - The starting point for implementing intervention and prevention programs associated with the transition from education to the labor market throughout the individual's life.

The third change, which originated in the mid-nineties, shifted the focus of vocational counseling from theories originating in psychopathology, such as Gestalt or Carl Rogers' (1960) *client centered theory*, into theories of healthy and effective personalities. The former one were predominantly based on the belief that we do not need to build a conceptual model of personality, because it is sufficient to be aware of emotions (e.g. the Gestalt technique) of counseling based on authenticity and emotion awareness) The approach to counseling proposed by Gestalt and Rogers and based on authenticity, emotion awareness and empathy, has ceased to be sufficient. Summing up, the classic theories of counseling that originated in psychopathology assumed that theory equaled an absence of theory.

Contemporary theories are based on the more extended assumptions:

1. A counselor needs theories, which supply him with explanatory and predictive knowledge about individual personality and its development in all transitional stages through the life span (Levinson, 1986).
2. The aim of career counseling is supporting people in the transition from dis[ability] to ability. Thus, counseling supporting SWT is focused on helping the people in making a flow of optimal experience and in making intrapersonal transitions in abilities, capacities, competences, self-knowledge (Richardson, 1998).
3. The aim of vocational counseling is supporting the transition from some configuration of personality features to different life domains, such as education, work, leisure, and *vice versa*. This is a reciprocal process.
4. Counselors as professionals supporting transitional process (developmental, personality, between life domains) have to know the structure of the aims of these processes. It implies the need for a theory enabling them to cognitively understand their client as someone who is developing himself, creating a context, and *vice versa*.

Personalities and experience are reciprocally determined. Thus, a counselor needs theories that allow for helping his clients in implementing the flow of optimal experience, in compensating their deficits in some abilities with advantages and potential possibilities in others. The flow of competence and knowledge from some life domains, such as from education to work, from work to further education, from family life to professional life, from recreation and leisure to professional activity, are the basic psychological mechanisms that support the SWT processes (Csikszentmihalyi, 1990). The aim of the presently developing career counseling is a bi-directional support of transition. Firstly, they help individuals in the transition from their developed structure of personality traits to the flexible structure of functioning in a labor market and in other life domains, such as education, leisure and education (Argyle, 1996). Secondly, they help people in their transition from various life domains, chiefly from the labor market, to the flexible structure of personality capable of affecting internal flow and compensation (Csikszentmihalyi, 1990). Moreover, the contemporary SWT requires an individual to access career resources on a self-help basis to cope with changes in the labor market.

Counselors need also meta-theories to integrate (Savickas, Lent, 1994) different theoretical approaches for their purposes. Nowadays, counseling theories stress the association of personality and developmental processes. They are under the influence of psychology's cognitive revolution and oriented toward such issues as the self-constructive process, strengths, creative potential, coping abilities, self-knowledge. Thus, new theories are interested in three

items at the same time: in the cognitive processes, behavioral processes, and personality traits.

Counselors as professionals involved in assisting in the process of school-to-work transition must know the structure of the goals of developmental transitions, as well as the structure of transitions in personality structure and transitions between lifestyles and domains. Therefore, the counselors need theories that would allow them to cognitively understand their client as a person, who - on the one hand - undergoes a developmental process on his or her own, creates and develops his or her developmental and personality context, or, in other words, his or her social or institutional environment, but on the other hand is under a strong environmental pressure, i.e. affected by the existing barriers, affordances and supports. Modern career counseling predominantly operates to eliminate the barriers, make the use of affordances and environmental opportunities, as well as create supports. Finally, a career counselor needs meta-theories that reconstruct and optimize his own strategies, at the same time integrating various theoretical approaches necessary for orienting the counselor in the permanently changing structure of counseling goals.

Contemporary career counseling, directed towards individually tailored help, specific transition-associated goals and needs, as well as towards human development over his entire life span cannot refer to theories that used to answer questions originating from social macro-programs. The classic question from the field of psychology of individual differences: "How does the set of abilities of a given person relate to the population (naturally, understood as the national population)?" changes its meaning in the contemporary reality of SWT (Dawis, 1992). Until recently, diagnoses based on testing and assessment were an effective predictor of a success in the labor market and had a high effect size (Meyer et al., 2001). Presently, a counselor, acting as a diagnostician and a guider, has to cope with such a number of micro-populations (Arrendodo, 2002; Strong, et al., 1992; Leong, 1995), that statistical norms - as in the case of intelligence - cease to be an effective and sufficient criterion and measure of the success and developmental direction of an individual career. Diagnoses and counseling become less intensive and instructive, but rather more extensive and supportive of increasingly diverse groups and personalities. In order to increase the effectiveness of reaching its goals, contemporary career counseling requires theories that would simultaneously emphasize both personality development and general development over the individual's life span (Lopez, Brennan, 2000). These theories are currently strongly influenced by the cognitive revolution in psychology, including such issues as self-construction processes (Markus, Kitayama, 2001), creation of

coping abilities, self-knowledge and self-efficacy (Bandura, 1977, Bandura, Locke, 2003; Lent, Hackett, 1987).

Contemporary psychological theories find two types of uses in career counseling. The former is a direct use of such theories in directing the interventions provided by a counselor. The latter, more complex use, consists in employing the theories as a substrate in formulating meta-theories of SWT in three areas:

- in the realm of cognitive processes, which determine prerequisites of responsible behaviors;
- in the realm of behavioral processes, which form responsible behaviors;
- in the realm of personality traits, which are the cause and effect of responsible behaviors.

One can differentiate five great types of personality theories, which through decades have influenced the practice of counseling from school to work; All of them focus on individual differences: 1 - Psychodynamic (psychoanalytic) theories (Freud, 1938; Roe, 1956), 2 - Humanistic theories (Rogers, 1960), 3 - Type traits theories (Cattell, 1973), 4 - Cognitive theories (Kelly, 1955), 5 - Behavioristic theories (Dollard, Miller, 1950). These five groups of personality theories tried to create an explanation of personality in terms of individual differences on a great scale.

Generally, one can differentiate similar groups of developmental theories. Among vocational developmental theories there are four groups. The first one is related to the *career choice* and *self-concept* (Super, 1951, 1992; Ginzberg et al., 1951; Tiedeman, O'Hara, 1963; Tiedeman, Miller-Tiedeman, O'Hara, 1989). The career choice was at the beginning based on the trait-and-factor theories. In these theories it is assumed that a developmental change can be differentiated in noticeable stages (see the Super's model of stages of development). Initially, developmental theories were concentrated on patterns of man's transition through his life span and life-space (the last tendency). The second group consists of *self-constructive process theories* and *organismic view theories* (Piaget, 1951; Kohlberg, 1973). This kind of developmental vocational theories use such concepts as transition and life events (Levinson, 1986; Levinson et al., 1978) to explain the triggering of stages and the subsequent initiation of developmental tasks. Development is a self-constructive process with roots in maturing. *Maturation* (Super, 1953, 1957) leads to an increased differentiation and integration with regard to career behavior (e.g. a clear sense of one's competencies as they relate to different paths of career, which in turn are seen more realistically) and it also leads from dependent (egocentric) to more independent, socially relevant behaviors (e.g. responsibility for one's own decisions). In counseling, these theories incorporate such concepts as

developmental delays, developmental skill building, timing of events to optimize development or multiple-role functioning (e.g. family and career), and so on. The increasing complexity and explanatory power of the vocational developmental theory do not translate into applied work.

The third group consists of three subgroups of theories. All of them incorporate personality concepts. *Psychodynamic* (psychoanalytic) theories (A. Roe - parenting styles - the role of overprotective/overdemanding environments) emphasize *intrapyschic motivation* (Ray and Deci, 2000) and *life themes* (Watkins, Savickas, 1990). In their latest tendencies, these theories stress the role of: 1 - developmental tasks (Adler, 1886), and identity stage (the Erikson concept of identity stage) and transition (Levison, 1986); 2 - *Trait-factors theories or person environment-fit*, placing emphasis on a) personal characteristics, b) styles of behaviors, c) values, and d) interests (Dawis, Lofquist, 1984); These theories stress the classification of individuals and work environments in the context of work personality types. Intervention programs stress occupational self (defined as trait) and work environment (defined as the expression of personality traits); 3 - *Social learning and decision making theories* (Krumboltz, Nichols, 1990) emphasize self-observation generalizations (parallel concept to self-concept - e.g. Super, 1988), *human agency paradigm* (the impact of cognitive revolution on personality concepts) (Bakan, 1966; Blatt, Blass, 1992). According to that paradigm, a human being is a thoughtful, planning agent who appraises and shapes his environment (Borgen, 1991, p. 280); or else a person reciprocally shaping and affecting his environment (while he is being shaped by it). The social learning theory (Brown, 1984, 2002) integrates the behavioral, cognitive and trait and factor approaches. This is a *contextual and interactionist perspective*. As contextual it assumes the importance of cultural, social, historical and other distal influences of development and behavior. The interactionist perspective views an individual as a *creator of*, and *reactor to*, her/his *contextual milieu*.

Summing up:

1 - All theories are useful and possible to apply in making transition work. Not a single theory has sufficient relevancy from the point of view of contemporary career paths, because everyone has specific deficits. One can find among others social learning theories the most useful in the context of transnational diversity, e.g. variety in needs, cognitions, motivations, developmental paths, social status, cultural background (Fuertes, Gretchen, 2001). They are in an excellent position to especially address traditionally underrepresented populations, such as minorities or women.

2 - Theories are observed to decay on a great scale (like the psychodynamic or behavioristic-learning theories), because of the collapse in the efficacy

of large-scale intervention programs. We need now individually tailored programs supporting the transition to working life. Thus, TVC requires a larger scope of micro-theories of development, personality, and vocational counseling (such as involvement, attachment, competence, self-disclosure, etc). We observe an overlap in current career, personality, developmental, and career counseling theories (Osipow, 1990).

3 - There is noted a need to create an integrative and comprehensive theoretical synthesis of cognitive processes and career decision-making, background and personality factors, career-relevant developmental processes, and occupational fit. Such a synthesis might bring together disparate but relevant empirical works, as well as balance deficits in the existing theories. The development of new integrative theories has to be aimed at: 1 - Multidimensionality - an interplay of biological, cognitive, behavioral and social factors (Blustein et al., 2002; Bronfenbrenner, 1988; Roberts et al., 2003); 2 - Multidirectionality - development and decay, repeated many times in one's life span (Hall, Myirs, 1995; Arthur et al., 1999); 3 - Plasticity or flexibility - there are possible different effective trajectories of development (Znaniiecki, 2002); 4 - Contextualism - the historical and environmental background of development (Youn et al., 2002); 5 - Multidisciplinarity in teaching and helping (Richardson, 1998).

THE RELEVANCY OF MICRO-THEORIES IN SWT AND TVC

In recent years, we have been observing a decline of theories on a large scale (Gelso, 1992); this phenomenon is mainly associated with psychodynamic and behavioristic learning theories. Parallel to the decline of classic learning theories, increasing importance is ascribed to theories of social learning (Brown, 2002a, b). A decline is also clearly seen in intervention programs implemented on a large scale; they are regarded ineffective in solving serious social problems. They exemplify ineffective attempts at solving such problems, as professional activation of the unemployed, professional activation of professionally passive individuals, activation of the disabled, etc. In the world that undergoes rapid changes, programs conducted on a large scale and general theories do not stand the test. The ineffectiveness of general programs and theories leads to individualization of intervention and prevention programs. Therefore, at present we note an increasing need for micro-theories on human development throughout the life span, personality theories oriented towards self-help delivery and counseling micro-theories (Richardson, 1998; Sampson, 1999; Savickas, 2002). As it has been already mentioned, general instructions on the way the man should develop, live, work - in other words, on how he should manage his career - are *a priori* condemned to failure. Each human being develops in a different way, lives in an identical, but at

the same time different world and in a sense has unique paths for reaching the satisfactory goals (Herr, 1997).

The catalog of micro-theories that find their potential and genuine use in career counseling is presently relatively extensive and includes such theories, as:

- Theories of attachment (Bowlby, 1973, 1980; 1982; Hazan, Shaver, 1990; Lopez, 1995; Lopez, Brenan, 2000),
- Theories of involvement (Kanungo, 1982),
- Theories of commitment (Lee et al., 2000; Meyer et al., 2001)
- Theories of social and cultural competencies (Ponterotto, 1997; Sue, 1998; Sue et al., 1998; Spokane et al., 2003),
- Theories of self-disclosure,
- Theories of self- and auto-determination (Blaustein, Flum, 1999; Ryan, Deci, 2000; Chirkov et al., 2003),
- Theories of flow of optimal experience (Csikszentmihalyi, 1990),
- Theories of vulnerability and resilience (Hankin, Abramson, 2001; Masten, Douglas, 1998),
- Theories of maturity and functional/ dysfunctional immaturity,
- Theories of indecisiveness and undecisiveness (Savickas, 1990; Guy et al., 2003),
- Theories of multiple role realism/maturity,
- Theories of human agency (Bakan, 1966; Bandura, 1989; Blatt, Blass, 1992; Solberg et al., 1995;) and empowerment (Richardson, 1998),
- Theories of learned helplessness (Seligman, 1990),
- Theories of well-being and quality of life (Diener, 2000),
- Theories of gender-role conflict and work-family conflict (Rochlen, O'Brien, 2002; Zamarripa, 2003),
- Theories of locus of causality and control,
- Theories of the "Big five"(Costa, McCrae, 1989; McCrae, Costa, 1997),
- Theories of hardiness of personality (Kobasa, 1982)
- Theories of cultural conflict,
- Theories of cultural self-identity (Markus, Kitayama, 1998, 2001),
- Theories of separation (Adler, 1986; Tokar et al., 2003),
- Theories of acculturation (Berry, 1990),
- Theories of individualism-collectivism (Triandis, 1995, 1996).

At present we witness the overlapping of contemporary personality theories, theories of human development over the life span and career counseling theories. The blurring of the line that separates these theories creates a need for integration theories – both of a large extent type that synthesize cognitive processes, career choice processes, personality factors, or occupational fit, etc., and a narrow scope theories that synthesize micro-theories and

the individual experience of a counselor in a particular practical domain. The ability to integrate various micro-theories into a meta-theory is slowly becoming a new professional competence of a counselor. Career counselors should give evidence of their ability (competence) in synthesizing micro-theories and macro-theories, as well as in generating their own theories that would describe the prerequisites of providing effective help in a given situation.

The competences of career counselors in their ability to integrate various theories should be focused on:

- 1 - Multidimensionality, or the harmony of biological, cognitive, behavioral and social factors.
- 2 - Multidirectionality, or a repeated development and decline of a career over the life span.
- 3 - Plasticity or elasticity, or the ability of implementing an effective development of a client along various developmental trajectories.
- 4 - Contextualism, or historical, environmental and geographical determinants of career development.

The competences of a counselor in making use of and formulating theories (Savickas, 2002) include not only his ability to synthesize various viewpoints while creating individually tailored career programs, but also the ability to use the theoretical predictive power in the counselor's communication with other partners and participants in the counseling process. In this field, the competences in using and generating theories allow for mastering the basic versatility of career development determinants, which the contemporary counselor has to face:

- Trans-situational determinants (extensive global contexts),
- Determinants that are specific for given situations and cultural niches (subcultures),
- Determinants that are relativized to specific traits and competencies of the counseled, such as particular styles of decision-making and coping, the sense of self-effectiveness, undecisiveness and indecisiveness, inability or acquired reluctance to open oneself to help offered by the counselor and cooperation with such a help provider.

WORK-TO-SCHOOL-TRANSITION IN REALITY

Generally speaking, contemporary developmental trends in career counseling that assist SWT lead in three directions. Firstly, in career planning, there increases the role of situational factors associated with the economic and socio-cultural context. This tendency applies equally to issues associated with career development and planning, i.e. prevention programs, and to questions

pertaining to correcting the already implemented career programs, i.e. intervention programs addressed chiefly to adults. This developmental trend indicates that contemporary career counseling departs from theories that concentrate on personality traits and shifts towards theories that focus on contextual factors, which explain the changes of the nature of work, labor market, family, social and economic context. In the case of personality theories the interest was focused on factors inherently embedded in an individual, i.e. on personality traits that explained the change in the "I" structure in relation to work and other life roles (Srivastava et al., 2003), contextual theories concentrate on external situations as they relate to an individual and constantly shape and modify his personality (Roberts, 1997; Roberts et al., 2003; Szymanski, 2003).

Secondly, the presently increased emphasis placed on contextual factors in one's career combined with a strong orientation of contemporary counseling programs to differences in developmental ecologies of various client groups render the predictors of success in the counseling process decreasingly standard, increasingly diversified and less and less able to estimate the effect size. Individual variables, such as interests or personality traits (abilities, talents, general intelligence) were measurable and could constitute the basis for estimating their effect on the general professional career of an individual. The process of diagnosing, prognosticating and implementing the path leading to one's goal was intensive. At present, the intervention and prevention goals and programs in career counseling become increasingly extensive and less and less based on intensive diagnosis, as, for example, the "green guidance" (Plant, 1997). Of necessity, the emphasis on contextual career determinants results in the fact that counseling results are less and less predictable, the diagnosis is more shallow, the theoretical foundations are less and less "centrally" integrated, and more and more integrated on the basis of a "private" theory developed by a counselor. In this case we have to face numerous paradoxes. The more we feel inclined and capable of incorporating into the counseling process such factors, as a more extensive set of empirical data, a broader group of the so-called "non-traditional" clients and more diversified theoretical foundations for prognosticating the effects, the more of the below specified phenomena we observe:

- 1 - We are to a lesser degree able to use the generalizing career counseling theories,
- 2 - We are able to serve a more extensive group of clients, but have no clear criterion of an implemented goal,
- 3 - We are less precise in our ability to define the main effect of career counseling in the prevention and intervention model.

Thirdly, irrespectively of theoretical preferences and low effectiveness measured by the criterion of the effect size, the foreseeable future of career counseling belongs to models and programs that focus on contextual changes rather than on individual variables. This results from the need of including in career counseling an ever-increasing group of people that originate from an increasingly diversified developmental environments, as well as from the need of assisting people in their adaptation to less standard life conditions.

There are several directions of inquires now being pursued in the domain of SWT.

- 1) Creation of an informational and methodological basis for transnational counseling.
- 2) Definition in cross-cultural studies of the core competencies required in TVC and SWT, both by counselors and counselees.
- 3) Development of a curriculum for the training program for TVC, development of an international network that would enhance SWT as an element of the emerging transnational contact zones.
- 4) Development of networks coordinating TVC and SWT.

All the above efforts are implemented in international cooperation in various countries, supported by international organizations like UC (Leonardo da Vinci and Comenius programs), the World Bank and OECD. An example of the first direction is a program implemented in Poland and supported by the World Bank in the nineties. As a result, two Dutch tests are implemented in career guidance services - the Vocational Preference Inventory and the Self-Directed Search, as well as the General Aptitude Test Battery. The cultural adaptation fulfils the methodological demands of intercultural equivalency of a diagnostic method. These tests allow one to make international comparisons, as well as serve as a reliable transnational guide.

Conceptualization of the location of TVC and STW in the network of institutions is an important issue because emerging transnational counseling is no longer identical with what was previously termed "national career counseling viewed from the international perspective" (e.g. Herr, 1996), but is rather perceived as a new paradigm that requires: 1 - trans-cultural terminology, 2 - new practical models, 3 - new legislative solutions based on international agreements, 4 - the establishment of new institutions that would operate on both the state and international level (Herr, 1997). The traditional paradigm of national career counseling programs was based on formal and bureaucratic institutions, some of which used to exercise and still enjoy a monopoly on rendering certain services in many countries, e.g. employment agencies. New objectives of transnational counseling are achieved by counseling institutions that have for some time been developing on the "margins" of the

so-called official and bureaucratic institutions, which are associated with national assistance programs. Contrary to the former, in the latter institutions the activities are based not on the national economic and political resources, but rather on the resources and financing systems that match the specific objectives of a given organization, its mission and organizational culture. This group of institutions includes privately-owned individual counseling agencies, private employment agencies, diplomatic institutions (embassies, consulates, culture centers), transnational companies involved in global activities, consulting institutions, professional associations and finally universities that offer educational services within a transnational context.

In reference to the second task, the main problem concerns the core competencies as qualification standards for educational guidance and career services providers in transnational context (Repetto et al., 2001; Ertelt, 2000). These competences have been derived from the classical ethic model of cross-cultural comparative studies (Berry, 1990). Now the studies concerning the competencies of counselees to conduct transnational careers and SWT are continued in the *emic* model (Łącała, 2003). Conceptualization of theory-driven counselor competencies assumes the necessity for elaborate catalogues of competencies, both in the dimension of the counselors' work and in the process of cooperation with the counselees. A catalogue of theory-driven competencies of a counselor may play a role of a substitute of or supplement to empirically driven ones. But catalogues of theory-driven competencies of the counselees in the transnational context cannot be substituted by empirically-driven ones, because of the diversity of determinants – trans-situational, domain-specific and related to the sense of competence, e.g. decision style, self-efficacy, vocational indecision.

Conceptualization of basic assumptions of educational programs from a perspective of specificity of transnational context includes several general issues. One is due to a necessity of conceptualization of the curriculum and areas of subjects corresponding to essential competencies in SWT and TVC. Another is related to the necessity to formulate an organizational concept of SWT and TVC (defining a target group, rules of admittance to training programs, examination). The third issue is due to conceptualization of institutional aspects of the centers combining research and teaching activities in SWT and TVC.

The development of vocational training programs has been launched by the Jagiellonian University in cooperation with the Szeged University (Hungary) and the Fachhochschule des Bundes in Mannheim under the authority of the European Commission. Its main aim is to provide post-graduate level education on transnational issues of career guidance to counselors employed

in guidance services. The program is to build upon extensive studies exploring current educational programs for vocational counselors in various European countries. At the moment, the program includes five modules (Ertelt, 2000): (i) transnational management; (ii) counseling, testing and assessment; (iii) consultation in human resource development; (iv) networking and marketing; (v) professionalization and quality management. The training program of TVC includes the following general areas that are not a part of classic curricula:

- 1 - Theories of cultural and cross-cultural development. These are essential to shape the knowledge about cultural implications for self-identity development (Baumaister, 1986); for the way people sample self-relevant information (Triandis, 1989), for cognition, emotions and motivation (Markus, Kitayama, 1991), for preferred self and social behavior across culture (Triandis, 1995;1996), for choice in-groups that maximizes the positive social identity (Tajfel, 1984), (loyalty, in-group independence, commitment, intergroup mobility, self-reliance individualism, cultural tightness);
- 2 - Global community and anthropology theories. These include concepts of dealing with social situations in a different context, international relations, public health and psychological-environmental problems.
- 3 - Theories of intercultural conflict. Transnationalization always leads to the problems of international conflict. There are always dangerous beliefs that propel groups and individuals toward conflicts (Eidelson, Eidelson, 2003). Service providers need knowledge that would strengthen their competencies concerning group processes in resolution of international conflicts, and their intra-person counterparts, e.g. personality, family, culture and gender conflicts.
- 4 - Theories of help-seeking behaviors in different contexts. These theories enable service providers to build up necessary knowledge concerning man and women masculinity in the context of social construction of help-seeking behaviors, gender role-socialization in cultural context. In fact, they allow for understanding such processes as: gender-role socialization, why men are less likely than women to seek professional help, which persons are prone to self-disclosure in a relationship with a counselor, how to reflective vs. reactive is autonomy, how to stimulate willingness to follow expert advise (Addis, Mahalik, 2003; Chirkov et al., 2003).
- 5 - Theories of auto-determination and well being. These theories explain cultural relativism vs. universalistic position, autonomy-heteronomy, assimilability of different cultures (Chirkov et al., 2003).

Nowadays, the main shortcoming of transnational vocational guidance is the poor synchronization of activities conducted by private, public and governmental institutions. There are strong hopes that the Comenius project (Heartelt, 2003) concerning the Network School and Business (SAB) will give a new impetus to establishing effective cooperative actions.

The multitude and diversity of subjects involved in transnational counseling raises an important question. How do we coordinate transnational counseling and counseling performed at a national level? Should we establish new institutions, or should we delegate new tasks and objectives to institutions that already exist? The ever-changing tasks of career counseling, labor market and educational policy lead to some other questions on the role of government organizations, business communities, local communities, youth organizations and finally, the role of international organizations. There is no doubt that new forms of transition to a labor market in the 21st century (Arnold, 1997) require a coordination of professional education at school, in local community, at the national and transnational level. This, in turn, requires a change in politics implemented in various countries (Watts, 2000), as well as the establishment of supranational institutions or defining the role of the already existing bodies.

Other essential questions due to TVC are: 1 - How to identify appropriate specialties? 2 - How should specialty programs be accredited and by whom? 3 - What credentialing mechanism would be required in Europe? 4 - What implication should these proposals have for licensure?

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