

VOCATIONAL COUNSELLING:
CHANGES AND CHALLENGES
ON THE LABOUR MARKET

Edited by
Joanna Górna, Daniel Kukla



VOCATIONAL COUNSELLING: CHANGES AND CHALLENGES ON THE LABOUR MARKET

THE JUBILEE BOOK TO HONOUR
PROFESSOR BERND-JOACHIM ERTELT

on the occasion of
the 45th anniversary of his research work,
and 25th anniversary as a member of the academic
teaching staff of the Faculty of Pedagogy
at the Jan Długosz University in Częstochowa

DORADZTWO ZAWODOWE WOBEC PRZEMIAN I WYZWAŃ RYNKU PRACY

KSIĘGA JUBILEUSZOWA
PROFESORA BERNDA JOACHIMA ERTELTA

z okazji
45-lecia pracy naukowej i 25 lat pracy dydaktycznej
na Wydziale Pedagogicznym
Akademii im. Jana Długosza w Częstochowie

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Prof. Dr. Bernd-Joachim Ertelt

Turning to 74 years old this year, Prof. Dr. Bernd-Joachim Ertelt can look back on a life full of projects and international experience, being active in the area of career guidance and labour market policies since almost 50 years. In this long life time period he worked together with many interesting people, supported innumerable national and international projects and left his footprints in the practical as well as theoretical working areas of career guidance, counseling and labour market topics in Germany across Europe. Prof. Ertelt is always creating new and international perspectives for students, colleagues, universities, institutions, organizations and target groups in general being in contact with these topics which are determining his life.

Born in August 1940, he developed his passion for the career guidance sector in Germany during his studies at the *University Mannheim*. Graduating from the University as a Master of Science in Vocational Education, holding the official degree named “Diplom Handelslehrer” in 1986, he entered his field of passion by enrolling again, shortly after, for postgraduate studies at the University of Mannheim. These postgraduate studies in “Education, Educational Psychology and Organizations” enabled him to become more specified and building up the pillars of his complex and deep knowledge in these topics, on which he was later able to rely on in his whole life. He earned his first working experiences in the area of research and teaching by becoming

a research assistant at the Faculty “Philosophy, Psychology and Education” of the *University Mannheim* in 1972 and later on lecturer at the Faculty of Social Science in 1976, where he is still working as a lecturer till today.

An important step in his personal and professional development was marked by his commencement at the position as scientific director and leader of the department of Education at the *University of Applied Sciences of the Bundesanstalt für Arbeit* in Mannheim in the year 1976. In the following three years he defined and laid the foundations for the academic education of the employees of the Bundesanstalt für Arbeit, who wanted to be specialized and well educated in the area of career guidance and counseling. His motivation and interest in providing students the scientific and practical know-how to become highly qualified employees in their later working life led to a further career success: He was appointed as professor at the now-called *Federal University of Applied Sciences* in the section of labour administration in the year 1979. From then on for the following 35 years till today he worked and is still working highly ambitiously and future-oriented in this academic area by enriching the German academic community with teaching and promoting the importance of qualified human resources in the sector of career guidance. His scientific success and importance for the German vocational counseling sector increased his European-wide reputation, i.a. cause of his scientific contributions in the form of numerous publications and the participation in international projects.

Especially since 1985 he additionally began to work as a consultant in many different countries, providing know-how and recommendations about career guidance services, human resource development and labour market policies and administration. Being part of various committees and project teams, for example of the EU-Commission, Leonardo da Vinci, ERASMUS, CEDEFOP, ILO, World Bank, OECD or GIZ, he supported the development and evaluation of international projects and counselor trainings. His efforts in connecting European countries from this perspective and creating a common understanding of the quality, criteria and demands of a career counselor training didn't stay unnoticed and so a second appointment for a professorship followed in 1998, offered by the *Jan Długosz University*, the Faculty of Education, in Częstochowa/Poland. As his know-how in this specialized scientific area is highly required and demanded, different institutions and organizations as well as international conferences felt happy about his scientific and pragmatic contributions and memberships. For that he worked e.g. as a member of the Scientific Committee of the AIOSP/IAEVG World Conference in Warsaw in 2002 and Bern 2003 as well as member of the Scientific Committee of the

International Conference “Life Design and Career Counseling: Building hope and resilience” organized at the University Padova in Italy 2013.

Academic representatives being active in this sector showed their appreciation to Prof. Ertelt for several times, i. a. by honour him with the “Medal of National Education Committee” by the Ministry of National Education Poland/Warsaw in 2012 or the honorary membership of the Polish Association for Educational and Vocational Counselling (SDSiZ) in 2002. Furthermore numerous German and European organizations and associations appreciate his skills and competencies which makes him a valuable member and respected colleague, e.g. for the AIOSP/IAEVG – International Association for Educational and Vocational Guidance, the dvb – Deutscher Verband für Bildungs- und Berufsberatung (German Association for Education and Career Counselling), the nfb – Nationales Forum Beratung in Bildung, Beruf und Beschäftigung (National forum for consulting in education, vocation and employment), the AVOPP – Applied Vocational Psychology and Policy Research Unit/Luxemburg and many more.

Beside all his presentations, seminars, workshops, publications and tasks as a committee or project member he never stopped following his primal keenness to teach and qualify students, who are interested in working as counselors. Therefore, he held lectures at the *University of Klagenfurt/Austria* from 2005–2008, still holds lectures at the *University of Applied Labour Studies in Mannheim/Germany*, the *University of Mannheim/Germany*, the *University of Heidelberg/Germany* and furthermore holds an honorary professorship at the *University of National and World Economy* in Sofia/Bulgaria till today. In addition, since this year Prof. Ertelt is appointed as guest professor to the *Johannes Paul II Catholic University of Lublin/Poland*, within the department of Psychology and Educational Science, where he will teach the subject Career Guidance. Prof. Ertelts career shows us his outstanding and consequent scientific research in vocational guidance and enthusiasm in regard to teaching and qualifying career counselors nationally and across Europe. We like to thank him for his contribution and steady motivation pushing this specific science forward for so many years.

*Joanna Górna
Daniel Kukla*



Jan Długosz University In Częstochowa
RECTOR

Prof. Dr Bernd - Joachim Ertelt

Dear Professor, our long time Friend, Partner and Mentor,

It is my great honour and privilege to congratulate you today on your distinguished academic career as a lecturer, researcher and innovation leader. It is hardly possible to overestimate your contribution to the field of Educational Psychology and the value of the academic support and guidance that you have been providing us with over the last thirty years. They have always been exemplary and of the highest standard.

No progress is possible without enthusiastic people. It is the glow of their passion, their genuine personal involvement and their outstanding personal qualities that fuel change and innovation, turning the impossible to possible. The story of your 30-year-long cooperation with our university is a living proof to this statement and a beautiful example of academic devotion, and, above all, genuine friendship.

It is beyond the scope of this modest letter to enumerate all the positions, publications and projects that mark your splendid academic career. Instead, let us tell the unique story of cooperation which dates back to the 1980's, when professor Wanda Rachalska contacted you in Mannheim. Since that time you have had an enormous impact on our institution, serving as a tireless and effective project leader and an advocate for linking higher education with job market requirements. It has been thanks to your support and invaluable advice that we have substantially broadened our educational offer to include Career Counselling programmes and launched academic exchanges in which our students could meet the faculty of hospitable Mannheim University and participate in their classes and lectures. All of these actions have opened up windows of new academic opportunities and helped our institution grow. You truly have made the Chair of Career Counselling the success it is today, and I think I can speak for all of us when I say that for many of our faculty your own academic career has been a model to follow.

Dear Friend, it is my great pride and pleasure to express a sincere and heartfelt Thank You from all of us for all the help and support that you have dedicated to us over all these years. We always reflect on your role at Jan Długosz University with fondness and appreciation. I do hope and strongly believe that our friendship and cooperation will be only gaining in strength in the coming years.

Yours sincerely

Prof. Bek Zygmunt

*Rector of the Jan Długosz University
In Częstochowa*

Introduction

We are delighted to publish the book dedicated to the 25th anniversary of work of Professor Bernd Joachim Ertelt at the Faculty of Pedagogy of the Jan Długosz University in Częstochowa. Besides teaching at graduate schools, Professor Ertelt has devoted 25 years of his additional work to our Alma Mater. The cooperation with Professor Ertelt has helped create a new specialization “Vocational Counselling”.

It may be said and it is not an overstatement that Professor B.J. Ertelt is an ambassador of matters connected with our Polish university and the City of Częstochowa in Germany. The result of the cooperation is the international projects in which our Faculty participates with the German graduate school. The Częstochowa authorities have established contact with institutions in Mannheim, Germany.

Currently, a new specialization such as “Case Management” is being created at the Faculty of Pedagogy at the Jan Długosz University in Częstochowa as a result of our cooperation. The specialization is due to be delivered in a dual study system in cooperation with Hochschule der Bundesagentur für Arbeit [HdBA] in Mannheim.

Professor B.J. Ertelt has a remarkable personality. He is indefatigable, open with people, cheerful and willing to help. His personality traits including diligence contribute to the development of the Faculty of Pedagogy.

We are truly grateful for everything that Professor Ertelt has done for us. We firmly believe that we will continually develop our strong cooperation as well as friendship. The numerous articles of this jubilee book confirm how many people value and respect Professor Bernd Joachim Ertelt.

Grażyna Rygał

the Dean of the Faculty of Pedagogy
the Jan Długosz University in Częstochowa

Włodzimierz TRZECIAK

20 years of a successful cooperation

20 years ago professor Wanda Rachalska introduced me to Professor Joachim Ertelt. Professor Rachalska was the chairperson of the Association of School and Vocational Counsellors in the Republic of Poland and I assisted her in forming the association structures. That time training for vocational counsellors of the public employment services was being done by Professor Ertelt in the Training Centre of the Ministry of Labour and Social Policy in Białobrzeg near Warsaw. It was the practical training i.e. while two counsellors were giving group classes, the rest of counsellors were acting out a role of the jobless. The scenes were filmed and then played back as well as discussed by the counsellors and eventually Professor Ertelt analyzed the recorded materials. I did not realize that meeting Professor Joachim Ertelt, who represented the Higher School of Public Administration of the Federal Labour Office in Mannheim, would result in a long-standing cooperation which was not only of institutional but also of friendly character. It took place at the time when the cooperation between the German Federal Labour Office and the Ministry of Labour and Social Policy was established regarding the reform and modernization of labour administration. The cooperation was intensified especially in the field of vocational guidance as a result of an agreement in 1994. A clear example of such cooperation was establishing the vocational information centres based on the model of German employment services functioning for many years in selected structures of provincial labour offices. It is a well-known fact that in the German system while preparing qualified staff, particular emphasis was placed on the necessity to provide students with the development of information and vocational guidance. That was related to a structural transformation of labour market, a feeling of being lost in the world of various occupations while making career decisions by an individual when their family were no longer supportive to them as their family members had been already unemployed. Such phenomena caused that there was a growing demand for reliable information and effective vocational guidance. It was believed that an individual cannot grasp an existing variety of jobs and determine the im-

portance of technological and organizational transformations for an occupational structure in future. The individual needs both specialist and institutional help. On the one hand, it is important to provide individuals with information about changes in the world of work, opportunities and risk factors concerning choosing a professional career as well as employment and salary prospects and opportunities for further career development. On the other hand, it is necessary for individuals to get specialist help from a vocational counsellor to make plans for their career. A counsellor, who is a specialist, knows the local and regional labour market. They are well aware of business development, company demand for highly skilled staff. In addition, a counsellor possesses sources of information about opportunities for vocational training. Therefore, thanks to German experience, the Vocational Information Centre has become the place where clients are spoken to about choosing and changing a job, gaining a proper education and trying to figure out what the labour market situation is and to find out where essential information is available for everyone who wants to plan their own career and have a successful professional career in future. This undertaking was implemented by the Federal Labour Office in Germany and the National Labour Office in Poland and especially the Department of Vocational Guidance and Unemployed Training which was managed by me and the provincial labour office in Toruń where the first Polish Vocational Information Centre was meant to be established. The German aid regarding vocational information was provided in the form of:

- non-cash – specialist furniture and audiovisual equipment provided free of charge by Germany
- factual knowledge – on the one hand, staff of Polish vocational counsellors were trained in Germany and Poland as well as they were prepared to offer clients counselling services and, on the other hand there were also consultations provided by Polish vocational counsellors concerning collecting information on jobs and interior decoration as well as equipment of the centre.

The first Vocational Information Centre in Toruń was established on 08/03/1995. Its specific activity was to plan information-counselling services which would allow clients to use available information on their own with the use of different communication mediums. The centre possessed the following posts which enabled clients to use information and consultations:

- a reception – a preliminary information desk where a client can get answers to questions about their career
- a media library which helps a client collect information on jobs and opportunities for training and work with many audio-visual workstations

[films on VHS tapes] and as well as an interactive information desk [computer workstations]

- a reading room with a reference library containing folders with information about jobs, guidelines of opportunities for training, catalogues of training institutions and guides of characteristics of occupations and other materials concerning the regional labour market
- a room for group meetings
- a room used for individual vocational guidance.

It should be emphasized that the newly opened Vocational Information Centre in Toruń provided services free of charge to all interested clients at any age in terms of information and vocational guidance. The centre was popular with young people deciding on what job to take and adults who wanted to either change a job or improve their professional qualifications and pedagogues as well as form tutors dealing with issues related to vocational orientation, problematic aspects of education and the world of work. It is worth noting that “from 09.03.1995 to 21.12.1996 4569 people, both group meeting participants and individual clients used support services offered by this institution, whereas in 1996 the centre provided its services for 6080 clients”.¹ It must be stressed out that the complete technical equipment was provided to the Vocational Information Centres in Toruń, Gdańsk, Łódź, Lublin, Rzeszów, Sosnowiec, Wrocław and Szczecin by Germany. The Mobile Centre of Vocational Information was created in 1996, Warsaw and provided services in many Polish cities. It was established in cooperation with the National Labour Office as the organizational structure of the Department of Vocational Guidance, Unemployed Training and Publications [later called the Methodical Centre of Vocational Information and Counselling]. At the beginning of our cooperation, while building the vocational information system for public employment services in Poland following German’s examples, Professor Joachim Ertelt played a key role giving his support to our department with exchanging experiences, consultations and reports relating to vocational information management. First Polish experiences in the field of vocational information development, culture adaptation of ability and interest tests preparing characteristics of occupations and computer programmes as well as developing the skills of

¹ Kaczmarek M., (2005). *Poradnictwo zawodowe w publicznych służbach zatrudnienia województwa kujawsko-pomorskiego*. [in:] *Materiały konferencyjne – 10 lecie Centrum Informacji i Planowania Kariery Zawodowej Wojewódzkiego Urzędu Pracy w Toruniu*. Toruń: WUP. p. 4.

vocational counsellors of public services by Professor Ertelt.² Another stage of our cooperation was the implementation within the framework of Leonardo da Vinci programme. On behalf of the Federal Labour Office, the professor offered a newly established Methodical Centre of Vocational Information and Counselling³ the cooperation on carrying out a pilot project: Introduction and institutionalization of vocational guidance at the international level in new member states [1998]. The promoter of the project was the Labour Office in Szeged [Hungary] and the partners in the project were: the National Labour Office and the Labour Offices from Germany and Austria. The results of the project were *Information on Poland File* were based on *German File* as a set of data considering opportunities for training and having a career in the European dimension, especially for students and also preparing information on the institutional system of the European Union. These studies were connected with the project “The National Resource Centre for Vocational Guidance”. However, the most unique project was a pilot project “Transnational Vocational Guidance” carried out by the Centre. According to Professor Ertelt the project idea went beyond the solutions which had been used so far in Europe as its purpose was to develop and improve the system of training vocational counsellors and unify some of its forms at an international level through the cooperation of higher schools in Germany [Mannheim], Hungary [Szeged], Austria [Klagenfurt] and Poland [Jagiellonian University]. While carrying out the project, the postgraduate programme of vocational counsellor training in the field of Euroguidance and materials for lectures and participants was implemented. Unfortunately, the professor’s ambitious plan to train counsellors in the higher schools according to the prepared programme was not fulfilled as while conducting the project in 2002, the National Labour Office was closed down and the Ministry of Labour and Social Policy, which took over obligation concerning the project, settled for only the main project results such as a training programme and materials for lecturers and participants. The European dimension to the training of the vocational counsellors according to the prepared international programme was not carried out in Poland. The third stage of the cooperation with Professor Ertelt goes beyond administrative institutions and concerns the National Forum for Lifelong Guidance Policy [NFDK] which was established as a result of carrying out the project:

² Trzeciak W., (2000), *Berufsberatung in polnischen Arbeitsämtern* [in:] (joint publication) *Informationen für die Beratungs- und Vermittlungsdienste* nr 11. Norymberga: Bundesanstalt für Arbeit.

³ after reorganization of the National Labour Office the above mentioned Centre replaced functioning the Department of Vocational Guidance and Unemployed Training.

Joint Actions Project: European Guidance Forum. The partners of the projects were not only from Poland but also from Austria, the Czech Republic, Finland, France and Germany.

The mission of the National Forum is the integration of dispersed vocational counsellors and labour market as well as educational institutions supporting lifelong career guidance. The professor, having the professionalization of vocational counsellors in mind, supports numerous activities of our Forum, participates in regional Forum conferences, is an expert in international projects, carries out training courses for vocational counsellors of the public employment services. Professor Ertelt is also a member of the Programme and Science Council of the National Forum for Lifelong Guidance Policy. The professor is willing to share his knowledge and experience which is shown in the publication *Podstawy doradztwa kariery*⁴ published by NFDK in 2010 as a handbook for vocational counsellors where in the preface Professor Augustyn Bańka Ph.D. – the chairperson of the Programme and Science Council when talking about models of career guidance stated: “career concepts described in the work by J. Ertelt and W.E. Schulz are not mutually exclusive models, but the ones complementing each other. Each of the presented counselling models offers a different set of competences and a counsellor’s competences in the field of using and creating theory deals with not only the ability to synthesize different points of view in individualizing career programmes, but also the abilities to make good use of views so that vocational counsellors can contact with other participants of the counselling process. That is why the work by Ertelt and Schulz provides very valuable views and useful communication tools that are used by both a client and other partners of the counselling process.”⁵

⁴ Ertelt J., Schulz W.E., (2010), *Podstawy doradztwa kariery z ćwiczeniami rozwijającymi umiejętności doradcze w świecie edukacji i pracy we współpracy z Allanem E. Iveyem*. Warszawa–Kraków: Narodowe Forum Doradztwa Kariery [the National Forum for Lifelong Guidance].

⁵ Ibid. p. 7.

Joanna GÓRNA, Daniel KUKLA

Vocational counselling at the Jan Długosz University in Częstochowa⁶

The beginnings and development of vocational counselling at the Jan Długosz University [AJD] – the former Higher Teacher Education School [WSP] – date back to 1983. Professor Wanda Rachalska, one of the pioneers of vocational counselling in Poland, began work in the field of Labour Pedagogy in the Higher Teacher Education School then.

From the very beginning of her work Professor Wanda Rachalska tried to create a vocational counselling specialization in the Higher Teacher Education School. She presented papers at scientific conferences, wrote books and published numerous articles on vocational counselling and the need to implement it to the educational system. In 1983 Professor Rachalska wrote a letter to University of the Federal Employment Agency in Mannheim offering cooperation and she established official contacts with Professor Berndt Joachim Ertelt who helped her get to know the training system for vocational counsellors in Germany. The university in Mannheim was and still is financed by the Federal Employment Agency and trains vocational counsellors. In 1984 Professor Rachalska visited the university in Mannheim for the first time. In the 1980s the cooperation was established between the graduate schools and it has lasted continuously up until now. As a result, academic syllabi and curriculum programmes of study for vocational counselling were implemented initially as part of Pedagogy of Labour. Professor Berndt Joachim Ertelt provided factual organizational assistance, helped in creating syllabi and curriculum programmes of vocational counselling as a new specialization. From 1994 he gave regular lectures on vocational counselling for students and employees' Institute of Social Pedagogy to which Department of Organization and Pedagogy of Labour belonged [then called Department of Vocational Counselling] whose director was Władysława Brzozowska Ph.D. then. Thanks to coop-

⁶ The original version of the article can be found in the publication devoted to the fortieth anniversary of HDBA in Mannheim

eration to the university in Mannheim, the Higher Teacher Education School in Częstochowa, as the first graduate school in Poland, launched 3-year undergraduate professional studies of the following specializations: vocational counselling and labour exchange.

First graduates [24 people] got an opportunity to continue their studies in the second – cycle studies leading to the master’s degree in pedagogy. In the academic year 1996/1997 there were changes implemented regarding the academic syllabi and curriculum programmes of vocational counsellors resulting from consultations with Professor Ray Lamb’s group of vocational counsellors from the USA. In 1997 this group gave lectures and workshops for a few days to employees’ Institute of Social Pedagogy and Department of Organization and Labour Pedagogy.⁷

Professor Wanda Rachalska⁸ was a great personality; she radiated knowledge, propriety, courage and kindness to people irrespective of their social rank or political orientation.

The greatest organizational and social achievement was to establish the Association of School and Vocational Counsellors of the Republic of Poland. As a result, the World Congress of Vocational Guidance “*Doradca – profesja, pasja, powołanie?*” was organized in 2002 in Poland “bringing honour to that Association and Counselling itself.”⁹

Professor Bernd Joachim Ertelt with Professor Wanda Rachalska was an initiator of establishing the Association of School and Vocational Counsellors of the Republic of Poland and she was also its chairperson for the first term of the association. The first postgraduate vocational counselling studies were launched in the academic year 1998/99. In 2011/2012 a special edition of postgraduate studies “Vocational Counselling” was organized where 70 school teachers from Częstochowa participated. These studies were financed by the city council in terms of training staff of vocational counselling in schools which had been called for by Professor Rachalska 20 years earlier.

At the end of the 1990s the cooperation in the field of the youth exchange programme began as well.

⁷ Władysława Brzozowska, *Wspominając Wandę Rachalską (1918–2002)* [in:] Ł. Baka, J. Górna, D. Kukła, G. Wieczorek – ed. *Współczesny wymiar doradztwa zawodowego*, AJD Publishing House, Częstochowa 2009, p. 33.

⁸ Prof. Wanda Rachalska (1918–2002) – in 1991 got an honorific “Righteous Among the Nations” for saving two Jewish children during the German Nazi occupation and the name of prof. Rachalska was inscribed on an honourable plaque in the Righteous Among the Nations Park in “Mount of Remembrance” in Jerusalem, *ibid.*, p. 34.

⁹ A. Kargulowa, *Poradnictwo zawodowe w poglądach Profesor Wandy Rachalskiej*, *ibid.* p. 22.

Students of full-time studies in the Higher Teacher Education School were given the opportunity to learn about conditions and curriculum programmes of studies in university in Mannheim, to attend classes, workshops and meet teaching staff. These all things became possible owing to Professor B.J. Ertelt's personal involvement in the exchange. Professor Ertelt helped the students go and find cheap accommodation in Mannheim as well as took protective care of them during their stay in Mannheim. Since 1999, when the professor obtained the consent of the German authorities, he has been working as the professor at a university in Częstochowa.

The interest in vocational counselling studies was strong for nearly 20 years. At the turn of the 20th and 21st century a few hundred people started and completed vocational counselling every year. There was also the opportunity to study vocational counselling in the extramural system. At that time many working people supplemented their education in order to meet labour market needs. The name of studies changed that time; from Pedagogy of Labour then Labour Guidance and Exchange to Vocational Counselling. The curriculum programmes were also changed as they had take into account to both programme requirements considering Pedagogy and changes occurring in the labour market, in the system of public employment services or in labour market strategies.

Joining the European Union by Poland enabled our country and the Jan Długosz University to use aid funds and participate in European projects financed by the EU. Hence, in 2007–2010 employees of the Department of Vocational Counselling headed by Professor J.B. Ertelt took part in the project **“Brain Drain – Brain Gain”, Qualification Modules for Counsellors [LLP Leonardo da Vinci]** – Project Number: DE/07LLP-LDV/Tol/147005 as part of the Lifelong Learning Programme 2007–2013 Leonardo da Vinci – Transfer of Innovation. The aim of the project was:

- improving the counselling and information offer and supporting vocational counselling
- developing training modules and further education counselling services for occupational mobility in Europe on the basis of results of conducted research and projects carried out earlier,
- transferring and enlarging carried out qualification modules for counsellors as part of Leonardo da Vinci project to fulfil the needs and the specific conditions of counselling in the field of “Brain Drain – Brain Gain”,
- including the project results in training and further education counselling services

- realising the publication containing the training modules for vocational counsellors at postgraduate studies.

As a result, the publication including the training modules for vocational counsellors at postgraduate studies was available in 5 languages.

Another project was **“Qualification of vocational training professionals for the identification & counselling of trainees with a high dropout risk -(PraeLAB)”**. Project Number: DE/10/LLP-LdV/TOI/147301. The project was conducted in 2010–2012 as part of Lifelong Learning Programme 2007–2013 Leonardo da Vinci – Transfer of Innovation

“PraeLAB” is an innovative European project which aims to improve the prevention of dropout. The partner organizations involved in the project have tested various data collection tools and holistic counselling concepts.

The project has focused on the following main areas:

- systematic improvement of the cooperation between the instructors, teachers, vocational counsellors and case managers involved in vocational training; Use and modification of a proven and valid tool for identifying adolescents with a dropout risk: Modification of a tool, developed in Switzerland, for the identification and diagnosis of adolescents with a dropout risk; Implementation of innovative methods for holistic counselling of these young people with special attention to migration and gender aspects; Development and accreditation of a training strategy for the qualification of vocational training and counselling professionals.

In 2009–2012 another Erasmus Project for Academic Network – **NICE: “Network for Innovative in Career Guidance and Counselling in Europe”** was conducted as part of Lifelong Learning Erasmus Programme. Project number: 155976-LLP-1-DE-Erazmus-ENWA.

The project objectives were to develop cooperation networks and a platform for the exchange of information between 44 European higher educational institutions from 27 European countries training vocational counsellors. Professor J.B. Ertelt was the initiator and member of the committee controlling this project which involved the largest number of countries and institutions. The project will be continued in the future years in view of its current assumptions and the need for the cooperation in Europe.

Since 2010 the Jan Długosz University has taken part in the Lifelong Learning Erasmus project **“Development and Implementation of Common Bachelor’s Degree Programme in the European context – DICBDPEC”** [LLP Erasmus] Project number: 510570-LLP-1-2010-1-SK-ERASMUS-ECDS.

The goals of the project are harmonization of a 1st cycle degree of higher education for vocational counselling, preparation of modules and study programmes and implementation of this programme in countries participating in the project and in the EU in the future.

Employees of the Department of Vocational Counselling also participate in research and national projects such as the project **“Diagnosis of the needs of vocational education in the Częstochowa subregion”** conducted in 2009–2010. The research project was co-financed by the European Social Fund as part of the Human Capital Operational Programme, Priority IX – Development of education and competences in the regions. The project financed by the European Social Fund. The aim of the project was to diagnose the needs of vocational education with regard to the requirements of labour market in the Częstochowa subregion by doing indepth research considering the needs of local and regional labour markets in the context of employer requirements. The conducted research included 2 types of respondents: entrepreneurs, vocational school directors and experts of institutional self-government units. The research results were published and are used when making decisions about vocational education in the Częstochowa region.

The latest project being carried out now by HDBA and the Jan Długosz University **“Measuring Competence, professional Interests and the need for educational and vocational counselling for the elderly”** is a research task. As part of the project the participants of University of the Third Age at the Jan Długosz University as well as their professional and social competences will be examined. The workers of HDBA and the Jan Długosz University took part in the above mentioned international projects which helped both establish closer professional and person contacts and provide additional value to these projects. Thus, the cooperation between HDBA and the Jan Długosz University may be more intense and involve more areas of issues as well. At present university and faculty authorities not only pay particular attention to the cooperation but also support it.

Today’s plans, programmes, schedules include changes taking place in vocational counselling as well as the surrounding and changing world. Now specialities are undergoing transformations and new ones seem to appear due to labour market tendency and social expectations. Currently the university offers the following specializations: Vocational and personal counselling, vocational and entrepreneurship counselling, career coaching and counselling, personal counselling and public relations. The labour market is changing, the transformation of Public Employment Services and labour market strategies had to be taken into account.

The future in terms of training counsellors at the Jan Długosz University

Increasing demand for counselling services, including among other things professional services, has caused the process of transition in which the role of counselling has changed from a peripheral to central position, thereby making counselling a significant part of society and its everyday life.

It is clear that people will use counselling services more often in every sphere of their life. Guidance and counselling may become the determinant of everyday life. Self-reliance in making even the most trivial decisions will be removed to some extent and counselling [vocational, marriage, psychological etc.] will be the most popular “profession”.

In the future new specializations particularly related to the occupational activity of people aged of 50+ are going to be launched. There are more and more people aged 50+ and they need a counsellor’s support in maintaining further education-professional activity. Another purpose is to create case management specialization which will enable graduates and institutions to deal with social aid and more effectively assist people using the social support.

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CHAPTER I

CAREER COUNSELLING IN A CHANGING ECONOMY AND A CHANGING CULTURAL SOCIETY: CHALLENGES AND NEW AREAS OF ACTION

Augustyn BAŃKA

Vocational counselling in the face of the new needs of mobilising support for european youth mobility

1. European youth mobility as a new context of vocational counselling development

1.1. Transnationalism as a new context of development and youth lifestyle

In the last years traditional directions of actions in vocational counselling have been supplemented with new research and training trends in relation to substantial changes regarding such phenomena as European integration, changes in the domestic labour markets, development of careers without limits and transnationalism of economies and labour markets as well as professions (Glick-Schiller and others, 1992). Transnationalism is the most characteristic feature of the present times. It is related to a development of global organizations which go beyond boundaries set by national and local organizational cultures. Transnationalism of markets determines a tendency to plan and realize professional careers, not only within national economies, but also in the transboundary, international and intercultural context. The process involves changes in mobility of workforce, occupational mobility, in the paths of transfer from an educational market into a labour market, in the psychological development of an individual's identity and definitions of maturity, in being blurred in Europe, to some extent, geographical, national and cultural borders (Giordano, 2010).

Transnationalism is a term related to globalisation (Bańka, Ertlet, 2004). In the definition of transnationalism, the prefix *trans* has an essential meaning which is used to define so many various issues and topics such as a specific type of social morphology, a type of social consciousness, a type of social reproduction, the way of social capitalism transformation, a place of political involvement or reconstruction of the 'place' or loyalty (Vertovec, 1999;

Giordano, 2010). The use of prefix *trans* suggests that an individual can be beyond and out of the society's conditioning which tries to limit it to stiff boundaries and norms in *pre-established identities* and unchanging models of behaviours. An adjective *transnational* implies an ability, most often that of an individual but not only, to go beyond cultural and state boundaries as well as freely fluctuate between affiliation and identities. This is an individual who decides which social group he/she wants to belong to and what identity he/she wants to represent.

Generally speaking, 'transnationalism' in a broad context applies to a multitude of relations and interactions connecting people beyond the state national borders (Vertovec, 1999). As a net of connections realized in the long-run, transnationalism existed also earlier, however that phenomenon acquired more importance along with the development of telecommunication technologies which enable to multiply the speed and intensity of interpersonal contacts (Appadurai, 1996). Transnationalism regards an issue of realizing interpersonal contacts in spite of all distances and despite real international borders (Castells, 1996).

Transnationalism presented in such a way applies to individuals, their nets of social relations' connections, communities and broader institutionalized structures such as local and state government organizations. The most essential part of transnationalism is, however, the fact that it is a product of activity and initiative of individuals, not the government agencies or institutional subjects (Portes and others 2000). Even though there are trends in transnationalism sponsored by supranational organizations such as 'Euroguidance' (Bańka, Ertelt, 2004), and transnationalism sponsored by national states (Smith, 1998), the purpose of which is to support 'their' communities of expatriates, they are treated as consequences of individual initiatives. Transnational counselling can be defined as a sponsored or organized by the state activity to institutionally support native expatriates in a transnational social and economic sphere.

1.2. Reasons for transnational mobility of youth from a developmental perspective

Transnational mobility, even though it may concern all the people, it is the most characteristic for contemporary youth whose way to adulthood and a permanent job is strongly determined by structural changes in the labour markets. In the OECD countries there has been defined a new developmental phenomenon named *emerging adulthood* (Arnett, 2000). This is a new developmental period which as an empirical and theoretical category is seen as a completely independent phase of a life development, different from adoles-

cence and *early adulthood*. Precisely it is in the 18 to 30 age bracket, thus the period of time which on one hand means leaving the childhood, on the other hand it is a little bit of assuming the life roles of constant responsibility. Generally speaking it can be characterized by the following criteria: 1 – a lack of a crystallized sense of identity, 2 – intensified experimenting with the labour market and on the labour market, 3 – accumulation of risky behaviours along with a demand for psychological and institutional support (vocational counselling and personal counselling), 4 – and, most of all, summing up one's own life experience in the transnational dimension.

In the theoretical sense, emerging adulthood is a consequence of previous conceptions, not articulated in the form of independent development theories such as a theory of *prolonged adolescence* by Erik Erikson (1968), Daniel Levinson's (1978) theory of *novice phase*, or Kenneth Keniston's *theory of youth*. As a new developmental period it is clearly distinguished from the other life phases in the perspective of their demographic features. They apply to a broad range of life aspects related to the most developed throughout the whole life, a sphere of volition. This is a life stage featured by the biggest freedom from biological determinants, the biggest freedom of choice of behaviours, the biggest freedom of a lifestyle and the biggest diversity of experiences. Persons at the stage of emerging adulthood have a demographic status difficult to predict, because contrary to an adolescence period, the majority of life processes is of non normative nature. In other words, at this stage of life, anything can happen and any demographic feature determines neither the individual's identity nor the character specific for that stage of life, it does not determine life quality or life success either. Young people can, for example live on their own or with their parents they can work or study, they can start a family or live as singles, they can have their own children or still have the feeling that one is still a child. Any of these listed characteristics determines whether somebody can feel grown up, independent or mature (Arnett i Tanner, 2006).

Thus *instability* is the most general feature of emerging adulthood. We can't make a diagnosis who somebody is, considering whether a young person lives with parents or in an own flat. Emerging adulthood is featured by the highest rate of developmental transitions throughout life span and the biggest variety of developmental experiences (Nicolson, 1990).

This is the stage during which a transition into the labour market is not an easy way, but it leads through experiments and forms of life competences which can't be shaped exclusively in a formal education, for instance university education. A new type of education, enabling to shape co called 'gen-

eral competences' and 'employability competences', is recreation and leisure time, as well as transnational mobility (Argyle, 1999). Emerging adulthood is a key stage of shaping one's identity. Professional experiences are focused on preparing the adults to assume certain roles and take up jobs which can be done throughout the whole life. There is an essential question, however: 'What is a change of finding a job which seems to be the most appropriate for me?' The answer is related to making attempts on the labour market and adjusting one's career capital (Bańka, 2004b) to market possibilities. Such adjusting is free from imperative and obligation. It means that the purpose of life is a direct exploitation of identity which to a large degree is a purpose in itself. An individual, having no limits determined by taking mature responsibility, can allow oneself for a job as a source of various experiences. Work is a part of widely understood exploitation of life topics (Savickas, 2001), while travelling and career planning belong to the most important life issues (Tharanou, 2003) in the transnational dimension (Adler, 2000).

1.3. European mobility of youth from the perspective of the EU policy

Workforce spreads to the state borders both in an undesired way (political refugees – Franzen, 1997), as well as in the politically favoured way, on a level of national policies of particular countries, as well as on a level of supranational executive committees such as OECD or the EU Commissions. Transnational mobility is a positively perceived phenomena in the EU, particularly with regard to youth. This positive direction was started by the 'White Paper' (1996) of the European Commission 'On the way to a cognitive society'. The document is one of the two basic conditions aimed at taking responsibility for one's own profile of professional qualifications by every individual, along with an access to knowledge concerning all the possibilities resulting from the spatial and transnational mobility.

In the 'Green Paper on Mobility' (1997) The European Commission demands an improvement of workforce' mobility as a contribution to fighting unemployment and a process of merging of labour markets in Europe. Thus transnationalism became a fact which shows educational, informative and counseling issues in a new light (Bańka, Ertelt, 2011). Citizens and enterprises (most of all small and medium-sized) need information and counselling in the transboundary, supranational and transnational dimension. In the context of a vocational counselling it is important that the cultural diversification would not be a problem and hindrance to access the labour market, but a positive developmental value building up new occupational competence. Transnational mobility draws the attention of domestic and international executive commit-

tees because of the following reasons. Firstly, specificity of a phenomena in the context of experiences and national traditions (despite globalization and European integration each country maintains its own specificity related to attitudes and stereotypes, which have to be interpreted as facts equal to economic phenomena). Secondly, the quantity of workforce resources, particularly that of a ratio of youth entering the labour market to the volume of work resources (Poles constitute a substantial part of workforce resources in Europe). Thirdly, an attitude to career in the transnational dimension. Fourthly, more or less justified fears about 'a market inflow' of newcomers from abroad.

An outlining of A European Employment Pact as a form of reduction of unemployment among youth in Europe, ordered by the European Council (1999) includes a memorandum entitled 'Youth and Europe: Our future' which endorses an integration of educational policy towards youth and employment on three planes: national, international and European one. There is the key to so called 'European identity' and better possibilities of planning and realization of careers. The memorandum emphasizes the following (Ertelt, 2001; Schüler, 2000): youth exchange and training abroad, transboundary exchange of youth, developing language competences within vocational education as a basic element of new transcultural competences (European identity), informing about studies and work in Europe, creating and developing a transnational counselling offer, building a mental mobility, working on and realization of transnational research projects boosting the improvement of counselling at a national level and in the European context, outlining a mutual Curriculum of a vocational counselor giving advice in the European dimension (Ertelt, 1989; Baňka, Ertelt, 2011).

The present period of European integration triggers a number of challenges addressed to counselling in the European dimension related to such questions as: How to shape changes in the paths of a transfer of school education to a labour market that are the conditions of effective transfer of youth to the labour markets? Which cognitive, affective and behavioural reactions, resulting from a clash among cultures, are of a developmental nature, and which require special attention in the emerging transnational counseling? What are the tasks of educational possibilities of a specialized profile for the needs of transnational counselling (Ertelt, Schultz, 2010; Baňka, Ertelt, 2011)?

How to combine national and supranational counselling (Plant, 1998; Ertelt, Kölsch, 1998)? The realization of an international cooperation in Europe brings important theoretical and methodological implications for transnational vocational counselling, having a European reference.

2. Transnationalism vocational counselling as a programme of supporting the European youth mobility

2.1. Goals of transnational counselling

Transnational counseling – TC should be looked at from a perspective of changes in an approach to a national and international policy, which occur presently under the influence of economical and mental changes in the world. Firstly, the process of young people's transfer from education to professional career has its contexts: national, social, educational and economical context.

The labour market system is differently organized in various countries, there is a different structure of educational system, there are different relations between the main subjects of educational market and the labour market (the employers, schools, government agencies), there are different national values.

The answers of European citizens to similar problems differ in various countries. Effective models of a transfer from education to the labour market, worked out in different countries, usually complement each other (for example, Anglo-Saxon experiences vs. European ones). Secondly, some main features of effective transfer systems to the labour market are not easily widespread beyond the countries' boundaries (for example, a requirement that all the employers shall be associated in Chambers of Commerce), whereas others are.

For instance, organizational solutions supporting so called groups of a permanent exclusion from the labour market, solutions regarding vocational information and vocational counselling, experiences related to trainings prolonging the time on the labour market of young adults can be applied transnationally. European integration logic gives a rational basis for new forms of activity of vocational counseling.

Transnational counselling (TC) is a form of counselling directed at supporting and promoting careerism on the European and global scale (Neault, 2005). We can differentiate two approaches to transnational counselling. The first, previous approaches can be called a reactive approach, caused by a transnational migration within the European Union (Schmidke, 2001) and related to that a threat and an aspiration to provide security of so called regimes of the European citizenship via assimilation of migrants (Launikari, Puukari, 2005). This kind of TC derives from a *multiucultural counselling* idea originated in the USA. The second approach, a newer one, is an active, preceding through prevention, intervention and promotion of realization of transnational goals. The second model is close to a staff marketing and is within a trend of politi-

cal integration of Europe, within the frames of which a synthetic European identity is looked for (McFadden, 1999; Chome, Koditz, 1990).

Considering TC from that perspective it is a certain form of a political idealism seeking a new better form of a transnational political organization beyond the states' boundaries and looking for benefits from transnationalism (Faist, 2000, s. 216).

The sources of interest in TC in Poland are of a bit different nature (compared by Bańka, 2006). Poland traditionally belongs to *emigration countries*, and presently is a country with the highest transnational migration rate in Europe. From the Polish perspective, the problem of a transnational counseling is seen from a national viewpoint, that is providing protection of self-interests of citizens and a good name of a national state. Discussing the TC problem from a national perspective we can say that it is a specific form of a national marketing which obviously can't be treated as purely advertising strategies, such as in case of goods. In the widest national perspective, TC is an element of a broader promotion strategy of a country's image abroad. Just as TC is a manifestation of a certain type of political idealism in the international arena, the same in the domestic arena TC is a form of idealism perceived from the grass-roots perspective, that is civil solidarity. Even though TC can be seen in the context of noble idealism which is a permanent transboundary circulation of 2 million Polish youth.

2.2. Organisational and methodological problems of transnational vocational counselling

Before a term *transnational vocational counselling* (TVC) became commonly used in Europe, previously there functioned a similar term 'transnational career/vocational guidance'. It appeared in Europe for the first time at the beginning of 90's thanks to Plant (1990, 1993) as a response to new political goals of a uniform European market and in opposition to *multicultural counselling*. Developing on such a base a Plant's conception of TV (1990), TVC became a programme of international cooperation between national systems of counselling services and counsellors-practitioners. The idea of a uniform economic market, beginning from the 90's, was translated into a new political goal, which was a development through an increase of mobility of the capital, goods, services and people. There was created an idea of adaptation of nationally-oriented counselling services to a new transnational one, that is the European vision of transfer of workforce resources and unification of educational markets.

Europeanisation of nationally-oriented programmes and counseling services was understood as a programme aiming at preparation of the European citizens for the requirements of increased adaptability, flexibility and transferability on a uniform labour market. Irrespectively of a trend in the transnational dimension, an integration of national counseling systems, TVC evolves also in the direction of new aims related to *cross-cultural counselling*. The first aim of a TVC trend is to give a short-term and preventive support to citizens focused on an international career in a self-creation of self-criticism as far as an ability to manage in the open world is concerned. In a classic cultural model (Giordano, 2010) an individual, being born in a national community, takes on a collective identity, as something that is given for granted, according to which he/she should and even must act and develop. In the *transnational* model an individual is endowed with a total freedom, and if only that individual's wish is, he/she can be a subject of choice, and can also determine one's own fate as well as individual and collective identity. However, self-construction in the transnational sphere is not always successful in the end, thereby there is a growing importance of TVC. The second aim of TVC is an emergency and preventive support for those going abroad in solving problems of stigmatization of migrants. Migration abroad leads to an individual's identity decree by citizens of the host country (Howarth, 2002). Going beyond national boundaries means going beyond a categorial affiliation against one's own will. Going abroad is a free choice, but along with crossing the border it means finding oneself in a situation of limited choices. A migrant representing a consciously shaped identity gets into a homogeneous category classified as 'immigrant'. A situation of categorization is so strong that an individual may not be able to cope with that problem on one's own in some places of the world. The third aim of TVC is providing support to individuals in developing a critical sense with regard to one's own identity related to a tradition and a new foreign place of living, new co-related contexts of social life and new requirements. The vast majority of today's transnational migrants does not emigrate to stay permanently in a foreign country, but they leave their home country in order to come back later on. A successful return is possible only when leaving the country was prepared in an appropriate way. The fourth aim is to give support in a diagnosis and evaluation of one's own potential from the perspective of an international career. The final result of TVC is a 'selection' of persons who are clearly not fit for life in the open world. Since nobody is entitled to forbid anybody to travel, such selection serves only a persuasive role and makes people aware of the situation. The fifth aim is to provide hon-

est information about international labour markets and information on educational possibilities in the international arena.

The classic model of vocational counselling concerns problems of education and labour market from the state's perspective, creating national programmes of providing counselling services and supporting processes of youth transfer from school education to professional life. It is not difficult to observe that a classic paradigm of a counseling organization, formed already in the industrial period (Watts, 2000), in which the country took responsibility for an effective youth transfer from school to professional life, is not enough to fulfill aims of transnational counseling. In the global economy, the institutions established for the purpose of national programmes' realization of providing counseling services do not meet new challenges. A traditional paradigm of national programmes of vocational counselling was based on formal and bureaucratic institutions, some of which held and are still holding a monopolistic position in terms of providing certain services (for example, work mediation). Traditional model emphasizes features and economic possibilities, and institutions specific for particular countries. In a traditional model national institutions, subordinate to the ministry of labour and education, have a dominant role in the system of organization of counselling services. The same important role is ascribed to institutions subordinate to school authorities or a local authority government. It seems sure that both a state, centralized and a local, decentralized system of providing counselling services limits TVC too much. The mission of TVC is to make the resources of workforce more flexible and prepare for professional life on the transnational market. The institutions providing counselling services are better adjusted to new tasks of transnational counseling, just because they have been developing themselves for a longer period of time, by the way of so called formal institutions (bureaucratic ones) related to national aid programmes. Contrary to them, the rules of activity are not based on economic and political resources, but on the resources and financial systems adjusted to specific aims of a given organization, its mission and organizational culture. This group of institutions affiliates, among others, private offices of personal counselling, private agencies of work mediation, diplomatic units (embassies, consulates, cultural centres), supranational firms carrying out a global activity, consulting institutions, vocational associations and universities providing educational services in the supranational system. Their role will increase together with a change in attitudes and expectations towards a process of transition into the labour market. Mental changes among youth (that is the will to get to know the world, travelling, the will to work and live abroad as a motive in itself, attitude to taking up challenges and finally an

increase in language competences) should constitute the biggest spur to TVC development.

3. Transnational dimension of youth mobility as a challenge to the structure and application of a diagnosis method

3.1. Problems of a diagnosis of reasons and results of a career's choice in the transnational dimension

What should the counselor get to know from a client in order to competently support him/her in a struggle with a voluntary expatriation, so called transnational mobility? The problems of (*testing and assessment*) (T&A) as a source of information in TVC become an issue of a still growing importance (Noworol, Łącała, 2004; Bańka 2006). These subjects regard two issues of a bit different nature. The issue of T&A is on one hand a problem of a cultural adaptation of tests and other tools of clients' assessment to the conditions of their global and transnational application (Duarte, 2005). On the other hand, the issue of T&A in TVC concerns issues of the diagnostic tools' adequacy from the viewpoint of *cross-cultural career counselling* needs, conducted from the national perspective, and not a *multicultural* perspective.

In the first case we have to deal with problems which are related to a question about accuracy and reliability of diagnosis instruments and evaluation methods which were prepared in particular national states, bearing in mind their application to precisely defined populations. In other words, whether the research tests and assessments carried out in Poland and Germany are comparable or not. Transnationalism of counselling raises another doubt: to what extent diagnostics instruments of a national range can be used in TVC as a reliable base for taking counselling decisions. Such doubt is diversified when it comes to tests and questionnaires. T&A are a basis for TVC as sources of information about vocational interests, competences, skills, abilities, intelligence, personality etc. That is all what can support a client in taking the best decisions regarding a future job, educational path or a change of work. Tests mean measurements, while assessments something more. They deal with observations and attitudes of individuals, their preferences and dislikes, tasks and difficulties which they experience within organizations, their employees' achievements as well as all the institutions aspirations for achieving goals which usually set the standards of effectiveness.

Tests can be divided into two main categories: the first one deals with tests as personality questionnaires or instruments of assessment and self-eval-

uation, in which answers show the choices and feelings of an individual. Examples of such questionnaires useful in TVC are inventories of occupational interests. The second category deals with tests of maximum achievements, in which answers evaluate an individual's ability to effectively act in standard conditions. Examples of such tests which are useful in TVC are tests of skills and abilities. Generally speaking, while tests of achievements are to a certain degree compatible in transnational applications, personality questionnaires and other instruments measuring values constituting the world of culture are not compatible (Rossier, 2005). The role of achievement tests in TVC is controversial because of their psychometric fundamentals. In order for the test to be psychometrically accurate, it should be objective, normalized, reliable, well-founded, valid and distinctive. Meeting these strict requirements in the transnational sphere is impossible, because all the norms and standards of assessment finally come down to cultural and national populations (Bańka, 2010). That is why, *constructivist assessments* in TVC enjoy more and more popularity as narrative approaches (Brott, 2004) on the basis of a possibility of a counsellor's insight into the client's biography, developing a self-awareness sphere and future orientation in a client (Ertelt, Ruppert, 2011).

When it comes to the adequacy of T&A tools from the viewpoint of TVC needs as an international career counselling, realized from the national perspective (not a multicultural one), there is a problem of access to reliably (that means psychometrically) prepared diagnosis instruments and assessments created for national populations, but with regard to problems experienced in the transnational sphere. For example, Polish counsellors supporting their own citizens in TVC need tools which measure needs, attitudes, values, emotions, conflicts etc. from the Polish perspective of planning and realizing professional career in the transnational dimension. There have not been such tools created in Poland so far, thus in the next part, deliberations will be focused on T&A tools that were created only for the purpose of supporting the counseling techniques of advisors working within the scope of TVC.

3.2. TVC methodology of supporting the European youth mobility

The methods of diagnosis and personal resources as tools of supporting and counteracting negative results of impetuous transnational mobility came into being relatively as late as in the last decade. One of such methods was a scale designed in Australia by P. Tharenou (2003) to measure *receptivity to working abroad*, which is to make a diagnosis and assessment of openness to an international career of potential expatriates. There have not been similar attempts made to construct tools useful in TVC in Europe. Because of that, and with

regard to a range of the phenomena of the European youth mobility among Polish young people, the author of this dissertation made an attempt to create tools useful in the protection against impetuous and despair mobility of youth in particular. Considering a lack of information of a tradition of creating tests covering the sphere of the European youth mobility there have been assumed own assumptions and taxonomies of the most useful tools. There has been assumed an assumption that their essence has to be a measurement of diversity criterion between *personal resources* and *demands of transnational lifestyle*, and between *personal resources* and styles of adaptation to social frames of life in the transnational sphere.

There has been assumed an assumption that one of the most basic issues from the viewpoint of a transnational experience, there is question as to what 'a home' for a migrant means (Ali-Ali, Koser, 2002). Is 'a home' a place where a migrant comes back from migration? Where is the home of those coming back from migration? Is the migrant's home anywhere or nowhere? This problem is one of the most important issues of TVC, because migration experiences cause a *trauma of attachment* (van Ecke, 2005) and expectation of a social and moralizing support in a situation of experiencing clinical problems of nostalgia, so called *home sickness*. From the perspective of time, accounts of persons going abroad irrefutably prove that before they left their home country, they had not prudently enough appreciated a role of their strong *place attachment* in particular. *The attachment bonds* with their home, a place of birth or any other object are a state of a psychological well-being, experienced by an individual as a result of a presence of that object or an access to it, or the other way round – a distress as a result of a lack of an object, being away or absence. An individual may experience attachment bonds being unaware of that. The counsellor's task is to get to that person and find out the strength of attachment in various dimensions (Van Tilburg and others, 1997).

The methods of making a diagnosis of a place attachment can be divided into two categories: methods for measuring a place attachment in one dimension or in two or more dimensions. An example of a multidimensional method of measuring a place attachment is 'The scale of a place of living attachment' (Bańka, 2007). The first factor regards 'Emotional attachment to the place of living' and it measures satisfaction and emotional identification of an individual to the place of living. The second factor 'A permanent attachment to the place of living' measures a tendency to continue a relation with a place because of potential costs incurred as a result of leaving the country. The third factor 'A normative attachment to the place of living' measures an

internalised individual's conviction with regard to the place towards which one should be loyal.

The second basic diagnostic problem in TVC is a diagnosis and assessment of placing an aspiration for transnational career, so to say an assessment of aspiration and a type of motivation which young people are driven by while choosing the European mobility as a direction of one's own development. There is a specially designed Motivation Scale of Achievements in International Career for making a diagnosis and motivation's assessment of persons intending to go abroad (Bańka, 2005a). Its structure was based on a four-factor Elliot's and others' theory (2001). It reveals four motives: 1 – a mastery-oriented aspiration as a way to success; 2 – avoidance-oriented mastery caused by a failure's prediction; 3 – a realization-oriented level of doing a task in relation to others, that is at the same or a worse level; 4 – avoidance-oriented performance of a task as a fear of embarrassment with regard to a fact that others can perform a certain task and they do it.

The scale includes four empirically distinguished factors. Concerning the first factor, called 'Avoidance of a Failure in Accomplishment of Goals in Themselves', an individual believes that he/she can fulfill oneself only by going abroad, thus achieving happiness in life and avoiding suffering.

The second factor is 'Striving After Perfection in Accomplishment of Social Goals'. It describes aims which an individual intends to fulfill by going abroad. They express beliefs regarding possibilities of fighting off social competition and expected internal (developmental and psychological) and external (material) benefits. The factor named 'A focus on self-realization and perfectionism' is a collection of grounds for rationality of going abroad from a self-realization viewpoint and bringing closer to the highest standards (perfectionism). The fourth factor named 'Avoiding Losing Respect in Somebody's Eyes' deals with motives of avoiding losing respect in somebody's eyes as a basic determinant of one's going abroad.

The third, substantial problem in TVC is a diagnosis and assessment of barriers and supports to plan transnational career. Planning one's own life in a global dimension, young people should take into account the threats of *provisional identity* (Hill, 1966), bearing in mind a conflict between a common safety of place attachment and safety of development of individual aspirations on the basis of recognizing and taking advantage of chances as well as other potential possibilities accessible in other places. 'Barriers' are what hinders people from considering their life plans in a global dimension, while 'supports' are what motivates them to be mobile in job-hunting. Barriers can be defined as environmental factors and factors underlying an individual which

discourage to take a particular action. A significant feature of barriers is a fact that they do not have to objective. Their importance can be a result of an individual subject's interpretation. It means that a given factor can be differently perceived by various people. The perception of barriers influences two processes of striving for success. On one hand, it conditions forming of interests into aims, and on the other hand it conditions setting goals of particular activities. *Supports* function in a similar way as barriers do. Supports – these are events and determinants which aid and facilitate an individual's striving for achieving goals (Lent and others, 2000). *Supports* as positive *affordances* found in the environment, include various features of the surrounding which an individual can cognitively use to satisfy one's own goals and values, for example a high salary, a possibility of learning, an opportunity to get to know foreign countries.

To make a diagnosis of barrier's and supports' perception, there has been created 'An Inventory of Barriers and Supports in International Career' (Bańka, 2006a). It includes 90 items – 45 barriers and 45 supports. These items refer both to environmental and personal factors, motivating to plan one's work in the international dimension. Barriers are perceived as fear factors, discouraging from transnational mobility. Supports are seen as social factors found in the present life environment, stimulating to leave the country and plan one's career in the transnational dimension. The inventory of barriers concerns three factors: 1 – 'Deficits and Anticipated Personal Difficulties', 2 – 'Fear of Career's Heading for an Unintended Direction', 3 – 'Fear of awkwardness and exclusion'. In case of 'Inventory of Supports' we also distinguish three factors: 1 – 'Dissatisfaction from Situation', 2 – 'Future Perspectives', 3 – 'The Quality of Life and Development in a New Place'. Due to the application of 'Inventory of Barriers and Supports' we gain knowledge of two kinds. Firstly, the knowledge as to how the people planning to go abroad express their fears of leaving the country. Secondly, the knowledge concerning the factors/motives which encourage to go abroad and others such as the will to avoid disrespect, the situation in the country, fear of wasting one's life.

A diagnosis and assessment of openness to international career is a readiness for internal and external exploration. Life plans of young people are determined by their readiness to explore the system of values and aspirations as well as environmental possibilities of their fulfillment. Intrapsychical and environmental conditionings determine a life orientation in a longer and medium-term time perspective. Such conditionings define, among others, whether an individual is open to realize one's career in various social, cultural and geographical environments. Thus readiness and openness these are two

aspects of the same phenomena regarding an attitude to an exploitation of new environments and intragroup integration. Openness is featured by risky, differentiated, complex, alternative, unconventional, as well as confident and independent behaviours.

Motives persuading youth to choosing activity directed at an exploitation of global environments is a problem that has been rising a controversy for some time. There is designed A Scale of Openness in the International Career for the needs of TVC (Baňka, 2005d), which is to measure: 1 – Perceived predisposition to go abroad; 2 – Perceived readiness to fulfill life aims and goals out of the home country; 3 – Perceived determination to develop, cultivate and initiate within one selves additional personality traits needed to accomplish a goal that is transnational career; 4 – Perceived individualism. The scale uses three factors: 1 – ‘Acceptance of Costs’ which are indicated by persons striving for starting and fulfilling a career in an international dimension, 2 – ‘Readiness for Maintaining Efforts’, 3 – ‘Fascination of Challenges’ both in reference to the international career and persons who represent it, 4 – ‘Determination to Accomplish a Goal’ that is a will to stick to an idea of a transnational mobility manifested by an individual.

The last problem in the hierarchy of importance of TVC’s support of the European youth is *self-efficacy*. The term *self-efficacy* means a belief in one’s own abilities to organize and introduce in life such activities which will be needed to overcome future, potential situations (Bandura, 1968). This is a specific evaluation of own competences, possibilities of completing tasks within a given sphere, thus it is an individual judgment of each of us regarding our abilities to do certain tasks. Self-efficacy determines what the people think and feel, what motivates them and the way they behave. Self-efficacy influences the choices we make and our efforts related to that, as well as how long we have been making such effort when we encounter obstacles, and how we feel having faced all of that. Self-efficacy constitutes the grounds for people’s motivation, success and personal skills. A level of our motivation, affective states and activities which we take, is based more on what we believe in and whether we ‘feel strong enough’ to do something rather than what the objective reality is. Because of that it is possible to effectively predict the way people behave and what the result of their activity will be by getting to know their viewpoint concerning the issue of evaluation of one’s possibilities. Strong self-efficacy highlights positive skills and personal success in what we are doing. People convinced of their abilities, tend to approach difficult tasks as challenges which they will surely be able to manage, not the tasks which they will try to avoid. Such viewpoint develops pure interest in themselves

and involves in further activity. They perceive themselves as those who reach goals, and that motivates them to keep on doing what they have started. However, in the face of a failure, they increase and make their efforts stronger, and when they suffer a failure they do not give up that fast. The feeling of self-efficacy is strongly related to an inside placement of control, because a person embodying these two aspects, ascribes the said failures to insufficient efforts she/he put in a given activity or insufficient knowledge and abilities. Such effective view shapes personal skills, reduces stress and decreases our being prone to depression. There has been designed A Scale to Measure the Feeling of Self-efficacy in International Career (Bańka, 2005c) to make a diagnosis and assessment of self-efficacy in taking a transnational career. This scale enables to evaluate a perceived self-efficacy in transnational career providing a TVC counsellor with useful data in formulating recommendations for persons intending to go abroad. Self-efficacy is an evaluation of confidence in one's own ability to organize and enforce a certain direction of the activity, requiring a fulfillment of various types of activity on a defined level of competency, effectiveness and efficiency (Bandura, 1968).

'The Scale of Self-efficacy in International Career' comprises the following factors: 1 – 'Confidence in General Life Competences' related to learned skills to cope with interpersonal contacts in various social, organizational and cultural environments; 2 – 'Confidence in One's Own Professional Competences' expressing convictions about the confidence in qualifications and professional competences from the viewpoint of foreign life environments; 3 – 'Confidence in One's Own Competences to Control Events' describing subjective problems referring to a possibility of achieving a professional success and life happiness out of the home country thanks to abilities to manage life events that are an inherent part of a international career; 4 – 'Confidence in One's Own Competences in Terms of Coordination of Various Walks of Life', defining an individual's sense of the ability to coordinate the main spheres and roles of life such as work, family and a territorial distance from the place of birth.

4. Summary

The development of TVC is as essential in breaking national stereotypes and in a struggle against discrimination as in wide spreading the European youth mobility. Both processes condition one another. On one hand, the bigger mobility of the European youth within a common economic sphere, the bigger demand for TVC because of an inevitably increasing threat of conflicts be-

tween 'the newcomers' and 'the residents' in such conditions. On the other hand, a lack of TVC or its poor influence on youth can decrease effects expected from transnational mobility.

However, the development of TVC brings a number of doubts and is met with barriers difficult to overcome. The first issue concerns the fact who and how it is to be done. The legacy of national counseling cultivated in governmental organizations turned out to be a substantial obstacle in wide spreading TVC. Non-governmental organizations such as associations, churches or private institutions, in terms of their activity, are more resistant to a threat of so called 'secondary discrimination' which is based on a better attitude to certain nationalities and treating them as 'friends' or 'closest ones', and others as worse ones (Faist, 2000). Whereas, even they are not free from various threats internally imprinted on them. In case of private institutions it is related to such features as mercenary, profitable and chargeable nature of activity. A mercenary nature of many institutions dealing with transnational counseling causes a number of ethical and quality problems.

A multitude of subjects dealing with transnational counselling arises a question – how to coordinate activities in the transnational counselling with counselling on a national level? This issue concerns not only institutional coordination but also substantive coordination, at least in terms of A&T methodology development. In order to develop transnational counselling it is essential to construct specific methodologies for TVC, which as it was presented above, are usually expensive, time-consuming and require a minimum of 'a selfless interest'.

A doubt regarding how to organize the transnational counselling in particular countries is directly related to an issue regarding the questions who is to give priority and what methods of work should dominate. Answers to these questions must consider a fact that in our century Information Technology will be a catalyst for a new paradigm of transnational counselling. IT uses new forms of counselling methods, based on the net communication. Traditional methods of counselling such as conversations, will undoubtedly be up to date. However, for many people (not only these educated ones) the Internet and online services related to it will be a dominant form of transnational counselling (Ertelt, Hesse and Weimer, 2004). Services easily accessible for everybody via the Internet, irrespectively of the place of living, whether in the form of provided information or personal advice is beneficial, but it is also a source of threats.

Using the online counselling raises doubts concerning the databases management, defining and executing standards of reliability of provided informa-

tion and advice. Commercialization of counselling causes that it is difficult to provide a protection against fraud. People evaluate not only the information itself, but the source of it as well, thereby the issue of executing ethical standards which would apply to all the subjects providing counselling services seems to be essential.

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Adam BIELA

Why did the Berlin Wall collapse on Night of 9–10 November 1989?

We will introduce in this chapter the concept of *agoral gathering* as a new concept in collective behavior (Biela, 1989) which will be used to interpret the large-scale political transformations in Central and Eastern Europe of the 1990s in terms of peaceful collective behaviors as a political alternative for post-communist countries. According to some authors (e.g. Biela, 2013; Ferjenčik, 1996, 2013; Gaidys, Tureikyte, 1996, Naništova, 2013), there is empirical evidence that such countries like Poland, Hungary, Czechoslovakia, Bulgaria, East Germany, Russia, Lithuania, Latvia, Estonia and Albania experienced peaceful collective behaviors which had all the constitutive characteristics of the agoral gathering (i.e. 1. higher-value-oriented motives of the participants; 2. non-violent intentions of the participants; 3. voluntary participation; 4. publicity of the assembly; 5. mass scale of the gathering; 6. the experience of spiritual unity among the participants and the social meaning of the gathering; and 7. positive social impact of the gathering). These gatherings caused as their outcome the bloodless collapse of the totalitarian system in the countries where these collective behaviors actually existed. Our analysis will show that gigantic social power was created and agoral gatherings were able to transform the social, political and even military order of Europe of the 1990s. We will try also to answer the question: Why did the Berlin Wall collapse on night of 9–10 November 1989?

1. Was the 20th century the age of crowds and masses?

The political face of Central and Eastern Europe in the second half of the 20th century were not really happy. It was created by the totalitarian system which divided Europe into two permanently antagonistic military alliances (i.e. the Warsaw Pact and NATO), a stand-off also called the *cold war*. From the German perspective, the political face of that time meant simply the painful division of one state which was of a relatively homogenic national construction

– Germany – into two completely mutually isolated states: West Germany (BRD) and East Germany (GDR). A spectacular and at the same time a symbolic example of this shape of Europe was the division of the capital of Germany itself into four primary sectors, and finally, into two parts: East and West Berlin, separated by the Berlin Wall.

1.1. Some intriguing questions

One can start with the question: How far the phenomenon of the fall of communism in Europe was easily predictable? The answer is clear and simple: Not at all. If at the beginning of the 1980s any representative of the social sciences had been brave enough to state that after several years radical transformations would liquidate not just the Berlin Wall but the Warsaw Pact and even the USSR as well, his or her statement would have certainly been qualified as a form of science fiction expression. That time, the mentality of professionals and average people did not allow any room for imagining that the cold war and the totalitarian communist system might end its existence in Europe or anywhere. There was simply no way for the years of functioning of the totalitarian system in the world, that nobody even could mention the possibility of collapse of the visible and developing infrastructures of the totalitarian system in a realistic manner.

However, in spite of it the truth is that the historical events of the 1980s and 90s evidently show that the large-scale macroeconomic changes in Europe have become political, social and economic facts of unprecedented character. Everybody could see that these changes caused deep political and constitutional transformations (the fall of the communist system in Central and Eastern European countries, the political collapse of the Soviet Union and the emergence of independent states, the unification of the two German states), social and economic large-scale changes (founding of market economy infrastructures, privatization of state-owned enterprises, appropriation of state-owned and municipal housing into private ownership, conversion of land lease into ownership titles).

Moreover, these macrostructure and macrosystem changes took a bloodless course, except for the political events in the Balkan Peninsula in former Yugoslavia. In that context the fascinating question is: why the rest of the European continent peacefully underwent such profound changes in the last decades of the twentieth century?

Therefore, one can ask another intriguing questions: Why did the communist system disappear in Europe during the last two decades of the 20th

century? Why did the Berlin Wall fall down so rapidly in the night of 9–10 November, 1989?

Moscovici (1985) in his historical treatise on mass psychology clearly says, that the 20th century may be called the age of the crowd, in a sense which was given to the term *crowd* by LeBon (1895), Freud (1922), Ortega y Gasset (1929) and the tradition of the collective behaviour literature (see: e.g. Blumer, 1947, 1970; Lofand, 1981; Litton & Porter, 1985). It is true, that the crowd and the masses played an important role in the movements which established the totalitarian communist system in Eastern and Central Europe and fascism in Western Europe. This is also true that the two world wars were also scenes of crowd behavior in European countries. From such examples one can draw the conclusion that the described in crowd psychology collective behaviors mainly play a destructive role in history.

However, we are arguing here that to have a more complete understanding of the collective behavior phenomenon and its role in the history of Europe, the positive and constructive side of collective behavior must be taken into consideration. There was seen that since 1979, massive gatherings have often accompanied the foreign visits of Pope John Paul II. There were observed such large-scale gatherings have been observed during his visits to Poland, Ireland, Great Britain, France, Spain, Portugal, Germany, Belgium, Hungary, Czechoslovakia and Lithuania (see: Benewick, Holton, 1987; Biela, Tobacyk, 1987, Prężyna, 1996)). Historical example of peaceful collective behavior took place in Poland during the time of “Solidarność” [Solidarity] from July 1980 until December 1981. Ten millions of men and women, workers, craftsmen, farmers, students and professionals united in a series of non-violent strikes in shipyards, coal-mines, factories and universities in order to achieve social self-management and the democratization of public life. There is no doubt that the “Solidarność” gatherings accelerated the process of democratization of public life both inside and outside of Poland (Biela, 1983, 1989, 1996, 2007, 2013).

The Polish political experiment resulted in a new movement toward democracy, freedom and independence. The “Solidarność” inspired other countries like Hungary, Czechoslovakia, Bulgaria, East Germany, Romania, the Soviet Baltic republics, Russia and Albania.

One can hypothesize that the collective behaviors (e.g. peaceful demonstrations, non-violent marches, strikes) called agoral gatherings had a significant psychosocial impact on the society, causing rapid mental changes in the people. They accelerated a process of social integration and led to the citizens

articulating their need for freedom, self-determination and collective decision making in public affairs.

The agoral gathering appears as a new positive, psychological phenomenon that involves cognitive and value-oriented processes. One of these is thinking by analogy about other's expectations, desires and ideas that correspond to one's own. Such reasoning results in clarification and verification of one's value-system and gives a cognitive background for the emotional involvement of the participant. It creates an atmosphere in which participants experience a deep spiritual community. This kind of collective behavior helps the participants to enrich their personalities by discovering universal moral values. It initiates the process of social integration and human solidarity.

1.2. Positive consequences of agoral gatherings

The unique experiences of the participants of agoral gatherings not only had a very positive impact on the individual participants, but also caused positive changes at a social level. Biela (1989) has identified the following characteristics of the agoral processes themselves based on psychological analysis of agoral gatherings:

1. unity of emotional, motivational and cognitive processes during agoral gatherings;
2. community nature of the agoral gathering experiences – ranging social depth, which has its source in universal human needs;
3. cumulated strength of collective behaviors and processes in agoral gatherings directed towards positive changes and commonly accepted social aspirations;
4. strongly rooted agoral gathering processes and experiences, both in the individual memory of the gathering participants, and in the collective memory of the society which representatives participated in this gathering; and
5. irradiation of the agoral gathering processes into the persons who did not participate directly in this gathering.

The effect of the post-agoral processes is the extension of a range of experiences to people who, for various reasons, did not participate in the agoral gathering. This creates a platform for accelerating the pace and scale of social integration. An example could be the extent and rate of post-agoral processes after the first visit of John Paul II to Poland, which took place from 2–10 June 1979. During those days of agoral gatherings in which about 30% of Polish citizens directly participated, the participants realized the unity of their thoughts, feelings and beliefs on a national scale. The mass meeting with the Pope and the universal interest in his social visit increased the sense

of inner freedom among Poles, their sense of security, social integration and the intensity of the need for authentic thinking and acting. Undoubtedly, this determined a deepening process of social and professional solidarity among the Polish workers, farmers and intelligencia. This process resulted in the “Solidarność” movement in July and August 1980. Ten million people were involved in this movement, which effected a radical change in social consciousness in terms of real individual autonomy and self-dependence. “Solidarność” was a synonym for the bloodless revolution for the democratization of public life in Poland, whereby a wave of agoral gatherings changed the political face of Poland first, then spread to other countries in the so-called Soviet bloc, leading to the collapse of the totalitarian system in a peaceful manner. Examples of such a wave of agoral gatherings were the events of the “Velvet Revolution” in the Czech Republic and Slovakia. Another example of agoral behavior was the peaceful dismantling of the Berlin Wall, which led to the unification of the two German states. Similar agoral phenomena consequently led to the formal bankruptcy of the the Soviet Union and the emergence of independent states from the former soviet republics. These are further examples of post-agoral phenomena and positive social consequences associated with them.

2. Agoral gatherings which have changed the face of Poland

Chronologically, the agoral processes in Poland were initiated on 2 June 1979 at Victory Square in Warsaw, where over a half million participants were gathered.

The irradiation process of the experiences of the agoral gathering participants led to the spread of the range of personal and territorial content of agoral phenomena, resulting in such psychosocial outcomes as:

1. extraordinary acceleration of the process of social integration of the whole Polish society, including professionals, people of varying social status, backgrounds and age;
2. breaking the barrier of fear both in an individual and social dimension, on which the foundations of a totalitarian regime was based;
3. public confidence on an increasingly mass scale that since Poles could gather in order to articulate their common needs and values, they will probably be able to achieve these expectations and values if they so wish.

2.1. The agoral gatherings of July and August 1980 in Poland

Agoral gathering processes were the psychosocial foundation that allowed for the strike actions of workers of state enterprises, first in July 1980 in the Lublin region (at Tomaszów Lubelski, Świdnik, Lublin), and then in August 1980 on the coast of Gdansk, Szczecin and in Upper Silesia. Finally, the strike boils covered the entire country by integrating over 10 million people in a social movement called “Solidarność”. Analyzing the behavior of participants in July and August 1980, the psychosocial processes underlying the behavior of all attributes of agoral gathering constituents can be shown. Now we will try to improve the above statement.

2.2. Motivation for participation based on higher values

Although the immediate cause of the Lublin strikes in 1980 July were the issues of higher prices of foodstuffs, it soon became clear that these motives only played the role of the “match in the powder keg”. It was not these specific motifs essential to the household that gave numerous motivations to strike. It soon turned out that the issues were all about the dignity of the working man, the treatment of workers as subjects of work, the right to decide about their situation and working conditions.

Analyzing, in turn, the August protests on the coast and in Silesia, we see the emergence of more universal themes and the need for not only the problems of workers, but also the need to live in freedom and in a sovereign country, the need to organize free trade unions, freedom of religion, freedom of mass media (free from state censorship) and other themes that are reflected in the form of 21 strike demands (which were officially signed on 31 August 1980 in Gdansk and then in Szczecin and Jastrzębie Zdrój).

2.3. Non-violent intentions of the participants

Participants of the “Solidarność” protests were intentionally not inclined to violent action by anyone against anyone, and especially the power apparatus. The strike assembly was peaceful in nature, not only in plan, but also in fact. Organizational measures were taken to prevent any incidents or episodes which could cause aggression. A ban against bringing any kind of alcohol into the striking plant existed, for example. Moreover, priests invited from the local parishes took on the job of pastoral ministry (dismissing holy Mass or hearing confessions) in order to on the one hand, increase the higher motivation of participants, and, on the other hand, create a climate of social inclusion and reciprocal kindness among the striking crew. After this, bonds of friendship between the people who were on strike and the people from the surround-

ing towns and villages formed, where people came to the striking factories, coal mines, foundries, etc. bringing food to the protesters.

2.4. Voluntary participation

Worker participation in strikes was voluntary. None of the staff was pressed to participate in them. If someone decided freely to participate in the strike, he or she decided to bear all the consequences of such decision, i.e. punitive, disciplinary, repressive, political – from the government apparatus. For example, for employees of an aggregate of the three neighboring towns of Gdynia, Sopot and Gdańsk, the memory of the behavior of “people’s” authority shouting at people was still quite fresh in their minds when the group of employees made voluntary strike decisions in August 1980. But fear had been broken. Voluntary participation was also associated with sharing the hardships and difficulties of life on strike with others.

2.5. Openness and publicity of the assembly

The openness of strike assemblies was based on the fact that the very decision to strike was taken openly. In addition, any questions relating to life during the strike were put in a way that the strikers were placed in an open and the most accessible space for employees (conference room, training space, work safety training room, guildhall in coal mine, etc.). Openness also concerned democratic decision-making procedures and the regulation of all areas of life in a strike situation. Another dimension of the openness of the strike gatherings was the possibility of taking a strike decision in other workplaces in their own areas and for their crew of workers.

2.6. Mass scale of the gathering

Strike gatherings spread from Lublin to the entire Baltic coast and then included miners and steelworkers in Silesian heavy industrial centers. The scale of participation in these agoral gatherings was unprecedented in the history of mass assembly. At its climax it included over 10 million Polish inhabitants. It included people of all professions, adult citizens of all ages, with different backgrounds and with varying social and economic status. They had full knowledge of the unprecedented scale of the event of which they were parties.

2.7. The experience of spiritual unity among the participants and the social meaning of the gathering

The participants of the August 1980 agoral gatherings experienced their involvement in strikes not only in the category of personal experience, but above

all as a sequence of events of great social, patriotic and national importance and as one event uniting people with specific historical meaning (i.e. as participation in the change of the course of history). This allowed them to feel safe on strike, discover the unity and experience the community of their demands.

2.8. Positive social impact of the gathering

The positive consequences of agoral gatherings of August 1980 were, firstly, the signing of agreements between the crews of strikers and the communist authorities. Many of the strike demands were actually realized quickly. One of the main strike demands that was made was the registration of “Solidarność” as a free trade union. Though the communist government under the political and military pressure of the Soviet Union and the neighboring socialist bloc countries attempted to eliminate the August output of integration through the introduction in 13 December 1981 of martial law on Polish territory, it has to be underlined that a totalitarian communist system and the entire Soviet bloc failed to quell the cumulated potential of the “Solidarity” agoral gatherings. Ultimately, the state of war in Poland was revoked and the gradual erosion of the totalitarian system in Poland was accepted, which led to the transformation of the People’s Republic of Poland into the third Republic of Poland with democratic elections.

3. Waves of agoral gatherings which changed Central and Eastern Europe of the 1980s and 90s

In the late 1980s and in the beginning of the 1990s we can observe unbelievably rapid large-scale political and constitutional transformations in Central and Eastern Europe. The Polish political experiment resulted in a new move toward democracy, freedom and independence. This inspired other countries like Hungary, Czechoslovakia, Bulgaria, East Germany, Romania, the Baltic Soviet republics and Albania where the gigantic potential of social integration that accumulated in agoral gatherings in these countries has been visible since 1989.

The agoral gatherings resulted in the bloodless collapse of the totalitarian system; such profound social and political change had not been predicted by the most advanced political scientists in any of the academic centers of the world. A bloodless breakthrough was made under the pressure of immense social force which had been created during the same agoral gatherings in these countries and strengthened by the process known as irradiation of agoral phenomena, part of the nature of these gatherings. If the power of social

integration in the country reaches a certain threshold as a result of the agoral gathering processes, then the organs of totalitarian regimes must not only cease a frontal attack aimed at the suppression of political and constitutional changes, but look for ways to reconcile a new social force to protect their own respective interests.

The perceptual indicators of strength of social integration play an important role here such as e.g. the number of agoral gathering participants, ease and efficiency of gatherings, the frequency of these gatherings, the degree of clarity and transparency of ideas that guide motivation of the participants in the meetings, the degree of determination of the participants in the implementation of the leading ideas, the attractiveness of social motives and values gathering the participants, the speed and extent of the spread of these ideas (rate and extent of irradiation of agoral processes).

The relationship between the strength of integration of the agoral gathering in the totalitarian state and the strength of the response to this phenomenon from the side of the communist totalitarian regime in this state is illustrated in the exponential curve shown in Figure 1. If the communist authorities did not perceive the strength of social integration of agoral gatherings, then they opted for a quick, force-based solution in order to liquidate the “hot spots” that are harbingers of change in the existing political system. Such a situation occurred in Belarus and partially in the Ukraine, where political opposition organized political meetings indeed, but they were of a small-scale and the state authorities did not have much difficulty in their dispersal.

Somewhat different was the political situation in Romania (see Figure 1), which created the conditions for agoral gatherings. But strong and violent reactions to the gathering participants by the police and security forces (*Securitates*) led the participants to fall to this challenge of the agoral gathering character, as these gatherings lost the constitutive features of non-violence.

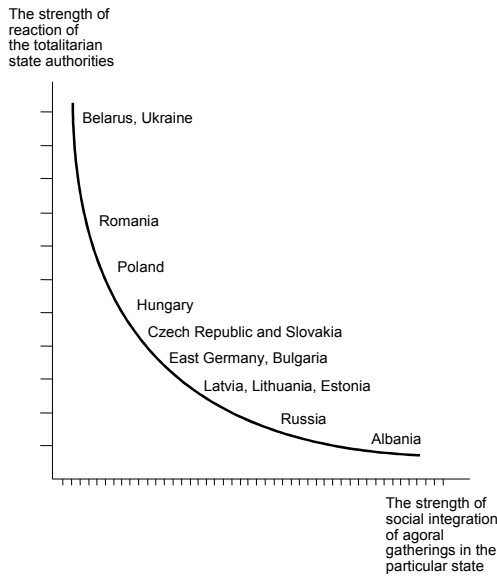


Figure 1.

The relationship between the social integration of the agoral gatherings in the states and the strength of reaction of the communist totalitarian authorities of those states

These assemblies unfortunately evolved into bloody battles, which resulted in many casualties, mortalities and many injured. However, the situation in Romania evoked solidarity and positive reactions in many countries of Central Europe (including Poland), where positive changes were achieved in the socio-political and constitutional system through peaceful agoral gatherings.

The specificity of agoral gatherings in Poland has a behavioral sequence from June 1979 (i.e. the first pilgrimage of John Paul II), through the explosion of the “Solidarność” (Solidarity) movement in August 1980, the communist regime’s attempts to radically weaken this movement by the declaration of martial law on 13 December 1981, two later pilgrimages of Pope John Paul II (1983 and 1987) and the agoral gatherings associated with them, re-registration of the trade union “Solidarność” (1989), events related to the “round table” and the fall of formal structures and the symbols of the People’s Republic of Poland (liquidation of the Communist Party infrastructures) (1989), Senate democratic elections and elections to the so-called contracted Sejm (1990).

4. Agoral gatherings in the former GDR

In many ways, the totalitarian regime in East Germany surpassed the system in the USSR in its rigor and precision. A symbol and at the same time realistic showcase of the regime were the closely guarded borders between East Germany and Poland, Czechoslovakia and West Germany. Of special significance was the Berlin Wall, guarded in the East by specially trained East German border guards, who did not hesitate to shoot anyone who tried to get across the wall into West Berlin. On the western side of the wall, the names of people who died at the hands of GDR border guards guarding the gains of the socialist state were systematically added to the list.

And so the process of specific agoral gatherings began its life in most major cities in the GDR (East Berlin, Dresden, Leipzig, Jena). The dynamics of these processes, in an analogous manner to their prototypes in Poland, began to integrate ever wider and wider social, occupational, regional and multi-generational circles of people who articulated their need to live in a free and sovereign state, where human, civil and democratic rights are respected. One of the values and needs revealed during the agoral gatherings in the GDR was the unity and solidarity with compatriots living outside the Berlin Wall and in the other German state. During the intensification of agoral processes in this state, the need to connect with their compatriots in West Berlin and West Germany began to be the dominant theme of the East German agoral gatherings, as well as the basic experience of the unity of the participants in these meetings. The highlight of the agoral gathering in East Berlin was the huge potential of the accumulation of social integration in participants, and associated with this, their liberation from fear, so that the police forces, army, border guards and security apparatus were practically paralyzed to the point that they passively watched as the gathering participants physically dismantled the Berlin Wall brick by brick before their eyes, to rejoice in a brotherly embrace with their compatriots waiting for them on the other side of the wall. Just a few weeks, or days before, nay, even the same day before the agoral gathering, the same people were capable of shooting people jumping over the Berlin Wall; the dynamics of this gathering radically changed the situation. The strength of social integration at the agoral gathering itself in East Berlin was able to lead to the peaceful, joyful and bloodless dismantling of the pieces of the Berlin Wall as a hated symbol of a divided people who shared the same nationality, being at the same time a symbol of the regime and aggressive totalitarian state. Under the pressure of agoral forces, this wall crumbled like a house of cards. Shortly after that the process that led to the peaceful merger

of two German states began, with the fall of the totalitarian regime structures in the GDR.

The agoral gathering phenomena in GDR of 1989 are called the *friedliche Revolution* in German newspapers and in the literature. This expresses with a good intuition the *non-violent intentions* of the agoral gathering participants. Well-known examples of these phenomena are listed in Table 1.

Table 1. Examples of agoral gatherings in GDR of 1989.

Ordinal number of the event	The example of agoral gathering	Time of the occurrence	Estimated number of the participants
1.	The agoral gatherings in Leipzig	1989	No data
2.	The agoral gatherings in Dresden	1989	No data
3.	The agoral gatherings in Jena	1989	No data
4.	The agoral gatherings in East Berlin	– 4 November 1989 – night of 9–10 November 1989	half million hard to estimate

5. The agoral gathering surrounding the Berlin Wall on the night of 9–10 November 1989

After having carried out analysis on agoral gatherings, we are prepared to answer the question: Why did the Berlin Wall fall on the night of 9–10 November 1989, after 28 years of its division of East from West Berlin?

At the very start we should mention that even the name of the event interpreted as the Berlin Wall agoral gathering is not simple to express. The precise expression of this event using an agoral approach is: the agoral gathering in East and West Berlin on the both sides of Berlin Wall on the night of 9–10 November 1989. Let us consider this psychosocial phenomenon in a more detailed way in order to answer the above question.

Starting the analysis it is worth quoting the GDR border troops' East Berlin motto which motivated them to guard the Berlin Wall: *A dead refugee is better than an escapee*. In that context we will consider the specific character of the agoral gathering on that particular night of 9–10 November 1989, the outcome of which was the collapse of the Berlin Wall. Thus, we will analyze

this gathering in terms of the constitutive characteristics of the agoral gathering.

5.1. Higher-values-oriented motives of the participants

The dominating motive for participation in the Berlin Wall gathering was the strong **need for unity and solidarity** of the participants with their fellow German countrymen – Germans living on the other side of the Berlin Wall and in the other German state. They were able to directly experience this by crossing the Berlin Wall. The behavioral expression can be illustrated in a well-known photo to be found in most daily newspapers, i.e. the fall of the Berlin Wall (see the Photo 1).



Photo 1.

The participants of the Berlin Wall agoral gathering expressing their strong need for unity and solidarity with their fellow countrymen – Germans living on the other side of the Berlin Wall and in the other German state (on the night of 9–10 November 1989).

It is particular to the Berlin Wall agoral gathering that the participants of this gathering could directly achieve their dominant need which motivated them to come and join this gathering. From Photo 1 we can see how eager the participants are to experience crossing the Berlin Wall and how they enjoy being together in unity with their countrymen – Germans living on the other side of the Berlin Wall and in the other German state.

Other higher-values-oriented motives for participation in this gathering were: a sense of freedom, authenticity and truth, national and patriotic significance, a sense of historical importance, etc. These motives are of a more universal character and are complementary to the dominant motivation, which is anchored in a local and specific environment that offers the background for satisfying the need to be an active part of changing the unfavorable political situation. This gives the Berlin Wall gathering a unique psychosocial climate.

5.2. Non-violent intentions of the participants

The participants came to take part at the Berlin Wall gathering with **no violent intentions at all**, i.e. they intended to be against nobody. That is why the participants' behavior during this gathering can be defined as **completely non-violent**. The Berlin Wall gathering participants were very peaceful, joyful, friendly and helpful to one another. This is what can be also seen in the Photo 1, where the people are expressing their joy, mutual friendship and helping each other (i.e., in climbing the wall). In that situation the on-duty border guards of the GDR officers found that the psychosocial environment of their work in the hours of the gathering was far beyond their routine work obligation: they were simply paralyzed by the peaceful behavior of the participants and did not take any aggressive actions against them. However, it is worth mentioning that the attempt to climb this wall had already caused 136 deaths of people who had tried to escape from GDR to West Berlin. It has to be underscored that the last three of them had been killed in the same year, 1989.

5.3. Voluntary participation in the gathering

Participation in the Berlin Wall gathering was fully voluntary, i.e. nobody was placed under any pressure (political, economic, psychological) to attend the gathering.

The participants came spontaneously because they wanted to come and join the other persons who thought and felt a similar way about the Berlin Wall, which had been standing for 28 years, dividing the capitol of Germany and the families living on both sides of the wall.

5.4. Publicity of the assembly

The Berlin Wall gathering was open for a public participation, i.e. anybody who had the need could join the assembly and meet the Germans from West Berlin. Open space on both sides of the Berlin Wall became a **public and particular agora** where people from the both sides of this wall came to consider together all the important issues concerning this concrete local environment,

and its socio-political conditions. Therefore, the Berlin Wall and its surroundings became a large open agora for the Germans to integrate themselves in order to think and behave intentionally towards the reunification of Germany as one sovereign state, after its division as an outcome of World War II.

5.5. Mass scale of the Berlin Wall gathering

The Berlin Wall gathering was a unique spontaneous psychosocial phenomenon in terms of its massive scale. The official statistics of this gathering are unknown or of rather low reliability. The number of the participants was so large that it was possible to make only a rough estimation of the thousands of persons who took part (particularly as it took place at night). One can say that the scale of the Berlin Wall event was unique, and occurred for the first and last time at that concrete place, as shortly after this agoral gathering the Berlin Wall no longer existed.

5.6. Experience of spiritual unity among the participants and its social meaning

Participants of the Berlin Wall gathering created spiritual unity, one nation, while being from both sides of the wall. This gathering created such unprecedented, gigantic psychosocial power that the participants were not afraid to disassemble pieces of the Berlin Wall in order to shake hands with their brothers and sisters on the other side of the wall.

At that moment, the Berlin Wall lost its significance in a psychosocial sense as dividing Germans living on an opposite sides. Moreover, I hypothesize that even many of the GDR border guards changed the perception of the object of their duty and became more or less gathering participants.

5.7. Positive social impact of the Berlin Wall gathering

The main positive social impact of the Berlin Wall gathering was to accelerate the psychosocial and political integration of the German society, which first came in the reunification of West and East Berlin into one German city organism, where its inhabitants could freely visit one another. Finally, it came in the reunification of East and West Germany into one German state.

5.8. Concluding remarks on the Berlin Wall agoral gathering

In conclusion, some remarks in response to the question of why the Berlin Wall fell on the night of 9–10 November 1989 after 28 years of the division of East Berlin from West, after being part of 136 deaths of people who tried to escape from GDR to West Berlin (the three last of them were killed in the very

year 1989). The Berlin Wall was recognized by the Berlin inhabitants not only as a barrier to their mutual human contact but also as a symbol of communist totalitarian oppression. The direct reason for the collapse of the Berlin Wall was the gathering of gigantic psychosocial power which took place on both sides of the Berlin Wall, i.e. on the East German side and on the West Berlin side, initiated after a radio announcement regarding a new, easier crossing of the GDR border to West Berlin on 9 November 1989. This gathering possessed all the constitutive characteristics of the agoral gathering; therefore we can posit that agoral processes motivated the people joining the gathering to reorganize their political environment into a democratic one, into a single German state.

6. Events in the former Yugoslavia prevent agoral gatherings

Yugoslavia as a state belonging to the so-called “people’s democracy” bloc enjoyed a relatively good reputation in the international community because of the relatively high degree of freedom of citizens and relatively minor ‘nuisance’ of the socialist system when compared to the remaining communist countries of Europe. It was even hard to compare the level of civic freedoms in Yugoslavia with neighboring Albania or Romania, and citizens’ liberties were significantly greater than in neighboring states such as Bulgaria and Hungary.

Yet agoral gatherings took place in all the above-mentioned states neighboring Yugoslavia since 1989, and with particular intensity in 1990–1992; in the style of the Polish “Solidarność” movement this led to the bloodless collapse of the communist system. The exception was Romania, where the resistance of the security forces led to the transformation of agoral gatherings (which reached their peak before the bloody confrontation with the Securitates units) into bloody riots in Bucharest. But ultimately in Romania, the inhabitants managed to escape the country’s civil war on a large scale, because the Romanian society as a whole was on the side of the participants of agoral gatherings, which ended the violent riots relatively quickly.

But in Yugoslavia, after the death of leader and builder of the state J. Tito, instead of initiating agoral gatherings, politicians developed real or artificially created confrontations against ethnic differences in the national countries forming an ethnic mosaic in former Yugoslavia. These confrontations were widely publicized by the central, regional and local media. The intensity of the confrontation culminated in an ethnic war, with all its horrors and acts of genocide. This war rivals with ethnic wars in African countries as to the level

of horror involved and demonstrated that in order to solve the problem of social change, people have two alternatives:

1. either to organize in the direction of inciting the greatest cruelty and meanness of citizens against their neighbors, or even members of their own families by offering them real or imaginary motives for antagonism;
2. or to initiate agoral gatherings to unite people of different political options, religious denominations, and differentiated social-economic status and in a non-violent way lead to changes in the system of a totalitarian state.

The first option was taken in Yugoslavia, where the socialist system collapsed in a devastating and fratricidal war, and as a result of the breakup of Yugoslavia new states arose (Serbia, Macedonia, Bosnia and Herzegovina, Croatia and Slovenia). The second option was taken in Czechoslovakia, where agoral gatherings took place, and the fall of communism occurred by peaceful means through the “velvet revolution”, giving rise to two independent states: the Czech Republic and Slovak Republic. It also occurred in Russia and the Baltic Republics, where not only was the totalitarian system overthrown but independent states emerged from the collapse of the USSR.

7. Conclusions

Agoral gatherings accelerated large-scale political changes in Europe of the 1980s and shifted these changes in a peaceful, bloodless and democratic direction. We can view the historical chain of events which accelerated the changes. Agoral gatherings that took place during the Pope’s visit to Poland in 1979 accelerated social integration, which resulted in the social movement in Poland called “Solidarność”. Ten million people were involved in this movement, and the agoral gatherings during the period of strikes ultimately effected a radical change in Poland.

“Solidarność” may be identified with a bloodless revolution for the democratization of public life in Poland. This bloodless revolution was disseminated first to Hungary and then to Czechoslovakia, Bulgaria, East Germany, and, finally, to the Baltic states, Ukraine, Belarus, Russia and Albania. European countries, except Romania and Yugoslavia, became places where agoral gathering processes accelerated the way to democracy and national independence in a peaceful way. Each country had its own agoral gatherings, with their own environmental and psychosocial specifications.

However, there are some common characteristics of the agoral gatherings in Poland, Czechoslovakia, Lithuania, Bulgaria, Russia, etc. These common

characteristics are: (1) a social integration process based on clarification and articulation of universal human desires for freedom, independence, social justice and human dignity; and (2) peaceful and bloodless character of collective behavior stimulating a process of social consensus-building.

When analyzing the immense potency of psychological energy among participants in agoral gatherings in Poland, Lithuania, Estonia, Slovakia, Czech, East Germany, Russia, Hungary, Bulgaria and Albania, one can more easily see a perspective for transformation towards social, economic and political integration based on human self-transcendence.

According to Durkheim (1965, p. 495) “(...) a society is the most powerful combination of physical and moral forces of which nature offers us an example”. Agoral gatherings give the members of a society an opportunity to realize the positive moral forces of human nature which may be used for the peaceful transformation of the macrostructure.

There is strong evidence for the notion of a collective memory related to participation in agoral gatherings. Such evidence comes from the fact that participants are able to recall the content of the gathering. In accordance with Holbwach’s (1950, 1952) tradition, social ideas are not abstract units in the collective memory, but they become concrete as they link together thoughts of people who stated or clarified the ideas in a specific social environment. The social ideas and values which were clarified during the gatherings are memorized in a definite environmental context.

It is assumed that studies on agoral gatherings help us to understand the human desires and expectations that motivate people to make large-scale changes in Europe. The social potency of these gatherings recorded in the collective memory of the participants can still be used in a constructive way in order to strengthen people to participate in macrosystem transformations.

The psychosocial energy of agoral gatherings can still motivate people in their efforts towards restructuring their own society. This energy should be engaged not only to change the whole political system in the state but also to reorganize on a local and regional level to motivate: (1) employees to be involved in restructuring their enterprises, or (2) the inhabitants of a local community to come together and manage their own affairs.

7.1. Poland

To sum up our analysis and psychological interpretations, it is worth mentioning the usefulness of the concepts of agoral gatherings to explain the psychosocial reasons for the fall of the totalitarian system both in Poland and in other countries belonging to the Soviet bloc. This concept has proven to be accurate

not only in explaining the phenomenon of the Polish Pope's pilgrimage to his homeland (particularly the first one in 1979), but also to interpret the psychosocial phenomenon associated with the "Solidarność" movement, which changed the face of the Polish landscape in a bloodless way, freeing it from the shackles of a totalitarian system in 1989. Moreover, the concept of agoral gathering has also proven its utility in the analysis and interpretation of mass social processes that engulfed all the other European "people's democracies" according to the Polish pattern (with the exception of Yugoslavia).

7.2. Belarus and Ukraine

Where agoral processes were weak (for example, in Belarus and Ukraine in 1991), the strength of the totalitarian state bodies quite easily scattered the gatherings themselves, and the power of the system will persist until the country creates the conditions for new agoral gatherings to be able to change the existing system in a non-violent way. An example would be the Ukraine, where in 1989–1999 all attempts to initiate agoral gatherings were effectively suppressed and only the events of the "Orange Revolution" had sufficient force as agoral gatherings to continue the agoral process during the presidential elections in November and December 2004 year, changing the existing system into a more democratic one, one acceptable to the participants of the Ukrainian agoral gatherings. In contrast, Belarus continues to wait for their peaceful agoral gatherings that will be able to change the existing country's political system into a more democratic one in a bloodless manner.

7.3. Romania

Romanian agoral gatherings had the chance to bloodlessly suppress the totalitarian system, in accordance with their nature as a non-violent gathering. However, Romania's security forces were not able to read the indicators of social perception indicating the huge psychosocial potential of these agoral gatherings and mistakenly believed that the agoral phenomenon could quite easily be crushed by reinforced security forces. The Romanian officials did not understand that the agoral gathering participants had already liberated themselves from being a foundation for the totalitarian system. Therefore, they tried to push the agoral gathering into a position of bloody confrontation. But this did not last too long because:

1. the participants of the agoral gathering were already functioning as liberated from the fear of the communist regime; and
2. in the initial stage of the gathering the irradiation processes of agoral phenomena had already spread to the entire Romanian society, which

definitely supported the agoral gathering participants; ushering in a new phase of development of agoral processes as a national Romanian agora against which even the most fierce defense of the totalitarian system had no chance at all;

3. a wave of international solidarity developed to support Romanians fighting for their freedom (including the gift of blood for the wounded Romanians), which not only had a real material dimension, but also was psychological support which greatly increased the morale of Romanian participants of agoral gatherings.

7.4. The Berlin Wall

The agoral gathering in East Berlin, and particularly the so-called Berlin Wall gathering on the night of 9–10 November 1989 allows for the explanation of such an extraordinary social phenomenon as the brick-by-brick demolition of the Berlin Wall, where one should realize that by the end of the first half of 1989, 136 people had lost their lives. This example clearly shows us how great the psychological power of agoral gatherings is.

7.5. The collapse of the USSR and the emergence of new independent states

Analysis of the agoral processes in Russia (Moscow and Leningrad), Estonia, Lithuania and Latvia has allowed us, in turn, to understand how the powerful system and totalitarian state of the Soviet Union collapsed like the proverbial “house of cards” under the influence of agoral gatherings. The agoral processes created independent states, of which three have become members of the European Union since 1 May 2004.

7.6. No alternative option

Events of the ethnic war in Yugoslavia indicate that there is no alternative option to the variant of agoral gatherings as a strategy for seeking a bloodless way to break out of the shackles of the totalitarian state in the civilized world. Agoral gatherings unite people in the name of those universal, deepest longings and desires of human beings to accompany each other on the path of identifying the truth about themselves, about their fate and the society to which they belong and from which they derive their existential force. Analysis of agoral gatherings has shown that most people unite with values such as truth, authenticity and human dignity, social justice and mutual kindness. The phenomenon of agoral gatherings emanates behaviors of people who do not intend to hurt others, to hate, but in contrary, they can bestow kindness by

helping each other, and the strength of their unity has its source in their common quest for truth and goodness.

To sum up the phenomenon of agoral gatherings one can say that this phenomenon transmits the truth about the beauty and goodness of people who, with kindness and faith in the power of unity, are able to break through barriers such as a tank, armored car, a high wall (e.g. the Berlin Wall), and above all contempt and disregard for human rights by the political system. It is due to this phenomenon that the political map of Europe changed in the last decade of the twentieth century, and in 2004, 10 new countries were able to become members of the European Union. Agoral gatherings occurred in seven of them, in essence revealing the deepest nature of social integration. Macro and micro social changes have been made due to the power of agoral gatherings. These changes have shown the kind of power that lies behind social integration if it is achieved through the mutual agreement of individuals.

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William SCHULZ

Convergence of career development theory into a comprehensive theory and process

1. Introduction

Most career counsellors claim to not operate from a specific career development theory. That is, there is a big gap between theory and practice. Theory has not kept up with the changes in career counselling. Career counselling has become more personal, and the career practitioner of the twenty-first century knows that career and personal counselling are inseparable. Jane Goodman (2000), who encourages an holistic view of career counselling, contends that career counselling needs to take into account many barriers:

- Poverty
- Poor prenatal and childhood nutrition
- Reduced access to opportunities
- Discrimination
- Low education
- Lack of confidence
- Poor self-concept
- Fear of failure
- Lack of emotional support
- Poor workplace
- Lack of self-efficacy beliefs
- Few role models

Other areas where career theory has not always kept pace with career counselling is in the areas of “chance”, decision-making and managing change. All of these concepts have been part of career theory literature for some time, but too little attention is focused on showing counsellors how to help clients with chance, decision-making and change. Mitchell et al (1999), for example, have pointed out that not much has been done by theorists with ideas on the skills

needed to promote chance events in career choice and development. These include:

- Persistence: exerting effort despite setbacks
- Optimism: seeing new ideas as possible alternatives
- Curiosity: exploring new areas
- Flexibility: changing attitudes
- Risk taking: taking chances

Gelatt (1991) in *Positive Uncertainty* also promoted the idea of chance, paradoxes and decision-making. By stressing both rational and emotional/intuitive methods, Gelatt stressed a number of paradoxes:

- Be focused and flexible about what you want
- Be aware and wary about what you know
- Be objective and optimistic about what you believe
- Be practical and magical

Gelatt also stressed the idea that clients need to be both decisive and flexible about change.

There are many additional areas where career theory lets down the practitioner, but four major theories (trait-factor, typology, developmental and social learning) do provide the career counsellor with a roadmap for practice. This roadmap could only become clearer if theories converged more. Unfortunately, the convergence project (Savickas & Lent, 1994) of the 1990's showed that the career theorists were quite lukewarm to the idea of convergence. Much work has been done in the past two decades to develop more useable, comprehensive theories. This paper is another attempt to outline what a comprehensive theory of career development might be. Some features that would be emphasized more include:

- A theory for all people, with a cross-cultural flavor
- A de-emphasis on well-educated white people
- Adding to the classical decision-making models
- Greater bridging of counselling theory with theories of career choice and development
- Greater consideration of the needs of the career practitioner

Convergence could lead to a more practitioner-friendly, less redundant theory of career choice and development.

2. Four career development theory

Before examining the need for one comprehensive theory of career development, a look at some of the major, North American career development

theories seems appropriate. The goals of the career counsellor in Trait-Factor counselling is to help clients to understand their interests, aptitudes and personality; to assist clients in gaining knowledge about the world of work; and, to help clients match their self-knowledge with their knowledge of the world of work. The strengths of this approach appear to be the following:

- Research has shown that trait measures are positively related to job success and job satisfaction
- This model uses knowledge of work information very effectively
- Trait-Factor theory has greatly influence many computer programs designed for career choice purposes
- This theory has greatly influenced effective classifying and tabulating of career information
- Trait-Factor theory has a counselling process that relates directly to the theory

Weaknesses of this model that are frequently cited include the following:

- Career development is minimized and career choice becomes an event rather than a process
- This model does not show how values, attitudes, interests and personality grow and change
- This theory puts little emphasis on career choice variables such as client energy, creativity, risk-taking behavior, family socio-economic status, geography and occupational stereotypes
- Standardized testing is overemphasized

Counsellors using Holland's theory would likely identify the following goals: helping clients identify their personality codes and the main characteristics of their code; relating the code to jobs and careers that are suitable for the identified code; assisting clients to gain more information about their personality type and the corresponding work environment; and helping clients to prepare for identified careers. The strengths of this model can be summarized as follows:

- Research has shown that the hexagonal nature of Holland's six personality/environmental types are sound
- This model of career choice can be readily understood by both counsellors and clients
- Holland has developed a very practical way of organizing information about personality types and work environments

- Holland has developed and refined inventories for the career practitioner; inventories such as the *Self-Directed Search* and the *Career attitudes and Strategies Inventory*
- The research done on Holland's concepts of differentiation, consistent, calculus and identity have all added to the appeal of this theory

Weaknesses of this model of career development include:

- The danger of using Holland's typology in a "pigeon-holing" manner
- The distances between the six personality types have differed greatly by gender, race and culture. Holland does not address the role of culture.
- The personality types labeled "realistic" and "conventional" have a negative connotation for some clients
- The concept of career development is much neglected by Holland
- Much work remains to be done in linking the six personality types to career interventions

Amundson & Harris-Bowlsbey (2002) have summarized the goals of career counselling for Super as follows: helping clients identify needed attitudes, skills and knowledge; analyzing and strengthening client self-concept; helping clients achieve balance in their lives by acknowledging and accepting a variety of life roles; and, distributing interests, abilities and values among clients' life roles. Some strengths of Super's developmental theory of career choice are:

- The developmental nature of this model helps practitioners see the process of career choice over a lifetime
- Super's Archway of Career Determinants shows the biographical and geographical determinants of career development
- Super introduced the notion of career maturity and people's readiness to handle the challenge of career choice
- Super's Life Career Rainbow includes the nine major roles of child, student, leisurite, citizen, worker, homemaker, spouse of partner, parent, and pensioner across the four major areas of home, school, work and community

Weaknesses include:

- It lacks parsimony. It is not comprehensive
- Super's theory has been labeled as the 'differential-developmental – social-phenomenological theory of career development'. This broad labeling is not helpful for the practitioner

- Super includes too much in his Archway, making all the factors (needs, values, interests, personality, self-concept, economics, society, labour market, etc.) not a pathway for the practitioner, but a whole world with little direction

In Social Learning theory, the goals of the career counsellor include: teaching clients effective decision-making skills; helping clients experience appropriate role models; assisting clients directly in career planning and making career goals; and, helping clients use chance and ‘positive uncertainty’ to plan their careers. Some of the strengths of this model are:

- Since social learning theory views clients as dynamic, changing people, the theory can be applied to many, diverse populations
- Social learning theory has shown the importance of inherited qualities, environmental settings, learning experiences and task approach skills
- This theory attempts to connect theory with career counselling process. Using the acronym DECIDES, Krumboltz & Hamel (1977) identified the following steps in the process:

D – define the problem

E – establish an action plan

C – clarify values

I – identify alternatives

D – discover problem outcomes

E – eliminate alternatives systematically

S – start action

Several weaknesses have been identified for this model:

- Although social learning theory points to the importance of societal factors, not enough direction is given on ways to facilitate the development of coping skills for dealing with barriers such as sexism, racism, and stereotyping
- The heavy focus on “adaptability” may result in career counsellors losing sight of important contextual factors such as restricted job opportunities and educational opportunities

3. A comprehensive career development model

By combining the strengths of the four major theories of career development, a list of principles and methods emerged that were not in contradiction to each other and could become the basis for a comprehensive career development theory. That is, the following assumptions and theorems would give a good

picture of the cornerstones of a comprehensive theory based on the Trait-Factor theory, Holland's theory, Super's theory and Social Learning theory.

Assumption One

People differ in their abilities, needs, values, interests, personality, traits, and self-concepts. That is, each individual is unique and this uniqueness should be respected.

Assumption Two

Occupations, jobs or careers require some typical patterns of ability and personality traits, but there usually is considerable variation among works in the same career. People have interests, aptitudes, values and abilities that qualify them for a number of occupations.

Assumptions Three

Job satisfaction and job success are highly correlated to people finding integration between their personality and their work environment. These personality/environmental traits can be categorized as realistic, investigative, artistic, social, enterprising and conventional.

Assumption Four

Career development is essentially the development of self-concept. Self-concept develops through an interaction of inherited traits, environmental events and settings, learned experiences and task approach attitudes and skills.

Assumption Five

Life satisfactions depend on the extent to which people find adequate outlets for their abilities, values interests and personality traits through their various life roles such as student, homemaker, worker, leisurite and others.

Assumption Six

Career maturity is reflected by people's readiness and ability to deal with the developmental tasks for each of life stages, from adolescence to retirement.

Assumption Seven

Career choice and career development are greatly enhanced when people have accurate and detailed information about the world of work and the labour market conditions.

Assumption Eight

Career decision-making is both a highly systematic, detailed, rational and behavioural process, and an intuitive, ethical and emotional process.

Assumption Nine

Decision-making requires people to make compromises among their preferred roles as parents, workers and leisurites, and to make compromises among values, interests, aptitudes and personality.

Assumption Ten

Career choice and development is a process and an on-going evaluation of career counselling is needed as well as follow-up on action plans.

4. A counselling process for a comprehensive career theory

By blending the process steps from Trait-Factor theory, Holland's theory, Super's theory and Social Learning theory, a number of key steps in the process can be listed. Some of these steps can be combined, but the following, progressive steps can be summarized by using the acronym COMPREHENSIVE:

- C – Collect information on the career problem or issue
- O – Organize and synthesize the information
- M – Moderate client notions of self-concept and self-efficacy
- P – Pick preferences: interests, values, aptitudes and personality
- R – Review additional reality and geographical issues
- E – Establish environmental work preferences and review the labour market
- H – Help clients learn about emotional and rational decision-making
- E – Establish a list of alternatives
- N – Negate alternatives systematically from the decision-making grid
- S – Select a preferred plan of action
- I – Identify additional needed information
- V – Verify the plan of action
- E – Evaluate and follow-up

Collecting Information

Most effective counsellors take some time to establish good rapport with clients. Client are much more willing to share information about themselves if they feel comfortable with their counsellor. Clients are encourage to “tell their stories”; that is, explain the issues, dreams and concerns that brought them to counselling. Counsellors use paraphrasing, open questions and reflection to

let clients know that they are trying to understand the client from her or his perspective.

Organizing Information

This step in the process is similar to the step called “synthesis” in Trait-Factor counselling. This step consists of collating and summarizing the objective and subjective client data. By helping clients to organize information, counsellors hope to have clients realize that they have choices, that they do have strengths and assets, and that they have an ally who is willing to help them work through their career concerns.

Moderating Self-Concept and Self-Efficacy

During this step, career counsellors help clients to understand that how they view themselves (self-concept) is an important part of career choice and development, and that how they view themselves is a reflection of their personality, needs, values, and interests. Self-concept is also very subjective; that is, each individual needs to focus on roles for life based on her or his values in different stages of life. Notions of self-concept and self-efficacy overlap significantly, with the latter term referring to the expectations or beliefs clients have for themselves and their ability to perform the tasks required.

Picking Preferences

Aspects of this step have already begun, but here counsellors help clients to begin choosing interests, values, aptitudes, and personality traits that they want to utilize in a work situation. The process of counsellors moderating clients’ feelings regarding their self-concept and self-efficacy continues. Counsellors help clients put all this information about self into the roles that are important to them; roles as a student, homemaker, leisurite and so forth.

Reviewing Reality and Geographical Issues

During this phase of the career counselling process, the counsellor and client do some reality testing. Questions such as the following are raised and discussed:

- What does your family expect you to do?
- Are there educational institutions that you can afford to go to?
- Are you willing to go into debt to pay for your schooling?
- Are you willing to work in isolated communities?
- Are you willing to move to a major city?

Establishing Environmental Work Preferences

Holland has identified six work environments: realistic, investigative, artistic, social, enterprising and conventional. Through discussion and the use of standardized instruments such as the *Self-Directed Search*, counsellors assist clients in learning about the world of work. Much information is available to clients and counsellors at employment and career centres, at web sites, libraries and the internet. Counsellors need to make all this information both comprehensive and understandable. Part of this step in the process entails examining current labour market information.

Helping with Decision-Making

Too often, decision-making has been limited to rational decision-making, where goals are identified, alternatives are generated, discussed and selected, and action is taken. Too little attention has been placed on emotional, intuitive and ethical approaches to decision-making. Specific techniques that career counsellors could use to broaden the decision-making process include:

- Guided imagery into a hypothetical future
- Life review
- Incubation ('sleep on it')
- Family reconstruction
- Confronting one's mortality
- Solitary walks and relaxation

Establishing an Alternatives List

In the previous step, clients were encouraged to learn both rational and emotional approaches to decision-making. What alternatives stand out for the client? These alternatives are discussed.

Negating Alternatives

This step flows directly from the previous two steps. Which alternatives seem to be most appropriate? Some clients like to see a decision-making grid, where the career criteria that are important for the client are matched to the two or three main alternatives being considered.

Selecting a Plan of Action

Once an alternative has been selected by the client, the client needs to act. For example, if the concern is a career choice concern, then the action might be immediate looking for work in the chosen area, or it might mean applying to various colleges or universities for further education and training.

Identifying Additional Information

Clients may need additional information, both for immediate job finding, or for planning further education or training. This additional information could include one or more of the following:

- Conducting an effective job interview
- Preparing a resume or portfolio
- Making employer contacts
- Finding the right college or university
- Getting student loans
- Learning how to be a successful student

Verifying the Action Plan

After the counsellor and client have discussed the plan of action and the additional information on bringing the plan of action to fruition, the counsellor checks to see that the client still favours her or his plan of action, or whether some changes need to be made.

Evaluating the Plan and Follow-Up

Evaluation of the plan of action has already begun in the previous step, but it is also necessary for the counsellor to follow-up in subsequent weeks whether or not further help is needed.

This “COMPREHENSIVE”, step-by-step process is an initial attempt to operationalize the contributions of four, major theories of career development and choice.

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Kestutis PUKELIS

Relation of career designing¹ theories and career counselling strategies: for creative person's career development

1. Role of terminology building career designing discipline

One of the main indicators of “maturity” of scientific discipline is comprehensive and harmonised system of concepts and terminology that corresponds to that system. The importance of harmonised system of concepts to the development of a scientific discipline could be compared with the importance of a research tool to research quality as it influences the framework and structure of all scientific articles written in that discipline, reveals maturity of that scientific discipline, shows its scholarliness. A specific concept and phenomenon of reality lies behind every term. Terminology is the basis of professional communication since terms are used to express *meaning*.

Common terminology proves existence of a professional community while the quality of terminology is an indicator of its scientific maturity. Terminology of a particular field helps both to convey meaning within a community itself and to broadcast it further to other professional communities. When making judgements about an expressed meaning, other professional communities can form a view about the scientific maturity of a particular professional community. Therefore, terminology of a particular professional community should to a certain extent be related to the terminology of other professional communities.

Meaning lies in concepts expressed by terms and comes to us through them as the only tool to convey *meaning* is a language. *Meaning* is the basis of “the life engine”, “fuel for that engine”. A term is a verbal signifier of a par-

¹ Term “career designing” is used instead of term “career guidance” to stress change in the paradigm how the client is coming to career decision making during career (self-)counseling process.

ticular concept. On the other hand, a term is the result of an *agreement* among members of a professional community. Agreements on terms (as well as any other agreements) always have to follow certain rules. For example, one rule points out that a single term should be used for a single concept and vice versa. When a term signifies more than one concept or when several terms are used to signify one concept, it becomes *complicated* to express meanings and to *communicate* at all.

In *natural languages* one term often has several or even more meanings (depending on the context). Contrary to natural languages, *scientific language* to a certain extent is *artificial*.² As a result, agreements could help to avoid complications. While everyday spoken language is used by representatives of different professional communities and comes from diverse cultural contexts and is brought into a professional community by different actors (stakeholders, bureaucrats, people who aim to popularise science etc.), scientific language should, first of all, be *logical, systematic and accurate*.³

Therefore, it is important to distinguish *explanatory dictionaries* which mission is to facilitate communication among professionals with different cultural background from *normative dictionaries* that are aimed at standardising terminology of one or several scientific fields and are used by professionals of a particular field. *Normative dictionaries* of terms help to take expression of meanings into a new level of better quality. Career designing as discipline is still in the process of becoming a scientific discipline so the cacophony of terms⁴ is apparent at both international⁵ and national⁶ levels. This situation has developed naturally since different people (scientists, politicians, practition-

² Artificial does not mean worse. For example, “a car” as artificial is not worse than “a horse” (as real, natural) since now we prefer to use machines, not horses.

³ Being logical, systematic and accurate are several of the most important features of scholarlyness.

⁴ We understand cacophony of terms when: a) different terms (symbols) are used to signify a single concept or b) the same term (symbol) is used to signify different concepts; c) understanding of concept and the first lexical meaning of a term do not match, are contradictory or are not adequate.

⁵ For example, in the dictionary composed by the ELPGN (European Lifelong Guidance Policy Network, 2012), terms “career advisor” (p. 3), “career counsellor” (p. 5) and “guidance counsellor” (p. 19) are used to signify the same concept, i.e. “...assist people to explore, pursue and attain their career goals”.

⁶ Even more examples can be found at national level. A lot of meetings with scientists from all Lithuanian universities who work in the field of education research were organised having the aim to standardise definitions of 5 main educational concepts: “education”, “nurturing/fostering”, “teaching”, “training”, “moral education”. However, no common agreement has yet been found to harmonise all those concepts.

ers, and other stakeholders) who are somehow related to the field of career designing have started communicating more closely.

Each group of these people “complement” communication in any career designing field by using their specific terminology (even professional jargon) that has developed in a specific cultural environment that they represent. Therefore it is very important to solve semantic⁷ problems before starting any important national or international project since valid and reliable expression of meanings would otherwise be impossible. An example of this could be issues met by group of scholars and practitioners who developed life designing epistemology for career construction in the 21st century: “Initially, we needed to negotiate a common set of concepts and definitions and then enunciate a joint epistemic position” (Savickas et al., 2009, p. 240). Another example could be work of some scholars from above mentioned group on term “career adaptability” which took years to come to some, yet not final, common agreements about phenomena which exist under this term in different cultures. Thus, the issue of terminology is not some kind of “wasting time” since the only way how meaning is coming to us is the word: “Words provide a resource for living that enables thinking and making meaning” (Savickas, 2011, p. 16).

Explanatory dictionaries help people from different cultural contexts to communicate. *Normative dictionaries* of terms aim to sort terms and definitions of concepts signified by these terms so that every term had the features of a good term, was used to signify a single concept from a particular subject field and clearly indicated the place of that concept in the system of concepts. Thus the existence of *normative dictionaries* of terms indicates that a particular subject field or even an entire scientific discipline is *scientifically mature*. *Normative dictionaries* of terms should be acceptable (valid and reliable) to all groups of people who participate in activities of career designing system.

Which of the groups taking part in various career designing activities could and should take responsibility for standardisation of terms? Without any doubt the answer to this question is “scientists”. Composing multilingual *explanatory dictionaries* of terms requires their composers to be erudite, to have comprehensive knowledge of the subject field and to demonstrate comparative insights, i.e. master the other language, be aware of the systems of different cultures of one’s own and other nations and their links, be able to adequately choose and/or transfer certain terms and their meanings from one culture into another, etc.

⁷ *Semantics* – a branch of semiotic dealing with the relations between signs and what they refer to (Dictionary of International Words, in Lithuanian).

Composing *normative dictionaries* of terms is even a harder task as it requires generalising experience of different cultures according to strict requirements so that a normative dictionary could be acceptable and understandable to all groups of people who participate in career designing activities. In other words, a *normative dictionary* should rely not only on its composers' competence but should also take into consideration *agreements* among scientists from different countries.

While *normative dictionary* do not exists, any author writing a text in a scientific discipline which is still being developed (or is undergoing changes) has to explain what meaning (definition) is given to a term used in an article so that representatives of different cultures could correctly understand the meaning or message that the author wants to convey. Otherwise readers from certain cultures can find a text impossible to understand or even misleading. The variety and amount of different cultures and traditions causes serious difficulties or sometimes even makes it impossible to harmonise terms and concepts.

First of all, the barrier of knowing a number of national languages is faced. There is also a lack of specialists who are experts in all these educational cultures and traditions. However, composing *normative dictionaries* of terms is nowadays available because English has become a *lingua franca* to many scientists from different countries and has *de facto* become a mediatory language among different cultures and traditions (we do not aim to assess whether it is good or bad practice). Communication among scientists from different countries in English as a *lingua franca* enables composing both explanatory and normative dictionaries. Dictionaries composed in this language could become a point of reference for composing national dictionaries of a particular subject field. On the other hand, national dictionaries could be used when composing various international dictionaries of a particular subject field. However, it should also be noted that systemising, naming and defining phenomena in reality is an extremely complex and long process that constantly faces new "shocks". Various reasons (e.g. scientific and technological developments) influence the emergence of new phenomena of career designing reality (boundary less career, protean career, chaos theory, career construction theory, theory of gravitation, etc.) which often require making changes in the system of existing terms and definitions of concepts that these terms signify to stay the system unified.

2. “Career designing” versus “Career guidance”

In recent years term “designing” is getting wider use. The conference under the title “Vocational Designing and Career Counselling: Challenges and New Horizons” took place in Padua 12–14 of September, 2010. European Society for Vocational Designing and Career Counselling (ESVDC) is established, term “life designing” as well as “career designing” is started broader to use also, etc.

Term “Guidance” semantically doesn’t reflect content and principles of activities which are hidden behind nowadays concept of “Guidance”. Term “Guidance” etymologically⁸ contradicts to content placed behind this term in nowadays “guidance theories”. Term “designing” etymologically would fit better to compare with term “guidance” to reflect real activities which encompasses nowadays career and vocational “guidance”. Term “Life designing”⁹ in our professional language could be used with some explanations and the term “Life designer”¹⁰ would be too ambitious to compare with the mission and vision of profession under discussion. “Career designing” as well as “career designer” would be the most appropriate term in this stage of development of our discipline.

Word “guidance” (Oxford Advanced Learners Dictionary, 2005, 7 th edition) means “help or advice that is given to sb, especially by sb older or with more experience”. So, it is very close with mentor’s activity – mentoring. “Guidance” etymologically stems from verb “guide” what means: “1. to show sb the way to a place that you know well;¹¹ 2. to direct or influence sb’s be-

⁸ Etymology (lat. *etymologia*) means something like “making words”. In Greece language “etymon” means “Truth”, “Essence” and gr. “logos” means “order”, “sequence” (or science). Etymology is a branch of linguistic which is exploring (researching) origin of words and their relation with other words of the same or other languages. Origin of the word (or symbols, terms) mainly should reflect essence of the phenomenon under reflection. For example term “radiation” was selected to reflect essence of the phenomenon of emission (radiation.)

⁹ Term “Life designing” in some cases and contexts could be used in our professional language. Nevertheless, even taking into account all aspects of life of the person we are not professionals in family or health counselling, etc. We are just career designers who should take into account just many things (holistic approach) important to person’s career decision making (family, health, etc.).

¹⁰ Main our “Life designers” are parents, measurably we could join to them teachers, others who design our values. Later person on its own is becoming better or worse designer of his or her life. Nevertheless, quality of values is always behind.

¹¹ Do “career guidance” practitioners or researchers know “that places well”? Does this coincide with nowadays “career guidance” mission and vision? Who decides on his or her life vision: counsellor or client (let ask Rogers, 1951)?

haviour; 3. to help sb to move in a particular direction; (Oxford Advanced Learners dictionary, 2005). Term “guidance” contradicts with nowadays real mission and vision of activities which are behind this term.

Word “designing” is related with word “design” and stems from the verb “designate”. *Word* “design” means: “1. the general arrangement of the different parts of sth that is made, such as building, book, machine, etc; 2. the art or process of deciding how sth will look, work, etc., by drawing plans, making models, etc.; 3. a drawing or plan from which sth may be made; 5. a plan or an intention” (Oxford Advanced Learners Dictionary, 2005). *Verb* “design” relates very similar with above presented: “2. to think of and plan a system, a way of doing sth, etc.; 3. to make, plan or intend sth for a particular purpose or use” (Oxford Advanced learners Dictionary, 2005).

Second version of verb “design” presented in Oxford Advanced Learners Dictionary (2005) – “to think of and plan a system, a way of doing sth, etc.” – is very close to the mission and vision of career designer’s work.¹² Choosing of profession as well as further career development in chosen profession¹³ is very close to mission and vision of fashion designer, just many times complicated and sophisticated. Choosing of profession for person in some kind is something like “marriage” what determines successful or unsuccessful “marital life”¹⁴ of a person (or his/her further career development).

One of the biggest issues for career designing is developing person’s *career management skills*: to empower person to be a counsellor on its own (self-counselling). It seems we are paying too much attention in our research or counselling practice to unsuccessful cases in persons’ lives giving examples how we “saved a soul”. To less attention we are paying for successful cases in choosing profession or career development¹⁵ trajectory of persons. It is a fact that many persons do not need career designers’ support. Why? Do we have research data of such cases? Do we draw out lessons from that? Those persons as a rule got good or even excellent education linked to future work. So, main feature for career designing would be linking its good practice with education. Especially – with teacher education, it is education of prospective teachers.

¹² But mostly would suite comparison with fashion designer who modelling dressing emphasise advantages and hide shortages of person in a most appropriate way for his or her client.

¹³ It would be nice not to muddle profession with a job or position, which could and should change during the person’s career. Career development could happen just after vocational choice of profession (Holland theory here serves the best still classifying types of activities). Right choice of profession (vocational designing) is the main precondition of successful or unsuccessful career development.

¹⁴ Here metaphor “marital life” reflects a work life of person.

¹⁵ Usually we do not meet them simply: “Healthy person do not visit therapist”.

The best achievements of career designing research and practice should be introduced in teachers' education curriculum also.

3. Career designing theories and career counselling strategies: two wings of career designer's work

Career designing ("career guidance") is a theory which direct inquiry, research or simply – collecting data. Kind of collected data determine strategy of counselling (or teaching, or networking or whatever other professional function) since counselling or other professional function could be a tool to achieve designing outcome – *plan or model* (or "project" according M. Savickas, 2011) which will be proposed to client. Not counsellor, but client (of course it could happen with support of counsellor by information giving, teaching, competence assessment and other professional functions) with his/her own efforts will bring this plan or model (design, project) to reality. Thus, "career designing" and "career counselling" are related, but not the same phenomena. "Career designing" encompasses all professional functions of career designer: information-giving, counselling, teaching, research, assessment, networking and whatever else as well as quality assurance of all those professional functions since all these professional functions should be done in competent way. Competences prescribed to those professional functions will show level of competence of career designing activities (for example, bachelor or master, PhD or expert level). Hence, career designers are all people who are concerned and involved in the processes of choosing profession and further career development of person: parents, teachers, counsellors, assessors, information-givers, researchers and whatever else who are concerned with success of person's career. Just their *competence* differs...

"Career designing" rejects Parson's (1909) and his followers philosophical approach targeted to serve Taylor's economic theory when vocational guidance was a tool to select working force according labour market needs (behaviourist approach). "Career designing" philosophy stresses constructivist and holistic approach where labour market is understood as a *product of human being creativity* (not otherwise) which stems mainly not only from inborn general vocations (or general aptitudes), but first of all from inborn special vocations (special aptitudes). Not labour market is an "argument" to choose profession and make decisions on further career development, but person's aptitude (talent) is an "argument" and labour market is a function.¹⁶ This

¹⁶ Nevertheless this relation is relative.

understanding of career designing in the stage of converting of information society to the knowledge society is crucial and important prerequisite for its prosperity.

Career designing could be understood¹⁷ as a person's efforts to provide one's life with a personal *meaning* adjusting individual capacities with changing labour market needs and in this context *to research, plan and implement the processes of one's professional development* seeking to survive in the constantly changing labour market. *Meaning* of work the person performs is the most essential for career designing. Career designers are "seekers" or "hunters" of *meaning* "hidden in a person". Career designer should just support person in discovering this *meaning* as well support him or her to develop this "treasure" from stage of aptitude (talent) to the stage of "to be able to do something well" (competence). How this meaning comes to the surface: via "Self" development to vocational identity? Adjusting vocational identity to labour market needs? Do "designing" and "counselling" relates as "theory" and "practice", "argument" and "function", "aim" and "method" to achieve state of meaningful life?

In this context it is very important to distinguish between "career designing" and "career counselling".¹⁸ Career designing assumes counselling as a *method*, as a *tool* to design with client further career plan (design). *Counselling* on its own is understood as "cooperation in interaction" between counsellor and client. Cooperation stresses importance of both involved in counselling – counsellor and client. Interaction emphasises openness of both, counsellor and client, to each other and to the career counselling goal. Counselling on its own can't be "empty" and should be based on some career designing theory. For example, career counselling could be based on: a) RIASEC theory (Holland 1997); b) "happenstance" theory of Krumboltz (2003); c) theory of circumstances and compromises (Gottfredson 1981, 2005); d) Chaos theory (Pryor 2010; Pryor and Bright 2007); e) career construction theory (Savickas 2011), f) Self-counselling theory of Gravitation (Pukelis K., 2013) or any other. Career designing as an umbrella term names all those theories as career *designing theories*. Nevertheless, any use of career designing theory, whether based on positivistic or constructivist approaches, requires some basic research skills not to fail in counselling process using invalid and unreliable data.

¹⁷ This definition needs additional comments.

¹⁸ Similar need was detected in ELGPN (European lifelong guidance policy network) glossary, 2012 between "career guidance" and "career counselling".

Career designing approach beside career designing theories also distinguishes *career counselling strategies*. For example, Inglar, Bjerckness, Lappen and Tobiassen (2002, p. 19–54) on the basis of experiential learning (Kolb, 1984) distinguishes five types of strategies of career counselling: *guiding, mentoring, gestalt, reflecting and didactical counselling*. All of them are valid and could be applied in different situations of career counselling considering the goal of career intervention to improve cooperation and interaction between client and counsellor.

Hence, it should be explained broader some attempts to bring “career guidance and counselling” together, but not as phenomena of reality, which are in fact very close related to each other as *argument and function*,¹⁹ but as possibility to understand them as a *one term*. This possibility is dispersed by sentence in EU Resolution from 2008 where “Different core tasks which the term/the concept ‘career guidance’ and ‘career counselling’ encompass”. This shows that “career guidance” (“career designing”) and “career counselling” is different phenomena which are defined with different concepts and labelled with different terms.

We could see it in section 2 of EU Resolution (2008) “2. Different Tasks which the Term ‘Career Guidance and Counselling’ refers to definition of “career guidance”. The Resolution defines: “Guidance plays a decisive role in the major decisions that individuals have to take throughout their lives. In this respect, it can contribute to empowering individuals to manage their own career paths in a more secure way in the context of today’s labour market, and to achieve a better balance between their personal and professional lives” (...) “guidance provides a means of responding more effectively to labour market needs”.²⁰

This explanation is closer to definition of “counselling” than “guidance”. Counselling is just one professional function of career designer among others. Sentence “Guidance plays a decisive role in the major decisions²¹ that individuals have to take throughout their lives” indicates *counselling activity* since not only “*major*”, but *all decisions* person are taking *just after counselling* (or with other person/s, or at least with a self).

Hence, we could state that career designer’s work is composed from two main components (“wings”): application of relevant career *designing theories*

¹⁹ “Guidance” or better term “Designing” is an argument and “counselling” is a function of “Designing” (planning and modelling). Designing and counselling relates as aim and method. Different aims to achieve claim’s different methods.

²⁰ EU Council Resolution 2008, p. 1f.

²¹ Capital letters made by me.

as well as *career counselling strategies*. This means career designer should correctly apply career designing theory to collect data concerning person's counselling needs ("How I could be useful for you", M. Savickas, 2011) and to select counselling strategy taking into account specificity of client's counselling need and specificity of client's personality (mentality). Depending on specificity of client's counselling need, different career designing theories could be applied for collecting data targeted to satisfy client's counselling need. On the other hand, different counselling strategies could be applied depending on specificity of client's personality (mentality). Application of different career designing theories and different counselling strategies during the counselling session is the core of career designer's work assuring creative person's further career development.

4. Discussion

Change of terms it is not simply change of words. Change of terms indicates introduction of new concepts into discipline or adjusting already existing concepts to relevant terms. Term "career guidance" nowadays semantically does not represent correctly real concept hidden under this term. Term "designing" in recent years is used broader and more often to issues related to choosing profession and further career development.

Development of *normative dictionaries* or *glossaries* of career designing discipline is an utmost important issue for maturation of career designers' community. Normative dictionaries are a further development stage of nowadays existing *explanatory dictionaries*. Normative dictionaries could make attempt to standardise various career designing phenomena of reality under systematic and logic way facilitating efficient communication inside career designers community as well to others communities of professionals outside.

Career designers' work is based on applying different *career designing theories* targeted to collect needed data to satisfy specific clients counselling needs as well on *career counselling strategies* targeted to specificity of client's personality. Career designing theories are targeted to collecting data according some methodology and methods. Career counselling strategies are targeted to interaction between counsellor and client according some communication methodology and methods in most efficient way to use collected data for solving client's counselling needs taking into account specificity of client's personality.

5. Summary

In the article role of terminology for development of career designers' community and building career designing discipline is discussed. Concepts of normative and explanatory dictionaries and their role for communicating meaning are presented. Arguments to replace "career guidance" term with new "career designing" term is substantiated. Difference between "career designing theories" and "career counselling strategies" in career designing process is explained. Synchronisation of application of career designing theories and career counselling strategies enhancing creative person's career development in the process of career designing are revealed.

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Guidance in an age of less

At the International IAEVG conference in Jyväskylä in Finland in June 2009, the executive committee of the International Association for Educational and Vocational Guidance published a press release entitled ‘Light and Dark Times’ on the value of career guidance in times of economic crisis. Although we agree with the release’s claim that *“the impact of the ongoing crisis on people’s lives, their personal, educational and vocational career development, ... is very serious and will affect the social and political stability in many countries for years to come”*, we cannot but disagree with the statement that the situation we are currently in is completely *“unexpected”*. On the contrary, we believe the writing had been on the wall for a number of years and that the political decision-makers in our countries chose not to see it, and so did the IAEVG, and to be perfectly honest, so did most of us. We should not forget that the motto of the IAEVG is *“Maximising the world’s potential through guidance”*. It is therefore hardly surprising to read in the release that *“careers guidance has a vital role to play in maintaining a highly qualified and economically viable society, as well as playing an important part in supporting economic growth and social stability”*. This is very interesting as it betrays that for some IAEVG officials at least, the prime value of guidance lies in its contribution to maintaining the current status quo at both political and economic levels – never mind that the argument for evermore growth is crumbling by the day.

The statement then continues with the admission that the IAEVG is *“not in a position to create new jobs or training opportunities and are powerless to alter the overall economic and financial situation”* followed by a plea to the political paymasters not to cut funding for guidance. Finally, there is call for help from policymakers to sustain *“a service that helps people overcome the impact of the current crisis, adapt to the rapid changes in the labour market and to contribute to the long-term societal and economic outcomes of economically focussed guidance”*. Unfortunately it is becoming clearer by the day that even when or if growth returns, there will not necessarily be any

more or any new jobs created. The current crisis may very well be with us for good and so could its consequences.

This then raises the question of what impact guidance can have in times of economic downturn. Here we cannot quite rid ourselves of the nagging feeling that for a very long time guidance has been a fair weather friend that could, during the economic boom years frequently afford the luxury of even encouraging many people's unrealistic professional aspirations. During those happier times, the main priority was the optimal allocation of people to occupations. Guidance was based primarily on those so-called 'matching models' that still largely prevail in both vocational guidance and, to an even greater extent, in the placement of employment seekers today. Such a type of guidance could however only function 'well' because there were plentiful employment opportunities for people to take up. Although we did not necessarily see it during those sunnier times, it was nevertheless "the moral imperative of the market" which provided the frame in which guidance took place; and it still does today.

In the second half of the last century, people in many European countries enjoyed a hitherto unknown degree of upward social mobility. This has led to a substantial increase in the so-called 'middle class'. Ironically, it is above all these relatively 'new' members of the middle class who are now feeling the full brunt of the economic crisis. In a not too distant past, young people who did not do all that well academically could rightly still aspire to reasonably comfortable adult lives through employment in industry. These employment opportunities have now however largely vanished and with the jobs have gone the opportunities for social promotion. Many people in this "new" middle class realise that they would find it difficult, if not impossible, to get into their current careers if they had to start over again today. On top of that, as parents they are also increasingly becoming aware that their children might not be as fortunate as they themselves have been.

In the Western world people have been so privileged during the second half of the last century, that they have lulled themselves into believing that things would go on forever that way. They forgot that in a democracy and above all in a free market economy, a society without losers of some kind is an illusion and they are only now beginning to realise that while they run the risk of becoming today's losers, their children are in even greater danger of losing out tomorrow.

Even before the current the economic crisis, the surge in the level of qualifications in the last 25 years in most European countries has resulted in a previously unknown situation: young people with good qualifications have been

finding it increasingly difficult to find employment. In the past, good educational performance led more or less automatically to a wide choice of job opportunities and secure professional prospects. This has changed dramatically with higher numbers of better qualified young people and increased economic volatility. Now, even well-qualified young people fail to find employment and the lucky few who do find work are frequently hired only for limited periods, and/or are less well paid than in the past. This has resulted in the “estrangement” of a whole generation not to mention a disillusionment of this generation’s younger siblings with the educational and vocational training systems and, in fine, with guidance itself.

So, given our present circumstances, what is to be done?

Guidance, above all in an economic crisis, can only be viewed in the long-term.

Policy-makers should start by questioning the advice of their ministerial advisors, who are all too often failed teachers and career counsellors. Then they should for once really listen to what both researchers and practitioners have to say and not just pretend to do so.

Scholars should continue to develop new concepts in guidance such as ‘life designing’. The authors of such new approaches must however also investigate the ideal societal and economic conditions their constructs could effectively work in, otherwise their ideas are never going to get off the ground.

Institutions providing guidance should urgently implement a new approach to information management and move away from traditional supply-oriented to demand-oriented information systems. Lack of information is indeed no longer an issue today, however information overload can be and so information needs to be distributed more intelligently.

Counsellors should be ready to question their own practices and theoretical models. This requires a ‘new’, different kind of counselling mind-set as practitioners must accept that they have, beyond their obvious responsibility towards an individual counselee, a certain accountability towards society as a whole. Unfortunately, it is not yet obvious to those giving and to those receiving counselling that they are engaged not only in a personal activity but also in a societal one.

Counselees still all too frequently have the same approach to guidance as they had to education, i.e. they consume it without giving it much thought. They have forgotten that the possibility to choose your own career is even today a “modern” luxury for ‘the happy few’, and so is guidance. Like a lot of counsellors, many counselees do not want to acknowledge that their lives are influenced not to say dominated by the prevailing economic conditions. How-

ever, for others, mainly young people, the increased insecurity caused by the gloomy economic outlook and the highly unpromising employment market is leading to a different approach, not only in the choices they are making, but also in the very nature of the decision-making processes involved. These new types of behaviour are based on a heuristic approach to “education”, “training” and “career choices” and they are evolving into a wider long-term view of personal development as a whole.

Then, all of us should ponder how our societies function or should we say dysfunction. We doubt that we will ever again just muddle through as we have always done before and therefore we cannot avoid a complete rethink of our economic model, especially as regards the distribution of work.

Finally, though we are hardly best qualified to give advice and do not think that guidance counsellors should be giving advice, we cannot help doing so today. Please warn counselees against those experts who pretend to know where we are all heading and who make all kinds of promises they will not be able to keep. You might just as well send them straight away to a fortune-teller.

Do tell your counselees though to avoid the ‘easy’, the ‘middle-of-the-road’ option. For it is precisely the middle-class of middle-skilled and middle-income office clerks and machine operators, that is disappearing fast, never to return – their occupations falling victim to IT and automation.

On the other hand, there is still plenty of work that cannot be mechanised because it would be either too complicated or too expensive to do so, work we truly can believe in e.g. manual labour, skills and crafts. And before you ridicule our words, please ask yourselves what kind of activities so many so-called brain-workers undertake in their leisure, or indeed how many of us hope and plan to fill our time once we reach retirement?

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New knowledge, skills, qualifications and competences for career counselors in the European context

The present situation in Europe brings new challenges and priorities concerning all areas of life in society. The strategic document “Europe 2020” puts forward three mutually reinforcing priorities – smart growth developing an economy based on knowledge and innovation, sustainable growth promoting a more resource efficient, greener and more competitive economy and inclusive growth fostering high-employment economy delivering social and territorial cohesion.

The challenges and priorities of the European Union defined in the document “Strategy and trends of economic and social development in European Union (2010), pointed out many problems. They are particularly those concerning: new forms of structure of economy, employability, new occupations and qualifications, mismatches between the required qualifications and supply, increased unemployment especially among young people, impact of demographic trends on labour supply, immigration of highly skilled individuals not only from European Union, economic and migration policy, multicultural environment, education and labour mobility. Their solution also means to lay greater emphasis on quality of education and vocational training (corresponding skills, knowledge and competences). Equally important is improvement of educational opportunities at all levels, adaptation of skilled labour, information on trends at labour market (monitoring and prediction of qualification requirements).

The European Commission has defined the main initiatives in the field of science, research and education aimed at reform of study programmes (three-level system of education – BA, MA., PhD), competence-based education, open system of education, recognition of qualifications and skills, mobility in agreement with the Bologna process, international cooperation and transfer of knowledge and experience between universities.

One of the most important tools of reducing unemployment especially among young people, considered by the European Union, is efficient counselling service and the training of career counsellors for new specific challenges of performance. According to recommendations adopted by the European Commission by 2020, at least 50% of all young people should have the status that would allow them educational and occupational mobility. It requires interaction of specific market activities for mobility and for transnational career guidance. The professionalization of career guidance practitioners in promoting lifelong learning, career management and human resource management, and creation of sustainable counselling service networks within the countries of the European Union are of great importance. There is a great need for future development of competences in international career guidance. The European Commission considers the education and training of career guidance staff, human resource management and quality of providing counselling services as one of important issues for achievement of strategic goals of the EU in the field of economic and social development. The efficient lifelong counselling within the European Union should be enforced by means of European cooperation and partnership between the providers of counselling services, social partners, practitioners in the field of counselling in education and employment, institutions providing education for career counsellors and workers for human resource development.

In the international context, the career counsellors are expected to dispose of new knowledge, skills and competences: knowledge of theories concerning lifelong career development, management and human resource management, respect of cultural differences, ethic and moral norms, social and intercultural sensitivity, respect of gender equality, professional approach to conflict solution and use of mediation. Further, knowing the trends and differences in the field of education, vocational training, employment, unemployment and labour market. Equally important is the knowledge on national and international legislative and legal norms (study, labour, social, health-related,), skills in direct contact with individual clients, groups and members of cooperating networks (literacy in a foreign language). The active use of ICT in national and international space is also important.

Project ERASMUS Multilateral projects “Development and Implementation of Common Bachelor’s Degree Programme in the European Context” (DICBDPEC) reacts to current challenges. It respects significant documents of the European Union, such as the Bologna Declaration on creation of the European Higher Education Area by the year 2010 (1999), Memorandum on Lifelong Education (2000), Lisbon Strategy – knowledge-based society

(2000), EU conclusions on lifelong counselling (2004; 2008), Professionalizing career guidance. Practitioner competences and qualification routes in Europe (2009), EUROPE 2020 – A strategy for smart, sustainable and inclusive growth (2010) – 5 headline targets, including 1/employment, 4/education.

Partners of the project include eight universities: Slovak University of Technology in Bratislava (STU), Slovakia, University of Nicosia (Unic), Cyprus, Tallinn University of Technology (TTÜ), Estonia, University of Applied Labour Studies (HdBA), Mannheim, Germany, Jan Dlugosz University in Czestochowa (AJD), Poland, University of Santiago de Compostela (USC), Spain, University of Derby, United Kingdom, University of Split (UNIST), Croatia, which have a tradition in the field of education of career counsellors and human resource management and experience in introducing new study and educational programmes not only in their own countries but also in other countries of EU and the world. They are interested in introduction of innovations and new trends in education in the field of career guidance and human resource management and improvement of counselling services, while respecting the national and European specificities of labour market, certain types of programmes, disciplines and qualifications. A number of partners were and are partners in national and international projects aimed at career guidance.

The main aims of the project are:

- Harmonization of the higher education space in accordance with the Bologna process and recommendations of the Berlin Declaration.
- Harmonization of higher education with partner countries, joint ECTS, Diploma Supplement.
- Innovation of higher education with a special emphasis on European dimension aimed at improvement of qualification, adaptability and mobility of persons entering the labour market.
- Improvement of counselling services in the process of choosing education, field of study, and career choice with a special view to help particularly the young people in the integration process.
- Expansion of possibilities of employment at the national and international labour market, recognition of qualifications and emancipation at job search.

The specific aims of the project are:

- Transparency in existing national systems of education of career counsellors, recognition of their qualification, support of international mobility of students and graduates within the framework of partner countries.

- Harmonization of higher education for career guidance and human resource management in partner countries.
- Implementation of new joint integrated study programmes (BA, MA) enabling to achieve the recognized joint diploma / Diploma Supplement and the modular educational programme.

The project solution has ensued from significant documents, surveys and analyses:

- document of the European Union: Strategies and trends of economic and social development within the framework of EU – requirements of future qualifications and perspectives of employment at international labour market (2010),
- national documents of partner countries: Information on national strategies and trends of economic and social development in partner countries (2010),
- surveys of career guidance needs, requirements and demands for occupations and performance of career guidance in partner countries (2011),
- analyses of higher education, differences in contents, forms, length and requirements for qualification and skills necessary for career guidance (2011),
- comparisons – an international comparison of higher education for career counsellors based on national surveys and analyses (2012).

On the basis of the above documents the project partners proposed and worked out together:

- Study programme CAREER GUIDANCE AND HUMAN RESOURCE MANAGEMENT (BA) – 180 ECTS.
- Study programme CAREER GUIDANCE IN EDUCATION, PROFESSION AND HUMAN RESOURCE MANAGEMENT (MA) – 120 ECTS, 3 specializations: A: Human resource management (HRM) and organizational development, B: Career guidance in education, C: Labour market management, policy and research.
- Postgraduate educational programme STUDY COURSE IN CAREER GUIDANCE AND HUMAN RESOURCE MANAGEMENT in the sector of education, labour market, human resource management with specializations for 4 target groups: education sector; public social services and non-government and non-profit institutions; public employment services (PES); human resource management of the society (HRM).
- Professional TERMINOLOGICAL DICTIONARY composed of languages of all partner countries (CY, EE, ES, HR, DE, PL, SK, UK) along

with the uniform professional terminology from the field of career guidance within EU.

- The criteria of quality assessment of education for career guidance and human resource management (using ECTS and Diploma Supplement) and a proposal of quality criteria (in agreement with EU standards) for the study programme of higher education and postgraduate education.
- The accreditation standards for higher education study programmes and quality criteria – documents necessary for accreditation of new study programmes and educational programmes.

The graduates of proposed study programmes within the framework of the project will receive professional qualification for performing an occupation and work opportunities in which they may find employment in education sector (primary and secondary schools, higher education institutions and universities), sector of labour and social affairs, public services, human resources sections in companies and organizations, employment associations (social partners), non-government and non-profit institutions, private sector, European and international organizations in vocational guidance and human resource management.

The partners wish to express their conviction that the project will contribute to extension of European space in the field of career guidance and human resource management. To increase of transparency and harmony between qualifications achieved in the context of education for career guidance and human resource management provided at universities in the partner countries of the European Union. To transfer of innovation procedures in higher education and vocational education and training in the field of career guidance and human resource management not only within the framework of partner universities but also in the other educational institutions. To expansion of the possibilities and access to higher education and vocational training for specialists specializing in career guidance and human resource management with a view to European dimension. To deepening cooperation between higher education institutions in the EU countries.

The Euroguidance centre in Slovakia has awarded “National award of Career Guidance Activities in 2013 in Slovakia” for “Honourable Mention” to the Slovak University of Technology in Bratislava, for the contribution “Project Erasmus Multilateral Projects – Development and implementation of common bachelor’s and master’s degree programme and graduate training program in the European context”. Recognition has been granted for the initiative and coordination of the project, in which there has been created not only in Slovakia, the first joint bachelor’s and master’s degree programme,

as well as postgraduate training programme in the field of career guidance in the European context, involving several European universities. It has been appreciated the emphasis on the European dimension in education, aimed at enhancing the skills, adaptability and mobility.

I would like to thank to all partners for the great cooperation and support in dealing with and managing the project DICBDPEC and all who have contributed to the success of this project.

Especially thank to Prof. Dr. Bernd Joachim Ertelt. not only for professional advice in project DICBDPEC, but for several years cooperation in international projects.

Our first meeting was in the Conference of 2001 “We are opening new horizons – Education, training, lifelong education, employment and counselling system in EU countries”, organized by Federal Employment Agency in Bonn, it was decided to submit within the framework of the programme Leonardo da Vinci a project “Modular distance education of career counsellors for European mobility (MODILE – EUROCARCO)”. Taking part in the programme were eleven institutions (DE, ES, CZ, IR, NL, SK) representing the sector of education, labour, social affairs and employers. It was realized in the period 2001–2004. The project came from significant EU documents concerning lifelong education and counselling. The result was a modular educational programme for career counsellors and recommendations for decision-making sphere which were transferred to practice. Within the framework of the project I gained valuable experience in managing the international team which was all the more demanding due to the fact that in the starting stage of the project Slovakia has not yet been a member of the European Union and the partners had already experience in management of international projects. In 2006, the project has achieved in Helsinki “The quality prize for projects of the Leonardo da Vinci programme”, awarded for its transnational value and EU priorities in the field of vocational education and training. It was a common success of all partners and the special value rests in the fact that the cooperation with many of them still lasts.

In 2007–2010 by having again possibility to cooperate in the project of Leonardo da Vinci programme Innovation Transfer “Brain Drain – Brain Gain. The coordinator of the project was the Federal Employment Agency in Bonn, partners of six institutions (BG, DE, LU, PL, SK, TR, UK). The educational modular programme “Qualification modules for counsellors with special emphasize on working mobility”, should support mal deepening of transnational counselling and intercultural aspects as specific dimension of

career guidance. The project came from results of three international projects, including the product MODILE-EUROCARCO.

The possibility to cooperate has been in the project of the programme ERASMUS networks “University network for innovations in counselling (NICE)” based on great partnership, appeared in the period 2009–2011. The coordinator was the University in Heidelberg and STU was one of the forty partners (EU and Turkey). The network set as its aim to contribute to career guidance development and lifelong education. In the linked up project ERASMUS networks II, realized between 2013–2015, there are 45 universities involved, including STU.

The cooperation is not only about project results. Each project is one story about people, time and decisions, having its commencement and end, and it depends also on all partners how the story will finish. The decision requires to have not only one’s own vision, a long-term intention on what we wish to carry out, but also an idea about the ways that might lead to realisation of the vision and an expectation of contribution for the selected domain. It is important to assess one’s possibilities, time and sufficient courage not to be dissuaded by administrative procedures connected with preparation and implementation of a project, and not to relegate the vision to the background. It requires strength and energy, superhuman determination to create and manage a team of partners that will identify with the vision and accept it for its own. The consistency and responsibility at fulfilling project activities, the emphasis on achieving above standard outcomes are a must. Also, an endless patience, a great amount of tolerance and enthusiasm and belief that despite all the unprecedented obstacles the set up objectives will be reached.

And what gaining the project partners with common cooperation?

Satisfaction with the fact that the results they have achieved have a good international level. A venture to solve even big, complex projects, to create suitable and well functioning partnerships and to plan further common project “stories”. A chance to get acquainted with life in new countries, their culture and new friendships.

Jean GUICHARD

Orienter sa vie et prendre des décisions d'orientation dans la modernité liquide

Designing one's life and making career decisions in liquid modernity

1. Introduction

Dans les sociétés contemporaines riches, les personnes doivent faire face individuellement à la double tâche d'orienter leur vie et de prendre conséquemment des décisions relatives à leur parcours professionnel. Comment les y aider? Ce chapitre vise à apporter des éléments de réponse à cette question en soulignant les contributions de Bernd Joachim Ertelt. Le texte s'organise en deux moments principaux. Le premier décrit les changements des problèmes d'orientation soumis aux individus à la suite du passage des sociétés modernes d'un état «solide» à un état «liquide» (Bauman, 2000). Le second temps différencie trois sortes d'accompagnement visant à aider les personnes à faire face à ce problème: l'information, la guidance et le dialogue. Comme on le montrera, les apports de B.J. Ertelt concernent essentiellement les deux premiers types d'accompagnement. Ils semblent en effet pouvoir être résumés par une question générale: comment aider au mieux les êtres humains – dont la rationalité est, par nature, limitée – à traiter les informations en vue de prendre des décisions leur permettant d'orienter au mieux leur parcours professionnel?

2. Du modèle de l'appariement individu – profession à celui de la personne dirigeant sa vie et son parcours professionnel

2.1. Le conseil directif en orientation: une forme d'intervention prototypique de la modernité solide

Les pratiques professionnelles d'accompagnement en orientation (le conseil en orientation professionnelle) sont nées dans le contexte des sociétés modernes solides (Bauman, 2000). Dans ces sociétés, prévalait au moment de cette naissance une forme d'organisation du travail différenciant des métiers et des professions aux contours relativement bien définis (Touraine, 1955). Par ailleurs, on y considérait que les individus étaient personnellement responsables de la conduite de leur vie et de leur carrière professionnelle (Elias, 1991). Cependant, ces sociétés offraient des institutions structurées et stables (organisations religieuses, scolaires, syndicales ou politiques, systèmes de protection sociale, rites précisant rigoureusement les âges de la vie, rôles sociaux bien définis, etc.) et des systèmes de croyances établies (une religion dominante, certaines idéologies sociales ou politiques, un style de vie considéré comme «normal», des modèles de carrières professionnelles réussies, etc.). Ces institutions fournissaient aux personnes des repères et des valeurs leur permettant de s'orienter dans la vie et, en particulier, de faire des choix de carrière.

On estimait néanmoins, dans ces mêmes sociétés solides, que cette dernière question était particulièrement épineuse et que, tant pour le bien des entreprises (le maintien et l'accroissement de la productivité), que pour celui des individus (le sentiment d'avoir une vie réussie), il convenait d'aider ces derniers à y répondre convenablement. A la suite de différents débats idéologiques, l'idée s'est rapidement imposée que certaines approches scientifiques – notamment celle de la psychologie différentielle – pouvaient permettre de modéliser l'accompagnement en orientation des personnes. Cela donna naissance au premier paradigme du conseil en orientation professionnelle: le modèle de l'appariement des personnalités professionnelles et des métiers ou professions.

Le principe fondamental constitutif de ce modèle était que les personnalités individuelles présentaient des caractéristiques stables (des aptitudes, des traits ou styles de personnalités, des valeurs, des intérêts, etc.) qui, d'une part, permettaient de les différencier entre elles (par exemple: certains ont de bonnes aptitudes verbales, alors que d'autres ont de bonnes aptitudes manuelles) et qui, d'autre part, correspondaient à des caractéristiques de tel ou tel

métier ou profession (par exemple: la profession d'avocat suppose de bonnes aptitudes verbales, alors que le métier de mécanicien auto requiert de bonnes aptitudes manuelles). Ce modèle d'accompagnement en orientation donna lieu à une forme directive de conseil en orientation, copiée sur la consultation médicale, où le conseiller se fondant sur l'utilisation de tests pouvaient expliquer à la personne qui le consultait pourquoi tel métier ou profession lui convenait mieux que tel autre.

Cette forme de conseil en orientation peut être vue comme une institution prototypique de la modernité solide: l'individu y est considéré comme personnellement responsable de ses choix (la famille n'est pas, par exemple, supposée lui enjoindre de s'engager dans telle ou telle voie). Ce phénomène est caractéristique de la modernité. Cependant, on fournit à la personne une information «solide» lui indiquant très précisément que, dans son cas, certaines directions valent mieux que d'autres et cela, pour des raisons que la science peut lui expliquer. Il s'agit donc d'une modernité qui proposant aux personnes des repères établis et précis: c'est une modernité «solide»

Ce paradigme de l'appariement évolua au cours du 20^{ème} siècle, compte tenu des changements dans les modes d'organisation du travail et de l'évolution des problématiques dans le domaine des sciences humaines et sociales. Par exemple, l'organisation fordiste du travail eut pour conséquence que beaucoup de travailleurs n'eurent plus de métier, mais simplement un emploi posté. Dans ce contexte, la question des aptitudes nécessaires pour apprendre et exercer un métier devint secondaire. En revanche, une autre interrogation prit une place centrale: celle de savoir si un individu donné pouvait mieux s'insérer dans un environnement et collectif de travail, plutôt que dans un autre. Cela donna naissance à un courant d'approches – allant des travaux d'Eduard Spranger et Edward Strong à ceux de John Holland – consistant à différencier des grands types d'environnements et de collectifs de vie et de travail correspondant à des grandes manières «d'être au monde» (des «Lebensformen» – formes de vie – pour reprendre la terminologie de Spranger, 1915).

Dans le même temps, le regard scientifique porté sur les conduites individuelles changea. Par exemple, Carl Rogers souligna que la manière dont une personne interprétait subjectivement une situation jouait un rôle au moins aussi grand dans sa conduite que la description «objective» de cette situation que pouvait en donner le psychologue «positiviste» utilisant différents outils de mesure. De même, Albert Bandura montra que les croyances personnelles en matière d'efficacité jouaient un rôle sans doute plus important dans ces mêmes conduites que les aptitudes effectivement mesurées. Ces évolutions

conduisirent à la formalisation par Donald Super du modèle du «life span – life space career development» qui peut être considéré comme une mise à jour du paradigme de l'appariement tenant compte de trois phénomènes fondamentaux: (1) le fait que les notions de métiers ou professions ne rendaient pas bien compte ni des activités de travail d'une bonne partie des individus, ni de leurs changements au cours d'une vie professionnelle, (2) l'idée que les vues subjectives des personnes sur leur situation (notamment leurs attentes et leurs valeurs) constituaient des éléments-clés de leurs décisions d'orientation et de leurs réussites professionnelles, (3) l'observation que la vie professionnelle ne pouvait être isolée des autres domaines de vie et que les buts que la personne poursuit dans ceux-ci n'est pas sans conséquence sur sa carrière professionnelle (et réciproquement).

Ce premier grand paradigme de l'orientation – ce modèle de l'appariement individu – activités de travail – a été remis en cause par les transformations des sociétés et du travail produites par l'émergence aux cours du dernier quart du 20^{ème} siècle des nouvelles technologies de l'information et de la communication et de modes de transports mondiaux peu coûteux.

2.2. La modernité liquide et le modèle de l'individu responsable de sa vie et de l'investissement de ses compétences personnelles

Les technologies de l'information et de la communication ont rendu possible l'échange instantané de messages (informations, images, récits, etc.) dans le monde entier. Ce nouveau mode d'échanges d'informations ne consiste pas seulement en une diffusion depuis un centre vers des récepteurs passifs (comme l'étaient la presse, la radio ou la télévision de la modernité solide): il offre la possibilité à chacun d'être acteur dans cet échange. Certes, tous les acteurs n'ont pas le même pouvoir de faire circuler et entendre mondialement leurs messages. C'est la raison pour laquelle les informations vont surtout dans le sens d'une diffusion des représentations collectives des acteurs qui, d'une part, ont la meilleure maîtrise de ces technologies (et proposent, en conséquence, des structures de communications correspondant à leur vision du monde: «Facebook» ou «Twitter» en sont des représentants paradigmatiques) et, d'autre part, possèdent de puissantes industries culturelles susceptibles de fournir des «contenus» (séries télévisées, films, musiques, presse, etc.) pouvant être mondialement diffusés et massivement reçus.

Les conséquences individuelles et sociétales de la mise en place de ces technologies de l'information et de la communication ont été considérables. Pour reprendre une expression de Kenneth Gergen (1991), du côté des individus, on a observé l'émergence d'une «condition multiphrénique»: c'est-

à-dire un peuplement du soi par une multitude d'idées partielles et plus ou moins durables («moi, ainsi» dans cette relation-là à autrui, et «moi» différent dans tel autre contexte). Du côté des sociétés, deux phénomènes peuvent être soulignés. D'une part, le modèle des sociétés modernes démocratiques occidentales, reposant sur un grand libéralisme en matière économique, s'est répandu (avec, corrélativement, des phénomènes de résistance et l'affirmation que des sociétés reposant sur un ordre divin étaient plus légitimes). D'autre part, les sociétés occidentales modernes sont passées d'une phase solide à une phase liquide. Par là, il faut entendre que le rôle des Etats et des institutions (notamment religions, syndicats, partis, etc.) garantissant la pérennité de certains dispositifs (organisation scolaire, droit du travail, système de santé, etc.) et de systèmes de suppositions sur le monde (Cantril, 1950) et de représentations collectives ou sociales (Moscovici, 1961) s'est considérablement affaibli. Pour reprendre, l'image de Bauman (2000), dans ce monde de flux incessant d'informations, les institutions et croyances n'ont plus le temps de se solidifier. Elles cèdent la place à d'autres qui, elles non plus, ne peuvent se solidifier.

Dans ce contexte sociétal liquide, les individus vivent dans un monde incertain où aucun modèle de vie n'est absolument légitime. Il leur faut, par conséquent, trouver les repères fondamentaux leur permettant de s'orienter dans la vie. Ils doivent faire face à des problèmes d'orientation bien plus complexes qu'auparavant. Par exemple, alors que dans la modernité solide, la famille réduite (un couple formé d'un père et d'une mère ayant un nombre restreint d'enfants) constituait une norme allant de soi, dans la modernité liquide, de nombreuses formes de «familles» sont vues comme tout autant légitimes: famille monoparentale, famille recomposée, systèmes de gardes alternés des enfants, mariages et famille gays, etc. Par ailleurs, dans la famille de la modernité solide, les rôles des deux parents étaient relativement bien définis. Il était ainsi considéré comme «normal» et «légitime» que l'épouse sacrifie sa carrière personnelle pour privilégier l'éducation des enfants. Dans la modernité liquide, il n'en va pas de même et chaque adulte doit répondre de manière récurrente à des questions telles que: que dois-je privilégier maintenant? Dois-je aujourd'hui donner la priorité à ma carrière professionnelle? Faut-il que je consacre l'essentiel de mon temps, pendant les prochaines années, à l'éducation de mes enfants? Pour le dire d'une manière plus générale: dans la modernité liquide les personnes doivent sans cesse s'interroger sur les perspectives d'avenir qui – à ce moment de leur vie – peuvent donner un sens à leur existence. Elles sont ainsi confrontées, à chaque moment de leur existence, au problème de devoir déterminer ce qui, fondamentalement, lui

donne un sens. C'est la raison pour laquelle on a pu affirmer que les questions d'orientation professionnelle trouvaient généralement leur sens aujourd'hui dans un questionnement plus vaste relatif au «*life designing*» (Savickas, Nota, Rossier, Dauwalder, Duarte, Guichard, Soresi, van Esbroeck, & van Vianen, 2009).

La possibilité de faire circuler instantanément des informations dans le monde entier a aussi fait naître une nouvelle forme de capitalisme: un capitalisme financier (Marazzi, 2010) ne cherchant pas à s'investir, à moyen ou long terme, dans des entreprises productives, mais seulement à réaliser, à court terme, des bénéfices importants en effectuant des achats et ventes répétés de volumes considérables de produits financiers divers. Le développement de cette forme de capitalisme – joint à la possibilité de faire venir rapidement et à faible coût des marchandises de produits d'entreprises situées dans des pays où la main d'œuvre est bon marché et où le droit du travail est embryonnaire ont eu des conséquences majeures sur l'organisation du travail et la distribution des emplois et, consécutivement, sur les problèmes d'orientation professionnelle auxquelles les personnes doivent faire face.

La production rapide d'importantes plus-values a supposé, en effet, le développement d'un marketing de l'innovation consistant à proposer sans cesse au consommateur des produits «nouveaux» censés en remplacer d'autres que ce dernier doit considérer comme «obsolètes». Ces produits sans cesse renouvelés doivent, de plus, être fabriqués à des coûts très faibles par rapport à leur prix de vente (qui inclut aussi le coût des opérations publicitaires et commerciales visant à faire reconnaître le caractère innovant et indispensable du nouveau produit). Ces nouvelles contraintes en matière de production ont eu quatre sortes de conséquences principales.

La première a déjà été évoquée: de nombreuses sociétés commerciales ont délocalisé tout ou partie de leur production dans des entreprises situées dans des pays où le prix de la main d'œuvre est faible et où celle-ci ne bénéficie que de peu de droits (voire d'aucuns). La deuxième conséquence a été une différenciation au sein des entreprises entre des travailleurs centraux (constituant la mémoire du savoir faire de l'entreprise) et des travailleurs périphériques, c'est-à-dire des travailleurs temporaires recrutés quand la conjoncture est bonne et immédiatement licenciés dès qu'elle se détériore. La troisième conséquence fut la mise en place de modes d'organisation du travail extrêmement flexibles. La production tend ainsi à être organisée sous la forme d'équipes rassemblées pour la durée d'un projet, des équipes où l'activité de chacun est fonction des objectifs poursuivis, du contexte technique et des activités que sont susceptibles d'exercer les autres membres du réseau: l'activité

de travail prend de ce fait la forme d'une fonction dans un réseau non durable de travail. Enfin, la quatrième conséquence de ces nouvelles formes de production a été la diffusion de l'idéologie selon laquelle l'entreprise ne peut rien promettre à ses salariés quant à leur carrière professionnelle. Celle-ci doit être considérée comme la vue personnelle d'un individu sur le cours de sa vie professionnelle (comprenant les inflexions qu'il lui donne) et l'entreprise n'a aucun engagement à tenir en cette matière.

Dans ce nouveau contexte professionnel, un nouveau grand modèle de l'orientation professionnelle s'est formé: l'individu y est vu comme pleinement responsable de la gestion de son capital de compétences professionnelles, un capital qu'il doit savoir développer, et dont il doit savoir tirer des profits en sachant investir judicieusement ses compétences. Ce nouveau paradigme – qui se substitue progressivement à celui de l'appariement – a été nommé le modèle des carrières protéiques (Hall, 1976) ou des carrières sans barrière (Arthur, 1994). Remarquons que la notion de «parcours professionnel» donnerait sans doute une idée plus exacte de ce modèle professionnel que le terme de carrière: ce dernier terme connotant l'idée d'une progression dans un certain trajet, alors que la notion de «parcours» inclut l'idée d'aléas qui en déterminent le cours.

Dans ce nouveau modèle, l'individu qui s'oriente n'a plus à chercher à s'apparier à un métier, une profession ou un emploi qui lui correspond en fonction de certaines dimensions qu'il juge essentielles. En effet, comme on l'a déjà souligné, de telles collections stables d'activités correspondant à des rôles professionnels (et aussi sociaux) bien définis tendent à disparaître. Différemment, cet individu doit se reporter par la réflexion à l'ensemble de ses expériences passées et présentes (et tenir compte des anticipations qui sont alors majeures pour lui) pour produire un certain «soi professionnel» adaptable et flexible, formé d'un capital de compétences, de valeurs, d'intérêts, de ressources (notamment relationnelles), etc.

Cet individu qui s'oriente doit, de plus, développer une attitude stratégique. Cela signifie qu'en se fondant sur ses réflexions relatives à ce qui importe fondamentalement dans sa vie (Cf. ci-dessus: le life-designing) il doit être capable de repérer dans son environnement des opportunités d'activités professionnelles – des fonctions – qu'il pourrait faire siennes, afin d'investir ce «soi professionnel» adaptable et flexible (au moins certains de ses aspects) dans telle ou telle fonction pouvant s'inscrire pour un temps dans son parcours professionnel.

Cette conception de l'orientation personnelle et professionnelle en fait porter tout le poids à la personne individuelle. Elle suppose que celle-ci dis-

pose d'informations exactes et pertinentes pour elles, relatives au monde du travail. Elle implique aussi que cette même personne soit capable de construire ce «soi professionnel flexible et adaptable» lui permettant de s'insérer dans telle ou telle fonction professionnelle. Elle nécessite encore que cette même personne détermine à chaque moment de son existence les perspectives fondamentales donnant alors un sens à sa vie.

Ces trois catégories de tâches d'orientation de son parcours professionnel et de sa vie sont étroitement intriquées. C'est parce que la personne considère que telle perspectives ou telle réalisation de soi peut donner un sens à sa vie qu'elle construit – le cas échéant – tel soi professionnel et qu'elle repère telle ou telle opportunité. Tout se passe ainsi un peu pour chacun, comme ce fut le cas pour Joël, lors d'une série d'entretiens de conseil constructiviste en orientation rapporté par Robinet (2012). Insatisfait de sa vie professionnelle actuelle (il exerçait des fonctions très bien rémunérées de concepteurs de programmes informatiques), Joël prit conscience, au cours de ces entretiens, que ce qui a toujours donné sens à son existence, depuis le lycée, était le souci d'aider les autres à mener une vie équilibrée et heureuse. Il rapporta, par exemple, qu'en classe terminale, il s'imaginait devenir médecin, car c'est ainsi qu'il concevait la finalité de cette profession. Il y avait renoncé, ayant préféré faire des études centrées sur les mathématiques, compte tenu de son goût pour cette discipline. Poursuivant ses réflexions sur sa vie passée et actuelle (notamment sur les activités, compétences et intérêts qu'il y construit et y construit), Joël formula l'hypothèse selon laquelle le soi professionnel de «moniteur d'aïkido dans un dojo dont il serait le responsable» lui permettrait d'atteindre cet objectif d'aider autrui ainsi. Habité par cette idée, ayant recherché des informations quant à sa faisabilité et ayant imaginé des solutions financières permettant de la mettre en œuvre, Joël repéra quelques jours plus tard une opportunité qui, en quelque sorte, lui «sauta aux yeux»: un local à louer qui, selon Joël, pourrait faire un très beau dojo.

3. Trois sortes d'accompagnement des personnes

Bien qu'intriquées, les trois catégories de tâches requises pour orienter sa vie et son parcours professionnel peuvent donner lieu à trois types différents d'interventions d'accompagnement des personnes. On peut ainsi différencier des interventions visant à les aider à trouver les informations dont elles ont besoin sur le monde du travail et les formations générales ou professionnelles, des interventions visant à guider les personnes dans la construction du soi professionnel requis pour s'insérer professionnellement et des interventions prenant

la forme de dialogues visant à les aider à construire les perspectives d'avenir donnant sens à leur existence.

3.1. Apprendre aux personnes à s'informer sur le monde du travail

Ce premier type d'accompagnement des personnes vise à leur enseigner à s'informer en matière d'orientation professionnelle. L'objectif est de leur apprendre à trouver des informations exactes et pertinentes pour elles sur le travail, l'emploi et les formations d'aujourd'hui. C'est-à-dire à trouver des réponses à des questions comme: quelles sortes d'activités effectue-t-on dans cette fonction professionnelle? Quelles sont les perspectives d'emploi dans ce domaine? Comment s'y prépare-t-on? Quelles sont les procédures habituelles de recrutement? Etc.

Cette aide, apportée aux personnes dans leur recherche d'informations utiles pour elles sur le travail apparaît à la fois jouer un rôle plus important et être plus complexe dans la modernité liquide qu'elle ne l'était dans la modernité solide. Son rôle est plus important dans la mesure où, comme on l'a vu, les personnes sont désormais estimées être pleinement responsables de la conduite d'un parcours de travail marqué par de nombreux aléas: il leur faut donc trouver des informations fiables. Par ailleurs, elles ont besoin d'un accompagnement plus complexe qu'auparavant, pour des raisons liées, d'une part, aux développements de l'information dans les sociétés liquides, et, d'autre part, aux personnes elles-mêmes.

Dans la modernité solide, l'information sur le monde du travail était plus rare qu'aujourd'hui. Elle dépendait en partie d'organismes – souvent publics – chargés de l'élaborer de manière rigoureuse. Dans de nombreux cas, elle était relayée auprès des destinataires par des professionnels qui avaient une certaine expertise en cette matière (conseillers d'orientation, documentalistes, professeurs chargés d'information, conseillers à l'emploi, etc.). Dans la modernité liquide, cette information est devenue abondante. L'accès – via Internet – en est apparemment aisé. Mais cette information, facilement accessible, mêle de nombreuses représentations douteuses à des observations, descriptions et données rigoureuses. Tout semble d'ailleurs indiquer que les informations les plus saillantes tendent à être les plus douteuses. Dans de nombreux cas, l'information n'a pas pour but d'aider les personnes dans leur réflexion, mais de les stimuler à adopter une certaine conduite: il s'agit en quelque sorte d'informations publicitaires. L'objectif de ces informations n'est pas toujours clair: s'agit-il d'inciter des personnes à s'engager dans un secteur professionnel où l'on manque de main d'œuvre? S'agit-il de faire de la publicité pour un domaine professionnel dont la réputation est mauvaise (par exemple: en

termes d'accidents de travail)? S'agit-il tout simplement de publicité commerciale déguisée?

Face à une telle masse d'informations, les personnes sont souvent démunies. Elles le sont d'autant plus qu'elles doivent se limiter à explorer certains domaines (compte tenu de l'abondance d'informations) et qu'elles effectuent toujours cette recherche d'informations nouvelles en se fondant sur des représentations déjà présentes à leur esprit, des représentations qui ne leur permettent pas nécessairement de s'y former des connaissances qui seraient pourtant capitales pour elles. Comme de nombreux travaux l'ont montré (en particulier, en Allemagne, ceux de Ertelt), les personnes cherchent des informations sur le travail en partant de caractéristiques renvoyant à elles-mêmes, à leurs expériences passées et présentes et à leurs croyances sur le monde du travail. Par exemple, un élève cherche souvent des informations sur des activités professionnelles qu'il estime correspondre, soit à des disciplines scolaires «où il est bon», soit à un genre d'activités qui l'intéressent (Dumora, 1990). Un adulte se fonde fréquemment sur des caractéristiques inférées à partir de ses activités professionnelles ou de loisirs (par exemple: des compétences). Par ailleurs, compte tenu des caractéristiques des représentations de l'activité professionnelle, les personnes se posent généralement des questions relatives aux «métiers» ou «professions» qu'ils pourraient exercer. Or, comme on l'a noté, bon nombre d'emplois d'aujourd'hui ne correspondent ni à des métiers, ni à des professions: ce sont des fonctions constituées d'ensembles fluctuants d'activités, de rôles à tenir et d'interrelations à développer. De plus, cette vue du monde des métiers ou des professions se limite généralement à celles de quelques «prototypes» (Huteau, 1982): c'est-à-dire à quelques métiers ou professions très «saillants» dans l'espace des représentations sociales des activités professionnelles, car ils correspondent à de grands stéréotypes sociaux en matière de genre, de positions hiérarchiques et de styles de personnalité: la secrétaire, l'infirmière, le maçon, l'avocat, etc.

Ces différentes remarques conduisent à souligner la difficulté actuelle de la tâche consistant à apprendre aux personnes à trouver des informations pertinentes pour elles sur le travail. Le psychopédagogue en charge de cette aide doit en effet faire preuve d'une expertise dans trois grands domaines et savoir la faire partager aux personnes qu'il accompagne. Il doit d'abord savoir naviguer dans l'Internet et y distinguer les sources d'information – relatives au travail et aux formations – les plus valides. Il doit ainsi être capable de différencier le degré de véracité de telle ou telle information et sa pertinence pour telle ou telle catégorie d'utilisateurs. Ce psychopédagogue doit aussi être au

fait des différentes modes d'organisation du travail d'aujourd'hui: il doit être, en quelque sorte, un psycho-sociologue généraliste du travail.

Il est enfin nécessaire que ce psychopédagogue ait une connaissance affûtée des représentations sociales et cognitives du monde du travail telles qu'elles s'organisent dans l'esprit de ses destinataires. Comme l'a souligné, B.J. Ertelt, il lui faut connaître les heuristiques de recherche d'informations de ces derniers et les objectifs qu'ils poursuivent dans leur recherche. Il doit être sensible aux rôles que jouent ces représentations, heuristiques et objectifs, dans l'assimilation ou la non-assimilation d'informations nouvelles, afin que les destinataires puissent s'ouvrir à des connaissances exactes, importantes et pertinentes pour eux. En cette matière, on ne peut que souligner la pertinence des analyses de Ertelt et Seidel qui écrivaient en 1998 (p. 321): «A differentiated supply of vocational information should be provided on the basis of systematic user research, which is not only directed to type and volume of demand but also covers users' search heuristics. (...). Another absolutely essential differentiation of vocational information must be made in terms of its function in the preparatory pre-guidance, accompanying on-going guidance and post-guidance systems. Apparently, the explanatory material and written information collected during the guidance interview or specially compiled for later study at home has proved to be very valuable for the design of the client's learning processes (cf. Ertelt 1992, p. 104)».

3.2 Guider les personnes en vue de développer leur employabilité

La deuxième catégorie d'accompagnement des personnes pourrait être nommée «la guidance pour le développement de l'employabilité». L'objectif de ces pratiques de conseil ou d'éducation à l'orientation professionnelle est d'aider le bénéficiaire à se construire un concept de soi professionnel adaptable, correspondant aux normes de l'emploi d'aujourd'hui. Le bénéficiaire y apprend à s'engager dans un certain type de réflexion sur lui-même et ses diverses expériences, en l'occurrence: dans une réflexion guidée par les normes actuelles de l'employabilité.

Cela signifie, qu'à l'occasion de ces interventions, ce bénéficiaire apprend à se rapporter à lui-même et à ses diverses expériences de manières déterminées. Il apprend, par exemple, à s'interroger sur, premièrement, les compétences qu'il a déjà construites à l'occasion de ses différentes expériences de vie en relation avec les compétences requises pour exercer telle ou telle fonction professionnelle, sur, deuxièmement, les besoins, intérêts et valeurs fondamentaux qu'il espère voir satisfaits en exerçant telle ou telle activité, sur, troisièmement, les ressources dont il dispose, qui pourraient faciliter sa

transition vers tel ou tel emploi. Il apprend par ailleurs à s'interroger sur les meilleures manières de prendre des décisions en cette matière.

Les bilans ou portefeuilles de compétences, la plupart des questionnaires, logiciels et ateliers d'éducation à l'orientation, ou encore de nombreuses pratiques de «counseling» ou de «coaching» de carrière, sont des exemples prototypes de telles interventions de guidance.

Certaines de ces activités de guidance visent plus particulièrement à aider la personne à prendre les décisions d'orientation professionnelle correspondant le mieux à ses critères actuels de choix et aux perspectives futures auxquelles cette personne accorde le plus de poids. Les contributions de B.J. Ertelt ont particulièrement porté sur cet aspect de la guidance. Elles ont pour point de départ un regard critique porté sur le modèle cognitif de la prise de décision en orientation («A cognitive information processing approach to career problem solving and decision making») de Peterson, Sampson, Reardon, et Lenz (1996). Ce modèle peut être figuré par un triangle équilatéral. La base représente le domaine des connaissances relatives, d'une part, à soi et, d'autre part, aux options professionnelles. Le niveau intermédiaire du triangle figure le domaine des habiletés de prise de décision. Il s'agit d'habiletés génériques de traitement de l'information (*generic information processing skills*). Elles sont génériques en ce sens qu'elles s'appliquent non seulement aux problèmes d'orientation, mais aussi aux différentes décisions prises dans la vie ordinaire. La pointe supérieure du triangle désigne le domaine métacognitif des processus exécutifs: ceux-ci sont des processus cognitifs sur-ordonnés visant à piloter les processus subordonnés, à en contrôler l'exécution et à en évaluer les résultats.

Dans cette approche rationnelle de la prise de décision, les connaissances sur soi désignent les valeurs, intérêts, compétences et préférences. Les connaissances professionnelles sont relatives aux activités correspondant à tel ou tel emploi, aux compétences requises, aux conditions de travail, aux revenus, etc. Peterson et al., ont opérationnalisé les habiletés de prises de décisions (*generic information skills*) en recourant à ce qu'ils ont nommé le cycle «CASVE». C (communication) désigne la perception par la personne qu'il lui faut prendre une décision à propos d'une situation devenue problématique pour elle, provoquée par soit des facteurs internes (par exemple: une insatisfaction au travail) ou externes (par exemple: un échec scolaire). A désigne l'analyse du problème par la personne, selon différentes dimensions: les connaissances sur soi et sur le monde du travail, les habiletés de prise de décision à mettre en œuvre et les processus exécutifs à mobiliser. La synthèse (S) désigne l'élaboration d'un petit nombre d'alternatives, puis la cristallisa-

tion de quelques options. Viennent ensuite les opérations d'évaluation (V) de chacune de ces options en termes de coûts/bénéfices pour la personne elle-même, pour les personnes qui comptent pour elle et pour la société dans son ensemble. Les références culturelles des personnes ont un poids important dans cette évaluation. Le résultat de cette phase est une hiérarchisation de ces options. E (exécution) désigne la mise au point d'un plan en vue de mettre en œuvre la première de ces options et l'évaluation de la faisabilité de ce plan. A l'issue de cette phase d'exécution, la personne revient à la première phase – la communication – en se demandant si le plan ainsi élaboré permet bien de résoudre la problématique initiale. Si ce n'est pas le cas, la personne reprend à nouveau le cycle CASVE. Le domaine métacognitif est celui des fonctions requises pour contrôler, guider et réguler les fonctions subordonnées de la pyramide (relatives à l'acquisition et à la remémoration d'informations et aux stratégies cognitives permettant de résoudre les problèmes). Trois types principaux de métacognitions sont distingués: les discours à soi-même, la conscience de soi en tant qu'effectuant telle ou telle prise de décision et, enfin, le contrôle et la supervision qui visent à s'assurer de la qualité des processus mis en œuvre. Ainsi, un individu peut se dire à lui-même «je ne suis pas capable de prendre de bonnes décisions d'orientation»; il peut aussi prendre conscience de certains phénomènes («j'ai peur de ceci») ou encore entrer dans un processus d'observation et d'évaluation de ses processus de prise de décision.

La critique conduite par B.J. Ertelt de cette analyse cognitive de la prise de décision se fonde sur l'observation que ce modèle rationnel néglige les conflits personnels et les émotions et qu'il implique, de plus, une surcharge d'informations (Ertelt et Seidel, 1998, p. 323). Le point de départ d'un accompagnement effectif à la prise de décision de carrière doit par conséquent être une observation de la manière dont un individu considère effectivement un problème d'orientation et des heuristiques de prises de décision qu'il met, de fait, en œuvre. «We take the descriptive model of open, heuristic problem solution as the basis. It takes account of the fact that an individual approaches problem solution step-wise through an exploratory search and simplification strategies, it takes only a few alternatives into consideration and only seeks a few criteria for their assessment. Definitive commitments are postponed as long as possible in order to be able to include new information (Ertelt et Seidel, 1998, p. 323).

Cela ne signifie pas qu'il faudrait purement et simplement rejeter le modèle rationnel. Le conseiller qui se propose d'aider la personne dans sa prise de décision de carrière doit au contraire le conserver à l'esprit en tant que cadre

d'analyse lui permettant de mettre en perspective la manière dont la personne se rapporte «immédiatement» à ce problème et de lui proposer, en conséquence, un accompagnement adapté à son cas. Ertelt et Seidel soulignent ainsi (1998, p. 324): “The quality of a demand-oriented guidance and information system depends on the degree to which it can adjust to individual cognitive-affective information-assimilation processes, i.e. can simulate them. In this sense, concepts like the CASVE Cycle of Peterson et al. or the following phase and stage sub-division, are diagnostic instruments for the identification of the stage in the individual decision-making process, in order to be able to provide the most helpful information”.

L'objectif est donc de mettre en place des interventions d'accompagnement à la prise de décision d'orientation qui, se fondant sur l'observation de la manière dont une personne procède spontanément, vise à l'aider à entrer dans certaines considérations que le modèle rationnel suggère, sans pour autant la conduire à s'engager dans des opérations impliquant une charge cognitive démesurée. Par exemple, pour un individu donné, l'aide spécifique peut consister à l'aider à définir la situation dans laquelle il se trouve effectivement ou bien à générer un petit nombre de prototypes d'alternatives possibles ou encore à définir les critères qui sont fondamentaux dans ses choix.

3.3. Dialoguer avec les personnes pour les aider construire des perspectives donnant sens à leur vie

Les dialogues pour concevoir sa vie et l'orienter constituent une troisième sorte d'accompagnement en orientation qui prend une importance majeure dans le contexte des sociétés liquides. Ces dialogues visent à aider les personnes à développer la réflexivité dont elles ont besoin pour concevoir leur vie et l'orienter dans la modernité liquide (Savickas *et al.*, 2009). A la différence de la guidance en orientation professionnelle, ces dialogues n'ont pas pour finalité d'aider les bénéficiaires à réfléchir à leur vie du point de vue des normes actuelles de l'employabilité. Leur but est plus fondamental. Il est d'aider les bénéficiaires à définir leurs propres normes: les normes à partir desquelles ils peuvent donner un sens à leur vie et l'orienter. Ces dialogues visent à leur permettre de trouver les repères de vie fondamentaux jouant la fonction de soutien que les institutions stables et les idéologies établies fournissaient aux individus des sociétés solides. Pour l'individu, l'enjeu est de se représenter des perspectives d'avenir fondamentales susceptibles de donner un sens à sa vie. En utilisant la terminologie de Peirce (voir: Colapietro, 1989), on peut dire que ces perspectives sont les interprétants finaux des événements de vie passés, présents et attendus que l'individu considère comme pouvant être

articulés les uns aux autres afin de former une totalité ayant un sens. Comme Peirce et Jacques (1982) l'ont montré, la production de tels interprétants suppose que la personne s'engage dans des dialogues avec elle-même et avec autrui. C'est la raison pour laquelle ces interventions prennent la forme de dialogues au sujet de ce qui importe fondamentalement dans la vie du bénéficiaire et de ce qu'il espère réaliser au cours de son existence. Ce sont des processus de délibération («Tenir conseil», Lhotellier, 2001) qui aide la personne à examiner ses différentes expériences du point de vue de différentes perspectives d'avenir potentielles et lui donne un sens jamais entièrement établi. L'entretien de construction de carrière (Savickas, 2005) et l'entretien constructiviste de conseil en orientation (Guichard, 2008; Collin et Guichard, 2011) sont des exemples de tels dialogues.

4. Conclusions

Les trois formes d'accompagnement en orientation qui viennent d'être distinguées correspondent chacune à un type idéal. Dans les faits, la personne, qui dans nos sociétés contemporaines doit faire face aux impératifs d'orienter sa vie et de diriger son parcours de travail, effectue des tâches relevant de chacun de ces types d'accompagnement. Par exemple, comme l'ont observé Ertelt et Seidel (1998, p. 328), la plupart des adultes qui s'adressent aux Services Publics de l'Emploi en Allemagne déclarent qu'ils en attendent un accompagnement d'une importance capitale, compte tenu d'impératifs financiers auxquels ils doivent faire face. Leur demande est celle d'une intervention de guidance vers l'emploi (correspondant au deuxième type décrit ci-dessus). Les propositions de B.J. Ertelt et de ses collègues permettent de leur proposer des interventions qui répondent bien à cette demande. Celles-ci impliquent cependant que la personne soit aussi accompagnée dans le labyrinthe que constitue l'information d'aujourd'hui sur le travail (ce qui correspond au premier type d'interventions décrit précédemment). Par ailleurs, comme le soulignent toutes les modélisations des processus de prises de décision de carrière, celles-ci impliquent que la personne définisse ses critères de choix, ses valeurs, ses attentes, ses projets, etc. Ce qui la renvoie nécessairement à des interrogations sur sa vie beaucoup plus fondamentales que celles qu'elle peut aborder à l'occasion de simples questionnaires d'intérêts ou de valeurs professionnels. Seuls, des dialogues continués avec soi-même, avec d'autres proches ou – alors conduits d'une manière plus systématique – avec un conseiller, lui permettent d'élaborer les grandes orientations qui donnent sens à sa vie (ce qui correspond au troisième type d'interventions décrit ci-dessus). On peut

relever d'ailleurs que, dans parmi les processus exécutifs distingués par Peterson et al. (1996), ceux-ci font référence au «self-talks».

Aujourd'hui, de tels dialogues font encore rarement partie de l'offre d'interventions proposée par les services publics d'accompagnement en orientation (destinés aux jeunes ou aux adultes). On ne peut que le regretter, pour des raisons de deux sortes. Les premières sont que ces dialogues permettent effectivement à de nombreuses personnes de trouver des réponses et des solutions aux problèmes qu'elles se posent, comme l'ont montré, notamment, les recherches de Marie-Line Robinet (1992, 1993) auprès d'adultes s'adressant à «Pôle Emploi» en France. Les secondes raisons sont que ces dialogues répondent à un impératif social contemporain: celui de définir par soi-même des perspectives de vie lui donnant un sens. Cette plus grande liberté reconnue aux personnes humaines constitue cependant une tâche complexe et angoissante pour elles. Il n'est donc pas étonnant qu'un nombre croissant d'individus cherchent des réponses toutes-faites à ces interrogations en adhérant ou bien à des lectures intégristes de textes religieux, ou bien à des mouvements sectaires ou encore à des idéologies politiques établissant des distinctions simplistes entre «nous» et les «autres». On a pu mesurer, concrètement, au milieu du siècle dernier, les dangers que représentent de telles idéologies quand elles prennent le pouvoir politique.

Bien que de telles interventions d'accompagnement en orientation répondent aux besoins et aux attentes des individus des sociétés liquides, elles ne semblent cependant pas contribuer, dans leur forme actuelle, à aider l'humanité dans son ensemble à faire face aux défis majeurs auxquels elle est confrontée (tels qu'une importante croissance démographique, le réchauffement climatique, des problèmes d'eau, une pollution croissante, le développement du travail indécemment, etc.). C'est la raison pour laquelle on ne peut que plaider pour le développement d'interventions d'accompagnement en orientation (plus particulièrement, d'interventions destinées aux jeunes) ne se centrant plus sur le seul souci de soi (Foucault, 1984). Ces interventions devraient inclure des considérations relatives aux autres lointains, aux institutions justes (Ricoeur, 2004) et à la permanence d'une vie authentiquement humaine sur terre (Jonas, 1979). Par ailleurs, dans le contexte d'un déficit durable d'emplois décentés (International Labour Office, 2006), elles devraient aussi viser à sensibiliser les personnes à ce problème, afin de stimuler l'instauration de normes internationales en cette matière. Elles devraient encore avoir pour objectif d'aider les personnes que l'économie formelle laisse de côté à organiser des systèmes d'échanges locaux de biens et de services et, si possible, à créer des micro-entreprises relevant de l'économie sociale et solidaire.

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Challenges for contemporary guidance

1. Guidance of the Industrial Age

The organized guidance system dates back to the beginning of the 20th century. The first stage of guidance aimed to support helpless people by giving them clear advice on: how to live?, what to do?, what to avoid?, what to prevent? At that time these questions were asked by all members of society expecting definite answers referred to as “simple modernity” when – according to Z. Bauman – two principles were applied: [1] *a person should be disciplined; their activities should be regulated, predictable and susceptible to rules.* [2] *a person is not a self sufficient “unit” in itself or able to survive so they must build relationships with other people adapting to the requirements* [source: Bokszański, 2007, p. 39]

The social order of the initial modernity was internally consistent and long-lasting, so despite a certain complexity of social life of that period, the pace and scope of changes occurring in the interpersonal space and a work area were relatively weak. The social structure was rather clear, there was also a clear role division and preferred values and the general objectives were precisely defined. It helped establish a clear structural framework for activities of various social subjects [organizations, institutions, entities] as well as determine unequivocally the criteria for assessment of different social processes, and emerging events. Sustaining, strengthening and improving this structure was the aim of different social products of the culture such as schools, courts, religions. Guidance, as one of products of culture, conducted activities improving the social structures making effort to ease tensions caused by change processes, generally in a more ethical manner than other institutions [cf. Drabik-Podgórna, ed. 2007].

Organizers [the country, associations, organizations] considered not only relations “inside of counselling” i.e. interaction “a counsellor – a client, but the role of counselling in the context of other society players of social life and

the society as a unit. Workers and clients of the counselling centre, taking part in interactions based on experience and counsellor's knowledge, were meant to participate in social life in the manner expected – and hence without conflicts. It was assumed that the identity of each individual is a lifelong project built on the basis of the pre-assumed plan. The individuals were supposed to follow their “vocation” referring to clergymen and lay people, including significant, commonly shared values. Guidance as one of institutionalise forms of social life contributing to maintaining the social order through diagnosis and counselling activities²² was meant to enable individuals to discover their vocation and facilitate transitions in the social structure, production activities, culture and services.

Therefore, helpless people who experience problems concerning occupational choices or job seeking activities were given advice by a qualified counsellor working in state counselling centres or those run by local charities and industrial, craft, religious or other associations. Tadeusz Aleksander states that while analysing the activity of one of the counselling centres at that time the experts observed social life, carried out research, developed tools for measuring human abilities and skills, presented information on the importance of an appropriate choice of an occupation and conducted trainings for future psychotechnicians and vocational counsellors, but above all, the experts gave advice on the basis of psychological and psychotechnical tests. Diagnoses and given advice were confirmed by the organised system suited to the requirements established by *many environments which required an assessment of fitness for the job issued by a counselling centre while enrolling students for practical occupational learning* [Aleksander, 2009, p. 118]. As can be seen in this example a cohesive whole – oriented towards getting predictable results “society of manufacturers – contractors” expected and achieved – including related systems of education, employment, manufacture and guidance whose objective was to optimize a complex system while being an integral part of an organization.

Counsellors employed in different institutions made efforts aimed at the high efficiency of guidance. In order to “create adequate” members of so-

²² Guidance and counselling should not be equated to each other. Guidance as an interpersonal relationship between a counsellor and client provides help to a client through a reflective approach to their problems and giving advice, consultations and psychological support. The activity of a counsellor, the activity of the whole counselling centre or even the whole system or network of counselling centres is sometimes considered as guidance, counselling has a more restricted meaning and concerns in particular one-off advisory services or tasks to accomplish. It is similar to the so-called directive guidance.

ciety counsellors paid particular to improving the working methods. While seeking the solutions, psychological findings including especially personality psychology, psychology of mind, social psychology or psychiatry were the basis of the activity of counsellors. The forms of counselling interactions, techniques and special tools such as tests, measuring instruments, location of advice sessions, etc. were the main object of counsellors – practitioners and researchers of guidance.

The research reveals that in the beginning of the Industrial Age the aim of guidance was to diagnose and determine a client's potential as well as to stimulate needs to discover their self-worth and develop it while working on themselves. Guidance was one of the forms of aid built on characteristics of individuals who either should integrate into social life with the help of other people [in the initial period] or help themselves in participating in society.²³

Depending on the applied method or professional skills, a counsellor provided directive advice and shared their knowledge using testing activities, psychometrics and special technical equipment; or a counsellor engaged in a dialogue with a client in order to take further steps to work on a problem; or taking an attitude of a “lay confessor” a counsellor allowed clients to resolve their issues themselves.

A counsellor who was usually a psychologist possessed verified in laboratory studies knowledge on an individual and their relationships with the world. Above all, it was academic knowledge which provided a basis for diagnosing and communicating i.e. establishing contacts, listening, paraphrasing, encouraging formulating and creating a mental attitudes how to resolve problems [cf. Wojtasik, 1997]. The knowledge of counsellors enabled them to advise clients and cope with their issues. Such a situation is best presented in the book by Ernest H. Hilgard. According to the author guidance is a kind of psychotherapy based on a few assumptions: 1. a counsellor is a specialist possessing greater experience and knowledge than their client and that is why a counsellor provides information, interprets facts as well as improves or limits opportunities that a client has the right to choose, 2. a counsellor is more intelligent than a client, so sharing a life story with a counsellor can help a counsellor in analysing a client's problem and solving it, 3. a counsellor is not involved in a client's problems so they have a more objective approach and think reasonably while analysing the opportunities for solving problems [Hilgard, 1972, p. 786].

²³ Anna Brzezińska writes about the so-called “shifts” in thinking. She analyses changes in the views of J.B. Bruner in the introduction to his book “*Kultura edukacji*” [Jerome S. Bruner: *prekursor kształcenia wspomagającego rozwój*] [Bruner, 2006, p. 5–20].

As can be seen challenges facing counsellors in the era of industrialism related to their knowledge, workshop experience and personality traits [cf. Ertelt, Schultz, 2010, Guichard, Huteau, 2005; Kukla D. [ed.]; Wojatsik, 2011; et al.].

However, the state of “simple modernity” is impossible to maintain due to achievements of scientific discoveries and technological development activities so it changes into a more complex process of postindustrial modernity. We are entering the age of the network society called “liquid modernity”, “multiple modernity”, “reflexive modernity”, “late modernity”, the age of the network society. Today, I mean the times we live in, the fragmentation of reality, changeability, common ambivalence blurred the earlier boundaries closely observed by emerging systems and formed structures smoothly adapting their forms and practices to passing requirements. This also concerns counselling centres which often provide ad hoc counselling services in the world of “purchasers – consumers” and such a situation also occurs when supporting concrete organisations e.g. a specific workplace. While there used to be a unit of personal guidance in big production plants, today guidance is provided by various services as support activities or activities closely related to the programme of staff education or – diversified activities including their form, time and place – the process of production based on new technology or IT. I am referring to teleworking, human resource leasing section, employee outsourcing, mentoring, coaching, outplacement involving guidance [cf. Wołk, 2009]. Guidance in postindustrial network society has lost its functions which integrated and strengthened it becoming an entity. That is the reason why it has disintegrated.

2. Guidance in a postindustrial network society

A network society is a society whose specific organizational forms are the fundamental sources of productivity and the basis of power is producing, creation, processing and transferring information in global perspective. It places emphasis on personalised devices, interactivity, networking, continuous search for new technological solutions [Castells 2008, p. 23]. Complexity of interactions of subjects creating a network society and the difficulty to predict its development trends resulting from creative potential of the society. Industrialism was focused on the economic development, i.e. maximising production and the involvement of human teams, whereas informationalism – as a result of the technological revolution – aims at the development of the level of knowledge and the improvement of the level of information processing on

the basis of a smaller number of contractors and management positions. In addition, the information economy is no longer restricted to a specific territory and becomes a global economy, as organization of basic forms of production, consumption and marketing as well as their “ingredients” [people, materials and devices] have a global scope. *The information economy is a dynamic and strategically planned network of self-programmed, self-directed units based on decentralization, participation and coordination* [Castells 2008, p. 171].

According to Manuel Castells the industrial age was a time when a network society and the information technology revolution led to new social values incompatible with *established patterns of behaviour both in society in general and the business world which led to situations breaking off a certain extent a conservative tradition of the corporation world* [Castells 2009, p. 23]. The author of the above quoted text perceives the contemporary reality as flows of *purposeful, repetitive, programmable sequences of exchange and interaction between physically disjointed positions held by social actors in the economic, political and symbolic structures of society* [ibid., p. 412].

Guidance is one of the flows located in different social structures of mostly local, national and international nature, while remaining in the sphere of personal and social services.

It is impossible to grasp all matters related to guidance including the trends in development and crucial factors for determining the trajectory of counselling processes, psychological support, empathic coexistence, etc. However, scholars are tempted to take a closer look at elements of guidance, to determine the sources of its power, to understand its importance in life of an individual, organization or community. It is all the more “tempting” that – Zygmunt Bauman states – *individuals are supposed to seek individual problem solutions based on their skills and own means and put these solutions into practice* [Bauman 2009, p. 157]. Therefore only single individuals can decide on the form and power of flow counselling.

In the age of “simple modernity” guidance could affect to a large extent the identity of clients, because it took into consideration people’s determination to find their place in the social structure. Guidance continued making efforts to join the social system, follow rules and any established social norms. Contemporary guidance should take into account that individuals must make new choices regarding values, lifestyles, areas of work, a way of spending free time, including even some kind of identity. Furthermore, individuals try to meet requirements of reflective participation in the dynamic world as well as they are aware that every choice involves a degree of uncertainty because it can be incorrect as it does not bring it immediate benefits. That is why, guid-

ance seems to be more and more a form of aid in demand by both people who are helpless, marginalised or weak mentally and people who feel lost due to an excessive number of options but they are regarded as resourceful people who find it difficult to make a choice. In the latter case, those could include people with their own offers – for example, job offers [entrepreneurs], aid offers [social workers], offers of organisational solutions [local politicians], but they are often undecided about their offers. Therefore, they seek an expert – a counsellor.

A network society sets new tasks, modifies objectives of guidance and develops new philosophy of bringing help and new methodological solutions which means there are challenges presented in the form of questions. Some of them will relate to every individual as a member of society whereas others will deal with employees of a modern workplace. These are the questions:

1. How to increase the participation of vocational guidance in lifelong learning?
2. At what stage of the decision-making process should vocational guidance be involved while creating rules in the course of action?
3. How to help vocational guidance to find its place in ephemeral, multivalent culture?
4. What does uncertainty management mean?
5. How to involve new technologies in vocational guidance?
6. What is a client's satisfying vocational guidance?
7. How to involve a counsellor in stabilisation of staff in a workplace?
8. What is the role of a counsellor in creating group management?

One researcher has no possibility to answer the questions especially that the reality around us keeps changing. Nevertheless, the questions suggest that contemporary guidance should avoid the rigid form of optimization subsystem cooperating with enlightened “experts of life”. Counsellors must resign from the traditional role of a diagnostician, forecaster and sage-expert using sources of reliable, proven, undisputed knowledge and assume the role of a partner who patiently gives explanations, guides through complexities of modern-day life, becomes a companion who – sometimes with a hint of irony – explores existential consumption or plays the role of an educator or therapist [Minta, 2009]. however, there are numerous consequences in guidance organization on a global scale as well as on a state level and in a counsellor-client relationship [cf. Czerkawska, 2004; Ertelt, Schulz, 2010; Drabik-Podgórna; 2009; Malewski, 2003; Mielczrek, 2009; Minta, 2012; Wojtasik, 2009 et al].

3. Concepts of guidance practised by contemporary counsellors

Following literature concerning this subject, it can be seen that both reflective practitioners – counsellors and researchers – counsellors aim to develop concepts of guidance, clarify its basis, interpret predictable results of counselling activity. The concepts are barely outlined or identified remaining at a stage of “development”. Here I would like to list some of them without claiming to provide an exhaustive description of them.

The concept of emancipation. According to the concept, **the aim of guidance is to enhance the sense of clients’ responsibility for themselves and in emancipation understood in the most general terms as breaking away from the internal and external pressures.** Its objective is also to strengthen the ability to manage emotions as well as the ability to take rational decisions and help in using biographical experiences more efficiently and reflective taking signals emanating from the environment.²⁴ Emancipatory attitude to a client’s problems is clearly defined by new definitions of the general objective of guidance which is to help clients to get to know themselves. Hence, the definition emphasizes an active and even symmetrical participation of both a counsellor and client. Even more importantly, responsibility for engaging advisory help by clients who are interested in introducing changes to their life which means “*helping themselves*” is defined in that concept.

While supporting clients in changing themselves guidance aims to help them in *dealing with changes* by assisting clients in exploring changes, encouraging discovering their personal resources, strengthening the exploration of change processes of their mental and social life. A counsellor can identify the risk related to implementing changes, emphasize uncertainty inherent in achieving the desired effects or the risk of failure. A counsellor’s activities can relieve a sense of regret or failure while introducing changes in life. Therefore, a counsellor can undertake education and therapeutic activities.

Conviction that flexibility in the planning of biographical events, ability to reconstruct their life plans, ability to take creative activities and behaviours ought to provide a client an opportunity to emancipate from fears, concerns,

²⁴ The article by Ewa Trębińska-Szumigraj on emancipation in guidance states that a more detailed analysis of emancipation allows to distinguish the interpretation from two different perspectives: the instrumental one when it is the process and the theological perspective which becomes the aim of a human activity. In the first case emancipation can be understood as a way of exploring approaches of breaking away from the pressure and in the second case it is the objective to be achieved [Trębińska-Szumigraj, 2009, p. 152].

fantasies resulting from unsolved life problems and stress. That means that opportunity to deal with a problem once and for all has been dominated. Guidance enables clients to achieve emancipation which means to discourage people to leave themselves to their fate and become involved in a dynamic world that is subject to unpredictable changes [cf. Trębińska-Szumigraj, 2009]. The state of emancipation takes into consideration the possibility to encourage individuals to participate in these changes and make attempts to manage them. In such a situation individuals, staff members of a modern computerised workplace, its management, counsellors who apply unconventional working methods and encourage deliberating self-experimenting are involved.

Holistic counselling concept. In this concept special attention is given to the specific nature of the relations established in the counselling process. In general, therapeutic and education issues in guidance are separate, yet they are often considered that they may overlap with each other or even identify with each other. Therefore, learning new behaviours may be therapeutic whereas therapy may be an opportunity to heal the soul and acquire knowledge, in particular, about oneself. Education through guidance can be understood differently. I will not mention the traditional conception of education as delivering knowledge to learners or providing clients with guidance: “how to act”, but I will focus on a humanistic way of understanding education. In this sense, the relationship between therapy and education is clear and in accordance with the views expressed by andragogs, pedagogs, psychologists. As it is clear from considerations of Bogumiła D. Gołębniak [2003, p. 99–122] on school and a teacher there 3 different humanistic ideas in education: therapeutic, reflective and emancipation. The specificity of contemporary guidance seems to be based on the compilation of all three types of humanistic education in practical solutions and expects that their practical synthesis in the form of the so – called eclectic counselling can achieve the desired effect tangible in a client’s²⁵ biographical development.

The objectives of integrated counselling activities, by virtue of their educational role they take into account guidance deeply rooted in pragmatism and its progressive nature [*living life more effectively*]. However, researchers of guidance do not remain of the opinion that a problem solution is not equivalent with achieving the *status quo* in adult development or that achiev-

²⁵ Information structure methodology [ISM] is an eclectic concept of counselling which concerns making occupational decisions [Ertelt, Schulz, 2010, p. 183]. This statement has been taken from the book *Podstawy doradztwa kariery*, and illustrates preference for a holistic approach in counselling.

ing the desired level of their development is the objective of guidance. On the contrary, help of counsellors is regarded as the affirmation of opening people to themselves and the external world, or as continuous supporting them in the process of biographical changes. The objectives also meet requirements of reconstructionism and reconceptualization which are characteristic for humanistic education.

New methods and working tools of counsellors help to achieve the objectives. The integrative model defined as Information Structure Methodology [Informationsstrukturelle Methodik – ISM] developed by Bernd-Joachim Ertelt and William E. Schulz *does not deal with how to make occupational decisions and solve problems, but it defines and individual decision making process and reflection on how to help a counsellor* [Ertelt, Schultz, 2010, p. 161]. It is possible to observe the decision-making process, because the counselling process is understood as *the simulation of predictable cognitive – affective information processing as part of learning process* [ibid., p. 163]. When getting to know themselves, clients enhance their knowledge and identify with a counsellor their knowledge gaps that must be filled [ibid., 186]. As can be seen, such an aid process is at the same time stimulation of lifelong learning in accordance with humanistic principles of the organization of that process.

Concept of strengthening process of arranging our own biography through education. Nowadays guidance must refer to arranging adults' biography. The theory of human development and discoveries of the study group "Liefes desing counseling" [Savickas, Nota, Rossier, Dauwalder, Duarte, Guichard, Soresi, van Esbroeck, 2009] can be helpful. When focusing on reflection of an individual researchers take into account the intentional and rational involvement of participants of a counselling interaction supporting clients in specifying their identity and deconstructing, reconstructing and constructing the way of being in the world and its social, cultural conditions. As it is a well-known fact, processes of biographical trajectory takes into consideration the role of broadly understood education. Relations between education and guidance have been discussed for a long time as an example of which is *International Encyclopedia of Adult Education and Training. Second edition* [1996] by Jonathan Potter [1996, p. 575–580], whereas Olga Czeniewska deals with that issue in *Encyklopedia oświaty i kultury dorosłych* [1986, p. 235–236]. The books written over 20 years ago present education and learning in a different way.

The most recent discussions have focused on adult education and its interpretation through lifelong learning including educational institutions as well as conscious existence and gaining knowledge from everyday life [cf. Kuran-

towicz, 2012] considering both institutionalised and deinstitutionalised education – as it is called by Wirtuld Gieseke [source: Alheit, 2002].

From the point of view of guidance, lifelong learning as social phenomenon is the context for the need of seeking advice and the background to counselling services and implementation of effects of the counselling process. Such a situation shows an intervention led by a counsellor as clients cannot cope with problems on their own. Establishing the counselling relation can sometimes be a kind of a process whose effects will be relevant – it may be a turning point – in the continuation process of arranging a client's biography as well as the beginning of *the transformation of experience, knowledge and activity in the context in which people live* [Alheit, 2011]. Clients as learners not only contribute their life experience to a counselling situation but also expect a counsellor to provide information on opportunities for improving their qualifications as well as extending their knowledge concerning how to cope with previous negative experiences of education e.g. drop-out, exam failure etc., or to know teaching methods. Support in dealing with family and professional problems related to commencing institutional education.

Thus, it can be said that a counselling situation is one of many educational situations taking place in the lifelong learning process of both a client and counsellor. The aim of the counselling situation is to acquire clients' knowledge and broaden their awareness while solving clearly defined life problems. Learning in a counselling situation is not the same as acquiring knowledge in other circumstances and social situations where the objective of learning is to improve general and vocational education level to satisfy curiosity or to expand interests and hobbies.

A counsellor, through entering into relations with a client, gains knowledge about himself/herself, other people, their ways to cope with everyday problems. A counsellor learns [and becomes a "reflective practitioner"], if his/her way to give professional aid is subject to reflection when analysing emotions and overcoming internal resistance etc.

In the field of therapy based humanistic education preparing a client for changes includes striving for self-actualization supporting, protecting and even satisfying a desire to express their own individuality. Taking into account a specific point of view of reflective education guidance can take the form of activities which facilitate learning, especially developing communication and interpretive competences. The aim of emancipation model is to encourage a client to critically interpret changes brought about by economic, cultural, political globalization and give the reflexive assessment in the oppressiveness and counter negative results. We can agree with the authors of the book "*Pod-*

stawy doradztwa kariery” that clients need the most the information making it possible to determine a degree of freedom of their action and individual and social consequences concerning their failure to take a decision or seek further information [Ertelt, Schulz, 2010, p. 168].

The concept of a flexible approach to a client’s problems. While the concept of developing the own biography emphasised the role of auto-education of a client in the counselling process, the flexible approach focuses on a counsellors’ role. The kind of a client’s issues and his/her level of reflection and a counsellor’s concept of aid based on the general approach determine whether a counsellor will help clients become themselves by improving their self-confidence and favouring development of their self-acceptance [therapeutic option]; whether a counsellor will improve the level of his/her communication and creative competences allowing him/her to understand and give meaning to obtain information [reflexive option]; whether a counsellor will make an attempt to discover the meaning of activities of other people and organizations [critical option].

As the therapeutic education model presumes when a counsellor takes a critical approach to the world and human behaviours, his/her facilitation of learning a co-participant of a counselling situation. Fostering learning means acquisition of introspective competences by naming his/her own experiences or anyone’s feelings may be insufficient, as in the case of achieving consensus between a counsellor and client in terms of understanding oneself and others – which takes place in a reflexive education model. In order to understand social constructionism and actively participate in deconstruction and reconstruction of life, clients will have to, often critically, refer to their own self, their own biographical nature, experiences and self-assessment.

Such a situation may not occur during a meeting with a counsellor or while giving/taking advice, but it may happen after analysing the advice by a client. A counselling situation may turn out to be a transition leading to a radical change reorganizing a client’s life and *manage it more effectively* until there is a client’s reflection on the importance of a counsellor’s aid. Service conducted among people who have experienced negative effects of transition confirms that situation. First, those people reflectively assessed changes that had taken place in their lives then they quit past experiences, departed from applied methods and only then started a new life. The statements of co-addicted mothers of drug addicts [cf. Trębińska-Szumigraj, 2010], entries of participants of social platforms [Zielińska-Pękał, 2013].

4. Common issues in the field of counselling practice

In summary, there are two important issues arising while discussing those concepts I would like to present as a proposal which counsellors set out regardless of the adopted concept while pursuing counselling.

One of the proposals is **to value unprofessional counselling**. Contemporary counsellors must take into account that they are not the only ones who have knowledge and skills, because guidance as the process or event occurs in different circumstances such as an institution-counselling centre or at any place [on a train, in the park, in a club etc.] when a client chooses a non-professional as his/her counsellor who will help in solving his/her problems [cf. Kennedy and Charles, 2004; Siarkiewicz, 2010].

Researchers of guidance do not deny that people have always turned to others in times of difficulty. However, daily routine life, development of Edmund Husserl's phenomenology and the life-world concept as well as Martin Heidegger's main interest to raise the issue of being in the world and, in particular co-existence with others emphasize that mutual, incidental, peer, natural seeking advice is worth a serious reflection and it is far from clarity [Siarkiewicz E., 2004; 2010].

These observations have been reflected in guidance studies and in their light it can be clearly seen that the work of counsellors should be characterized by openness and criticism which means readiness for contextual reformulation of problems, negotiation of meaning and mental choices according to interests of a counsellor and client, but above all clients' interests. Michael Crozier and Erhard Friedberg assume that in practice the above mentioned issues are in the form of questions asked by counsellors: *what individuals can do in a particular situation, how their relations are developed, what opportunities they can find and discover for themselves, in what conditions and under which conditions clients can acquire and develop their new skills enabling them to take other activities, solve various problems and use other opportunities* [Crozier, Friedberg, 1982, p. 192].

The questions listed above may be a sign of counsellors' flexible approach to their work. It is important to take into account clients' approach to themselves and conditions in which decisions are taken concerning solving problems and making biographical changes. As emphasized in *Podstawy doradztwa kariery* a counsellor's aid must take that into account. Meanwhile, (...) *conversations have revealed two typical clients' heuristics. One of them includes alternative of action that opposes external limitations, the other one concentrates on the solving-problem process e.g. the situation on the labour market, a bad school report, apparently obsolete qualifications, the lack of*

work experience. Own skills and interests become a low priority in the case of stringent heuristic – say B.-J. Ertelt and W.E. Schulz [2010, p. 171].

At the same time, a contemporary counsellor's activity cannot be viewed as the only source of biographical changes introduced by a client. A counsellor must recognize that on the one hand people's uncertainty increases when making their own choice concerning a counselling centre and its reputation, dealing with problems themselves; on the other hand it gives the freedom of choice of an authority considered as essential, ultimate as well as the best and most significant to rearrange their life. These choices are supposed to be taken by clients and not imposed by social, political, economic requirements.

Even though the reality may not allow the total use of freedom of choice, it is notable that even with certain limits of a different nature there is a tendency towards the creation of counselling service market affected by fashion, advertising, marketing, a network of relations, market and demand. When considering the work of counsellors, different style of work as well as implementing various marketing strategies which are not always ethically unambiguous have to be taken into account. The development of different institutional solutions are applied as well. Thus, there are specialist and often commercial counselling centres, facilities located inside institutions providing counselling and therapeutic services, local facilities such as neighbourhood, commune, city counselling centres and departmental centres run by Ministry of Education, Ministry of Labour, Ministry of Health etc. [cf. Siarkiewicz R., 2004; Skałbania, 2012; Szumigraj, 2011]. When taking supportive activities, action strategies of a spokesman, intermediary, educator are developed [cf. Kargułow, 2004].

The second proposal refers to **professional ethics**. Generally speaking, counselling *boom*, the nature of counselling services result in ethical ambivalence of provided advice [cf. Czerkawska, Czerkawski, 2005; Drabik-Podgórn]. The increasing share of media and mediated counselling may considerably complicate ethical correctness of counselling services. It has multiple effects. On the one hand, discoveries and devices enhance availability of aid provided by counsellors, but on the other hand, they do not provide a clear review of source of support and determining a degree of sincere intentions of assisting staff [cf. Zielińska-Pękał, 2007]. The issues are extremely essential, however, such a short article prevents me from discussing the matter of ethics of counsellors' activity in more detail. However, it should be noted that heterodox nature of social life causes that contemporary educators and counsellors, assisting staff – if they are not workers of controlled entities – are service providers – as Mieczysław Malewski [2003] rightly notes – independent as

far as taking responsibility for their activities. Therefore, while trying not to go too much into cases, they are willing to use technical devices, statistical data, ready-made templates.

Towards counsellors-experts argumentation-based “objective data”, a client becomes subordinated and succumbs to reasonable scientific suggestions [Kargulowa, 1996]. When talking about this subject, we can mention examples such as the emerging dangerous social phenomenon called by Ulrich Beck [2002] “the marketization of risk”, cynicism while providing help, getting lost in the world dominated by global changes.

The personal emancipation of clients – should be affirmed by acceptance of taking responsibility for their own development which might be visible in arranging their biography, life problem solutions [which can be made possible thanks to counsellors’ support] – seems particularly justified during the process of continuous changes.

What seems difficult to contest is that a counsellor – if he/she follows the principle of professional ethics and makes clients aware of the fact that the counselling process enables the implementation of changes – is only a companion who can support a client in arranging and rearranging his/her biography. A counsellor is neither capable of relieving a client nor of taking responsibility for the consequences of his/her actions. This approach is all the more justified by the fact that there are both proponents and critics of guidance and counselling. Scott Lash shows apparent reluctance to this form of aid stating that we refer to *the > expert system < or the collection of arguments attempting to provide justification for our submission and what is worse [emphasis added], taking the form of a real professional* [2009, p. 214] when things go wrong. The author explains his reluctant attitude to experts and counselling claiming that *willingness to preventive use of expert systems causes semantic deficit in close relations beforehand* [ibid.]. He states that participation in the counselling relation satisfies a profound need to communicate with others – for example in the family, which has been the case up to now. Today, communication takes place outside the family thanks to the easy availability of counsellors or psychotherapists.

I have attempted to show that contemporary guidance has neither a clear concept, tools nor clear working methods which would satisfy all clients of centres, organisers of guidance and counsellors. Complicated, ambivalent social life filled with predictable events causes problems for average people and complicates life those who try to help. Therefore, guidance must face challenges and come up with flexible solutions connected with running counsel-

ling centres and support all social entities as well as researches of guidance by continuous cooperation.

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Wioletta DUDA

An individual in the face of cultural adaptation for market needs. The outlook for vocational guidance

1. Introduction

Globalization, the fast and easy transfer of information, opportunities for efficient mobility of people, immigration processes are elements having an impact on the ethnic composition of countries including Poland. Nowadays it seems impossible to find a country where there are no foreigners. Hence the question arises why people are willing to move, seek employment in other countries and raise their families there. There are probably as many causes as individuals taking one of the above mentioned steps. However, emigration for economic reasons, war, political pressure, willingness of development are the main reasons. Regardless of circumstances, every foreigner must force a completely different reality, often surprising or hostile, which means above all that they need to adjust to changes, find employment giving them chances for good living conditions.

Religious, cultural linguistics diversity has an effect on the labour market and thereby determines new implications of vocational guidance. Providing vocational services as well as different specialist forms of advice and support is an essential element of integration or adaptation to Polish working conditions, mechanisms occurring on the labour market.

2. Work, professional development and culture in terms of a counsellor's new challenges

An immigration phenomenon, which has been noticeable recently, according to statistics from the Office for Foreigners there are about 97000 legal foreigners in Poland. They come mainly from Ukraine, Vietnam and China.

These data do not reveal completely the scope of the labour immigration phenomenon. There are 50000 to 70000 people without residence permit in Poland.²⁶ Such situation has a big impact not only on ethnic diversity of the country but also the labour market and the social processes. Poland affected by multiculturalism has become a place where foreigners not only can take refuge but also develop professionally and take up a job.

“According to data from the Ministry of Labour and Social Policy more than 41000 people applied for a work permit in 2012 [there were over 19000 people interested in the first half year of 2013]. It is only part of the data, because not all foreigners need the work permit. On the grounds of employers’ statements it is known that 244000 workers from East were employed last year. This means that there were 80000 foreign workers more than a year earlier. The most extreme information, including economy, shows that there is a group of half a million foreigners who work in our country. How many of them are actually there? The problem is that nobody knows”.²⁷ The foreign presence not only causes the cultural diversity in our country but also makes us aware of cultural influences on the perception of work, self-realization or planning a career path. Despite of the growing number of foreigners coming to our country in order to get a job their market share is minimal. Poland is placed at the very end of the EU in terms of the numbers of immigrants.

So what is culture in respect of issues of vocational guidance or career and whether the culture has a big impact on self-perception as labour market participants. The answer is “yes” – it has a huge influence and it is one of the most important determinants of professional development. The culture is both an extremely complex concept and difficult one to define unambiguously [which is not the aim of this very study]. Let us quote the definition of the culture to epitomize the subject being presented.

“Culture involves all tangible and intangible goods and everything that has not been naturally created as the result of human activity”.²⁸ In terms of vocational guidance it is essential to take into consideration the following aspects of culture:

- culture must be reflected in vocational guidance

²⁶ op.cit. the Internet website http://gazetapraca.pl/1,90443,11068568,Polska_domem_dla_55_tys_nowych_imigrantow_no.html, as on 2.11.2013.

²⁷ op. cit. the Internet website <http://m.onet.pl/biznes/branze/praca-i-kariera,f2f3r>, as on 2.11.2013.

²⁸ op. cit. K. Olechnicki, P. Załęcki, *Słownik socjologiczny*, 2nd revised edition, Graffiti BC Publishing House, Toruń 1999, p. 189.

- an individual is not often aware of their culture. This means that a vocational counsellor must bring this fact to their attention
- a client brings their culture to vocational guidance and this should be taken into account while counselling²⁹

The Polish vocational guidance, vocational counsellors who work with clients coming from different cultural backgrounds must so to speak “embrace culture background of a client” and its all elements regardless of how similar or different they are to norms and patterns creating a part of Polish culture. Acceptance in a client – counsellor relationship is a keyword regardless of cultural differences. An ideal solution is obviously an appropriate process of acculturation, which is the changing of patterns through a clash of several cultures, the acceptance of different cultural norms. It is the process that primarily concerns professional life which is an important sphere for almost every person.

Let us take an insightful look at the selected cultural values³⁰ which determine considerably the professional development of an individual.

1. Uncertainty avoidance

Rules, religious principles, norms – everyone was raised according to them and they are the elements of socialization, they also have an impact on professional choices by taking them into account [high uncertainty avoidance culture] or by tolerating deviations from standards [low uncertainty avoidance culture].

2. Gender equality

It is a wide subject which is often presented in the context of stereotyping of social roles. Women’s and men’s professional opportunities do not attach great significance to the biological determinant.

3. Group collectivism

The simplest definition of group collectivism is the theory that the group, which an individual belongs to, has an impact on the individual’s decision making. The opinions of family, friends, important social groups are taken into consideration while making both professional and educational decisions. People from cultures with high group collectivism will adapt to the groups which they belong to, value the group’s opinions, but above all, put the group’s interest before their own, whereas the group’s opinion is not important for the people from the cultures with low group collectivism.

²⁹ Based on: M. Lunikari, S. Puukari, *Poradnictwo i doradztwo multi kulturowe*, Mpi PS Publishing House, Warszawa 2007, p. 13.

³⁰ For more information on cultural values, refer to the publication by M. Lunikari, S. Puukari, *Poradnictwo i daradztwo multikulturowe*, Mpi PS Publishing House, Warszawa 2007.

4. Institutional collectivism

Institutional collectivism considers loyalty to organizations, institutions where people work, for instance. Low level of institutional collectivism means loyalty to the one's own group, but not to the institution which an individual is part of at that particular moment. It is also a key aspect of human resource management.

5. Future orientation

It is an essential element in terms of vocational guidance, a way of building career and professional development management and preference, or not, for the long-term planning of future. Low future orientation means that people forming part of this culture focus on fast results, but not the future. Moreover, they neither enjoy foreseeing nor invest in the future. High level of future orientation is a long-term way of thinking, applying a long-term action plan.

6. Power distance

It is a vertical social division where an individual's status resulting from the power is vital. Hierarchy, a clear division of responsibilities will be essential for people from cultures with the high power distance at work.

Cultural values such as

- a humanistic orientation
- an execution level
- assertiveness

have an important influence on planning an education-career path.

It is necessary to remember that the cultural values are often unconsciously deeply rooted in an individual. One of the mistakes a vocational counsellor makes is the omission of the cultural values which may hinder the counselling process.

Every day vocational counsellors encounter problems of the unemployed who choose an occupation, school and are subjected to a process of a professional reorientation. Some unemployed people belong to the so-called risk groups and it is more difficult for them to find employment as they sometimes come across the phenomenon of marginalization. This applies in particular to women, disabled people and former prisoners. Foreigners, immigrants, refugees are another group requiring an extensive knowledge from vocational counsellors, their individual and appropriate attitude towards a client's situation as well.

So what should the vocational counsellor remember while contacting a culturally diverse client?

The professional counsellor working with the culturally diverse client should possess the following traits determining the successful counselling process:

- non-confrontational personality
- patience
- diplomatic attitude
- flexibility
- communicativeness
- protectiveness
- tolerance
- openness
- reliability³¹

Jobs related to helping people, to be effective, require from counsellors to be committed to their work as well as mobilizing strengths in the face of a constant confrontation with difficult and mentally burdening situations. Such commitment is expected from people supporting refugees and immigrants. It is necessary to maintain a personal interaction with a person who needs help. If the counsellor must solve their clients' consecutive problems, they become tired psychophysically due to attempts to deal with various out of control issues with a different degree of predictability and difficulty. The aid for migrants, refugees, representatives of ethnic and national minorities is particularly demanding, because another challenge is stress caused by possible misunderstandings resulting from cultural differences or the impossibility of communicating. A permanent struggle against difficult situations make the counsellors use their own personal energy level which may cause a professional burnout syndrome with psychophysical symptoms. According to the psychological literature the main reason why there is the burnout syndrome in supportive occupations is a lack of concern for a human being. In other words a personal relationship with a beneficiary becomes an impersonal, emotionally uninvolved contact.³²

The keyword is integration which gives opportunities for acquiring skills to manage on the Polish labour market. The cooperation between foreigners and Polish people, not only a guidance counsellor gives opportunity of closer knowledge of culture and first of all creates the atmosphere of security

³¹ D. Kukła, *W kręgu personalizmu doradcy zawodowego*, Jan Długosz Publishing House, Częstochowa 2012, p. 33–36.

³² op. cit. *Warsztaty kompetencji międzykulturowych – podręcznik dla trenerów*, ed. M. Lipińska, Międzykulturowe Centrum Adaptacji Zawodowej, Warszawa 2008, p. 143.

and team membership. Thus, there is a direct connection with an individual's self-reliance activities. An individual must often overcome a sense of learned helplessness and regain self-confidence including control over their own life. Knowledge, while working with clients from culturally diverse backgrounds, is another essential element in a career counsellor's profession. The client lives in the new reality and does not know anything about employers' requirements, labour law or rules of applying for a job.

The guidance counsellor to some extent becomes an objective information guide that lets eliminate misunderstandings as well as strengthen self-esteem. Experiences, also negative ones gained while searching for a job do not often have a motivating effects on an individual. It sometimes happens that the individuals experience discrimination or they suspect employers of aversion to them. knowledge, self-esteem, concentration on human resources can be used to prepare an action plan for a client from different cultural backgrounds.

3. Transformations of vocational guidance – in the direction of multiculturalism

In Poland after 1989 vocational guidance started gaining its rightful place in plans and strategies, legislation, education, labour offices as well as industry and business in the broadly defined field of guidance. There was a revival of vocational guidance in the 1990s. Man's situation getting involved in the world of work did not seem as obvious as it had been before immense changes happened in our country. For a long time the aims of vocational guidance were to help an individual whereas political areas such as unemployment among young people and adults, improvement of counselling, involvement of special risk groups in professional life. The guidance specialization and its concentration on problems of particular groups are currently an extremely important process.

Changes occurring both in the field of culture, society and the economic and mental ones have an important influence on the vocational counselling process. Working with new groups of clients, a fast economic acceleration, crises which also affect our country – all these phenomena are very intense and require appropriately trained specialist staff who will help individuals adjust to the changed reality. The transformation in the economic sector and the labour market are identical to the transformations in the counselling service sector which means the establishment of School Career Centres, Academic Career Agency, a wider access to a guide counsellor in every school, development of private employment agencies providing vocational guidance services.

Above all, however, vocational guidance needs to deal with the increasingly difficult conditions on the labour market, the process of globalization which generates new clients who sometimes feel lost and helpless against economic mechanisms. All these elements constitute a determinant of new vocational guidance.

“Vocational counselling is the activity which evolves in the factual content and applied methods, techniques and tools. Economic, political and socio-cultural changes stimulate the development of the services. However, it should be noted that the process and idea of further development of this kind of activity have increased to meet social demand. For a long time, vocational guidance focused on helping an individual rather than on political areas such as unemployment among youth and adults, improving the world of employment agency, involving special risk groups in professional life. The objective of vocational guidance was treatment not prevention of a “sickness”.³³ An individual who wants to adjust to the modern world must be aware of their own limitations in order to be able to avoid traps and cope with disappointment. The postmodern world gives us many possibilities, but we must learn to respond appropriately to determined situations, changeability, a lack of security, living under constant pressure, a compulsion of change.

Vocational guidance is faced with the need for a subjective and individual approach to a client as a participant of the counselling process. This means that everyone developing their professional career can take into account not only their personality traits but also their professional preferences. Therefore specific determinants of the groups including ethnic ones, their situation and needs must be considered. Encouraging people to develop their professional career starting from planning the career path through the process of its implementation during the period of professional activity and when it comes to the end as a consequence and natural continuation of the current course of life involves a number of deliberate, planned activities where there is no room for randomness.

“Examining changes which have been offered by counsellors since the beginning of vocational guidance, it can be seen that they always helped select a kind of a transition, yet the nature of transitions has changed and the transition numbers have increased as well. An individual made one transition – from education to occupation in the professional system of labour organization. It is really similar in the Fordist system – entering the work environment and adjusting to it were crucial moments, while in the technical system of

³³ op. cit. *Tendencje i wyzwania poradnictwa zawodowego*, ed. G. Wieczorek, D. Kukła, W. Duda, Częstochowa 2009, p. 7.

labour – there were more transitions between particular life stages and career. The contemporary model related to globalization and vocational chaos provides unpredictable and repeated phenomena referring to different areas of life. These changes cause the evolution of objectives of vocational guidance at the same time”.³⁴

Vocational guidance involves activities which evolve both in the factual content and applied methods, techniques and tools. Economic, political and socio-cultural changes boost the development of such services. However, vocational development and its boom result from public demand and an individual’s insecurity for whom both personal and professional life are unpredictable. These days we can observe the significance of the form of activities for all segments of the population – children, youth, adults as well as its growing accessibility in local agencies, educational institutions, industry and business. Vocational guidance is not associated with only assistance for the unemployed whose situation forces them to change their occupation or choose new career directions. Vocational guidance is to prevent such cases. Suitable vocational orientation not only helps people avoid wrong decisions but also gives them a chance to get to know themselves and find their place in the world of work.

4. Conclusions

People from the diverse cultures, foreigners and refugees are individuals whose needs related to vocational guidance mainly through improvement of improving the integration process ought to be met. Multiculturalism, which vocational counsellors often have to deal with, is a progressive phenomenon. It is supposed that the Polish labour market will have to “call for” foreign workers and facilitate adaptation to the new conditions in several years.

A global life, mobility, facilitated communication [it is important to emphasize English as the universal language], moving the borders [also mental ones] and opening the boarders are only some factors making multicultural guidance essential element of the Polish employment policy. Providing this scope of services for many vocational guidance will become a part of everyday life. It is worthwhile to prepare for this and be aware of the importance of mixing cultures in terms of the labour market.

³⁴ op. cit. V. Drabik-Podgórna, Współczesne poradnictwo w tranzycji, [in:] Współczesny wymiar doradztwa zawodowego w Polsce i na świecie, ed. D. Kukła, Ł. Baka, J. Podgórna, Jan Długosz Publishing House, Częstochowa 2009, p. 292.

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Netography

the Internet website

http://gazetapraca.pl/gazetapraca/1,90443,11068568,Polska_domem_dla_55_tys_nowych_imigrantow_no.html, as on 2.11.2013

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András ZAKAR

The aspects and results of the multidimensional vocational counseling in Hungary

1. Introduction

The career of choice is crucially important in preparing for life. The success of this preparation depends on the favorable interaction of many factors. In the past few decades, the complexity of the process of career choice is being proved in a more and more detailed and convincing way by theoretical researchers. The accelerated development of today's rapidly changing world has many requirements from members of each generation, both adults and the elderly. It can be summarized as being able to choose the most suitable profession and if necessary, being able to change the career path in order to be successful in the chosen job. It is therefore evident that career preparation should begin as early as possible. Nowadays, minor and major changes related to careers increasingly dominate our lives.

Counseling activities to help youth and adults who choose careers and need to change careers became widespread 50 years ago. The role and importance of professional vocational counseling differs greatly according to societies. The demands of today are primarily served by the multidimensional counseling system that is organized and operates different ways in different countries.³⁵

The importance of vocational counseling is acknowledged in almost every country but the national career choice systems differ greatly in terms of structure and function. This tendency can be well observed in the member states of the European Union as well, as the decision makers of education and employment are concerned about different priorities in terms of career choice.

³⁵ Ertelt, Bernd-Joachim; Schulz, William, E. (2011). Handbuch Beratungskompetenz – Mit Übungen zur Entwicklung von Beratungsfähigkeiten in Bildung und Beruf. 3. Auflage. Rosenberger Fachverlag, Leonberg.

The following is an overview of the Hungarian vocational counseling including the theoretical framework, institutional background and the training of those professionals who work in the field of vocational counseling. These factors are evaluated in terms of the demands and possibilities. Accordingly, first the preparation process of career counseling in schools is discussed, followed by the career choice programs of the County Labor Centers and the National Labor Office. In this chapter, we provide an institutional and structural insight into career counseling and training. Besides, we discuss some research topics in this area as well as international relations.

In the second part of the study, we summarize the main trends of the Hungarian career choice developments including career services for different age groups, exploring support systems of career counseling and we also make recommendations to develop a counseling system that embraces the entire lifespan of an individual. We consider it important to support not only youth but adults as well when they change their career path. One of the most important tasks in this regard is to improve communication and availability of specialized support. The career counseling of disadvantageous groups always deserves priority. In order to accomplish these tasks, the whole career counseling system must be revised and drastically renewed. It would result in a higher quality of vocational counseling.

2. The situation of career choice in Hungary

In the first part of this article we give an overview of career choice in Hungary. Our aim is to provide a modern vocational counseling approach and to contribute to the creation of a consistent counseling system in practice. Accordingly, we pay attention to introduce the career preparation work in schools, the programs of the National Labor Office, the operation of career choice institutions, the education of professionals in the fields of career counseling, the main research trends and the possibilities of international cooperation.

2.1. Career counseling in schools

Schools have a crucially significant role in preparing the career choice of students. We believe that knowledge of school subjects can provide best the basic information of professions that can be incorporated into further vocational training. Provided this stage is successfully accomplished, the identification of students with the chosen profession can reach the level required at a certain age.

The complexity of the circumstances of this period (often artificially created 'opacity') has clearly multiplied the quantitative and qualitative tasks of career orientation and career choice services. We refer to only some of the changes in the past few decades that affected the requirements of further education, the horizontal and vertical changes of learning opportunities which equally increased the risk of personal responsibility. This is a very demanding and often hopeless task for teachers who are not able to provide a proper career preparation due to lack of information and training. The majority of teachers have no comprehensive knowledge on professions that would be required to help students in their career choice.³⁶

According to today's experience, it is not a common practice to teach subjects in a career-oriented way. However, it would be a great opportunity to explore, consistently apply and integrate information and methods offered by school subjects.

We are convinced that the inadequate understanding of talent is a significant disadvantage in a student's career perspective. Both the narrow and broad interpretation of talent has a negative impact on preparing students for career choice. In the Hungarian practice, talent has a one-sided interpretation as mainly the theoretical components are emphasized. The inadequate use of the word 'talent' causes further problems. In everyday practice it means that both the slightly better than average and truly outstanding students are considered (and handled as) talented. Furthermore, usually the identification of talent proves to be difficult, while supporting the education of talented students is a very complex and expensive process.

Teaching career choice knowledge in schools at a high level still has not been realized. The primary reason for that is that career orientation is not a compulsory subject. It is optional and anybody can teach this subject, even without qualification or preparation. Only few teachers can make advantage of such opportunities as organizing special classes after school, making professional presentations and make visits with students to workplaces. The experiences of the previously mentioned possibilities would certainly contribute to the career decision of many students. Nowadays, parents are less prepared thus helping the career choice of a child is a bigger challenge on a family level too. Therefore, there is a greater demand for individual career counseling service. In many places, however, the conditions are not appropriate to fulfill this demand.

³⁶ Zakar, András (2010). *Regionális pályaválasztási elmélet (Regional vocational concept)*. PRMKG, Pécs.

2.2. Career choice support offered by the National Labor Office

The County Labor Centers and the National Labor Office provided the best support for youth in choosing the right profession since the career preparation work in schools was neglected. As a result of numerous events and great variety of programs, students received valuable help from the labor offices for making career decisions.

Nevertheless, a well-functioning communication system would still be necessary in order to significantly improve the career choice of students and career change of adults. Comparing to more developed countries, the information system of the Hungarian labor force market is isolated and unpractical. National statistics are made continuously, however they could offer only a little help to solve the problems of individuals. In the past few years, we can observe the creation of a more unified communication service on a regional level that operates with a better quality. The validity of labor market data is almost useless in some sectors in terms of making predictions for the future. This results in a growing insecurity among students and their parents (indicated by the huge number of applications for certain popular majors despite their overcrowded nature).

The professionals of the labor offices make significant efforts to keep regular contact with workplaces and gather new and realistic information about the labor market. Today the main problem is not the total lack of an information system but its application in practice. In this field even small technological innovations would lead to significant results. It is inevitable to communicate new information about the labor market as soon as possible. Nevertheless, there is no doubt that the National Labor Office significantly broadened its services in order to support career choice. It can be best seen in strengthening client-oriented helping methods. The continuous restructuring and modifications in the system however cause further insecurities that have a devastating effect on the stability of the career choice process. In everyday practice, not only the confusion of the clients is disturbing but the tension among the professionals working for the labor office is visible too. Experiences in the labor office are sometimes hard to understand without help for both the clients and the professionals who work there.³⁷

Trainings offered by the labor offices are also very fragmented and they seem much more complex at a first glance than they are in reality. This enhances further the confusion of job-seekers and students in a career choice

³⁷ Ritoók, Magda (2008). *Pályafejlődés – pályafejlődési tanácsadás (Career development – career development counseling)*. ELTE, Budapest.

process. Largely it is due to the fact that the supply and demand of the labor market are not always in harmony. A further problem is that universities and other training institutions are not prepared to offer new majors and change the student capacity of the existing majors. It is well indicated by both the number of majors that are overcrowded and the lack of trainings with a demand from the labor market.

2.3. Institutions and organizations supporting career choice

The previous career choice institutions were terminated and it is still very hard today to replace career orientation services with restructuring and modifications, even though parts of the career counseling tasks were successfully delegated to successor institutions. There were periods in the past when the Hungarian career choice system achieved great results in international comparisons. It is therefore a fortunate coincidence that basic elements (mainly on a theoretical level) of this system have survived thank to some committed professionals.

With the exception of the career guidance institution in the capital, none of the former institutions survived. Despite the continuous and widespread demand at a regional level, no career guidance institution was established in the countryside. The lack of these institutions resulted in a low-level quality service of career counseling. It also prevented the elaboration of a new career guidance conception and the proper coordination of career choice services. Besides these, the methodology was not developed further and international relations were neglected etc. The negative consequences of these above mentioned phenomena are well-known. Specialized pedagogical services in the counties must work among new circumstances as well which means that they are not able to properly accomplish the complex tasks of career guidance.³⁸

A complete national network of Vocational Information Counseling institutions were established, sadly however they did not fulfilled the expectations. Still the biggest problem with career choice services today is the lack of coordination among institutions maintained by different ministries. Although institutions separately are trying to offer solutions to help career choice problems, even beyond their resources, the lack of coordination among them prevent their success.

The career choice services and career change services now become the responsibility of more and more ministries with the significant postponement of the time limit of the career choice process. It inevitably resulted in hopeless

³⁸ Zakar, András (2010). *Regionális pályaválasztási elmélet (Regional vocational concept)*. PRMKK, Pécs.

coordination and cooperation, unnecessary parallel tasks and the fragmentation of possibilities. The solution of tensions would require new legislation (amendment of existing laws). So far however, nobody initiated such modifications.

A decade and a half ago new career choice platforms were established on a county level with great expectations. By today unfortunately these platforms are completely disappeared. The effectiveness of the career choice institutions in developed countries are greatly determined by the activities of the professional organizations attached to them. Despite the great efforts, in Hungary such professional organizations were not established and they were not able to enforce their ideas and pursuit. In 1990 a new institution was founded, called the Hungarian Career Choice Association that also demonstrated great efforts to enforce its professionally based conception. It also did not succeed in fulfilling its role. In Hungary however it is essential to establish an effective career guidance institution and professional associations that would serve the needs both of students choosing a career and professionals working in the area of career choice.

2.4. Training of vocational counseling professionals and research in the field of career choice

We agree with the results of the previous research done in this field meaning that only well-trained professionals are able to coordinate and accomplish the complex task of career counseling. It follows from this that the traditionally psychological training of professionals must be completed with a multidisciplinary approach. The ultimate goal is to establish a new major based on the science of counseling that would provide proper specialization as well. Today it is evident that the training of career counseling professionals must be carried out according to international norms, especially taking into consideration the requirements of the rapidly developing field of counseling science. In Hungary the training of vocational counseling professionals did not follow the European model of 'vocational counselor' in English, 'Berufsberater' or 'Laufbahnberater' in German and 'conseiller professionnelle' in French. The vocational counselor major was not established due to several unfortunate circumstances although it would have provided several directions of specializations as well, such as career choice professionals. First there would have been chances to offer it only as a specialized training but later it could have been developed into an individual major. This mistake might not be possible to correct and has serious consequences in career counseling today.

Therefore in Hungary, the training of vocational counselors could be realized only with a unique curriculum and in a special institutional structure. Our universities offer counseling training in one bachelor major and three specialized further education courses, complemented by training courses. Vocational counselor as a separate major is not available anywhere in Hungary, however every training program involve some topics of vocational counseling. Surveys of the past decades carried out with the aim of providing professional development, analysis and comprehensive researches about career choice played a great role in providing the high quality of vocational counseling. Outstanding researches done in the field of career choice contributed in a great degree to the theoretical and methodological development of vocational counseling and to the promotion of the Hungarian scientific results in abroad.

Recently a significant setback can be observed in the field of career choice researches which must be a result of many factors. In our opinion there could be personal and material reasons that would explain this setback. Vocational counseling did not receive attention when the main directions of researches were determined which obviously had a negative impact on the whole profession. As a first step, the research contributions were decreased, meaning that previous researchers of vocational counseling must turned towards other research topics. As a result of this, we cannot find new researchers in the younger generation who would deal with vocational counseling.

Despite the unfavorable circumstances, there are a few very valuable research carried out today as well, although with much less financial support. As a consequence, these new researches are far less complex and their results could not be easily generalized. Career choice researches are isolated too since the main academic platforms do not consider these topics crucially important. It would be necessary to elaborate further on the theoretical basis of career choice as well as to adapt the new, internationally accepted methods.

The problems in the academic field of career choice researches are clearly reflected in the public sphere of the profession. There are much less workshops and fewer publications for vocational counselors. Unlike the previous practice, there are no professional journals available for vocational counselors and for those who are interested in the latest professional results.

2.5. International cooperation in the field of career choice

Due to the changing circumstances of vocational counseling in Hungary, cooperation with professionals from abroad received greater emphasis in the past few years. This means mainly cooperation with member states of the European Union but we have contact with other countries as well that provides

opportunities for mutual visits, participation at international conferences and the chance to work on comparative studies for more and more Hungarian scholars.

We managed to join the European Career Information System (EU, Department XXII.) a decade ago. We looked forward to this great opportunity of mutual use of career information systems of almost 30 European countries. Unfortunately, our expectations were only partially fulfilled. We believe that our National Career Information System in Szeged could have been more responsive to career information from abroad. We must also reconsider whether the idea of establishing this office in Szeged was well-based. An even greater problem is that our career information system did not manage to be integrated into the European system and was not able to convey the wide variety of possibilities to the Hungarian vocational counseling services. There were equally many opportunities to establish new relationships with neighboring countries which were also only partially successful. The failure is the mutual responsibility of both sides however we cannot blame our partners for our mistakes.

It might have been better to share the resources of the National Career Information System among the regions. It would have resulted in specializations and possibly more efficient cooperation with Western European countries and also with our neighboring countries. The German practice is a good example in this sense. In Germany, each regional career information service keeps intensive contact only with one foreign country and as a further step they are able to produce better results with national integration.

It is well-known today that the interest for study in abroad and work in abroad has been drastically increased. It means that career information services that have international relations would be in the center of attention. Therefore it is essential to incorporate the knowledge and data of international career choice network into the Hungarian vocational counseling system and into everyday's practice as soon as possible.

The training of vocational counseling professionals and career choice researches are in close connection with each other. International experiences prove that higher education and career choice can be effective only if the results of the latest research are integrated into the schools' curriculum. In more and more universities abroad the curriculum contains the research of counseling and thus it helps to prepare the future professionals of vocational counseling.

3. Opportunities for developing the career choice system in Hungary

In the second part of our study we give an outline about the opportunities to develop the career choice system with special emphasis on multidimensional vocational counseling. We concentrate on elaborating the key tasks of vocational counseling in different age groups, exploring the hidden possibilities of vocational counseling systems and introducing a new counseling model that embraces the entire lifespan of individuals.

4. Tasks of age-specific vocational counseling

Career choice increasingly affects more and more age groups since members of the older generations and the elderly feels more often the necessity to change career paths.³⁹

4.1. Supporting the career choice of youth

In the reviving system of vocational counseling every young people must receive proper preparation for career choice. We should pay special attention to those students who are in a disadvantageous position.

4.2. In the primary and secondary education

Previous researches have proved that the career choice interests of children are rooted in their very early ages (such as basic knowledge about professions, attraction to certain professions). Accordingly, it is recommended to start career preparation in primary school and continue later at upper grades too. First, general information, groups of professions and basic elements of certain careers should be discussed. The methods of early preparation could be versatile, conforming to local customs and peculiarities and the children's interest. Games provide an excellent opportunity to explore children's interests and wishes about professions.

In Hungary, the question of further education possibilities first emerges in fourth grade, although, the actual task is to decide whether students should go to a secondary school that is comprised of eight classes or stay in primary school for the next four years. Nevertheless, at this time the information of students, discussion of their future expectations and outlining of new requirements can be considered as a career choice task. The vocational counseling

³⁹ Zakar, András (2007). *A pályaválasztás komplex elmélete (A complex theory of career choice)*. KF, Kecskemét.

of upper grade students is a much more complex task and requires help from class-masters, vocational counselors and other teachers. Among the 10–14 years old, both special classes at school and activities after school proved to be efficient in helping their career choice.

It is essential to make the transition from elementary school to secondary school as easy as possible since it is well-known that those decisions that students make at this age have consequences in the long run in terms of their career choice.

Teaching the basic knowledge of career choice (either as a separate subject or as part of other subjects) starts in secondary school. Unfortunately, the way it is taught serves the interest of the school better than the interest of students. A common mistake is that teaching career choice is not or only loosely connected to the school curriculum. In the upper grades of secondary school more and more students are interested in vocational counseling which gives opportunities for individual consultations. During consultations, it is recommended to discuss the main factors of the decision-making process. In the last grade of secondary school the professionals of vocational counseling pay special attention to mutually decide with students the directions of further education. We consider it important to mention this here because according to the experiences at that point many students are still weighing the consequences of their decisions. It happens frequently that the role of vocational counseling professionals are over-estimated while at the same time the responsibility and opportunities of the teachers are considered less significant.

Numerous international experiences justify the efficiency and methods of career choice preparations in primary and secondary schools. We can find the most counseling-oriented schools in Canada (Quebec). They employ the biggest number of professional counselors. Another example is the portfolio-system used in Austrian, Swiss, German and Danish schools. It means that students are supported to integrate as much knowledge as possible in connection with their future profession. Those efforts that help the transition from schools to the world of work also deserve special attention. Here, the German example of workplace-visits must be mentioned. Besides these, in Finland tasks in connection with career choice are included in every teacher's job description. In the Netherlands there is a tradition that parents, graduated students, trade unions and other communities continuously support the career choice preparation work in schools.

4.3. In higher education

Higher education (and often not even graduation) is increasingly not the end of the whole process of career choice. It is due to a wide variety of effects, in which the objective and subjective factors are equally significant.

According to the general practice, the main aim of many university and college students is to be admitted to the institution of their choice. Then the majority become so 'ease' that they deal just little with their own professional development. Maybe as the completion of studies approaches, the idea of a professional development arises for the first time, besides fulfillment of the current obligations. Naturally, this is not always so extreme. However, the result does not change much, if future career questions come up at the university and college studies just in general (especially at a mental level), and occasionally, or randomly.

Over the past decade, the number of students in higher education has considerably grew and the range of training forms and of optional courses has also been significantly enriched. Nevertheless, at the same time the disproportion between majors has increased too, which has further raised the differences among the labor market value of each qualification, the ever-changing degree of employment prospects and the increasingly different evaluation of university and bachelor degrees in different institutions. Many of the students are forced to change majors, to discontinue their studies temporarily or even permanently. Voluntary and deliberate change of specializations are not uncommon nowadays too, when the student realizes that he has better to continue his studies in other ways instead of the first selected area.

Those general characteristics outlined above affect the students individually in very different ways. However we have to accept that the situation and the progress of each person are individual. In this relatively complex and difficult system, more and more students require assistance and support services. This often results from the fact that the career choice process is not balanced in case of the significant proportion of the students, usually the completion of course has not even happened. Nevertheless, a number of students do not turn to the student advisory office since they want to avoid being labeled as 'someone having issues'. It is also possible that a limited range of services can only provide general solutions, or the competence and scope of activity of those working there (in many cases these people are coeval advisors) do not cover certain specific and unique problems. It is fairly difficult to determine which core services are needed within an academic institution. It is necessary to respond to the following questions: how should certain service areas supporting career choice and career development being linked to the curriculum,

which role the teachers may play themselves in this process and how the career guidance and employment services outside the institution should be made available to students. According to everyday experiences, many domestic and even more foreign useful information and practices are available with a variety of specialties. Their systematization is still pending, but our universities and colleges can do a lot to support their students' career and life development. The higher education institutions may ensure their advisory group with the expansion of theoretical and methodological preparations and the organization of further education programs. The establishment and the operation of the adequate guidance and the necessary information systems may improve the number of students using the advisory services.⁴⁰

4.4. Among disadvantaged youth

Any difference or even a small break in the career choice can potentially damage the preparation of young people for their course of life. Eventually, anyone can be in this position if he does not get enough attention or adequate support in time.

The main key to further education and career choices (then access to employment) is to ensure the desired academic achievement. In addition, obviously several other factors play an important role in the shaping of career process, the combined effects of which can often develop into a disadvantaged situation regarding young people's life course development.

In such cases, a set of specific tasks must be carried out to appropriately manage the problems and the difficulties. Actually, this is a process in which firstly, the identification of the problem itself is the most important step. Then it is followed by the elaboration of an action plan and the longer phase of its accomplishment which requires hard work, and the process may be ended with an evaluation summarizing a successful implementing. Primarily, the academic progress of young people has to be constantly monitored to ensure a successful career choice. This can be extended to almost all students (from the best to the worst) because the career ideas and aspirations require determined academic performance. In this sense, everyone, without exception, can find himself temporarily or more permanently in risk situations. The greatest risk was among those whose academic result is not enough for further education. Within this group, it is necessary to distinguish the students who want to improve their results from those who are completely 'despondent' or from

⁴⁰ Schiersmann, Christiane; Ertelt, Bernd-Joachim; Katsarov, Johannes; Mulvey, Rachel; Reid, Hazel & Weber, Peter (Hrsg.) (2012). *NICE HANDBOOK for the Academic Training of Career Guidance and Counselling Professionals*. H. Heenemann GmbH & Co, Berlin.

those who are completely ‘indifferent’. The latter two groups is in the worst situation, their support and assistance mean the least impressive, the longest and the most tiring part of educational work. Those lagging behind in their studies (thus also in the realization of their carrier plans) usually drop out, therefore they move away from those having the same age, and frequently they even leave the schools in which they started to learn. These young people are mostly older than their classmates, and they must acquire the appropriate level of preparedness with repetition. Persons with multiple disadvantages are struggling besides academic deficiencies usually with other difficulties too. The development of specific programs and the application of the appropriate methods can contribute to effectively support the disadvantaged people in their career choice. Besides, the extension of the role of individual occupations and the management of issues and difficulties beyond career choices should be highlighted. This problem can be solved only with the collaboration of other services’ professionals. The use of integrated services in the Scandinavian countries serves as a good example. Experts of institutions dealing with drop-outs and youngsters coping with difficulties do not only hold courses on the classic issues of learning opportunities and carrier building, but they extend the basic literacy of students, help them to develop job searching skills, support the enhancement of self-esteem, and they even assist the students in solving health or residential problems. Similarly, according to the Municipality Law of Denmark, until the age of 19, all youngsters having carrier-choice issues are attended at least twice. The school counselors work with colleagues in the youth advisory institutions in close collaboration. The Irish child-guidance program is also linked by several points to the resolution of the career difficulties of disadvantaged young people.⁴¹

4.5. Helping adults to choose a career

The concept of career choice of adults has long been familiar not only in the academic circles but also in the public opinion. The forms of adult career choice are becoming more and more general too. Changing career path at an adult age is completely different from the ‘compulsory’ vocational counseling that involves every student. One of the main differences between the two is that the adult career choice is not so strictly constrained in time limits. Therefore it is not required from adults to go through the whole vocational counseling process, they can interrupt the process any time and start over again.

⁴¹ Baumeler, Carmen; Ertelt, Bernd-Joachim & Frey, Andreas (2012). *Diagnostik und Prävention von Ausbildungsabbrüchen in der Berufsbildung*. Verlag Empirische Pädagogik, Landau.

Among those adults who are involved in vocational counseling we definitely have to differentiate two separate groups. One group contains the unemployed while members of the other group are being employed. In case of the first group there are pressure and time constraints to find a new career and new job. Those adults who would like to change their career but are being employed however have much more freedom to decide.

Many unemployed adults need immediate comprehensive vocational counseling in order to be employed as soon as possible. This process involves not only the supporting activity of the vocational counseling professionals but also training, further education and opportunities to gain experiences at different workplaces. Being directed towards a new job essentially means choosing another career although differently than at a young age. Everyday practice shows that adults have much more difficulties in choosing a new career because they receive less help. This is a result of the fact that vocational counseling professionals have many other tasks to accomplish such as information of students, determine eligibility for allowances etc. Besides, vocational counseling professionals are often not trained well to help adults to change a career.

Those adults who are employed but would like to choose another career have even less access to counseling than the unemployed. It is very hard for them to find a new career. Instead of seeking help in public institutions, they turn toward private vocational counseling services, although private counseling services are also overwhelmingly dealing with the unemployed. Therefore employed adults have very limited possibilities to have access to vocational counseling services.

In order to help employed adults who wish to change career path, in many countries significant measures were introduced. In Norway discretion is of primary importance in case of vocational counseling of adults (especially with providing a self-use career choice study program for university graduates). In the Netherlands some employers elaborated their own training system to help the development of employees. In Portugal a three-stage program (information, counseling, further training) is available for both the unemployed and employed to support their career changing plans. Similar initiatives were submitted in Denmark, Norway and Great-Britain.

4.6. Choosing a career as an elderly

Changing a career at an older age is a new phenomenon and is much less widespread even when compared to adults' new career plans. In international comparison it is more and more obvious however that the concept of late

retirement and flexible retirement is becoming popular. In spite of that it is still very rare even in developed countries to provide access to vocational counseling services for the elderly. Elderly people need special information and support in order to be able to keep and prolong their employed status or to find a new career. Those who are willing to keep being employed are usually mentally and physically in a very good condition. In the future there are opportunities to make advantage of this form of employment but it requires proper preparation and mutual satisfaction of both sides. As a first step we should consider the demographic prognosis in order to determine the demand of the elderly to receive vocational counseling. After that we should discuss the contribution of career change to provide flexible transition from being employed full-time and being retired. Obviously part time jobs seems to be the right solution in a way that short periods of full-time employment should be combined with periods of volunteer work and free time. It would serve well both the interest of employers and aging employees.

It would certainly be a great challenge for professionals to plan how vocational counseling can be integrated into the lives of the elderly, considering the impact of prolonged employment on taxation, retirement income, retirement provisions and contracts.

As it will be a completely new service, the question arises what type of special training would be necessary for vocational counseling professionals in order to be able to support the elderly who wish to choose a career. The other side of this problem is that what institutions, organizations, associations or public groups would be interested to develop counseling services for the elderly.

It is essential to take into account all the previous research about the employed elderly such as health conditions and workload. It seems evident that vocational counseling should be integrated into training programs and majors at universities and other training institutions. Those institutions and associations that already have contact with the elderly should be motivated to include vocational counseling among their services. It would lead to immediate results. Employers must be motivated too, to provide further education possibilities and vocational counseling for their employees in order to help them to keep their jobs longer.⁴²

⁴² Ertelt, Bernd-Joachim, Andreas Frey & Christian Kugelmeier (Hrsg.) (2012). *HR zwischen Anpassung und Emanzipation – Beiträge zur Entwicklung einer eigenständigen Berufspersonlichkeit*. Peter Lang-Verlag, Frankfurt am Main.

It would be a completely novel initiative, if a regional level research would be carried out to explore the opportunities of vocational counseling for the elderly.

5. Continuous development of the vocational counseling systems

In order to develop the quality and efficiency of vocational counseling it is necessary to improve the communication system, revise support for disadvantaged groups from time to time and coordinate vocational counseling according to clear principles.

5.1. Expanding accessibility and improving communication in vocational counseling

The demand for vocational counseling is hard to handle in those countries too where well-organized vocational counseling systems were established. Without such institutions the situation is even worse. Basically it means that in many European countries most of the people have no access to vocational counseling services. It is due to the lack of institutional background or the low capacity of these institutions. In these countries the theoretical and methodological efficiency of counseling professionals are incomplete and one-sided which usually goes hand in hand with shorter opening hours for clients, irrational use of resources and bad time management. In many places the vocational support counseling is not available for adults and the elderly, so most of the people have not heard about it.

It is harder for some social groups to resort to vocational counseling services even in countries with a well-organized counseling system. Employed adults, university students, women wish to go back to work after giving birth, mothers with small children, singles, elderly, people living with disabilities, commuters and disadvantaged groups belong to this category. There are a few possibilities offered by counseling institutions instead of the time and money consuming personal consultations however they are less popular. Among these methods we find self use-programs, system of mentors, educational programs about career choice, the most recent information and communication technologies and call centers. In developed countries the close and harmonious cooperation of state-funded, private, public and church-related vocational counseling professionals is the key of high quality and efficient care. This statement is supported by our own experiences as well. There are numerous opportunities for developing the accessibility of the vocational counseling

system which would lead to better results in a short period of time provided that the optimal use of resources would go side by side with more determination and motivation of the professionals.⁴³

As a first step, it would be worth to make a survey of unfulfilled demands – taken into account the recent laws – in the field of vocational counseling. Secondly, people should be informed about the vocational counseling services with special emphasis on individual consultations. Finally, based on the local peculiarities (the unit of examination on a European level is the region) the ratio of state-funded, private, public and church-related vocational counseling services should be determined in order to reach the best results. Consequently, supporting both the official and informal forms of vocational counseling is of equal importance.⁴⁴

The entire communication system (television, radio, newspaper, notice boards, internet etc.) needs development as this can guarantee the availability of vocational counseling services. Nevertheless, the content and quality of vocational counseling is provided by the qualification and commitment of the professionals.

5.2. Expansion of vocational counseling services for disadvantaged groups

One of the most neglected areas of vocational counseling systems is the services offered for the disadvantaged groups. Although professionals are often dealing with this question, the career choice problems of disadvantaged groups have not been solved yet either theoretically or in practice.

The comprehensive elaboration of principles is not easy due to several reasons. One of the most important reasons to mention is that the category of disadvantaged is very complex and impossible to handle uniformly. It is acutely true for their career choice process because the support given for their studies and help to integrate them to the labor market is very small often due to their unwillingness to cooperate.

Based on international experiences it can be concluded that only a few countries managed to find the right balance between providing vocational counseling services and giving social benefits for the disadvantaged which could have provided greater support for them.

⁴³ Ertelt, Bernd-Joachim, Andreas Frey & Christian Kugelmeier (Hrsg.) (2012). *HR zwischen Anpassung und Emanzipation – Beiträge zur Entwicklung einer eigenständigen Berufspersonlichkeit*. Peter Lang-Verlag, Frankfurt am Main.

⁴⁴ Zakar, András (2010). *Regionális pályaválasztási elmélet (Regional vocational concept)*. PRMKG, Pécs.

The position of being disadvantaged had a negative influence on quality of life from early childhood on, manifested in bad grades at school and not appropriate vocational counseling. The problem is that in terms of career choice counseling teachers do not consider it important to pay attention to students with bad performance. In many schools first only those students are considered 'really disadvantaged' who are lagged behind although it is a consequence of previous stages. It would require significantly greater care of these students in order to solve this problem. There are more opportunities to motivate students at a younger age and to help them to overcome their disappointments and integrate them back to studying which would have a positive impact on their further education too. In case of those students who belong to the disadvantaged group, their parents, siblings, close relatives etc. should be involved too in supporting the student's progression. Disadvantaged students often do not dare to resort to vocational counseling therefore the role of informal environmental effects in career choice must be precisely explored. Disadvantaged students and adults must receive greater support with their studies, later with their job and career change.

The tasks of supporting the further education and vocational counseling of disadvantaged groups must be handled as part of the national equal opportunities program. In case of special groups, such as immigrants, refugees, other aspects might be taken into account too. It is a task for further studies to find out how to decrease the hesitation and hostile attitude towards vocational counseling services among disadvantaged groups and what other tools and methods could be used to enhance the efficiency of their support.⁴⁵

5.3. Management and coordination of career choices

So far, very few countries have developed a structure and operation to ensure that activities related to career counselling are linked into a unified system. Indeed, the most effective career counselling service system is the one which may decide on its own service system at its discretion. This, however, requires a stable and widely accepted professional forum operated at the national level, jointly supported by the ministries directly concerned. Good examples of this include the Swiss professional career guidance with its really grounded, user-friendly and consistently cost effective structure and operation. Obviously, the Swiss experience is worth considering and following by others, so we

⁴⁵ Ertelt, Bernd-Joachim, Andreas Frey & Christian Kugelmeier (Hrsg.) (2012). *HR zwischen Anpassung und Emanzipation – Beiträge zur Entwicklung einer eigenständigen Berufspersonlichkeit*. Peter Lang-Verlag, Frankfurt am Main.

recommend with responsibility that the Hungarian career counselling system should adapt the Alpine country's centuries-old practice in a wider range.

In most countries – unfortunately we belong to this circle –, the political leadership in education and employment takes into account the role of career guidance not in accordance with its weight. This begins with the fact that the legislation dealing with occupational choice is less mindful of the right of the individuals to career guidance. It follows that we have a number of shortcomings in the conditions necessary to ensure the fulfilment of the construction and operation of career services. The very generally drafted legislation to enable the individual's career choices is always limited in terms of availability and delivery.

To simply develop an adequate career counselling system, a number of measures would be required. As a first step we should develop a strong strategic leadership to ensure a better career guidance planning and high-level coordination, which is necessary and essential in this field. Today, probably one of our biggest problems in career guidance is the fact that the coordination has been rather inconsistent. In the career choosing process, the “all-inclusive” co-operation between education, training and employment is essential. This has still been achieved to a very small extent. Good planning, strategic management and integrated implementation in each case are the bases for the effective functioning of career counselling.

The full practice of career choices and its whole approach should be decisively altered so that the needs and expectations of individuals who are the recipient of services primarily determine the course of the operations, rather than – in accordance with present practice – the largely bureaucratic regulations of the institution and even less its workers' personal needs and expectations.

Career counselling is decentralized at most places. Therefore, the role of strategic leadership is crucial. Without it, it is nearly impossible to access services as well as providing an appropriate level of professional service. Based on the comparative analysis of individual career counselling systems, management and coordination are quite different from country to country. Generally speaking in relation to national priorities, the actual implementation of career counselling in almost every state is much more modest and restrained despite the usual revelations. Management plays an important role in setting the framework and coordination influences the course of everyday practice. In decentralized systems, regional trade forums significantly affect the whole process of career counselling.

A number of good and useful foreign examples can be listed about the management and coordination of career counselling. We might think about the German academic counselling, the French intersectoral career counselling co-operation, or the British integrated and multi-dimensional lifelong guidance system, which is getting more and more effective.

5.4. Ensuring the quality of career guidance and measuring its effectiveness

To ensure the quality of career guidance and measure the effectiveness there has not yet been developed comprehensive criteria in our country. This is largely due to the fact that career guidance is almost entirely lacking in quality standards even now. The situation is not significantly altered by the fact that some areas are beginning to introduce monitoring quality indicators. Even if we had any career protocol, it would also be built on quite subjective foundation. Occasional tests on quality standards are still not really true control procedures, and so obviously the sanctions usually fail to happen in these cases too. Data on the effectiveness of career guidance services are also incomplete. Unfortunately, this way it is more difficult to determine how much is actually spent on career guidance, and how they spend the amount available. This is especially true for private expenditure. Quality standards and controls are less valid in case of career guidance outside the state career services. Based on all these facts, an important requirement for a multi-dimensional career counselling is to ensure continued adequate quality standards, which can only be achieved by measuring the efficiency of the work performed.⁴⁶

Experience has shown that most of the policy makers do not have credible and factual data on the whole career process (i.e. the overall system context of input, implementation and output). When making decisions they are often satisfied with the simple quantitative data, and sometimes they only rely on the numbers of career service clients or those who later found positions successfully. It is also a great professional error that higher leaders of career guidance do not always have an adequate amount of feedback, which would reflect the opinions of the individuals who turn up at the career agencies on the quality of the services.

It is becoming increasingly evident that measuring the quality of career counselling and securing its effectiveness is linked. Accordingly, a number of tasks are to be solved. In our opinion, it is crucially important to improve eval-

⁴⁶ Capuzzi, David.; Stauffer, Mark, D. (edit.) (2006). *Career counseling*. Pearson Education, Boston.

uation mechanisms and the quality ensuring systems continuously. To achieve this, however, the continuous collection and analysis of the data on basic ingredients and steps of career counselling is essential. The proper working of career guidance necessitates a continuously updated knowledge on how the education and training fit in the labour market system.

In career guidance, in order to ensure the desired quality and to measure the corresponding efficiency, particular attention should be paid to promote research, to learn the experience of other countries and also to utilize as soon as possible the results there, as well as to complete the specialist training programs with in quality frameworks. In order to measure and evaluate the effectiveness of the quality of career counselling and to ensure its adequate quality, several serious efforts have been made (Finnish, Czech, Irish, British and Danish initiatives are significant).

5.5. Developing lifelong career counselling

A whole career-oriented conception of career counselling has been known for decades in the Hungarian context but its acceptance and validation in the everyday practice was not free of problems at all times. However, a commitment to lifelong learning and active employment by policy makers increasingly requires the creation of a life-spanning career guidance system.

To successfully achieve this noble work it is above all essential to achieve attitudinal change. Instead of actions taken (often quite desperately) to achieve instant results in education and employment, the introduction of a more long-term planning and actions would be required. In essence, it would really serve the interests of the individual, which most could hope to be successful at the national level and in international cooperation as well. In the process of the development of people's informed career choices, self-management and awareness of career development could play a significantly greater role, which would raise the quantitative and qualitative indicators of employability as well to a much higher level than it is today.

Simultaneously with the conscious change in attitudes, we should attempt to find optimal solution methods, especially the use of reasonable costs, which can best provided for any person of all ages a variety of services for career advice. The lifelong career counselling is a service, which is regulated by "The right to career counselling" (Article 9, European Social Charter) and which states that "it offers everybody help in the choice and care of their professional development, with due regard to the individual's characteristics and the employment opportunities. This help should be free for young people and adults as well."

Not only should we extend and apply the structure and approach of newly developed career counselling for the people in older ages, but it is entirely necessary to develop another, a more efficient system. Without it, the otherwise existing, sometimes in a very erratic way, and inadequate functioning of our career counselling will be made even worse.

In the interest of the alleged success of the lifelong career counselling, the main task is to ensure good access, which can only begin with the correct information and preparatory training. If a less transparent and only in some elements unmanageable system is created, we can expect only reduced efficiency even after any subsequent correction of errors.

Obviously, the main directions of activity, whose solving will enjoy priority, will be developed during the operation of the multi-dimensional career counselling system. So, certainly the decisive transitional phases of life will be in the limelight. The number of customers is likely to see significant improvement when using the services will be extended to other ages, as well and when a client-centered approach will be ensured at every stage and moment of career counselling. In addition, the role of information subsystems can be significantly increased if a comprehensive and integrated approach to the management of the educational, training, employment and labour market information is realized as a basic service requirement. The successful introduction and use of lifelong career counselling will finally depend on the expertise and aptitude of the contributors to the services. Therefore, in the future, it will be a basic task to train and continuously further train the professionals with a “lifelong approach”.⁴⁷

6. Summary

After the overview of the Hungarian career choice services, we can conclude that the internationally recognized traditions of Hungarian vocational counseling services are prevailed only modestly and isolated. The main feature of counseling today is to try to use our decreasing resources to immediately solve the continuously changing tasks.

The continuous and significant restructuring of the school system considerably influenced the process of further education which at the same time basically altered the previous knowledge of the population about further education. Due to the uncertainties and confusion about the schools' role in vocational counseling, increasing tension appeared among students, par-

⁴⁷ Zakar, András (2007). *A pályaválasztás komplex elmélete (A complex theory of career choice)*. KF, Kecskemét.

ents and even teachers too about further education and career choice. So far, the recommendations of scholars who done research on career choice were largely ignored meaning that schools failed to integrate subject knowledge in connection with the future profession. Furthermore, teaching career choice knowledge in schools was also not successful and organizing special classes after school were not efficient either. Career choice preparation must always contain information about the job market and about the world of work.

The National Labor Office managed to achieve great success in the field of vocational counseling despite the restructuring and financial difficulties. None of the ministries took part however in the task of supporting students' career choice. Among the many responsibilities of the National Labor Office, the communication system needs immediate reorganization and development. Another field that requires intervention is to solve the problems of client-oriented, individual vocational counseling service and to restore the previous quality. Instead of fragmentation, the previous unity and dynamics of vocational counseling services should be restored.

In our opinion, it is proved by now without doubts that no institutions were able to take over the role of the former career choice institutions. Restructuring and integration cannot solve this problem. The only feasible solution would be to establish a sovereign vocational counseling institution that can correspond to today's requirements. It is justified by the fact that the pedagogical institutions have less and less role in career choice today. A complete national network of Vocational Information Counseling institutions were established, sadly however they did not developed dynamically enough in the field of career choice support. Cooperation between ministries would be as necessary as the foundation of a well-functioning and well-based vocational counseling system.

The training of vocational counseling professionals and career choice research should be handled as one unit. Well-trained professionals are needed in order to reach better results both in the fields of education and research. The definitions of vocational counseling should be updated continuously in a way that it would correspond to national traditions and international expectations.

Successful international cooperation could provide a great opportunity for vocational counseling. There are many problems to be solved in this area too. If we hesitate too long it would be harder to close up to the other countries. In the second part of our study we summarized the chances for development in three main areas. First we examined the features of age-specific vocational counseling. Secondly, we explored the possibilities in restructuring and functioning of vocational counseling systems and finally we made recom-

mendations to introduce a new counseling model that embraces the entire lifespan of individuals. In Hungary those institutions that educate very young children (kindergarten age) completely ignore career choice preparation activities in spite of the fact that international research shows favorable experiences. These institutions strongly adhere to traditional views. The first steps of teaching the basic knowledge of career choice start at the age of ten but it is not as continuous as it should be. It is very visible in case of school transitions when the preparation of students should start from the beginning. Expanding vocational counseling services for adults and the elderly is a great challenge for professionals. Success can be expected only after some time and comprehensive preparation.

The vocational counseling systems should provide continuous accessibility and coordination among each other which is well complemented by quality control and efficiency surveys.

The biggest change would be the foundation of a new counseling system that embraces the entire lifespan of individuals. It requires comprehensive measures.

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Without a basic and drastic restructuring of the Hungarian vocational counseling system and its multidimensional development, the appropriate career choice preparation of students, adults and elderly would not be possible. The new vocational counseling system should be developed at the regional level and on the basis of a counseling institution that is able to administer complex tasks. It follows from this principle that all vocational counseling duties of a region (from conveying basic career choice information to training vocational counseling professionals) must be solved individually with the most efficient use of resources.

7. Resume

Keywords: multidimensional, vocational counseling, career, life-span development

The study first gives an overview of the Hungarian vocational counseling system including the theoretical framework, institutional background and the training of those professionals who work in the field of vocational counseling. These factors are evaluated in terms of the demands and possibilities. Accordingly, first the preparation process of career counseling in schools is discussed, followed by the career choice programs of the County Labor Centers and the

National Labor Office. We provide an institutional and structural insight into career counseling and training. Besides, we discuss some research topics in this area as well as international relations.

In the second part of the study, the author summarizes the main trends of the Hungarian career choice developments including career services for different age groups, exploring support systems of career counseling and we also make recommendations to develop a counseling system that embraces the entire lifespan of an individual. The author considers it important to support not only youth (especially the disadvantaged students) but adults as well when they change their career path. One of the most important tasks in this regard is to improve communication and availability of specialized support. The career counseling of disadvantaged groups always deserves priority. In order to accomplish these tasks, the whole career counseling system must be revised and drastically renewed. It would result in a higher quality of vocational counseling.

CHAPTER II

ORGANIZATION AND PRACTICE MODEL FOR THE MODERN PROFESSIONAL COUNSELLOR

Czesław NOWOROL

Key Factors of Graduates Employability: Dual Educational System, Mobility and Transition

1. Graduates employability and dual educational system

The issue of rising the Employability by developing and strengthening the Dual Educational System and mobility in EU is regarded from a lot of various standpoints, which highlight usually various groups of beneficiaries like Youth, especially students and graduates, workers, elderly people etc. Promoting high quality mobility has been a central objective of the Bologna Process from the very beginning. The Bologna Process which started in 1999 has played a major role in creating the European Higher Education Area. It has emphasized a Europe of Knowledge, which was *widely recognised as an irreplaceable factor for social and human growth and as an indispensable component to consolidate and enrich the European citizenship, capable of giving its citizens the necessary competences to face the challenges of the new millennium, together with an awareness of shared values and belonging to a common social and cultural space* (The Bologna Declaration of 19 June 1999).

There is important to understand what is Employability in this context. It can be defined as a set of achievements, skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy (Yorke, 2004).

The Bruges Communiqué (2011) expressed the commitment of the European Member States to the process of developing high quality vocational education and training (VET) in Europe. This is part of Europe's 2020 strategy for smart, sustainable and inclusive growth and Member States have underlined the importance of enabling individuals to acquire the skills they need at the start and during their professional lives. The Communiqué also sought to increase substantially the number of learners and teaching staff taking part in a transnational mobility scheme for VET. Building on the achievements of the

Copenhagen Process, Member States called for further progress in developing national qualifications frameworks, credit systems, validation mechanisms and the shift to learning outcomes, which needs a dual system of education.

A dual education system combines apprenticeships in a company and vocational education at a vocational school in one course. This system is practiced in several countries, notably Austria, Bosnia and Herzegovina, Croatia, Denmark, France, Germany, Macedonia, Montenegro, the Netherlands, Serbia, Slovenia, and Switzerland, and for some years now in China and other countries in Asia.

In the dual education system young German people can learn over 360 apprenticeship occupations, such as e.g. Doctor's Assistant, Dispensing Optician or Oven Builder. The precise skills and theory taught are strictly regulated and defined by national standards: An Industrial Manager has always acquired the same skills and taken the same courses in production planning, accounting and controlling, marketing, HR management, trade laws, etc. Especially in southern Germany this model is also used for a special college system called *Duale Hochschule*.

In France, dual education (*formation en alternance*) has undergone a boom since the 1990s, with information technology being the greatest draw.

Dual training constitutes the main VET system, which is based on nationally defined qualification requirements with strong competence of Chambers regarding the quality assurance, assessment and qualification award in this system. The firms hosting apprentices decide on important elements of learners training pathways, including the possibility to shorten the duration of training.

Pre-vocational training is a sub-system of the Austrian and German VET-system. It leads to the acquisition of competences that are part of the training but often not recognised when the person enters apprenticeship training.

However it must be noted that the German VET-system is currently primarily based on learning content and input, familiar as the Polish one and opposite to the Austrian. The adoption of a competence-based approach and a shift to learning outcomes is now being more widely discussed and the concepts are gradually becoming more broadly accepted. However, units of learning outcomes currently do not exist and therefore, in the first instance, in France, in Germany, in Poland and in some other European countries the training curricula of some professions are adapted to the European Credit System for Vocational Education and Training (ECVET) principles (i.e. units of learning outcomes are usually designed within international projects).

ECVET supports lifelong learning, learners' mobility and the development of more flexible ways to achieve qualifications. Interest in ECVET is growing. European countries have in a global economy, employers also expect employees to understand technical documentation in a foreign language, to work with colleagues from different cultural backgrounds and to communicate efficiently with international customers. These challenges can be described as learning goals to gain within sectorial and geographical mobility. ECVET has a key role to play in this regard since it aims to facilitate the transfer and recognition of acquired skills and competences.

The development of national qualifications frameworks (NQF) and the process of making a link to the European Qualifications Framework (EQF) are major initiatives which support VET reform, including dual system of education and learning outcomes approach.

The learning outcomes approach binds together the different elements of the education and training systems. It requires the development of the dual system in education to create greater transparency in relation to qualifications and an improved link to the labour market.

2. Learning mobility and lifelong guidance as a tool for implementing the LLL strategy

Learning mobility contributes to expanding academic collaboration within the EHEA, further internationalizing, promoting the employability and personal development of the mobile people and strengthening the cultural identity of Europe. It is recognized as the mobility of students, staff and workers in frame of LLL among all participating countries and remains one of the key objectives of the Bologna Process. *Aware of the many remaining challenges to be overcome, we reconfirm our commitment to facilitate the portability of grants and loans where appropriate through joint action, with a view to making mobility within the EHEA a reality. [...] We urge institutions and students to make full use of mobility programmes, advocating full recognition of study periods abroad within such programmes* (Bergen Communiqué, 2005).

The current learning mobility target for 2020, based on the declarations and communiqués hitherto, that was formulated in the Leuven Communiqué seems to be a reaction of European Ministers Responsible for Higher Education to the European Union's new 2020 strategy for jobs and three priorities of smart, sustainable and inclusive growth, which are mutually reinforcing. The strategy will help Europe to boost competitiveness, productivity, growth potential, social cohesion, economic convergence and to reorient policies away

from crisis management towards the introduction of reforms that will promote growth and employment. It offers a vision of Europe's social market economy for the 21st century. Thus, the Commission is proposing five measurable EU targets for 2020 that will be translated into national targets: for employment; for research and innovation; for climate change and energy; for education; and for combating poverty.

They represent the direction European citizens should take and will mean a measure of success where learning mobility for employability in frame of LLL plays a role of one important, basic factor.

However, the situation of Youth on the labour market is far from acceptable and process of transition from the World of Education to the World of Work (Härtel, Noworol, 2005) is still risky. The youth unemployment rates are roughly twice as high as for the population as a whole, both in the European Union and in the individual countries. According to Eurostat, the statistical office of the European Union, in May 2010, the youth unemployment rate (under-25s) was 19.9% in the euro area and 20.5% in the EU27. The lowest rate was observed in the Netherlands (8.1%), and the highest rates in Spain (40.5%), Estonia (39.8%) and Latvia (39.7%).

To build up the well being and higher life standard for citizens there is necessary to improve the youth transition from education to working life (Noworol, 2010) and to support rapid development of youth entrepreneurship. The next aim is to raise to at least to 75% the employment rate for women and men aged 20–64, mainly through the greater participation of young people and older workers.

This challenge is possible to reach by shifting the policy, among others, in the direction of a lifelong career guidance model including the guidance that prepares and promotes student and worker mobility across Europe. It is important to revisit this earlier synthesis, as it helps put flesh on the bones of the concept of Lifelong Guidance (Noworol, 2007), and to situate the Council Resolutions objectives in a larger picture.

The Recommendation (2008) of the European Parliament and of the Council *on the establishment of the European Qualifications Framework for lifelong learning* is supposed to facilitate workers' mobility and help make Lifelong Guidance an essential part of education and employment policies and practices in the Member States.

The Council Conclusions (2008) *on adult learning* stress responsibility of the Member States to establish quality information and guidance systems, which are more personalized, fairly and equitably to the economic, social and individual benefits.

The joint progress report of the Council and the Commission (2008) *on the implementation of the work programme 'Delivering lifelong learning for knowledge, creativity and innovation'* notes that *'particular attention must also be given to lifelong guidance'*.

Council Resolution (2008) *on better integrating lifelong guidance into lifelong learning strategies* points to four priority areas focusing on lifelong guidance within each of them:

1. Encourage the lifelong acquisition of career management skills;
2. Facilitate access by all citizens to guidance services;
3. Develop the quality assurance of guidance provision;
4. Encourage coordination and cooperation among the various national, regional and local stakeholders.

There is extremely important to stress the role of Learning Mobility for acquisition of career management skills that are crucial for Employability (Noworol, 2011). Corresponding to the lifelong guidance, which is a domain of well educated professionals and counselling organizations that provide service for citizens, there is employability, which refers to a person's capability of gaining employment. It is strongly influenced by the knowledge, skills, competencies, motivation and attitudes of a person who will gain employment as well as by labour market institutions and rules. Another important factor which should be considered as a framework for employability is demographic change.

Analysing the old age dependency ratios there is evident that in 2008 there were almost 4 persons of working age, 15–64 years old, for every person aged 65 years or over. In 2060 the ratio is expected to be almost 2 to 1.

Taking into account the total numbers of population it means that the working age population, 15–64 year olds, falls by about 50 millions while the population older than 65 increases by more than 60 millions, in 2060.

Thus, the numbers tell loudly that the provision of lifelong guidance services and quality of them will play at least the role of double importance, taking that nowadays' state of them is sufficient. However, there is not the true for current situation concerning lifelong guidance provision indicates a big variety from country to country, and lot of policy makers disregard the problem.

There is obvious that reaching the 2020 benchmarks depend to great extent on the position of lifelong guidance in the strategy of LLL in each Member State and the quality of service provided. In other words achievement the 2020 standards as extension of the Lisbon goals is to large extent dependent on the development of high quality career guidance services with open access

to the citizens in any age and at any life role with special respect to the transition of youth to the labour market.

Explicit lifelong learning strategies have been adopted by the majority of countries and the implementation of the European Qualifications Framework (EQF) is entering a crucial phase. Most Member States are making significant progress in developing national qualifications frameworks and in linking to a broader use of Learning Outcomes to define and describe qualifications and validation of non-formal and informal learning. Measures have also been taken to further develop lifelong guidance systems for adults and also to help young people complete their education and training and make the successful transition to the labour market.

The Commission emphasized the core indicator for monitoring progress towards the knowledge-based economy as the share of the population with high educational attainment. It presents the educational characteristics of the supply side of the labour market that is the share of high skilled workers in the labour force, which plays an important role in relation to economic growth. The main characteristic of educational attainment of the population in Member States is that young people with higher levels of formal educational qualifications enter the labour force, while older generations with lower levels gradually leave. This generational effect becomes more visible year by year (Noworol, 2010a).

The demand for higher competences will be continuously rising in most occupations including furthermore uncomplicated elementary jobs, by the ongoing grow of the service sector and sweeping technological and organisational changes.

Based on the Cedefop projections, in 2015 around 30% of all jobs will need high qualifications whereas almost 50% will require medium qualifications, including vocational qualifications. Jobs requiring only low level qualifications will have decreased from over a 30% in 1996 to around 20% of the working age population in 2015 (Figure 1.).

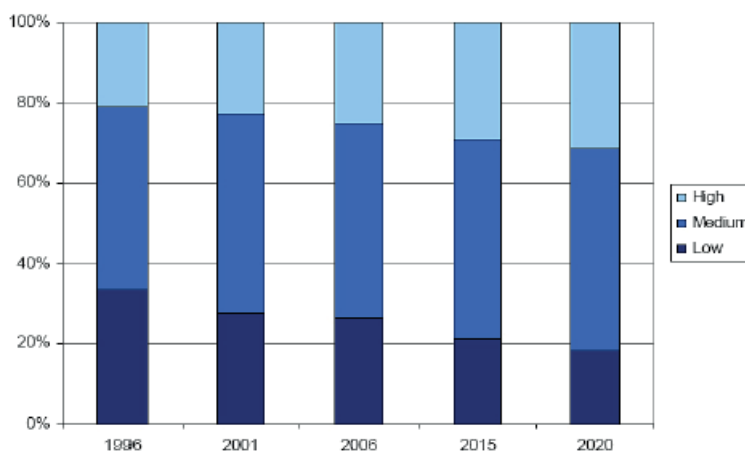


Figure 1. Employment shares by education attainment level in the years 1996–2020.

Source: Cedefop (2008), EU27.

It is expected that this will increase the pressure on the tertiary as well as upper and postsecondary levels of education to improve the quality and access to the Lifelong Guidance (Noworol, 2010a) service provision at these levels of education in the broad sense including dropouts, disadvantaged, disabled, at risk of social exclusion and graduates. This is still far from being the case and efforts have to be reinforced in this area. Overcoming this should start with more and better investments in youth.

In a rapidly changing world, lifelong learning is essential to the development of today's knowledge society and economy being the key to employment and economic success. The EU's strategy emphasizes countries working together and learning from each other, principally developing lifelong guidance systems as an implementation tool for lifelong learning strategy.

Therefore the priority of the Member States on strengthening policies, systems and practices in lifelong guidance in Europe is to create a suitable institutional environment and adequate systemic devices for converging strategies towards building national and regional lifelong guidance systems (Cedefop, 2008). The basic role is to support and develop the national LLG Fora that are independent and apolitical organizations across sectors, with high levels of equity, efficiency and quality. These National Fora for Lifelong Guidance Policy are often created as a bottom-up movement of LLG professionals, scientists and relevant stakeholders, and should be strongly supported by regional governments and relevant ministries, like in Poland, Germany,

Austria etc. or upper-down system created by relevant ministries, like in Finland, France, Denmark etc.

In this context, improved cooperation within European networks and cross-sectoral and multiprofessional initiatives, increased dialogue and stronger partnerships among all key players and stakeholders in frame of National Fora will help HEA become a reality in the Member States, which will support HEIs by introducing Learning Mobility for Employability as one of key factors for implementing Learning Outcomes approach.

One of the excellent examples of good practices in networking is the UNILO project web community of practice under¹ that is prepared for all the stakeholders in European HEIs to participate and exchange. It is designed to facilitate exchange of information and aimed at networking in the field of Learning Outcomes in HEIs, representing that Career Counsellors can influence writing them so they would be relevant to the LM and NQF to support the Bologna process.

3. Transition from the world of education to the world of work

Youth is a crucial time of life when young people start realizing their aspirations, assuming their economic independence and finding their place in society. The transitions to adulthood and to the world of work often take place simultaneously, and this is a difficult time for many young people. However, if this transition can be made easier by effective assistance in making a good start in the world of work, it will positively affect young people's professional and personal success in the future stages of life. (Matsumoto, Elder, 2010)

4. The nature of transition

In the lifelong prospect the transition from the initial education to working life, independent if it is the secondary or tertiary education is understood as the first and most important life experience in frame of relationship between learning and vocational working (Banka A., 2007).

Transition from the initial education to working life is one of a number of issues, which youth face growing to the maturity, among others like getting economic independence, leaving household and forming a family, and personal development. There should be stressed that this transition is a consequence of the prior transition, which often is disregarded for children need to

¹ communityunilo.eu

make a smooth transition from primary school to the initial years of secondary education. Secondary education and skill acquisition make sense only if primary schooling has been successful. It is in frame of compulsory education that is why it seems to be at less importance, notwithstanding the age of children, who are at about 13 years old.

Early, but the most noteworthy longitudinal research conducted by Gesell and his colleagues, revealed two points in time during adolescence (10 to 16 years old) to crystallise career choices (Gesell, Ilg and Ames, 1956). The first one at approximately age 13, and the second at about age 16. Before, at the age of about ten, plans concerning their careers are rather indefinite and unrelated. All other later research support that conceptualization and lead to the conclusion that the career choice process in adolescence is not necessarily a continuous one. The period of discontinuity starts about the midpoint of adolescence and lasts variously depending on an individual.

The second transition is from lower secondary school to upper secondary level or to work, often when adolescents are choosing subjects prior to the end of compulsory schooling (in the countries where the educational systems allow that). The process goes on mostly in the period of indecisiveness, and the decisions that they make in that time have major implications for later educational and work paths.

Thus, career guidance needs to be part of the process to help them to make a smooth and success transition to the world of work (Härtel, Noworol, Banka, Kremser, (eds), 2005). However, often lower secondary school personal career guidance frequently targets those who are not selected on the basis of real needs like low vocational maturity, uncertainty and indecisiveness or difficulties in decision making.

The third and supplementary transitions are from upper secondary school to tertiary level of education or to work, and from university to doctoral studies or to work, and so on.

Career guidance needs also here to accompany the process that helps young people to make a smooth and successful transition. However, there arise a complex problem of specific career guidance needs of particular groups of students. Starting from regular students in transition from study to employment, throughout the international students, distance learning students, the students who are dropping out from or changing their courses or universities, and ending on the mature students returning to study. Special attention should be paid for the students who are dropped out from the university and on the mature students including dropouts, who return to study for they are often not catered for.

Thus, the transition from school to work must be examined as a period that involves more than one single transition between education and employment or unemployment (Hillmert 2002), and which lasts a number of years. It should focus on the entire sequence of changes on labour market. The problem of complexity arise, because variation in time and nature of labour market changes, create a huge number of theoretically issues for practical solutions what these transition sequences look like and how they vary according to different localities. Another important point is that, as a rule, classifications and descriptions of transitions from school to the world of work are made on a national basis. It should lead to policy awareness to measures that target not only major groups or people typical for given localities.

However, the primary transition from initial education to working life is a crucial period in the life of young people, because their first access to the labour market have an exceptionally remarkable effect on their employment history over the future life span (Biela, 2007, 2005; Korpi, de Graaf, Hendrickx and Layte, 2003). Biela (2007) pays attention to the importance of success in the first transition from initial education to working life. There is a psychological mechanism called *Imprinting* at play. It means that the first experience marks a stable trace for entire life span in consciousness of young people. Starting the work just after graduation facilitate to learn positive behavioural habits, attitudes, work standards and to create successful career paths. Thus, in case of not successful transition the unemployment gives no chance to young people to learn positive attitudes of working life. The unemployment instead of first employment is a kind of psychological tragedy for individuals, who learn habits of temporariness, instability, apparentness and who can enter the area of pathology and social deprivation.

Transition from the initial education to working life is more than a certain point in life for many reasons. It is a lasting in time complex process of changes from adolescent dependence to adult independence in frame of economy and family involving the possibility of forming a family and maintain a new own household. Finding a satisfying job can be also quite time consuming, and a number of uncertainties usually emerge during this process for the labour market status of young people is not well protected and react more sensitively to socioeconomic changes (Gangl, 2002). Integration into the labour market is not necessarily completed by taking up one's first job or an apprenticeship. In consideration of these facts, transition to the labour market aspire to be a sequence of complex dimensions, like:

- realization of pathways from a status of student to the status of full time worker;

- joining (further) education and work;
- passing through a choice of educational levels, settings and various relationships with the labour market;
- different experiences, competences and activities like sport, recreation, journeys, which do not have direct relation to work neither to education but contribute to maturity to working life.

It seems that the idea of lifelong learning (Härtel, Freibergova, Kasurinen, Schiersmann, Noworol, 2007) is an response to multiple transitions, which increasingly characterize citizens' lives: particularly from the World of Education (VET, high and higher education, further training, etc.) to the World of Work (employment, entrepreneurship, unemployment, etc.), (Banka, 2007; Härtel, Noworol, Bańka, Kremser, 2005).

5. School to work transition programs

The educational curricula that contain so called School to work programs provide ways for students to maximize the probability of successful transition from the initial education to the working life, either through paid employment with a business or self-employment. Numerous studies reveal that, upon high school graduation, many students who aren't college bound are neither prepared for nor connected to employment opportunities.

There exist a variety of approaches to build a school to work transition policy in different countries. In general however, all the programs should entail the following basic targets:

- Developing well organized education and training pathways.
- Increase share of educational attainment at the levels of upper secondary and tertiary education. From secondary school on, schools should orient youth to work, help them explore different types of jobs, provide guidance about career paths, and assist them in finding work relevant to their needs, interests, abilities and qualifications. Young people should possess full qualifications to work or to further education.
- Vocational education should be considered more wide and specific, up to dated by modern technology, and more effective in building language and math skills.
- Integrate the pathways of academic and vocational education.
- Minimize number of young people being both outside of the educational systems and labour market. Students can receive significant introduction to the workforce through exposure to employment related experiences. Combining learning at school and work. Relate schooling with the reali-

ties of the workplace by on the job learning to prepare youth for future work demands.

- Maximize number of young people having full time job at the school end.
- Educators and employers can produce a shared programmes for youth learning and development like apprenticeship or other forms of school and business partnership. They can develop programs to closer coordinate secondary, post-secondary and tertiary education with businesspeople and labour market.
- Avoid a long lasting unemployment of graduates.
- Stabilize educational and vocational biographies of young people in the years following secondary education.

These aims have far-reaching learning implications, both for high and higher education, including Learning Outcomes, National and European Qualification Frameworks and development of new models that will integrate vocational and academic education. All that entail new curricula creating a rational sequence of courses related to the new paradigm of guidance counselling system, and to broad occupational clusters in the new post industrial economy (Bandura, 2002).

The new paradigm stress a support to youth in decreasing risk through adjust young people to the labour market and to demands of related social institutions, for functioning in intercultural, over national and global dimensions. Career guidance focuses discovering life scenarios that enable crossing borders, adaptation to various settings, assimilation of principles allowing for psychic mobility, and showing life possibilities and development in permanent change (Banka, 2007).

6. Effective transition to the labour market

Effective transition to the labour market means successful and satisfactory one. Getting a full time job or self employment after graduation is a successful transition, the better the time for seeking the job or opening own business is shorter. The best if it is just after graduation with no unemployment period sandwiched between It is measured by statistics and benchmarks on local regional, country, European and World levels.

Young people make up nearly half of the ranks of the world's unemployed, and, for example, that the Middle East and North Africa region alone must create 100 million jobs by 2020 in order to stabilize its employment situation. In addition, more than 20 percent of firms in countries such as Algeria, Bangladesh, Brazil, China, Estonia, and Zambia, rate poor education and work

skills among their workforce as “*a major or severe obstacle to their operations.*” (World Development Report 2007).

In Europe, the Council Conclusion of May 2007 adopted educational attainment of the population as one of sixteen core indicators for measuring progress on education and training systems. The Commission emphasized the core indicator for monitoring progress towards the knowledge-based economy as the share of the population with high educational attainment. It presents the educational characteristics of the supply side of the labour market that is the share of high skilled workers in the labour force, which plays an important role in relation to economic growth.

The main characteristic of educational attainment of the population in Member States is that young people with higher levels of formal educational qualifications enter the labour force, while older generations with lower levels gradually leave. This generational effect becomes more visible year by year (Noworol, 2010).

The demand for higher competences will be continuously rising in most occupations including furthermore uncomplicated elementary jobs, by the ongoing grow of the service sector and sweeping technological and organisational changes.

In order to guide progress on the Education and Training 2010 Work Programme, the Council introduced an indicator for tertiary graduates in Mathematics, Science and Technology (MST) and adopted in May 2003 five benchmarks to be achieved by 2010, and in May 2009, five benchmarks for 2020 (Table 1.).

There is visible in the Table 1. that almost all benchmarks for both the 2010 and the 2020 are to greater or less extend related to the transition from the World of Education to the World of Work. The only exception is the first one for 2020. However, some people believe that transition can start in early childhood education for it cause primary schooling to be successful. Secondary education and skill acquisition make sense only if primary schooling has been successful, and so on.

The benchmarks 2020 stress a larger share of population in educational attainment starting from early childhood to tertiary education and interminable to lifelong learning. In particular, there is clearly indicated in the benchmark concerning early school leavers. The benchmark was totally not reached by 2010, and even though the condition for 2020 is more stringent.

Table 1. The 5 benchmarks to be achieved by 2010 and by 2020.

Benchmarks to be achieved by 2010	Benchmarks to be achieved by 2020
	1. At least 95% of children between 4 years old and the age for starting compulsory primary education should participate in early childhood education;
1. No more than 10% early school leavers;	2. The share of early leavers from education and training should be less than 10%;
2. Decrease of at least 20% in the percentage of low-achieving pupils in reading literacy;	
	3. The share of low-achieving 15-years olds in reading, mathematics and science should be less than 15%;
3. At least 85% of young people should have completed upper secondary education;	
4. Increase of at least 15% in the number of tertiary graduates in MST, with a simultaneous decrease in the gender imbalance;	
	4. The share of 30–34 year olds with tertiary educational attainment should be at least 40%;
5. At least 12.5% of the adult population should participate in lifelong learning.	5. An average of at least 15% of adults should participate in lifelong learning.

The second dimension of effective transition deals with satisfaction of young people starting full time employment or self-employment. It is not visible in statistics and benchmarks, neither in appraisals using adequate method of portfolios to gauge a student's employability. Over 90% of youth should graduate various schools at lower and upper secondary level before entering the labour market (Table 1, benchmark 2020, 2.). All of them have a chance for successful transition, but how many will do? What is more, how many of them are satisfied from the school they have been chosen and how many will be satisfied with the further study direction or work they will start or first steps in entrepreneurship, developing own business? Questions of the same or alike meaning can be applied to at least 40% of tertiary graduates of 30–34 year olds (Table 1, benchmark 2020, 4.) and at least 15% of adults participating in lifelong learning (Table 1, benchmark 2020, 5.).

The International Labour Office defines satisfactory employment as a subjective concept, based on the self assessment of the jobholder and pays attention to join transition with it (Matsumoto, Elder, 2010). Even though, they do not claim that explicitly there is likely to argue straightforward what are the conditions of completed youth transition to the working life.

The satisfactory dimension of effective transition means employment or self employment, which:

- is stable work engagement;
- gives the worker feeling of personal satisfaction;
- benefits the youth on a higher level;
- uses his/her talents, abilities and qualifications;
- raises youth' self-esteem;
- adds values to a desired career path;
- supports self development;
- provides an opportunity for social integration;
- allows to have reasonable earnings;
- provide the worker with a sense of security employment;

7. Conclusions

There is no one and best transition from the world of education to the world of work. There is also not the best national model and no good one solution for each country. It means that there is not such a national programme in the contemporary World, which could be a prototype for other countries. It seems that there are less important types of transition paths in particular countries or settings than quality of their realizations in terms of effectiveness like success and satisfaction and response to the labour market needs and requirements (Bańka, 2007).

The crucial factors of effective transition from initial education to the labour market are as follows:

- Healthy economy and efficient labour market, youth friendly.
- Well organized transition paths in educational sector, starting from early childhood education, through compulsory and high level till tertiary education.
- Developed dual education system

Germany's vocational education system pairs hands-on learning with classroom learning to give young people a leg up in the workforce. Most students graduate not only with a degree, but also with job experience and a deep knowledge of their trade

With youth unemployment in Germany and Austria below 8% against 56% in Spain and 38% in Italy, the two European Union countries with the lowest unemployment, especially among the young, can demonstrate the usefulness and value of dual-education systems. It looks familiar in the Switzerland that have a tradition of combining apprenticeships with formal schooling for the young so that education could always be tied to the labour market demands.

It seems to be a reason that other European countries like Italy, Poland, Portugal and Spain make a milestone efforts to introduce the dual education systems. They develop the VET curricula based on the learning outcomes having ECVET as a measure.

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State and development of academic qualification of career guidance experts at the University of the Federal Employment Agency (Hochschule der Bundesagentur für Arbeit, HdBA)

1. Introduction

The Federal Employment Agency (Bundesagentur für Arbeit, BA) is an important provider of career guidance. It has been preparing its own future employees for the manifold tasks of career guidance at its university for over four decades. At the end of their studies, the students graduate with a professionally qualifying degree (Bachelor of Arts). International studies show that, until today, only few countries have offered courses of study specialised in career guidance (see Ertelt 2007b, p. 20 et seq.). Professional career guidance, however, requires qualified guidance counsellors. This document is concerned with the following questions against this background:

- Which are the major duties of guidance counsellors in the Federal Employment Agency?
- Which qualification offers exist to prepare German guidance counsellors for their duties in the field of career guidance?
- What does academic qualification of the guidance counsellors at the University of the Federal Employment Agency look like?
- Is there a need to harmonise the academic qualification of guidance counsellors at a European level and what does the EU project DICBDPEC contribute to this end?

2. The occupational field of “career guidance” in the Federal Employment Agency

Career guidance comprises all of the services which help supporting people of all ages and in each phase of life in making decisions relating to their education, training and occupation on a well-prepared and well-informed basis and to take their professional lives into their own hands (see OECD 2004, p. 19). To this effect, career guidance shall – ideally – assist the individual in all phases of vocational allocation (see Ertelt 2007a, p. 134). Career guidance has established itself as an important occupational field in the Federal Employment Agency and thus in German labour administration for many decades. Although meanwhile also private organisations offer career guidance services, e.g. in the field of job placement, outplacement, supervision or coaching, the Federal Employment Agency will maintain its dominant role in this field also in the future. The duties and offers of career guidance are legally embedded in Sections 29 to 34 SGB III. Guidance counsellors fulfil in particular duties of classical career guidance on this basis. This comprises advice and information regarding choice of occupation, professions and their requirements, promotion possibilities of vocational education, major developments in the professional world, the situation and development on the labour market and vocational training- and job-seeking. Furthermore, career guidance supports pupils, young people and young adults with vocational orientation and preparation for choice of occupation in events in the job information centres (Berufsinformationszentrum, BIZ) and with a comprehensive range of digital and print media as well as in-company internships (see BMAS 2103). However, career guidance does not only deal with accompanying young people during their transition into employment. It is rather to be seen as life-accompanying education, profession and career guidance (see Schober 2007, p. 101). Among others, the employer service of the Federal Employment Agency assumes important duties within this context. It advises companies in filling vocational training and job vacancies, on the state and development of the labour market and professions as well as regarding the integration of trainees and employees requiring support. It furthermore assists companies in questions of further training. This so-called qualification counselling is in particular directed towards small- and medium-sized companies which generally do not have their own staff concerned with further training. It is especially relevant since today’s companies “[...] increasingly [expect] tailor-made further training offers to increase the efficiency of learning processes and their transfer into everyday working life” (Schiersmann 2007, p. 190). Qualification counsel-

ling thus contributes to further training staff according to requirements and promoting operational human resources development.

3. Academic qualification of guidance counsellors

Very high standards are applied to the quality of career guidance. This gave rise to the demand of further professionalising this occupational field (see Schiersmann 2007, p. 201). This also includes academic qualification of guidance counsellors and the recognition of career guidance as academic profession. Guidance counsellors in most EU member states have university degrees (educational science, sociology, psychology, economics, etc.), however, this degree is only rarely specialised on career guidance (see Ertelt 2007a, p. 125 et seq.). However, the University of the Federal Employment Agency (HdBA) in Mannheim offers undergraduate academic qualification in career guidance. The bachelor's degree course Employment-oriented Counselling and Case Management (Beschäftigungsorientierte Beratung und Fallmanagement) purposefully prepares the students for the manifold and demanding tasks in this occupational field. The course was developed in close cooperation with the Mannheim University in 1972 and was Germany's first university course for guidance counsellors. In addition, individual universities and universities of applied sciences have been offering postgraduate master's degree courses geared towards working counsellors or interested persons with prior technical knowledge for a few years (see dvb 2013). There are also further training offers (e.g. certificate courses) provided by non-academic institutions. These offers are, however, hardly formalised which frequently leads to problems when generally accepting these degrees (see Ertelt 2007a, p. 126). The wide range and the complexity of duties in career guidance and the increasing professionalization of the professional field require guidance counsellors to have manifold competences (see CEDEFOP 2010; dvb 2012; IAEVG 2013; Schiersmann, C. et al. 2012, p. 51 et seq.). Hence, over the last years, the associations and organisations responsible for professional and educational guidance have developed and passed catalogues and profiles of competences – some of which are very detailed. These shall motivate guidance counsellors to recognise the competences required for their respective occupational fields and to further develop them independently (see Ertelt 2007a, p. 132). The (basic) competences of a guidance counsellor can be attained at a university within the framework of academic qualification. The curricula must meet the scientific-theoretical requirements while making sure that students will be familiarised with practical guidance counselling already during their studies. The bachelor's degree course Employment-oriented Counselling and Case Man-

agement (Beschäftigungsorientierte Beratung und Fallmanagement) at the University of the Federal Employment Agency (HdBA) in Mannheim is mentioned in this context in international studies as example of good practice (see OECD 2004). A characteristic feature is that the curriculum is not based on a purely psychological approach but rather focuses on a socio-scientific and economic understanding of counselling. Thus, not only the communicative design of counselling processes but also comprehensive technical knowledge (e.g. learning processes in the vita, dynamics of labour and vocational training markets, legal framework conditions) are of importance (see Schiersmann, 2007, p. 193).

4. The course of study **Employment-oriented Counselling and Case Management (Beschäftigungsorientierte Beratung und Fallmanagement)**

Every year, approximately 50 students start the bachelor's degree course Employment-oriented Counselling and Case Management (Beschäftigungsorientierte Beratung und Fallmanagement) at the University of the Federal Employment Agency (HdBA) in Mannheim. The academic degree qualifies the graduates for the profession of guidance counsellor. A contract relationship pertaining to labour law exists between an employment agency and the student during the studies. After successful graduation, graduates are in general permanently employed by the Federal Employment Agency. The bachelor's degree course (180 ECTS credit points) has a total duration of three years and qualifies graduates for postgraduate studies (e.g. master's degree courses in the fields of educational science, counselling sciences or human resources management). The bachelor's degree course is characterised by the sequence of five attendance trimesters and four internship trimesters.

September – December	January – April	May – August
1 st attendance trimester	Internship trimester A	2 nd attendance trimester
Internship trimester B	3 rd attendance trimester	Internship trimester C Internship abroad or in-company internship recommended
4 th attendance trimester	Internship trimester D Bachelor thesis	5 th attendance trimester

Fig. 1: Attendance and internship phases of the bachelor's degree course

The students can select career guidance as specialisation in the fourth attendance trimester. The concept of the course of study has a high specialised

level and is designed in a cross-discipline way (economics, social and legal sciences). The reference frame of the curriculum comprises a total of 26 modules which – except for the introductory course – are assigned to the five fields of study of public management, employer-oriented employment promotion, counselling, employee integration and social security.

4.1. Attendance trimesters

Students must take a total of 16 compulsory modules in the first three attendance trimesters. The technical specialisation in career guidance takes place in the fourth and fifth attendance trimester. The course specialisation comprises ten compulsory and elective modules. The following figure shows the course structure and the modules of the bachelor's degree course in the respective attendance trimesters.

Basic studies (1 st –3 rd attendance trimester)			Specialised studies (4 th –5 th attendance trimester)
Attendance trimester 1	Attendance trimester 2	Attendance trimester 3	Attendance trimester 4
0.01 Orientation and propaedeutics	2.02 Labour market processes I	1.02 Public management I	2.04 Employer counselling I
1.01 Business management principles	3.02 Counselling processes I	3.05 Counselling processes II	3.08 Labour and occupational science II
2.01 Macro economic principles	3.03 Concepts of vocational guidance	3.06 Vocational aptitude testing I	3.06 Working with groups
3.01 Socio scientific principles	3.04 Vocational training and further training	3.07 Labour and occupational science I	2 elective modules
4.01 Principles of integration in vocational training and employment	4.02 Integration management I	5.02 Social security legislation	
5.01 Legal principles			
			Attendance trimester 5
			3.11 Vocational aptitude testing II
			5.07 Legal aspects in career guidance
			3 elective modules

Fig. 2: Compulsory modules of the bachelor's degree course

The first attendance trimester imparts the economic, socio-scientific and legal principles. Starting with the second attendance trimester, students take compulsory modules comprising in particular the following contents and goals (see HdBA 2011, 2012, 2013):

Public management

Public management comprises the management of public sector service providers. Here, students shall understand management as a complex but structured process and get to know its importance for career guidance. The characteristics, restrictions and action potentials of management in the public sector are illustrated in this context. Besides methodological principles of general controlling, specific labour market management and accounting, it also includes selected management and leadership concepts.

Labour market processes

Labour market processes comprise two focuses. On the one hand, the basic correlations of labour market and labour market theory (e.g. labour market in the economic and social context, determining factors and key figures of demand and supply on the labour market, methods and practice of labour market accounting, reasons and types of unemployment, etc.) are imparted. On the other hand, students are introduced to the principles of general statistics and labour market statistics.

Employer counselling

Employer counselling on the one hand deals with the relevant marketing aspects and activities of the employer service. On the other hand, it promotes competences for the purposeful cooperation with employers within the framework of personnel recruitment and development. The focus lies in particular on the employer service's way of working, recruitment marketing and recruiting, legal questions of recruiting and communication with companies and advising employers.

Counselling processes

This subject field comprises the introduction to the theory and practice of counselling processes. It illustrates characteristics and forms of counselling, processes and the roles within counselling and selected intervention theories. It furthermore addresses counselling-relevant principles of communication and conflict psychology. Aside from a theoretically founded introduction to the subject area, the focus lies in particular on building and further developing competences in conversation techniques.

Concepts of vocational education

Concepts of vocational education comprise the basic theories of psychotherapy and counselling as well as the theories of choice of occupation and the

resulting consequences for the design of career guidance. Furthermore, it addresses specific forms of counselling of the Federal Employment Agency and approaches from employment research and their further developments.

Vocational training and further training

Vocational training and further training deals with the methods of vocational education research and with the system of vocational training and further training in Germany and Europe. In particular, the institutions and processes of vocational and academic education and the different goals and qualification concepts (e.g. vocational orientation in school, vocational school system, education offers by universities, vocational further training) are investigated in detail.

Working with groups

Working with groups includes socio-psychological group theories and didactic approaches from school pedagogics and adult education which can be transferred to planning group events. Moreover, group events with counselling-relevant contents are planned in a way adequate for the target group and executed in a methodologically structured way. This also includes systematically reflecting on the events, among others using video recording and analyses.

Labour and occupational science

The contents address the systematic analysis of occupations (occupational science). The focus lies in particular on the processes of competence development. In this context, biographies, career paths and occupational careers specific to an occupational field are analysed and a project is executed using methods of empirical social research. Furthermore, in-depth counselling of selected groups of clients is evaluated taking into account occupation-specific and occupational field-specific information. Additionally, technical, organisational and social conditions of operational work are addressed and the requirements for employees resulting from that are reflected (labour science).

Integration management

This subject area addresses the theoretical, conceptional and empirical principles of integration management. The change in society and its effect on employees are addressed to this end. On the other hand, the legal and instrumental principles to overcome the change and its consequences are imparted. Furthermore, the knowledge of development dynamics of employ-

ment, inequality and poverty is deepened. Selected instruments and concepts of measuring dynamics are elaborated on to achieve this. These aspects are complemented with the biographic perspective and overcoming patterns in the vita. Furthermore, the instrumental aspects of integration promotion and the relevant legal aspects are addressed.

Vocational aptitude testing

The students acquire knowledge of the psychological principles of vocational aptitude testing and the related pedagogical and psychological training, qualification and intervention strategies as well as aptitude testing approaches and instruments. They furthermore address theoretical models on operationalising training success and analyse concrete qualification measures regarding conception, testing, development approach, success criteria, transfer conditions and evaluation options. Qualification measures within the context of the Federal Employment Agency are also included here.

Social security legislation

This subject area comprises the fundamental pillars of the social security system, among others statutory health, nursing care, pension, accident and unemployment insurance and the respective institutions. Furthermore, this includes the welfare systems of basic benefits for job-seekers and social benefits which are embedded in the German Social Code (SGB). The technical relevance for the Federal Employment Agency is of particular importance for these subjects.

Legal aspects of career guidance

The legal aspects of career guidance comprise in particular legal bases of counselling and placement, economic framework conditions, family law references, principles and instruments of active labour promotion, national and EU special programmes, basic elements of basic benefits for job-seekers and aspects of social administration procedures and social court processes.

Aside from these contents, starting with the fourth attendance trimester, students must take a further five elective modules which can be selected from the individual fields of study.

Internship trimesters

The practical feasibility of the curriculums primarily becomes apparent in the four internship phases. Aside from practical activities in career guidance, the

students must also work on scientific internship assignments which are assigned and overseen by their teachers.

Identify in cooperation with a vocational counsellor working in the labour/social administration young people, whose dropout is already approaching or who seem to drop out of their vocational training. For three of them develop strategies, how a new vocational orientation can be built up and how the corresponding support can be realized. Develop the strategies in cooperation with the affected young people. As the next step hold self-reliantly a consultation with each of the three young people. Document each of the three cases (strategies) as well as the preparation, realization and postprocessing of the conversations. Concentrate on the following aspects in your report:

- Which reasons does the teenager give for the dropping out?
- In which competence areas do the teenagers have difficulties in the development?
- With which consultation contents and methods can I win the respective teenager to a new orientation or support? Represent your strategies and give reasons for them.
- Which person in charge of education (vocational school teachers, instructor in the company and others) should be involved in the support process?
- Which services and measures of support can be offered to the respective youths?

Work during the entire internship task in cooperation with a vocational counsellor in your internship company and a vocational school teacher.

Fig. 3: Example internship assignment

During the internship trimesters, students are expected to apply the qualification contents from the attendance trimesters in an occupational context and to reflect the experiences gathered in this process. In most cases, the students serve the four internship trimesters in an employment agency, a Jobcenter, another public sector institution or in the private industry. Approximately half of the students use the option of an internship abroad in or outside of Europe (e.g. in a career service institution of a foreign university). During the internships students receive support and guidance in organisational questions from tutors who are determined by the respective agency and closely exchange

information with the university. Students write their bachelor thesis in the last internship phase (internship trimester D). The scientific topic to be addressed shall be in direct relationship with career guidance.

5. Harmonisation of academic qualification in the EU member states

In the future, career guidance must be able to understand the vocational training and labour market in a European context. The international orientation of career guidance connected with this thus requires a high degree of coherence of academic qualification in the EU member states. This frequently differs in content, form and duration. It is emphasised “[...] that the key to quality assurance in career guidance [...] lies in the qualification of guidance counselors. However, a common curriculum approach [...] based on science could not yet be agreed upon” (Ertelt, 2007a, p. 135). Currently, the individual EU member states cannot react equally to the requirements of the international labour market and the changes in the working world. Consequently, career guidance will have to orient itself even more strongly towards the needs of the European labour market and its developments in the future. The EU has recognised this need for action and has been supporting the project Development and Implementation of a Common Bachelor’s Degree Programme in the European Context (DICBDPEC) since 2010. The goal is to create a European Higher Education Area for academic qualification in career guidance. DICBDPEC is a project funded by the ERASMUS Lifelong Learning sub-programme. Until the project end in autumn 2013, the project partners will develop a detailed and accreditation-ready curriculum for the bachelor’s degree course Career Guidance and Human Resource Management. The course of study shall allow for a common, EU-accepted academic degree. The following partner universities have been participating in this project since October 2010: Institute of Engineering Studies of Slovak University of Technology in Bratislava (Slovakia), University of the Federal Employment Agency in Mannheim (Germany), University of Nicosia (Cyprus), Tallinn University of Technology (Estonia), Jan Długosz University in Częstochowa (Poland), University of Santiago de Compostela (Spain), University of Derby (England) and University of Split (Croatia). The project work of DICBDPEC is among others based on the European Social Charter, Subsection 9 (1961), the Lisbon Resolutions by the European Council (2000), the Bologna Accord as well as the counsellor competences and qualification guidelines as determined by the European Centre for the Development of Vocational Training (CEDE-

FOP 2009). Aside from harmonising academic qualification, the DICBDPEC project (see Gressnerová, L.; Prelovský, I. 2011) shall

- increase transparency of existing courses of study in the field of career guidance,
- improve the verification and acceptance of qualification contents,
- increase international mobility of students and graduates during and after academic qualification in career guidance,
- improve the quality of academic education and employability of guidance counsellors through an internationally oriented and tailored curriculum.

The project partners have developed a module catalogue and a course of study concept. The bachelor's degree course Career Guidance and Human Resource Management thus comprises the following core modules (M):

- M 1: Introduction to career guidance and development of human resources
- M 2: Information Management
- M 3: Management strategies and instruments
- M 4: Career guidance in education, labour and regional networks
- M 5: Labour Relation, legislation and marketing
- M 6: Occupational, educational, career counselling psychology and social sciences
- M 7: Socio-economic aspects of career guidance
- M 8: Ethics and professionalization of career guidance counsellors
- M 9: Human resource management (HRM)
- M 10: Labour market issues and social statistics
- M 11: International, European, national and regional, law in labour, mobility and career guidance
- M 12: Knowledge about professions, competences and classification systems
- M 13: European dimension of career guidance
- M 14: ICT and applications in career guidance
- M 15: Languages and conversation in the context of career guidance

Furthermore, students undergo several practical trainings and write a bachelor thesis at the end of their studies. The course of studies shall – while considering practical requirements – impart knowledge, abilities, methods and procedures of career guidance and personnel management at a highly specialised level. The curriculum comprises theoretical, empirical and practical principles. This is necessary to support certain target groups (young people, adults) in their choice of occupation, professional development and lifelong development of competences and to assist companies within the framework

of personnel development. Major components of this curriculum could be derived and adapted from the good practice model of the University of the Federal Employment Agency (HdBA).

After graduation, students shall be able to

- Critically evaluate the basic concepts of lifelong guidance.
- Identify and use different methods and resources for information management in career guidance and human resource.
- Analyse and use different concepts and quality management principles in career guidance services and human resource
- Develop theoretical based approaches and activities for guidance practitioners in education, labour and regional networks.
- Transfer knowledge of historical, conceptual and legislative Career guidance principles in daily work and to apply the methods of service marketing in career guidance and human resource
- Apply the main personality theories, to analyse and interpret the basic theories of career choice and career development, to evaluate and apply theories of career counselling to construct the optimal helping process for clients.
- Meet the clients' cultural differences, thus enabling effective interaction with diverse populations and to understand the economic, demographic and socio-political influences on career guidance and human resource in the European perspective.
- Use of ethical principles in guidance activities and to identify ethical principles associated with the use of strategies and technical resources for guidance.
- Identify and understand the needs of employees to promote their career development and to support companies in change management and personnel development.
- Identify and apply adequate quantitative methods and statistical resources of the labour market and professions to develop career guidance and human resource.
- Apply the main concepts of labour contract dependent on the specific concerns of clients and to understand legal framework of career guidance and European social charter.
- Have deeper knowledge and understanding about professions, competences and classification systems. Promote the international mobility by deeper knowledge of equivalence of degrees, professional qualifications and competences obtained in different countries.

- Work with European networks of career guidance and transfer the knowledge in intercultural career guidance into practice.
- Utilise ICT in career guidance.
- Use an appropriate level of language to communicate in international oriented career guidance and human resource (see Slovak University of Technology in Bratislava, 2013, p. 14 et seq.).

The existing expert knowledge of the project partners has secured a comparison of country-specific standards for career guidance during the whole course of the project. This comparison was particularly instrumental in the conception and adjustment of the common course of study. It also showed the exceptional EU-wide benefit of the project. In the further course of the DICBDPEC project, the participating project partners furthermore developed a master's degree course and a programme for postgraduate further training as additional qualification options.

6. Conclusions

Career guidance has an important allocation and management function on the education and labour market. This requires guidance counsellors with manifold competences who can advise certain target groups in questions of vocational training, studies, occupation, employment, further training and professional reorientation. The tasks in career guidance are of a high relevance in a socio-political sense which is not least reflected in the expectation on the quality of counselling services. The Federal Employment Agency has recognised this more than four decades ago and has started to professionalise career guidance. Thus, its own future employees are qualified on a high academic level for this occupational field at the University of the Federal Employment Agency (HdBA). In the course of increasing internationalisation of career guidance also students from abroad will be able – in cooperation with foreign labour administrations – to enrol in the bachelor's degree course Employment-oriented Counselling and Case Management (Beschäftigungsorientierte Beratung und Fallmanagement) in the future. The globalisation of the labour market leads to an increasing importance of international standards in career guidance and in the qualification of guidance counsellors. The border opening between the EU member states inevitably increases the transparency in education and employment and facilitates the mobility of EU citizens. In the future, this will lead to a requirement for guidance counselling beyond national borders (see IAEVG 2013). In this context, transborder cooperation between educational institutions and universities are required which offer an academic

qualification of experts in career guidance while applying uniform standards. The DICBDPEC project offers a promising basis for harmonising academic qualification in the EU member states and supporting university partnerships. In order to promote this coherence, the University of the Federal Employment Agency (HdBA) will consider the material contents and results of the DICBDPEC project in the upcoming curriculum revisions and cooperate increasingly with universities from abroad. This shall improve international mobility of students and employment opportunities of graduates through the acceptance of their qualifications attained.

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E-Guidance for career: a new scenario of innovation and help

1. Introduction

There is still an unsteady start to e-Guidance in information, communication and knowledge society that is acquiring an exponential technological development in a new field of educational professional counselling.

This was generated in relation to e-Learning and also to the technological model of educational and professional counselling linked to e-Guidance, virtual, digital on-line, etc. (Sobrado, Ceinos & Fernández Rey, 2010).

E-Guidance integrates a group of initiatives and experiences that try to increase their possibilities in the electronic spectrum pushed by the telematic networks with a predominance of Information, Communication and Knowledge digital processing (Watts & Dent, 2008).

E-Guidance is a possibility to help and counsel to an increasing number of people, more regularly and at distance (Sobrado, Ceinos & García Murias, 2012).

In the last decades Guidance has been face-to-face or by telephone, letters, videos or audios, or also with an initial assistance system through the computer. At present there is also a series of technological communication ways: e-mails, chats, discussion forums, mobile phones, the Internet, social networks, that are increasing in the online systems (Vuorinen, Sampson & Ketunen, 2011).

Likewise, social, cultural, technological, educational and contexts that are being developed in the new society give a great importance to the lifelong training and guidance of persons so that they can be adequate to the changing demands of the new personal, socio-cultural and professional reality (Kraatz & Ertelt, 2011).

So, it is necessary to pay attention to the new guidance needs and to generate training and counselling different space to the traditional one with a face-to-face character (Castells, 2001). On-line guidance has to design and constitute new processes of counselling adapted to the real situation of the social organizations in such a way that it is possible to act inside and outside in diverse questions linked to academic, personal and labour aspects (McMahon & Patton, 2006).

E-Guidance, in a close relationship with e-Learning, must use the new technological resources and increase the processes, contents and relationships progressively with users.

It is necessary the identification of Information and Communication Technologies (ICTs) and Counselling competences or skills in Guidance field, as a process of help to users (students, teachers, families, professionals and so on), to integrate them appropriately and to develop aid and tutorial functions and activities (Athanasou & Van Esbroeck, 2008). For this, a map of competences must be designed in which technological and guidance competences are divided through an integrated matrix (Sobrado & Ceinos, 2010).

This tool of open and flexible nature requires a permanent updating with the purpose of a constant adaptation in the design, performance and evaluation of guidance activities (Schiersmann et al., 2012). It is a resource which has a lot of possibilities so that Counsellors (practitioners, tutors, mentors, specialists in coaching, etc) can give advice to users in their demands and explore their training necessities and motivate their continuous professional development (McMahon & Watson, 2007; Nogueira, 2009).

The use of the Internet in general on line, technological resources and the identification of innovative experiences as examples of good practice, social networks in their diverse statements play an important role in e-Guidance in the tools scenario of the competences integrated map (Sobrado & Ceinos, 2012).

It is necessary to refer to the scientific and researching contributions that several authors have made for the advance and progress in Guidance on-line field, especially in the last decade related to needs, designs, processes, methodologies, resources, evaluation and quality settled in projects, programs, tools spread through documents, books, web sites, the Internet, etc., (Stead et al., 2012). It is also important, to reflect, rethink and perform critical judgment about the necessity of ethical performances and deontological codes to meet the new social situations (Bunge, 1996).

2. Goals and research methodology

The main purpose of this article is to analyze the situation of e-Guidance in its design, development and ethical involved (Heppener et al., 2008) in the innovative society framework.

As specific objectives we have the following:

1. To describe the role of lifelong e-Guidance in people.
2. To design the innovator frame of Career Guidance in the Society of knowledge, Information and Communication.
3. To analyze the necessity of an integrated map of technological and counselling competences and virtual guidance.
4. To show the resources of on-line Guidance and examples of good practice.
5. To develop ethics and moral principle relevance in e-Guidance.

The research methodology will have a descriptive character, analyzing the issue state of the different contents and research lines considered in the Chapter (Denzin & Lincoln, 2011). The comparative study of the relevant fields shown in the different projects and research programs related to on-line guidance will also be used (Stead et al., 2012).

3. Innovative scenario of Career e-Guidance in a Society of knowledge, Information and Communication

In the present society, which we can call of knowledge, information and communication, lifelong training and guidance are necessary so that we can adapt ourselves to the changing demands of the new socio cultural, personal and professional reality. By this, the European Commission (2000) and the Commission of European Communities (2008) placed lifelong learning as a transition key to the society of knowledge and considered the necessity to guarantee to everybody universal access to quality guidance about the educational opportunities through the ICT. Likewise, for the Council of the European Union (2004) guidance is shaped as a key element of education, training and employability strategies.

This implies the recognition of guidance as an important factor to promote the economic and social integration of citizens, the necessity of making the Counselling services provision more flexible with appropriate and innovative techniques, to admit the central role of the beneficiaries of guidance and the necessity of participating in all the appropriate agents, including social interlocutors (Ferrer-Sama, 2005).

The Internet network by its potentials in the communication is the most important element in the changes produced by the ICTs in our society. Then

is born a new era in which according to Cogo (Ed.) (2005) counselling activities can be made and they can be expanded to all people lifelong that were not possible up to now.

The technological model of this develops and so it turns into e-Guidance and which the systems on-line increase a lot, and with this an innovative guidance model is generated.

E-Guidance is defined by Sobrado, Fernández Rey & Rodicio (Ed.) (2012:333) as “processes of educational and professional guidance made via Information and Communication Technologies”. This constitutes the way of favoring access to all citizens to guidance services at the same time as quality improvement. It makes visible that Counsellors accompany the people they advise in their construction process and development of the vital and professional project (Romero, 2009), being able to become a reality the principle of a guidance focused on people lifelong in which the capacity of self-managing the path is the success key (Arraiz & Sabiron, 2009).

According to Rodríguez Moreno (2009) the techniques to carry out the professional and occupational information through ICT, an essential part of the guidance process, must be precise and updated, accessible, objective and appropriate to each person.

The Virtual Learning Environment (VLE) (Weller, 2007), because of their conditions for the personal attention, with the open software and all the tools that make up the Web 2.0 (although the 3.0 will probably be soon available), provide quality to the given guidance and training services, enable access to it from the disadvantaged groups allow, the cost reduction, and a greater possibility to get information about study and work (Pantoja & Zwierewicz, 2008).

Likewise, technical and cognitive skills can be developed in them through interactive practice to receive and criticize shared information and building knowledge in a cooperative way with the intervention of connected people (Pantoja, 2004). It is possible to observe in the Glossary a short description of the Web 2.0 and 3.0.

E-Guidance, as an accessible help system with the necessary frequency of all people lifelong through ICT locates, places, organizations, administrations, universities and educational centres because of the necessity of starting new programs through them that, expressed in terms of the model DOTS of career development (Watts et al., 1996) that must include the help to guide the four steps of this: Who am I? Where am I? What will I do? and How will I do it?.

In the innovation and advance that e-Guidance supposes it is necessary to point out the change and improvement of labour guidance services as they

can have the Internet when they elaborate and transmit information related to employment, manage human resources – the selection included – and spread the existent training offer carefully, both in speed and reliability of a difficult information to keep updated, and in quality and attraction of the occupational guidance activities that can be developed.

In the same way, innovation produced in educational systems must be produced when, in schools, with counsellors and tutor school teachers who have the competence and the necessary technological equipment, according to Lledó (Ed.) (2007) computing material for students, teachers and families are elaborated in the context of e-Guidance, software that allows to have tests and standardized instruments, the students register, file and use of materials and documents, etc., is used.

The access to lifelong formation and guidance that appears with ICT raises some questions. The first of them refers to the great difference that exists between the people who can be formed and receive academic and labour counselling through the means that ICT provide to us and who, because they do not have digital competence and/or resources cannot do it, giving place to the called “digital gap” defined by Sobrado, Fernández Rey & Rodicio (Eds.) (2012:332) as “inequality shown between those communities and people that have access to ICT and others that have not. We can distinguish in it between what happens when there are not technological resources to accede to and/or when people have not enough capacity or groups to manage in an efficient way”. So we can find a real threat of social exclusion especially for disabled people and with risk of being dropouts.

The question that we have arisen very concisely takes us to a second one. The challenge that supposes for Administrations having to regulate formative and guidance systems (with all the changes that this involves) in a way that can be guaranteed, at the end of the Compulsory Education stage, the adequate domain of the “digital competence” as a part of the “key competences”, so called for being considered necessary for the permanent performance and personal development, the inclusion and active citizenship and the aptitude for employment (Commission of European Communities, 2004).

In the third place it is necessary to consider the counselling principles (Watts, 2009) related to the context with the purpose of personal supporting and lifelong professional transition in people and which consist of: Enabling the continuous acquisition of competences in career management; making possible the access of all individuals to guidance services; developing processes and the quality guarantee of guidance institutions; fostering collaboration and coordination among the different concerned Administrations in a lo-

cal, regional, national and international context and using the opportunities that the e-Learning Program presents in the European scenery.

The strategies in the countries of the European Union in the mentioned field are projected to make possible permanent guidance especially through institutions, such as: the ELGPN (2009, 2010) with the collaboration and support of the E-Learning Program and with wide cooperation with the CEDEFOP.

4. Map of digital and guidance competences: necessity, possibilities and strategies

The transformations produced in recent times with respect to the use and management of ICTs, in society in general and in the field of Guidance in particular, take place at a fast rhythm, which in the last years, has led to the emergence of new media that have caused a transit, from computerized Guidance instruments and websites as an information resource to more innovative applications, favouring a greater potential with respect to the development and implementation of Guidance functions and tasks (Ceinos, 2008; 2009). Therefore, one of the challenges that current society demands to the responsible people of Counselling systems, which comes from the impact caused by technological instruments in this area of intervention, is the use of ICT, not only in the management and registration of information, as there was in previous stages, but also, in the provision of services by these resources, which implies the development of e-Guidance tasks. In relation to this aspect, today, there is not a strong tendency in the employment of these media in this intervention field, as a consequence of the lack of specific tools, among other things, or the difficulty in accessing to them, as well as the absence of training and experience to use these media in the development of Guidance tasks (Sobrado, Fernández Rey, Ceinos & García Murias, 2010).

However, despite the absence of a genuine integration of technological instruments in Guidance, the potentialities that these resources offer are many, highlighting, in general, the possibility of developing and implementing the distance counselling process, also known as e-Guidance, which involves innovative trends in the development of these actions (Levinson et al., 2002). However, despite the potential that ICTs resources offer in Counselling field, the experiences and researches existing on the development of e-Guidance initiatives are scarce, so in this sense, it is particularly relevant the study conducted in the framework of the European Project "ICT Skills for Guidance Counsellors" of the 2002–2005. Its purpose was to identify the core competences for the counsellor professional development in the use of ICTs

and their integration with those required in Guidance field (Sobrado, Ceinos & Nogueira, 2012).

In the research conducted within the European Project “ICT-Skills 2, Tools and Training for e-Guidance Practitioners” from 2007–2009, its objectives were materialized in identifying existing technological resources, in disseminating these utilities tools to develop Guidance on-line actions, in the definition of basic and specific technological skills in this field and in the design and implementation of training processes such as ICTs aimed at Counsellors. With this idea as one of the results of both experiences, we designed a competences map, in which those of Guidance character and the technological ones were articulated properly; from a personal perspective, this is a useful tool for carrying out assessment, training and professional development tasks.

The elaboration process of the same and with the purpose of structuring and articulating both types, and identifying the potential of ICTs in the development of e-Guidance tasks, was based on Guidance competences formulated by the IAEVG (2003) (general and specialized skills-Assessment; Educational Guidance; Development Career; Counselling; Information Management; Consultation and Coordination; Research and Evaluation, Management Programs and Services; Community Development and Employment-), those related to ICT tools expressed by FEDORA (2008) and a list of technological resources included in the Table.

Additionally, we used two more dimensions, one was referred to the manner of use of these tools in Guidance function (as a means, as a resource or for Guidance tasks and contents development based on ICT) and another one was focused on the taxonomy of guidance competences. These dimensions were articulated in a matrix table of specifications, giving as a result the competence map commented previously, whose main characteristic is referred to flexible and open character, allowing the addition of new tools and capacities, especially, in the technology field, given its continued progress and the constant appearance of others with innovative character (Sanz et al, 2007a, 2007b, 2007c).

Reported the process followed in the elaboration process of the competence map, an model is presented, which reflects some of the possibilities that technological instruments offered on the development of the abilities referred to employment, specifically in the distance job search process.

Table: Map integrated competences (ICTs and Guidance) referring to employment

Guidance Competence (IAEVG)	ICT Tools	Use Approach	Competences Identification <i>Development capacity for...</i>
EMPLOYMENT	Web site	(R)	Searching for job opportunities with the client.
		(D)	Designing a section on the Web page for job offers.
	E-mail	(R)	Explaining how to get information on employment offers to the user from other information sources.
		(M)	Training the customer in the job offers search.
	Telephone	(M)	Preparing the subject to find employment through the establishment of telephone calls.
	Videoconference	(R)	Arranging a videoconference with employers for doing a distance interview with future employees or with their selection purposes.
	SMS	(M)	Offering people information about existing appropriate job offers to their professional profile.
	Chat	(M)	Helping service users in regard to the skills required to face the job search.
	Software	(R)	Using databases of job vacancies openings adjusted to the user's needs.
		(D)	Designing a software package to access to job offers and experiences.
	Newsgroup	(M)	Training an individual or a group of people in the skills needed to job search investigate about their professional experience.
	E-portfolio	(R)	Identifying and evaluating the competences acquired over the professional career of the subject and, subsequently, it is possible to make queries and updates.
Legend: R: Resource; M: Medium; D: Development of Guidance tasks or contents based on ICT.			

Source: Sobrado and Ceinos (2009:146)

With the aim of assessing the usefulness of this instrument, to introduce corrective measures and improving it, as well as to establish future strategies, an evaluation and validation was made using, for this purpose, various techniques and resources and the establishment and concretion of certain

standardized criteria agreed previously, by external experts (Sampson, 2006). As a result, it highlights the importance and usefulness of this tool to explore the possibilities that technology resources offer in developing e-Guidance actions, as a competence assessment resource, both of Counselling and technological ones, as well as the use that counsellors make of ICT media; of diagnostic for possible training needs or deficits; of design of training actions as well as of counselling and planning pathways and developing counsellors careers, all of these aspects will affect the development of on-line Guidance and, therefore, the quality improvement in centers and guidance services (Sobrado, 1996; 2003).

5. Virtual guidance resources

The use of ICT as a tool for on-line guidance is based on different techniques and resources, some of which we are going to develop now. We will follow the classification stated by Sobrado (2006; 2008) to expose them, when he refers two forms of communicative interaction among people, in connection with the use of ICT in Guidance: *synchronic and asynchronous* communication. In the first case we refer to the techniques in which the relation and information exchange is produced in real time (Chats, debate forums, videoconferences...) and in the second one, when that exchange takes place "recorded", with a greater or lesser time interval between the reception of the help appliance and the answer (e-mails, SMS, web sites, newsgroup...).

5.1. Instruments of synchronic communication

- A *chat* as a communication tool that lets us speak in real time with one or several people through written messages, it can be very useful to make guidance sessions or an on-line follow-up of users, group sessions with those people that are not in the same physical space and even for the exchange of knowledge and experiences among counsellors.
- The *debate forums* are gaps in which messages related to a topic are published in the way of a bulletin board. The possibilities of this tool as guidance in a group will be fostered to the extent that all people participate in an active way.
- *Video-conferences* let the experiences exchange at great distance. They have several applications to guidance: for the professional work in the network, as some space for holding forums and meetings, as a support resource for the professionals and users training, and for taking labour guidance to people that live in areas where these services do not exist.

The weakness caused by this type of tools is the following: lack of preparation of specialists and users, congestion of speaking, difficulty to talk about topics in a deep way and the lack of availability of professionals to perform tasks of assessment, because of their timetables and compatibility with their labour functions (Offer & Chirn, 2006)

5.2. Resources of asynchronous communication

- *The e-mail* has opened new possibilities for the exchange among guidance counsellors, as well as for paying attention to the possible clients of such services, getting them closer to those people who are far away, or have different timetables and so are difficult to get into contact directly. Its potentialities for guidance and job search are evident (Climent, 2007; Santana 2011) and they can be fulfilled in reliability, immediacy, multi-diffusion and its reduced cost.
- The *SMS* presents a great advantage over other technological resources to support guidance and job search, as it is its general use, regardless of the person technologic knowledge level, as well as the immediate message reception by the issuer. Gates and employment services are using it as a tool to announce interesting offers for users, as well as other types of information.
- *Newsgroups* or *groups of news*, as a virtual board, let us share different points of view about different topics in which guidance counsellors are concerned (guidance competences, resources, diagnosis instruments, etc).
- The e-portfolio favors taking professional decisions as it can file all the personal available information. As an example, highlights the initiative developed within the Project Orion, My Vocational e-Portfolio (MYVIP) (www.upcomillas.es/myvip), designed to encourage, in students of secondary school, decisions relating to the continuation of studies. Therefore, it offers various evaluation questionnaires on-line and, once completed, personal reports, which are available later to be consulted and modified (Kankaanranta et al., 2007).
- The *Web pages*, *Blogs* or *Bitacorras*, represent a great transformation in the communication instruments because they had a great diffusion as they were easy to use, organized in a hypertext type, they had the possibility to issue and receive communication from multimedia, as well as because management is simple for information agents (Levinson et al., 2002). They can serve as support to a virtual guidance action to the extent that they offer interesting information in different fields. As an example, can

be noted infojobs (www.infojobs.net), egos (www.egos-cip.eu/es/) and barbon blog (<http://orientacion.blogia.com>).

- The *webquest* is a guided learning tool that uses different resources fundamentally from the Internet network which especially favours cognitive development and information use.
- The *distribution lists* let people with common interests get into contact. The people that are subscribed to a distribution list send and receive messages related to the topic through e-mails. It can turn out useful when the important information for jobs search is spread, the events performance, training courses as well as other interesting activities for people looking for a job. Participating in this type of lists can help to be active in the guidance process.
- The *wiki* is a web tool that lets generate contrasted information cooperatively with respect to different topics to be published on the Internet according to Sobrado, Fernández Rey & Rodicio (Eds.) (2012).
- *Simulation video-games* are based on recreating real life situations, allowing the testing of experiences that do not happen at that time. The complex nature of certain social problems with various factors involved, of different values, interests, attitudes, etc., and the types of conduct to be adopted by social agents can be reproduced didactically, thereby generating the appropriate setting for interdisciplinarity. This resource represents advantages in improved motivation and acquisition of complex skills and in recent years are also considered in the design possibilities of virtual worlds (Gee, 2004, 2010).
- Finally, under the title of *Social Software*, a wide range of systems is collected, which lets users interact and share information (Sobrado et al., 2010). Their application to e-Guidance is still unexploited, but points out enough potentialities since it is about diffused social networks, support and transference of data and information, everything very useful in on-line counselling. In this regard, it should be emphasized LinkedIn (<http://es.linkedin.com>) and Xing (www.xing.com/es), Social Professional Networks which establish a non-professional relationship among users, whose purpose is focused on promoting contact and interaction between people; as well as Second Life, a potential tool for the Guidance field and through it the user can explore the consequences of choosing certain personal, academic or professional alternatives in a second life.

What all of them have in common is their restricted character and the capacity to communicate to all kinds of people, forming virtual communities and contributing to the development of social skills (Sobrado, Fernández Rey,

Ceinos & García Murias, 2010). The weaknesses of ICT tools, in general, have to do with the network safety and with the ethics of the people who use them, so that there can't be abuse, misappropriation of ideas and contents, misuse of confidential information, as well as lack of information control according to Athanasou & Van Esbroeck (Ed.) (2008).

6. Ethics in on-line career guidance

The incorporation of Information technologies and the Internet to guidance field has caused new ethical questions since it supposes a change in human and professional relationships (Bloom, 1998). In e-Guidance, ethical behaviour is very related to moral principles that network users must show, so some deontological guidelines are necessary for their use and application (Vuorinen & Sampson, 2009).

Since they work with people, the necessity to keep a moral behavior is more present and must be in all guidance action (Malone, 2007).

Among the aspects that would be needed to care for Agents Guidance in the development of their business, we highlight the following:

- *Confidentiality*. The user must be sure that the information that he gives is going to be guarded by the person that receives it and it can never be filtered to other people unless he has specific authorization to do it. This is something that must be clear and be respected, since the relationship starts (NCDA, 2007).

The biggest risk among the Internet users is that they do not know basic legal questions and they feel safe because they are anonymous in social networks; but their privacy is really in the power of professionals that, being faithful to their professional secret, must safeguard all the information that they receive and use it only with the purpose for which it had been applied for (Euroguidance, 2004).

- *Honesty*. A guidance professional must perform a pedagogical complement to the subject without avoiding the ethical commitment that requires to pay attention to his needs; he must reply in time and shape to the questions raised by the user, trying to advance in counselling with each answer; he has to worry about paying attention to his demands; being able to move it on to other professional if it is necessary and being able to be empathetic (IAEVG, 1995).
- *Social responsibility*. The information that is “upload” is very often disperse and confusing and can be influenced by commercial interests. The same form of making up the web supposes at first value judgments to the

extent that we are advancing the user's needs as well as the best way to satisfy them. It is in the guidance counsellors power to teach how to select and contrast the information that is shown or users receive through the counselling to which they submit (Mulvey, 2002).

Another aspect to take into account has to do with the Wiki of the guidance users communities that let different people get into contact with introducing modifications on the Web, which forces administrators to "control" who have access to it in an adequate way, to avoid that false data can be transferred or that the network is used for different purposes to the ones for which it has been created (Sanz et al., 2007c).

- *Social justice*. It is a necessary condition to be sensitive to situations of digital exclusion, trying to minimize the effects of the called "digital gap". It is true that big social sectors are still out of ICTs by which, a guidance offer must carry out its use at the same time as the traditional techniques to cover a great number of people and turn out truly democratizing (Sampson, 2005; 2009).
- *Transparency*. To access to web sites, it is necessary to have the adequate technology, both hardware and software as well as connection contributing to what we indicated in the previous part, of inequalities among the population. It is in the professional power to give all the necessary information so that the user always knows how the relationship is going to be developed and which are going to be the demands with respect to the necessary resources and preparation, that's to say, the specific indications of use associated to this service (Euroguidance, 2004). Likewise, this lets him know who is taking the information, who will be able to gain access to it, how long it is going to be kept and which are the safety existent measures (Vuorinen & Sampson, 2009).
- *Respect for the intellectual property (copyright)*. Guidance counsellors will foster the work in cooperation and the knowledge diffusion to the extent that they feel safe in this way, persuaded that other people can make a profit from their work and even improve and spread it quoting its origin. If this is a problem both in the virtual world and in the real one, it is evident that on the Internet is more pressing because it is a resource that can lead to an easy copy (Ibarra & Olivé, 2003).

Finally, *professional competences* must be adequate and enough to carry out the guidance action. The specific training related with the virtual surrounding, with cognitive, emotional and behavioural aspects of users, as well as with certain technological aspects that are necessary for the professional practice, are essential for a good development of e-Guidance (Barak, 2003;

Sampson, 2002; Sampson & Lumsden, 2000). The lack of help and emotional support seems very important in this, by which professionals must acquire the necessary competences to make up for that specific condition of the relationship face to face (ELGPN, 2009).

Looking after these aspects a reflection and research (Cannella & Lincoln, 2011) will be possible about what is good practice in e-Practitioners, they will be provided with the necessary tools for critical judgement and the responsible practice of their profession and, they will be conscious of these ethical considerations making their practice easier, will act as a guide in their daily activities.

7. Conclusions

In the new knowledge society the Information and Communication Technologies are causing their evolution and transformation in accordance with the new people requirements (Bunge, 1996).

This society is going to demand Education the provision of a series of competences for individuals to be developed in an autonomous way in a social framework that is going to require a continuous adaptation to the situations that appear such as: methodological strategies, innovative tools, creative space of personal and professional development, new responsibilities and social and labour capacities etc that carry out permanent training and lifelong guidance of people (Sobrado & Cortés, 2009).

The innovative tendencies of formation and guidance are especially distinguished for expanding their performance scenario that means not only to help subjects in the educative and guidance system but also out of this context, also covering adults in their long and wide lives and not only on occasional circumstances. In this new framework we can show the potential that ICT offer to e-Training and e-Guidance (self-formation and self-guidance by the Internet, through personal, educational, professional, social information and communication sources) (Tien, 2007).

As relevant conclusions of this study we can mention the following:

- E-Guidance is a model to enable citizens with more help, more permanently, with greater quality and at distance through ICT resources, such as: e-mails, forums, SMS, the Internet, E-portfolio, social networks, etc.
- Research in e-Guidance in the last decade (Sampson et al., 2010) through institutions and researching staff, in spite of providing a short path in time due to the innovative character of the topics to study, has focused on interests centres related to the role that ICTs have in the integration of Career

Information, the services of this, Virtual Guidance with its perception and values the evolution of distance guidance services, the lifelong utilization of ICT in people, etc.

- It is essential to have an ICT competence map for the implementation and the integration of the technological and counselling skills because it enables the performance of virtual guidance.
- To help e-Guidance processes it is necessary to have tools such as: e-mails, SMS; e-portfolios, forums, social networks, especially second life, etc., and also examples of good guidance practice.
- The ICT incorporation, especially the Internet, has caused the appearance of new questions and ethical problems (NCDA, 1997; 2007). Ethical behavior is very linked to moral principles in e-Guidance and by this it is necessary that some deontological norms exist for the ICT use and application (Robson & Robson, 2000). Among the important issues here (Cortés, 2006) we can point out: confidentiality, honesty, responsibility, respect for the intellectual property, social justice, transparency, professional competence, etc.
- It is possible the research and critical reflection about the good practice in e-Guidance that will be provided with the necessary instruments and resources for critical judgment and responsible practice of the Counsellors profession and they will be conscious of the ethical principles as a guide in their functions and daily tasks (ACA, 2007).

As a final conclusion, we can state that e-Guidance shows a new conception of the necessity of a general guidance services provision for all citizens in the scenario of the continuous lifelong guidance and training in people that can help them to solve their needs and wishes of improvement.

8. Summary

The educational, social, scenarios, etc., that are being built into a new society of Knowledge, give a great enhancement to lifelong training and guidance so that people can be adapted to the changing demands of the personal social, formative and professional reality (Sobrado & Ceinos, 2011).

The main goal of this article is to analyze the system of e-Guidance in the design, processes, resources and ethical involved. The research methodology used is the descriptive one of the situation of issues and their content (Denzin & Lincoln, 2011).

In the present reality of constant changes we are still at the first tools of digital guidance, in a new field of counselling produced by e-Learning devel-

opment. E-Guidance linked to this must utilize the new technological resources and improve their processes, contents and relationships with their users.

Guidance on-line is a training and help space different from the traditional off-line in which it has to design and develop new processes of support adapted to the real situation of the educative, social and professional institutions and people.

In e-Guidance it is necessary to identify the ICT competences and counselling to develop help functions, technological resources and innovative experiences (Sobrado & Ceinos, 2009). Likewise, in e-Guidance context it is also essential to reflect about the need of deontological standard updates to assist the new social situations so as also to the challenges required by ethics and in which the moral principles of equity, commitment, social justice, etc., must be predominant (AACTE, 2008).

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Jean-Pierre DAUWALDER

From heuristics to life-designing: new tools for coping with complex situations

1. Introduction

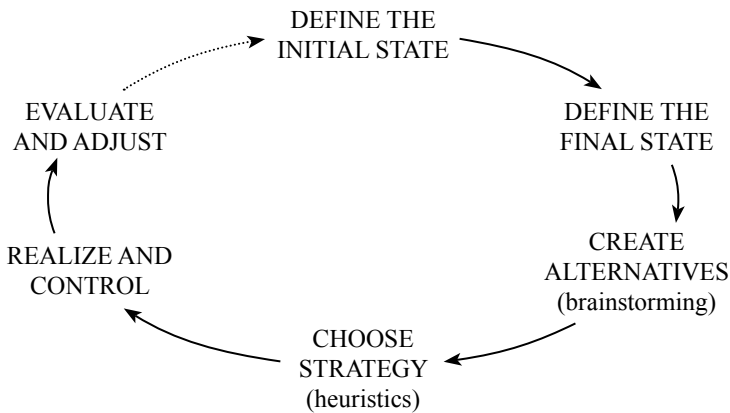
For many people, vocational guidance still aims at helping (usually young or adolescent) clients to choose the best fit among their abilities and interests (usually measured by performances at school or tests) and their professional perspectives on the actual labour market.

If one looks at the evolution of concepts and theories in vocational counseling over the last 50 years, the ideas have become much more differentiated and the dominant trends often seemed closely linked to significant evolutions of the economic contexts (Dauwalder, 2007).

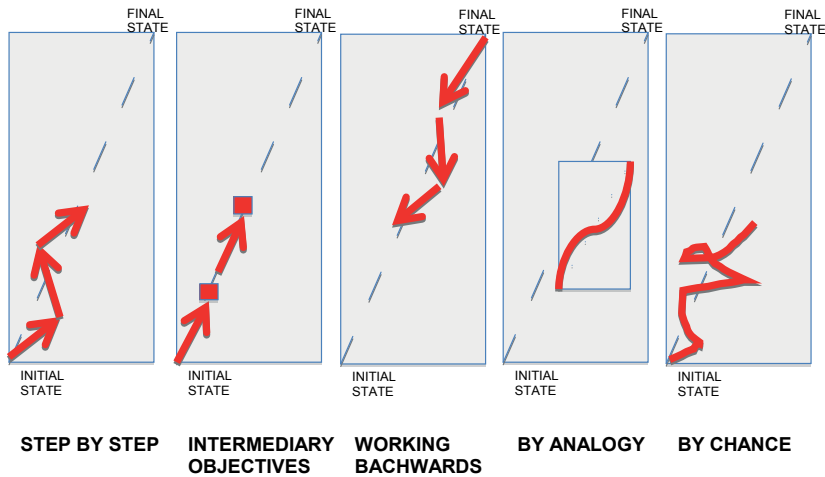
During 1950 to 1960 unlimited economic growth favored the person-environment-fit through selection: stable abilities and interests had to fit to stable professions. Vocational guidance mainly used tests for assessment and offered information for choice (e.g. Holland, 1973). During 1970–1985 the labour market changed profoundly through the introduction of information technologies and multiplication of white-collar jobs. Clients now were ‘programmed’ through education and guidance for problem-solving and decision making (e.g. Krumboltz, Mitchell & Jones, 1976). From 1985 to 1995 economic restructuring and unemployment split guidance into career development for the employed or readaptation for the unemployed, based on employability and competencies (e.g. Watts & Sultana, 2004). From 1995 to 2005 increasing globalization and permanence of restructuring made the construction of professional identities become a permanent task and life-long and life-wide learning was the perspective to develop (e.g. Guichard, 2005; Amundsen, 2006).

2. Heuristics

Professionalized vocational guidance might be distinguished from non-professionalized support by its concepts and theories, which offer ‘plans’ for structuring the sequences or elements necessary for the choice, problem-solving or building of future professional perspectives with clients. The problem-solving approach seems to be the classical paradigm mainly used in psychological counseling (Schiersman & Thiel, 2012). Linear problem-solving is based on the distinction between a (undesired) initial state, a (desired) final state and a (variable) way of ‘solving’ the thereby defined ‘problem’ (Dörner, 1976). More recently, many authors transformed the linear sequence into a ‘iterative’ (never ending) proceeding through the same phases.



While these ‘phases’ of the problem-solving process are well known and usually taught as ‘fundamentals’ for vocational counselors, the much more fascinating ‘strategies’ between the initial ‘problem’ and the final ‘solution’ usually remain within the secrets of ‘case studies’ or ‘practical experience’ transmitted from experienced counselors to their younger colleagues. Indeed, experienced counselors usually rely on some prototypic strategies for problem-solving, which can best be described as ‘short-cut’ or ‘simplified’ descriptions for coping with the complexity of individual situations. We developed a first – probably incomplete but rather helpful – taxonomy of the most frequent problem-solving heuristics (derived from Wickelgren, 1974).



The 'step-by-step' heuristic requests the counselor to motivate the client to successively explore elements, which co-determine his final choice (e.g. interests, abilities, professional status, available formations, parent's expectations) and thereby proceed step by step into the direction of a finally 'acceptable' solution. The 'intermediary objectives' heuristic, requests to sequence the objectives for the client into manageable steps (e.g. finish school, test job environment by stage, succeed at university admission, finish studies, apply for a job). The 'working backwards' heuristic, requests to ask for the necessary and sufficient steps to attain the final objective (e.g. to be a pilot, one needs to do his military training before being hired by an airline). The heuristic 'by analogy', requests taking a successful 'model' for the entire problem solving pathway (e.g. my cousin is a successful manager in chemistry, can I do the same career steps?). Finally, the heuristic 'by chance' requests remaining open for any opportunity to move into the direction of the final objective, sometimes through actively creating these opportunities (e.g. 'happenstance' Krumboltz, 2003).

The main limit of the concept and theories for vocational guidance discussed so far, however, lies in their fundamental position. They assume that there exists a stable 'objective reality', based upon linear causalities and therefore systematic problem-solving – even adapted through less systematic heuristics – is the only way to help our clients. But what, if this is not true any more? What, if realities become multiple and subjective? What, if causalities become non-linear? What, if problem-solving becomes too complex for the existing heuristics?

3. Life-designing

Choosing jobs and constructing careers at the beginning of the 21st century has become a complex task (Guichard, 2005; Savickas et al, 2009). Our aim is to open some perspectives for the kind of new tools and procedures needed to cope with such complex situations (Pryor & Bright, 2003), and to develop more efficient counseling practices.

The new question is how to understand, assess and deal with relationships between perceived individual realities and career construction. Our idea is to see career projects as temporary attractors within the constantly mutually adapting self-organization process between an individual person and her ecosystem or living conditions. Sustainable career projects might presuppose to identify, understand and build upon stable and favorable elements and available mediating forces for each single person in his or her particular context of life.

Let us have a look at Henri's case:

Henri is 46 years old, married and has two children, aged 18 and 16. He lost his position as marketing director in a highly-reputed firm producing luxury watches, some 5 months ago. Actually, he feels very depressed, sees himself as a “looser” and fears not to find any job any more. Furthermore, his wife feels helpless with her totally changed husband and might ask to divorce. Indeed, before, Henri identified himself to be a “golden boy”: his career was built upon his studies at the prestigious HEC-Paris and his benefits of its large network of alumni. As a “work-aholic”, Henri fully engaged in his job, made a lot of money and somewhat neglected his role as father and husband. Some weeks ago, he got a few opportunities of temporary limited contracts as a consultant for smaller marketing projects, which boosted his self-esteem, at least for a moment. He seeks help, because he “cannot find a solution by himself”...

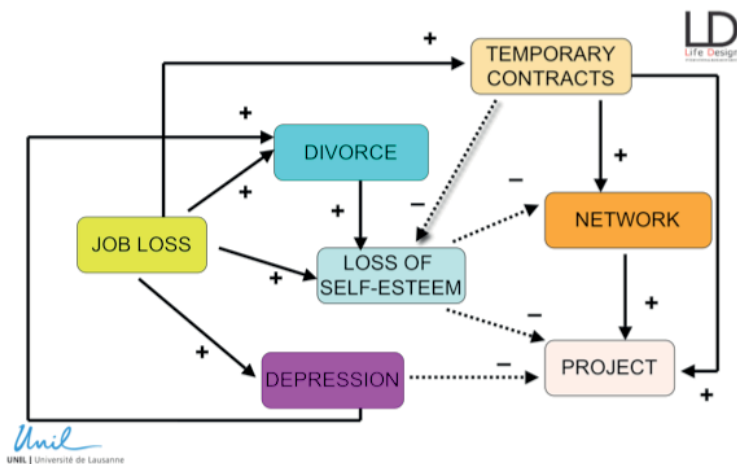
What can we, what should we do as counselors? Which tools do we have? What is the “vocational” part and what is the “personal” part of the problem?

4. Contextual analysis

We will present our procedure to cope with such complex situations in three steps and their related tools, first. The rationale and its links to the paradigm of ‘life-designing’ will be discussed afterwards.

Most methods for career intervention share a common goal: to prompt meaningful activities that enhance self-making, identity shaping and career constructing (Savickas, 2012). Contextual analysis includes three major tools:

1. Instead of emphasizing ‘objective’ individual characteristics (i.e. traits, patterns of interests) the interview with the client focuses upon his multiple subjective realities and the co-construction of a synthetic graph, as a first tool, fully representing his perception of his actual situation of life (Bersier & Franz, 2006). Here Henri’s graph:



Clients are first invited to tell the “story” of their actual life to the counselor in their own terms and from their subjective perspective. Taking up the five to ten key expressions used by the client, the counselor then helps to arrange these on a sheet of paper, letting sufficient space to link each of them with each other. Finally, we add client’s perceptions on mutual “influences” among these elements (arrows to indicate direction of influence and “+” or “-” signs to indicate enhancing or diminishing effects).

2. Instead of taking this “snapshot” of the client’s life as a definitive diagnostic tool or a tool for categorical classification of his difficulties, it serves mainly as input for the second phase, as a “working model” for the co-exploration of different scenarios. Originally developed in the field of economic forecast (Schoemaker, 1994; Ringland, 1998) scenario planning allows to explore changes in dynamics and outcomes among multiple variables by modeling different variants of causal relationships or weights given to these variables. Here is Henri’s ‘working model’:

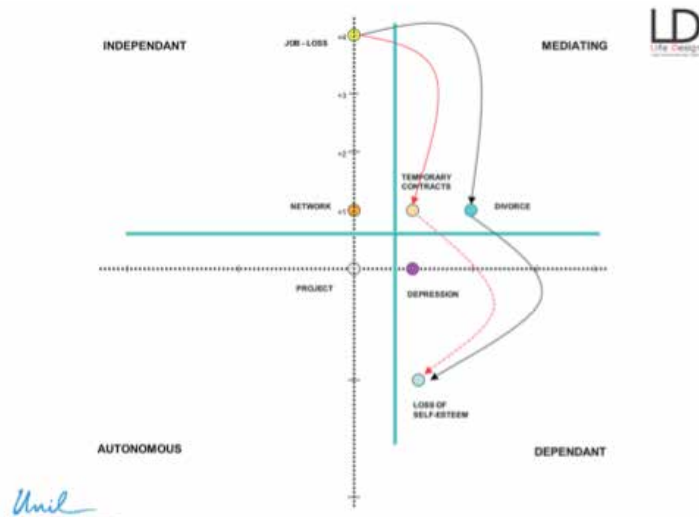


→	JOB - LOSS	DIVORCE	LOSS SELF-ESTEEM	DEPRESSION	TEMP. CONTRACTS	NET-WORKING	PROJECT	SUM (Y)
JOB - LOSS		+1	+1	+1	+1			+4
DIVORCE			+1					+1
LOSS SELF-ESTEEM						-1	-1	-2
DEPRESSION		+1					+1	0
TEMP. CONTRACTS			-1			+1	+1	+1
NETWORKING							+1	+1
PROJECT								0
SUM (x)	0	+2	+2	+2	+2	0	0	



First, all the relevant elements identified within the client's synthetic graph are used as entries in columns and lines in a simple cross-table. Second, with the support and guidance of the counselor, the client attributes his "weights" to the different arrows pointing to a given element (e.g. in Henri's case: the probability of "divorce" is enhanced by "job loss" and "depression". Is one or the other more important in Henri's perception? Here i.e., he attributed the same weight "+1" to both causes...). Third, sums of the weights for each column and each line are calculated. Of course this can be repeated as often as necessary, exploring all the different weightings or relationships, which seem "possible" to the client, in order to create his different "scenarios". As a consequence, the following 3rd phase has then to be completed also for each of these scenarios separately.

3. Finally, the real added value of contextual analysis appears with the third tool. Instead of taking some categorical or statistical defined "norm" as reference, the client's weightings are taken as they are. What becomes crucial then, is making visible a global understanding of the dynamics, in order to re-design these dynamics by choosing together the client the most efficient interventions, which are available.



First, all the elements of the previous cross-table are graphically represented on a new sheet, according to their coordinates, given by the sums of weightings for columns (x) and lines (y) (e.g. for “divorce” in Henri’s case: $x = +2$; $y = +1$). Second, the overall sums of the client’s weightings are divided by the number of elements for columns and lines (e.g. in Henri’s case: $\text{sum}(x) = +5/\text{elements (lines)} = 7$, results in 0.71 and $\text{sum}(y) = +5/\text{elements (rows)} = 7$, gives also 0.71). These values are then used as the client’s personal coordinates or references to appreciate his perception of causalities. Variables in the upper left part are seen as independent (causes), variables in the lower right part are seen as dependent (effects), whereas in the upper right part we find mediating variables and autonomous/irrelevant variables in the lower left part.

Looking again at the synthetic graph (our first tool), one might expect intuitively Henri’s “project” to be crucial to the solution of his actual problem. Our understanding of complex dynamics reveals that this is not the case. “Project” appears as “autonomous/irrelevant” variable within his dynamics. “Loss of self-esteem”, however, seems to be a central element in Henri’s perception of his actual situation and (together with “depression”) the major dependent variable of perceived dynamics by himself. Taking into account the mediating variables, one (“divorce”) reveals to increase “loss of self-esteem”, whereas getting more “temporary contracts” might diminish “loss of self-esteem” for Henri. Thus instead of reflecting upon abstract and potential future “projects” with Henri, we reinforced him to immediately get other “temporary contracts”

and thereby diminish further “loss of self-esteem”. As a final result, Henri did not divorce, became an independent and successful consultant for marketing of luxury goods, and more and more engages with pleasure in coaching younger colleagues...

5. Strategies for life-design

Efficient counselors usually do not apply theories strictly, but refer to their ‘intuition’. In fact, their ‘intuition’ refers to a holistic understanding of complex dynamics, which may be different for each client. Adjustments for ‘life design’ normally occur by changing simple ‘control parameters’ (Haken, 1990), such as time-limited career planning or professional projects, coping with external constraints (i.e. accepting time-limited contracts for our client described before) or ‘planned happenstance’ (Krumboltz, 2003). Usually counselors develop many adaptive ‘heuristics’ to facilitate assimilation of such ‘changes’ by their clients. The common feature of these ‘control parameters’ is their local scope and transient nature as dynamic ‘attractors’.

The tools described earlier in this article, might however also help to identify ‘order parameters’ (Haken, 1990) for some clients, who feel overwhelmed by the complexity of their lives, while others simply organize their experience according to their ‘professional identity’ or some (even multiple) other stable ‘attractors’. The common feature of these ‘order parameters’ is their relative stability and holistic scope, which implies major accommodations if they are to be changed.

Most of the current theories on career counseling, still neglect or ignore the dynamics of permanent self-organization of clients in interaction with their living contexts (see also Bandura, 2001). Self-organization is a process by which internal organization appears in complex systems without being guided or managed by an outside source. As one example, perceived quality of life as an emergent ‘order parameter’ within the co-evolution of a client and his ecosystem, might be seen at the same time as a result and a stabilizing constraint (‘slaving principle’) of this self-organization (Dauwalder, 2010).

Scientific psychology of the 20th century often used to separate people from their context. Research focused mostly upon stable ‘personality traits’ and ‘ability factors’ to find the best ‘person-environment-fit’ (Holland, 1997) or core, transferable or specific professional skills and competencies to refine diagnosis about employability and vocational guidance (Watts & Sultana, 2004). Today, counselors have to advice more and more on ‘processes’, such as survival strategies, individual adaptive heuristics and coping with bounded

rationalities for their clients. Frequently this also implies to adopt a broader dynamic perspective, including work-life balance (Hobson et al, 2001), social change (Vondracek et al, 2010) and transforming career counseling into comprehensive 'life-design counseling' (Savickas, 2012; Savickas et al, 2009).

Not enough attention, however, has been paid, until now, to the development of new tools or instruments for counselors satisfying their needs to cope with such a paradigm shift under everyday constraints. Contextual analysis allows for understanding people in their contexts, with perceived complex causalities and non-linear dynamics, engaged in continuous self-organization and thus adopting multiple and changing identities. It might even be seen as a modest tool leading to better controlled modelization of life-design interventions...

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Managing virtual environment for the needs of vocational guidance development

1. Introduction

Nowadays most of us can't imagine living without Internet and all the benefits which virtual environment brings. Internet and multimedia – these are elements omnipresent in our whole life. We use them for the needs of our work, education, private life. Most private and public institutions such as companies, schools, offices and even churches have their own internet pages which are used to communicate with the environment. Creating and using certain kinds of virtual databases, computer nets, using the intranet or extranet becomes more and more popular. It is hard to function in the contemporary world not using the modern technologies, in the field of virtualization in particular.

Institutions functioning in the contemporary social and economic conditions use virtual environment for several reasons. Firstly, being present in the net gives a chance to register in the customers' consciousness. Contemporary customers, young people in particular, have a habit of searching for everything in the Internet. There is a saying, often repeated by them: 'if there is lack of something in the Internet, it means that the given thing does not exist at all'. Such an attitude makes the companies and institutions exist in the net, giving them many possibilities, so to speak.

On the other hand, taking advantage of possibilities given us by virtual environment may contribute to a big improvement of many companies and/or institutions. Virtual databases, data-gathering platforms that we can have fast access to, using new technologies, in the context of association, searching for and matching some information, etc. – these are only a few examples of solutions which may streamline and facilitate work of a very structurally advanced organization in many respects. Moreover, such solutions make the communication between various units and institutions faster.

Virtual environment then is a field that can be used by many subjects, including institutions dealing with vocational guidance.

Before we move on to the presentation of specific arguments for proving this thesis and presenting virtualization forms of career guidance, it is essential to make a differentiation of basic terms within the range of aforementioned virtualization.

2. Virtual environment and its components

Virtual environment is a notion interpreted in various ways in literature. It does not have one, general and commonly accepted definition. It is often intuitively associated just with the Internet, but it is also interpreted as a broader notion. From a broader perspective, virtual environment is understood as: ‘multidimensional system of computer nets, applications, computers, their databases and information that due to its values and possibilities of usage by its users determines many changes in social and economic life (...). The key elements of virtual environment are:

- in the context of content – for example, multimedia, object and relational databases, aggregated and decomposed information, new information etc. (...);
- in the context of tools available for users – widely understood software, for example a system for content or customer relation management, searching tools, social platforms etc. (...);
- in the context of hardware – computers, smart phones, tablets, technologies of data transfer, Internet sub-domains, intranet, extranet etc. (...);
- in the context of conception – creating technological and information solutions which make interactions with a user easier, they are made available to be used and developed by its users, they help its users to manage information in virtual environment, and they even make taking a decision by its user automatic’.²

Considering the above, it results that virtual environment can be understood as a notion broader than the internet, which according to a presented definition constitutes an element of that environment. This article will concern the role played by virtual environment in vocational counseling, seen from a broad perspective. An analysis of a role played by the internet in this

² Cited, G. Mazurek, *Znaczenie wirtualizacji marketingu w sieciowym kreowaniu wartości*, Polontex Publishing House, Warsaw 2012, pp. 60–61.

respect will only be a part of our deliberations. Below we will focus on the following elements of virtual environment:

- first of all, our aim will be to provide information regarding the infrastructure and tools of virtual environment which can be used for organizational purposes, just to facilitate work of individual counselors as well as institutions dealing with vocational counseling (the analysis will concern tools and systems favouring knowledge and information management, systems facilitating the flow of information, as well as multimedia used to make vocational counseling more attractive).
- secondly, we will focus on introducing information concerning the possibilities that the Internet gives with regard to vocational counselling. Considering the fact that the idea of using the internet for present needs and development of vocational counseling is not a novelty in literature on the subject, and the attention has already been paid to that aspect,³ our purpose will be to supplement the meanings of vocational counseling, not just repeating the analysis made by practitioners and theoreticians of it. In this context we will focus mainly on new media – particularly a social and community marketing trend in the internet, as well as their impact on the course of a contemporary communication.

3. Virtual environment and its importance in vocational guidance

Key features of virtual environment are as follows: speed, multimedia and interactive nature.⁴ These elements distinguish virtual environment and decide about its attraction, and usefulness for many subjects applying that plane in realization of own plans.

³ Compared, among others, D. Kukla, *W kręgu profesjonalizmu doradcy zawodowego*, published by J. Długosz University, Częstochowa 2012; 214–228; E. Dzielnicka, *Samodradztwo przy użyciu Internetu – jak zacząć*. [in:] *Doradca Zawodowy* 2010 nr 12, p. 28–30; O. Łodyga, *Nowe technologie komunikacyjne w kontekście rozwoju zawodowego człowieka*, in: *Wielowymiarowość poradnictwa w życiu człowieka*, ed. Kukla D., Difin Publishing House, Warsaw 2011; D.A. Kubiś., *Komunikacja w doradztwie na odległość*, [in:] *Komunikacja w doradztwie zawodowym* ed. D. Kukla, published by Wyd. Instytut Technologii Eksploatacji – Państwowy Instytut Badawczy, Radom 2008; E. Podolska-Filipowicz, *Doradztwo zawodowe w internecie – możliwości i ograniczenia*, [in:] *Tendencje i wyzwania poradnictwa zawodowego*, (ed.) W. Duda, G. Wieczorek, D. Kukla, published by J. Długosz University, Częstochowa 2010; and others.

⁴ G. Mazurek, *Znaczenie...*, op. cit, p. 64.

These features perfectly become a part of vocational guidance (see chart 1). It can be assumed that using all possibilities that virtual environment gives in vocational counselling may contribute to the increase of its accuracy and attraction for the potential customer.

Chart 1. Features of virtual environment – their importance and possibility of application in vocational counselling

Importance of particular features of virtual environment	Importance of a particular feature of virtual environment in vocational counselling
SPEED	
<p>The speed of reaction to the signals coming from the surroundings. In virtual environment precision and relevance of information, as well as the speed of reaction (also in the context of gathering, updating and transmitting information) are the aspects which have a big influence on shaping successful relations between units on the market.</p>	<ul style="list-style-type: none"> – Virtual environment as a plane for a fast and convenient (both for an advisor and a customer) interaction, exchange of information and effective communication with a customer, faster reaction to the customer's needs – Virtual environment as a source of information for the advisor, serving as a fast way of broadening and updating own information – Virtual environment as a fast source of getting information about a customer (using the intranet – within one institution, the extranet – within linked institutions, by the way of programmes supporting advisors in information management)
MULTIMEDIA	
<p>Technological infrastructure gives a possibility of data and information transfer not only in the text form but also by the way of multimedia. Examples of multimedia usage in virtual environment are as follows:</p> <ul style="list-style-type: none"> – electronic documents together with attached applications, images, illustrations, video materials, sound; – video conferences; – multimedia databases; – multimedia applications with a transfer in the current time (i.e., virtual assistants); 	<ul style="list-style-type: none"> – visualization of information used in career counselling – as a way of making the process of vocational counselling more attractive (images, video materials, sounds, games etc.) – video conferences, webinars, trainings; – on-line sessions;

Importance of particular features of virtual environment	Importance of a particular feature of virtual environment in vocational counselling
INTERACTIVITY	
<p>Interactivity – a range within particular users, participants of virtual environment can modify the form and content of that environment in the real time. It should be emphasized that interactivity is a basis of a contemporary creation of values. Due to the interactivity of virtual environment we can talk about a new type of communication, so called symmetrical communication (everybody is a recipient and a sender at the same time):</p> <ul style="list-style-type: none"> – bidirectional; – multidirectional (from many to many); – social (net stores created by users themselves). 	<p>Exchange of information, observations, needs in a real time; on the following planes:</p> <ul style="list-style-type: none"> – Advisor-customer; advisor-customers; – Customer-customer; customers-customers; – Advisor-advisor; advisors-advisors; – Advisor-institutions; – Institutions-advisor.

Source: based on G. Mazurek, *Znaczenie wirtualizacji marketingu w sieciowym kreowaniu wartości*, Polontex Publishing House, Warsaw 2012, p. 60–71; compared widely also by L. Kiełtyka *Multimedia w organizacjach gospodarczych i edukacji*, Difin Publishing House, Warsaw 2006.

In the chart 1 (columns from the left) the most important features of virtual environment have been characterized. On the right there have been indicated possibilities that the aforementioned features create for vocational guidance in the context of its development and attraction for customers.

To make the said information more specific, it can be stated that other essential issues and challenges in vocational guidance are also: the speed and accuracy of reactions; increasing attraction for customers, for example via introducing multimedia and, what's the most important, interaction between various subjects involved in the process.

4. Speed

The speed of reaction to the customer's needs – it is a very important element of a vocational counselor work, regardless of a group the counselor is working with. It means the speed of reaction to the others' needs, among other things: in the context of establishing contact with a person seeking advice, giving feedback, as well as providing customers with suitable information regarding career. Such information should always be topical and relevant as far as changing conditions are concerned. In this context, the advisor (or a system

of career counselling in general) can take advantage of virtual environment in two ways:

- firstly, such environment can be regarded as a plane of a fast and convenient (both for the advisor and a customer) interaction, exchange of information, effective communication with a customer (be it on-line or off-line);
- secondly, such environment can be an ideal source of information for the advisor. It can be helpful in confirming and updating own knowledge regarding the labor market as well as the customer itself. Using the intranet or extranet the advisor can quickly get some essential information about the customer, for example when it comes to institutions such as Labor Office – information regarding courses that the customer had taken, opinions of a work mediator, a list of social security benefits that the customer gets from various institutions (with the use of extranet but complying with all the norms concerning personal data protection). Such coordination of information transfer that is possible due to the tools of virtual environment can make the action of the whole system of career counselling and other systems and institutions easier and faster (for example, Labour Office – City Social Welfare Centre, Volunteer Work Centre, School – psychological and pedagogical counselling service etc.). Gathering all the important information about the customer in one place to which we have a fast access can really facilitate advisor's work and contribute to customer's satisfaction in result. Creating a certain net of connections in vocational counselling that is possible thanks to the use of tools of virtual environment is an already considered.⁵ This idea complies with visions and demands of vocational guidance service indicated in numerous documents and literature dealing with that issue (chart 2).

⁵ Such a need was emphasized by prof. B.J. Ertelt during his lectures with students concerning a subject – Case management as of 05.2010.

Chart 2. Selected documents and publications calling for the need of vocational counselling virtualization.

Document/ publication	Selected guidelines
<p>Framework of activity of Lifelong Development of Competences and Career Qualifications</p>	<p>The resolutions refers</p> <ul style="list-style-type: none"> – ‘to the development of high quality guidance provision for all the European citizens, accessible at all stages of their lives to enable them to manage their learning work pathways and the transitions therein; – to the development at national, regional and local levels where appropriate, of better quality mechanism guidance services, information and products (including on-line services), particularly from a citizen/consumer perspective. – to seek to ensure effective co-operation and co-ordination between providers of guidance at a national, regional and local level in order to widen access and to ensure the coherence of provision, especially to groups at risk. – to creating new and already existing adaptations of European structures and activities (networks, work groups, programmes) related to the implementation of the above priorities’*.
<p>Council Resolution on better integrating lifelong guidance into lifelong learning strategies in Europe</p>	<p>‘Area 4-Supporting coordination of various national, regional and local partners and supporting coordination between them in order to making the effectiveness of the net of services available for everybody seeking advice better.</p> <p>It is possible due to:</p> <ul style="list-style-type: none"> – encouraging effective, long-term, national and regional mechanisms of coordination and cooperation between key partners providing lifelong guidance services; – facilitating coordination and cooperation via developing guidance at a national field of strategies within a scope of lifelong learning and labour market, considering a conception adopted by Member States; – supporting the policy of cooperation and a local net of services of lifelong guidance via a system of linked services which are effective and increase the access to services; – developing a common culture, including by means of quality assurance, among the various services responsible at local, regional and national levels’**.

Document/ publication	Selected guidelines
<p>Report on an outer pilot project supporting schools within the scope of vocational education and training***</p>	<ul style="list-style-type: none"> – coordination of various subjects related to guidance, as well as correlating vocational and educational guidance being realized by the education department together with guidance conducted by the employment department – supporting their cooperation; – building the net of vocational information⁶ – widely available for all students (worked out in an attractive and clear way) can facilitate taking educational and vocational decisions by young people, planning career at all levels of education***.
<p>GUIDANCE THROUGHOUT LIFE IN EUROPE- lifelong vocational guidance in Europe. The document of the Council of the European Union, and the Representatives of the Governments of the Member States, meeting within the Council in Brussels on 27–28 May 2004</p>	<p>In the document the attention has been paid to:</p> <ul style="list-style-type: none"> – ‘the need for flexibility and diversity of guidance provision including the use of innovative methodologies and technologies; outreach and related services to increase access to such services, especially in respect of provision for hard-to-reach young persons and adults and to overcome economic and geographical disadvantage. (...) – the importance of involvement of all potential partners at a national level (including social partners) in the whole context of vocational guidance services, as well as supporting educational institutions and providers of vocational guidance services (...). – the need for creating new and adapting already existing European structures and activities (nets, work groups, programmes) having relation with the implementation of the aforementioned priorities’****.

* G. Woźnica-Bańka, *Jak rozwijać lokalną sieć poradnictwa zawodowego?*, [in:] Internet website: http://www.doradca-zawodowy.ecorys.pl/index.php?option=com_content&task=view&id=111&Itemid=45

** The Council Resolution on better integrating lifelong guidance into lifelong learning strategies in Europe 21.11.2008, Internet website: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:319:0004:0007:PL:PDF>, as of 20.08.2012

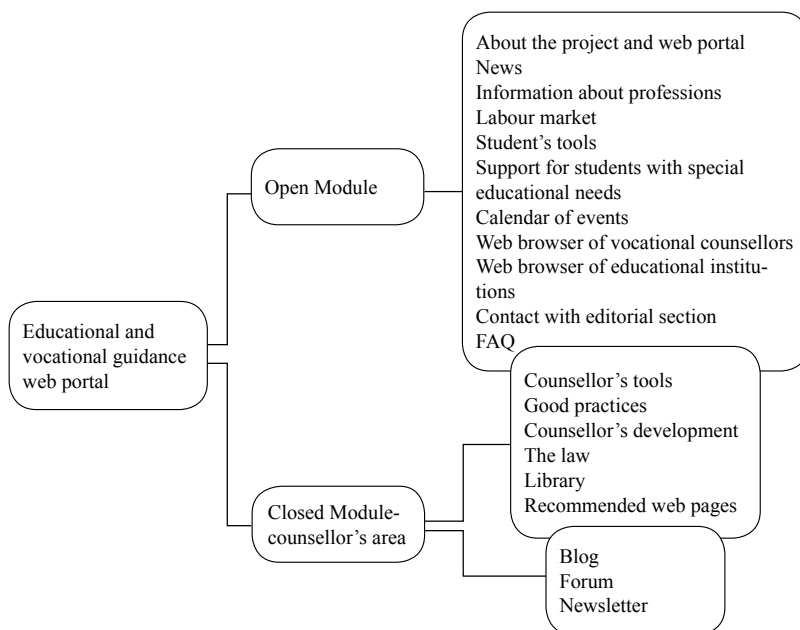
*** Gąsiorek R.; Karbowniak A.; Kukla D.; Lisikiewicz A.; Malinowska E.; Michalski R.; Oleksiak D.; Sulkowska O.; *Raport z pilotażu zewnętrznego wsparcia szkół w zakresie doradztwa edukacyjno-zawodowego*, KOWEZiU Publishing House, Warsaw 2012

**** Cited in: W. Kreft, *Europejskie trendy*, [in:] www.pppdwa.elblag.com.pl/Strona/DonLoad/europejskie_trendy.doc

Source: own materials

⁶ Compared, among others, ASM Research and Market Analysis Centre, Ltd., The Final Report on the project's realisation: the state and role of vocational guidance in selected districts of Warmian and Masurian provinces, Warsaw 2012; C. Pielok, *Poradnictwo zawodowe nowe zadania publicznych służb zatrudnienia*. [in:] *Służba Pracownicza*, nr 4/2004, p. 31.

Chart 2 presents selected documents and publications in which the attention was paid to facilitation or creation of a net of links among institutions of vocational counselling, or nets of information which are to facilitate a process of counselling targeted at an individual. It is worth mentioning that the said platforms, web portals or nets can be created in a way to be helpful to counsellors, the system of counselling itself as well as customers or individuals seeking advice. An example of such a net functioning in practice of vocational counselling in Poland is the net, a web portal created within a project: ‘Working out a Model of Vocational Counselling and the Internet System of Vocational and Educational Information’. The structure of that web portal the name of which is: ‘VOCATIONAL and EDUCATIONAL Guidance’ was created as a result of verification of needs of potential users – counsellors and experts dealing with counselling (based on research results). That web portal consists of two parts/planes: an open module – the access to which have all the users (including students and parents) and a closed module intended only for vocational counsellors (the scheme of a web portal, drawing 1).⁷



Drawing 1. The structure of educational and vocational guidance web portal

⁷ Compared, R. Gąsiorek; A. Karbowniak; D. Kukła; A. Lisikiewicz; E. Malinowska; R. Michalski; D. Oleksiak; O. Sulkowska; *Raport z pilotażu zewnętrznego wsparcia szkoły w zakresie doradztwa edukacyjno-zawodowego*, KOWEZiU Publishing House, Warsaw 2012, pp. 57–77.

Source: R. Gąsiorek; A. Karbowniak; D. Kukla; A. Lisikiewicz; E. Malinowska; R. Michalski; D. Oleksiak; O. Sulkowska; *Raport z pilotażu zewnętrznego wsparcia szkół w zakresie doradztwa edukacyjno-zawodowego*, published by KOWEŻiU, Warsaw 2012, p. 69.

The said web portal is an example of using possibilities created by virtual environment and a chance of using the net for the needs of development of vocational counselling. Such web portal can be a good example of a good practice and a confirmation of sense and need of realization of such activities – it was based on research of experts' opinions, practitioners of counselling who emphasized the importance and prestige of such activities.

5. Multimedia

The next feature of virtual environment is its multimedia nature – a feature that play an important role in increasing functionality and attraction of vocational counselling. Transferring vocational information and other important content will be more attractive if such content will include some specific forms of visualization (presentations, films, illustrations, webinars, video conferences, games etc.). Needless to say that such visualization should be adjusted to expectations and preferences of our recipients, for example vocational counselling addressed to children will differ in its form and content from counselling targeted at secondary school pupils, students or adults. An interesting form of visualization targeted at adults can be a video conference or a webinar while young user might be a bit bored with it.

It can be presumed that funny animations, interesting computer or internet games on the vocational subject will be met with enthusiasm by young people, fans of games, social web portals rather than more serious people, not keen on entertainment subject.

It has been observed on the basis of professional experience (vocational counselling targeted at students) that customers become more active during the process of counselling just when a certain form of visualization had been implemented. They usually react more enthusiastically to classes during which new technologies, films, presentations, interesting illustrations or computer tests have been introduced. They work most willingly when they can get involved, work actively and develop their competences (simulation games and possibility of solving virtual problems are very popular in this case). Multimedia is successfully used in vocational counselling targeted at young people. Max-Career⁸ game or a package of films titled „Kariera na Maxa”⁹ can be

⁸ <https://www.facebook.com/MaxCareer?fref=ts> as of 15.10.2013.

⁹ <https://www.facebook.com/maxcareerpl> as of 15.10.2013.

examples which, in addition, thanks to their presence at social portals serve a function of interactivity that is another feature of virtual environment (the issue will be discussed later on). At this moment it should be noticed that the said multimedia should be used to a greater extent in vocational counselling when it comes to adults. Featuring suitable presentations or films concerning, for example, methods of finding a job, preparing for an interview on internet websites of Labor Offices or special portals referred to the unemployed – that is what seems to us, an interesting form of facilitating and making vocational counselling more attractive.

Some other forms serving the said function could be as well:

- webinars,
- online trainings,
- online advice (of course, such advice could not replace any standard advice face to face but could serve a role of, for example, a form of counselling evaluation, ‘monitoring’ a situation after the advice was given – such an evaluation is often emphasized as an important element of counselling process),¹⁰
- creating thematic portals, targeted at a specific group of recipients which would include
- many multimedia solutions – films, presentations, simulations, virtual consultants, assistants (for example, referred to women coming back to the labor market, to the persistently unemployed, to the representatives of specific vocational groups etc.).
- presently similar functions are played by portals such as: Pracuj.pl; Kariera.com.pl – it is worth making them popular, also those related with hints concerning the subject of planning one’s career, not limited to looking for a job, and enriching such portals with additional, attractive for their users multimedia). An example of a portal targeted at a specific group of recipients can be a portal ‘doradcazawodowyzpisu’ which is addressed to schools in Sosnowiec facing a challenge of planning career.¹¹ This web portal contains educational and vocational information addressed to post secondary school pupils as well as their parents (the web portal is divided into a student and a parent module).

The students can read about, among others, a labor market (existing professions), requirements concerning exams, workshops organized at a local la-

¹⁰ Compared widely, among others, guidance targeted at solution in: B.J. Ertelt; W.E. Schulz, *Podstawy Doradztwa Kariery*, Narodowe Forum Doradztwa Kariery Publishing House, Warsaw–Cracow 2010, p. 159.

¹¹ <http://doradcazawodowyzpisu.blogspot.com/p/strefa-gimnazjalisty.html> as of 17.10.2013.

bor market or vocational trainings. Some information useful during job seeking (methods of finding a job, applications documents, forms of employment, types of employment contracts) as well as tolls needed in planning career. All the above listed web portals are examples of using virtual environment in transferring vocational information. Not all of them, on the other hand, involve multimedia, not all of them refer to interactivity which is another worth analyzing feature of virtual environment that should be exploited in vocational counselling.

6. Interaction

Interactivity defined as all forms of mutual communication, mutual influence of virtual environment users on each other, influence of which decides about the shape and form of that environment, is an aspect which seems to be essential in the context of vocational counselling and its functioning in virtual environment.

Exchange of information between a customer and counselor as well as between a counselor and a counselor, between a customer and a customer both in the bidirectional perspective (counselor-counselor; customer-customer) and multidirectional (counselors-counselors; customers-customers) these are possibilities of exchange of own reflections, observations, experiences (such an exchange always enriches and develops two sides of interaction) and needs (this in turn influences a better understanding of customers' needs – and adjusting the offer to their expectations, thanks to it).

Such interactivity is possible via the Internet with its wide scope of possibilities in the field of communication. This aspect should be particularly analyzed and considered by contemporary vocational counselling. It should be remembered that communication is a major and the most important 'tool' of work of a vocational counsellor, whose challenge is a sustainable development in the field of communication, both in the context of its content and form. The Internet is a communication plane which can be used by counselors in their work. All the changes and development of a contemporary Internet contribute to it as well.

6.1. Challenges issued to vocational guidance by information technology development

The Internet still gives new opportunities. In the past the only way of communication was a one way communication, and at the beginning the information was placed by IT specialists. Publication of information in the Inter-

net required knowledge about certain procedures, techniques etc. Therefore, users had to accept the content that was served to them. Together with the development of certain net solutions, technologies and improvements, publication of content in the Internet became easier, thus more people got a chance of expressing own ideas, for example in the form of blogs, microblogs etc. (Web.2). The possibility of publishing own reflections and commenting certain contents which appear in the net (be it internet websites or blogs) gave the users a chance of interaction, exchange of observations, reflections and opinions. That in turn gave us a possibility of having an indirect influence on public opinion, expressing own needs (towards companies, institutions), an active participation in public life. The evolution of solutions in this field broadened its range, resulting in creating social portals. Thanks to such portals we are able to create certain virtual communities, we have a better possibility of creating information in the net and influencing other subjects. Thus many companies take advantage of it to communicate with their customers; they give a possibility of expressing own needs both in bidirectional communication (company-user) and multidirectional (company – several users – communication: everybody with everybody).¹² Such changes present many challenges also for vocational counselling, giving many possibilities at the same time.

A growing number of the Internet users among various generations (both young people and generations 45+, and even 60+) is a fact issuing to counselling new challenges. According to Public Opinion Research Center report more than a half of adult Poles (56%) uses the Internet once a week, 60% of the Internet users looks through the Internet press job offers, 31% listens to the radio, 37% watches TV that way, 29% reads blogs, 47% communicates with other people via the Internet, 25% of users is active in forums or discussion groups, 14% plays games integrating various users of the Internet and 59% of users these are users who are at the same time active users of social portals (14% out of whom does it to be able to talk about interesting topics, participate in discussion groups; 8% looks for a job and wants to present themselves to potential employers, and 6% uses this form to establish business relations). 53% of adult respondents taking part in a survey felt that the Internet makes the world a better place, 60% intends to regularly use the Internet

¹² Compared widely in: D. Kaznowski, *Nowy Marketing*, VFP Communications Publishing House, Warsaw 2008, pp. 46–50; A. Miotk: *Skuteczne social media. Prowadź działania, osiągnij zamierzone efekty*. One Press. Gliwice 2013, pp. 20–29; <http://websoul.pl/blog/social-media-co-to-jest> as of 15.10.2013.

next year.¹³ Young people constitute the biggest number of the Internet users. More than ‘70% people aged 14–18 admitted that the Internet is the main source of information while learning and doing homework, and what they are encouraged to do – according to 52% of teenagers – by their teachers’.¹⁴ The said information should convince us that the Internet is a field to be adapted by vocational counselors as well. Distribution of their services should be adjusted to the needs and requirements of customers, so as to where and when they can and want to seek advice or get some vocational related information. Thus the counselors should ‘be’ in all the places where their customers are in order to be able to communicate with them in various ways. Both via unidirectional communication (publication of vocational information for the customer – with the use of multimedia) as well as bidirectional, and even multidirectional – with the use of social media (social and social networking portals). A big popularity of social networking portals is another aspect which may have a particularly big influence on vocational counselling development based on the use of the Internet. The results of research conducted among students of secondary schools ‘show that it is just participation in the life of internet communities created around social networking portals, after synchronic communication, the key activity of respondents in the internet environment. They definitely most frequently use Facebook portal – most of them have their Internet account and use it very often – every day or nearly every day (58,8%) or often (17,1%), while only 14,8% does not take part in the life of that community. Additionally, logging on to the social networking portal and checking out what their friends are up to these days, is an activity that the biggest proportion of respondents starts a day with (35,3%)’.¹⁵ These results refer to students from secondary schools, but we can generalize them when it comes to other groups of users of the Internet. A big activity of the Internet users in social networking portals indicates then that probably it is a field that should be used for the vocational counselling services. According to Meerman Scott ‘social media provide the Internet users some tools which enable them to share information, ideas, thoughts, and relations in the Internet. Social media, contrary to traditional media, enable them to make comments and create or cooperate in creation of content by every Internet user. Social media

¹³ An announcement by Social Opinion Research Centre: „Korzystanie z Internetu”, Warsaw 2012

¹⁴ Internet website: <http://media2.pl/telekomunikacja/106195-Mlodzi-Polacy-nie-wyobrazaja-sobie-zycia-bez-internetu.html> (as of 15.10.2013)

¹⁵ D. Kwiatkowska, M., Dąbrowski, Nowoczesne technologie w rozwoju uczniów szkół ponadgimnazjalnych – research results, [in:], E-mentor nr 3 (45)/2012

can have a text, audio, video, image or social networking form.¹⁶ Such portals create a possibility of multidirectional communication – that means a fast transfer of information and interaction with many users who can shape such information in a real way.

‘Social media is (only) a mean of transfer and a subject to social control which can be used in communication to any extent, including both the content of transfer and possible points of view referring to that information. It arises directly from social media nature that is distinguished by a dialogue, polemics, discussion, exchange of views and a socially realized analysis of a relation itself as well as form, scope or character of presented information’.¹⁷

Apart from a quick possibility of getting to many respondents, social networking portals enable an active participation of their users, their involvement in creating reality, exchange of information, experiences, mutual motivation to activity. Thanks to all of that, more subjects can be involved in the process of counselling, thus becoming counselors to each other. A counselor can draw on such solutions, learn some interesting things, for example about their customers’ needs as well as it can be an ideal way of evaluation and an assessment of own work. In the chart below there are presented selected types of social media services which according to us could be reasonably used in vocational counselling.

Chart 3. Selected types of social media services

Blogs – it is a type of internet service used for sharing opinions, experiences and observations on the given subject. It is also a form of sharing one’s knowledge of a certain field. This form enables interactivity, among other things, due to a possibility of adding comments.

Blogs enable placing some profession-related contents, educational and vocational information, and other. Thanks to sharing own experiences, their creators can inspire other people to think over many important (from the point of view of shaping attitudes towards work and planning professional career) aspects. Users of blogs have a possibility of placing comments, asking questions – this can be an inspiration for vocational counselors (for more information on blogs used in counselling see below).

¹⁶ D.M. Scott: *The New Rules of Marketing and PR: How to Use Social Media, Blogs, News Releases, Online Video, and Viral Marketing to Reach Buyers Directly*. Wiley. New Jersey 2010, p. 38.

¹⁷ <http://networkeddigital.com/2010/04/17/definicja-social-media/as> of 18.10.2013

Services for sharing documents – they enable to publish various reports, presentations and documents leaving some space for evaluation and comments.

Counselors can use this form to transmit information on vocational topics to the customers, as well as share some interesting materials between counselors and other people involved in the process of vocational counselling.

Forums and discussion groups – they ensure a possibility of simultaneous discussion on certain topics (for example: Wizaz, Forum).

Counselors can use such forums to gain some information on present needs, dilemmas, problems of various groups of customers. They can actively participate, playing the part of experts.

Opinion services – web portals for collecting users' opinions about certain products, a person or a service; they can be used for exchange of recommendations; examples of such services are: GoldenLine, Znany Lekarz, Ocen.pl – a ranking of university teachers.

Creating a service a purpose of which would be collecting opinions on vocational counselling subject or work of particular counselors can have a positive influence on quality management of vocational counselling in Poland. It can be used to make a diagnosis of customers' needs and preferences.

Web portals – services the purpose of which is informing about news; they function as social networking service at the same time.

Counselors can present information which can appear in such web portals (for example a bookmark such as Praca i Kariera – Onet.pl web portal). They can also treat information appearing in web portals as a source of the latest information while comments placed under articles as information about the moods and needs of customers.

Services of citizen journalism – services which enable to place and publish various contents and articles concerning different topics. Such articles are often similar in their form and content to the experts' articles.

Counselors can use this form to share their knowledge or views with others (for example, a local labor market etc.)

Services informing about events – services which function is to promote various public events, for example interesting workshops, trainings, fair or some other events.

Counselors should monitor such services in order to be updated, to get to know about all important events (such as fair, the stock market etc.). They can inform others about such events too.

Social Networking Services – they enable to establish and keep contacts as well as transfer information and multimedia (games, audio links, video, photo, other links) among various users (in a private form as well as in a forum)

More about social networking services and their possibilities for counselors, see below).

Ask a question services – they are created to make possibilities of practical exchange of information.

They can be used to communicate between a counselor and a customer, a counselor and other counselors, a counselor and employers etc.

Source: A. Miotk: *Skuteczne social media. Prowadź działania, osiągaj zamierzone efekty*. One Press. Gliwice 2013, pp. 20–29; compared by D. Kazanowski: *Nowy marketing*. VFP Communications Publishing House, Warsaw 2009, p. 97.

Many types of social media presented in the above chart can successfully be used (and already is) in vocational counselling. In the net there are blogs on such subject.¹⁸ Analyzed by us, for the needs of this publication, blogs related to vocational counselling are of a bigger or lesser interest, what comes from the fact that they are attractive for their users (considering the content, visualization or being described above multimedia). It can be observed that they generally arise interest among respondents who actively comment on certain entries and use blogs as a plane creating a possibility of interaction with a vocational counselor (the comments included also opinions and questions addressed to counselors). It is a confirmation of the fact that the Internet, and social media in particular is also a plane for vocational counselling and realization of tasks. Involving users of the Internet in the mutual interaction,

¹⁸ Compared, among others <http://doradca-zawodowy.com/o-blogu/as> of 19.10.2013; <http://kno-koweziu.pl/blog/entry/e-doradztwo-zawodowe.html> as of 19.10.2013; <http://profesjonalny-doradca-zawodowy.blogspot.com/as> of 19.10.2013; <http://www.idkowiak.pl/aktualnosci/blog/as> of 2013; <http://wymiarokarier.pl/poszukiwanie-pracy-przez-media-spolesnoscowe-e-book/s> of 19.10.2013 and Inn.

exchange of experiences, views and, what's most important, motivating users-customers to ask questions (thus expressing their needs within knowledge and information broadening) is a task for contemporary vocational counselors within their communication competences.

Presence of a vocational counselor in social networking portals is an important issue because of dynamism of changes and widening the scope of media use in the contemporary world. Using that type of web portals we can learn a lot about present trends, changes in the world, and that can be precious information for a vocational counselor – a person who works with some other people every day, thus has to do with another person's outlook on life. Knowing its origin, a wider context can be helpful at work. Generally speaking a counselor should keep up with the times, follow trends and even set them.

A counselor should be aware of the way the social networking media is used by their customers and by other subjects too (towards whom a counselor or customers are dependent from). It is worth knowing to what extent social media is used, for example during a recruitment process or a selection of employees,¹⁹ and the way the customer can use such media while looking for a job.

The Internet, and social networking portals in particular, is a bottomless pit, so the task of a counselor is to moderate certain discussions, commenting on contents, redirecting users to the appropriate information. This can be done by, for example, directing the users to interesting links of valuable web portals, articles, any other content and encouraging others to do the same.

Such a form of communication can be used to transfer professional information to other users, to activate them or to increase their involvement. The user can feel as 'an author' of defined content that is later on transferred to others, therefore, the user can feel more involved when it comes to issues related to the development of self-career. Transferring certain 'burden' to create the content onto other users can help to identify and motivate them to become active as well as it can bring many benefits to a counselor himself, for example it may broaden his/her knowledge (maybe some other users will find and offer interesting contents which will be a source of inspiration for the counselor himself). Making observations of the activity of the Internet users, social networking web portals in particular, it can be noticed that many of them actively take part in numerous discussions, make comments, get in-

¹⁹ Compared widely, among others in: P. de Pourbaix, Portale społecznościowe a branding personalny, *Zeszyty Naukowe* 2011; internet website: <http://www.kluczdokariery.pl/twoja-kariera/jak-znalezc-odpowiednia-prace/szukanie-pracy/art,5,twoj-profil-twoim-cv.html> as of 19.10.2013

volved in various types of competitions or social networking games. Making an analysis of so called 'likes' that is the number of people 'familiar with' fun pages of vocational counselors (or firms dealing with vocational counselling) it can be noticed that most people more actively comment on or observe pages which apart from typically informative content include also some forms of the respondents' activation (for example, those which inspire them to start a discussion in a forum or competitions) and multimedia elements (films, photos, animations).

Summarizing, we can list a number of possibilities that the Internet and new media offer to a counselor. They are as follows:

- quicker reaction to the customer's needs;
- a possibility of a better identification of the customer needs, a direct exchange of information with others, mutual mobilization of others to become active;
- a possibility of getting to a big number of people simultaneously, at a present time;
- a possibility of information exchange with other counselors (also globally, for example, with counselors from other countries) – thanks to it a counselor broadens his/her own competences and knowledge;
- a possibility of creating the net of contacts (with other counselors, customers, employers – what can really be important from the work mediation point of view);
- a possibility of building loyalty and involvement of users;
- unlimited use of multimedia;
- a possibility of promoting one's services in the net.

But we have to bear in mind that community media and a possibility of unlimited exchange of information given to their users (including anonymous and not checked information) brings much threat as well. Uncritical promotion of the internet and social media would be a mistake here. The attention should be paid to the obstacles brought both by social media, the internet in general, and analysed above, other elements of virtual environment.

7. Threats resulting from virtual environment management in vocational counselling

Apart from numerous possibilities offered by the Internet and virtual environment (in a broad sense), they also bring many threats in the contemporary world, which a vocational counselor should be aware of.

Information management, the flow of content (including information about a client, important documents etc.) in an electronic way may facilitate both the counsellor's work as well as many institutions' work, but it may also be related to many threats and barriers, such as technical ones. Replacing paper documents by only electronic ones is a controversial issue. Every system failure, or even a power supply failure causes that we can't use the data, and even we can irretrievably lose it. Thus a digitalization of documents becomes an alternative. After all, the process of digitalization itself means more work for the institutions, but on the other hand it facilitates the operation of other system elements.

The issue of information, data and documents circulation electronically, gathering them in databases, making them accessible to other institutions or other counselors via the intranet or extranet, arises some reservations related to the aspect of personal data protection. Every 'outflow' of data, making it accessible to unauthorized persons would be a big problem. We should remember that there are various forms of coding and content's protection which have to help certain people or institutions. Taking advantage of conveniences created by virtual environment it would be possible to create a system which would make gathering information and accessing such information only to those authorized persons. For example, the access to the same, selected content (using an adequate password) could get the following persons: a social worker – a vocational counsellor – a work mediator.

Multimedia used in the counselling process is an element which makes the transfer more attractive and develops the recipients' attention. It is important to accurately use it. There a likelihood of occurring a threat that certain counsellors may use some forms and multimedia tools as a replacement of their work. Projection of a film, turning on a computer game is an easy way of giving a piece of advice, however it is hard to call it advice at all. Every tool used in the counseling process (be it a group or an individual process) should be adjusted to the recipients' needs, and besides it should be discussed in detail, its aims and functions should be presented, and then it should be commented on or followed by a discussion.

Multimedia can't replace the vocational counsellor's work, exempting them from a requirement to be prepared for their work – it may happen if somebody is inadequately prepared for work (the lack of qualifications in a counsellors' profession, resulting from 'freeing' that profession is a separate problem on the counsellor's service market – solutions within the scope of multimedia may be of big importance in this case). On one hand, multimedia is a tool making the counseling process more attractive (persons with poor

qualifications can use it too), on the other hand if it is used chronically and wrongly, it may paradoxically lower the quality of a counsellor's work.

A threat may also be a transfer of communication in terms of a client – a counsellor into the net. A virtual contact with a counsellor during, for example, online trainings, webinars or a contact in the form of a 'follow-up' in order to verify the effects of advice, presenting the clients' achievements etc. is, as we have tried to prove above, a valuable convenience. We shouldn't have a feeling that online communication can replace a standard professional piece of advice. A lack of face to face contact with a client, in case of vocational counselling, will never be actually replaced by anything. Online contact does not favour building lasting relations or developing confidence. Firstly, there is always a distance, we are not sure (both the counsellors and the clients), who is 'on the other side' and whether that person is reliable or not. We can't interpret emotional states of the client – the way we can do it during a direct communication (verbal and non-verbal). It is difficult to define a level of effectiveness of virtual advice – whether the client feels satisfied or not, or maybe he/she is still bothered by something (observing the client by an experienced counsellor during their face to face meeting enables the counsellor to draw such conclusions). Since the professional advice always requires adequate relations, openness and involvement – the online advice can't be a good substitute of a face to face meeting.

Communication in the net causes also the risk of uncritical acceptance of any content appearing in the internet (especially by young people). Unfortunately such content is often placed anonymously, or by unreliable users. The circulation of untrue, frequently populist, vulgar information may damage vocational counselling.

Being aware of both chances and threats, our target is not to uncritically promote the internet, as a substitute form of a face to face advice, but as a form which can supplement advice in the real world. We do not call for a replacement of other forms of advice by multimedia, or digitalization of documents. It is worth considering what chances virtual environment unfolds (including the internet) for vocational counseling. Thanks to it we can contribute to the development of counselling and an increase of its effectiveness.

8. Conclusions

To sum up, we can admit that a widely understood virtual environment creates many possibilities of vocational counselling development both In the context

of the whole system facilitation, influencing its quality,²⁰ but also making the activity of individual counselors more professional. The task of vocational counselling is to follow the latest trends, and even setting them. It concerns both content and the form of vocational counselling process. A counselor whose purpose is to support his/her customers in taking professional decisions should perfectly be knowledgeable in the surrounding reality. It is worth observing that counselling is a process that has to support a customer, and in consequence it should be planned and realized for the customer, orientated to the needs of customers (in the context of the content of the counselling process and its form). Contemporary, undergoing fast changes reality issues new challenges but at the same time it brings new possibilities. Taking advantage of these possibilities is a key to the development of vocational counselling in Poland.

9. Summary

The aim of this article is to present the role played by virtual environment in its full meaning (i.e. in the context of content, tools, infrastructure and the concept of the said environment) for vocational counselling and improvement of its quality. The article describes features of virtual environment (i.e. speed, multimedia and interactivity) and the importance of them for the quality of vocational counselling. Special attention has been paid to the role of the Internet, social media in particular, in the contemporary communication in vocational counselling.

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²⁰ One of the factors considered while examining the quality of institutional guidance is the simplicity of service understood, among other things, via 'making available some devices to customers – enabling self-service', compared widely by A. Kargulowa; B. Wojtasik, *Badanie jakości poradnictwa*, [in:] *Jakość w poradnictwie zawodowym. Zeszyt Informacyjno-Metodyczny Doradcy Zawodowego*, published by Ministerstwo Gospodarki i Pracy, Warsaw 2004, p. 25.

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Olga ŁODYGA

Selected aspects of ICT tools usage in the labour market

1. Introduction

ICT tools have become universal in our life. They open up numerous possibilities in the areas of: communication, information transfer, accessibility of text and multimedia materials, entertainment, building internet societies, education and the labour market.

2. Key competences

Competences are defined as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment.

There have been defined eight key competences:

- communication in the mother tongue,
- communication in foreign languages,
- mathematical competence and basic competences in science and technology,
- digital competences,
- learning to learn,
- social and civic competences,
- sense of initiative and entrepreneurship,
- culture awareness and expression.²¹

The key competences are considered equally important, because each of them can contribute to a successful life in a knowledge society. Many of

²¹ *Key competences for lifelong learning – European Reference Framework*, Luxembourg: Office for Official Publications of the European Communities, 2007, p. 3.

the competences overlap and interlock: aspects essential to one domain will support competence in another. Competence in the fundamental basic skills of language, literacy, numeracy and in information and communication technologies (ICT) is an essential foundation for learning, and learning to learn supports all learning activities.²²

School education is an introduction to social and occupational activity of a contemporary man. Presently a strict division into general education and vocational education seems to be groundless. It results from fast changes on the labour market and a necessity for a multiple change of work and profession of an individual. A contemporary worker should be flexible and ready for functioning in the changing labour market. Thus skills and competences are of a bigger importance than having a formal education. Many times a non occupational activity becomes a field of one's other occupational activity. In reference to that, developing key competences should be considered as an element of lifelong career development.²³ That is why it is worth looking at key competences from the perspective of an individual's occupational activity.

The author concentrates on an analysis of digital competences as well as sense of initiative and entrepreneurship competences.

3. Digital competences

We live in a digital society, so digital competences are essential to function in a contemporary computerized world. Effective usage of ICT by a contemporary man – these are the minimum of skills necessary to properly communicate in a working and private life. There is a question, however, how to check one's digital competences and define the range of requirements at various levels? The answer is – The European Computer Driving Licence (ECDL).

Aims of ECDL:

- upgrading the level of computer skills of those employed and intending to take a job,
- Increasing the work output of all employers who use computers at work,
- Enabling a better usage of expenditure on IT,

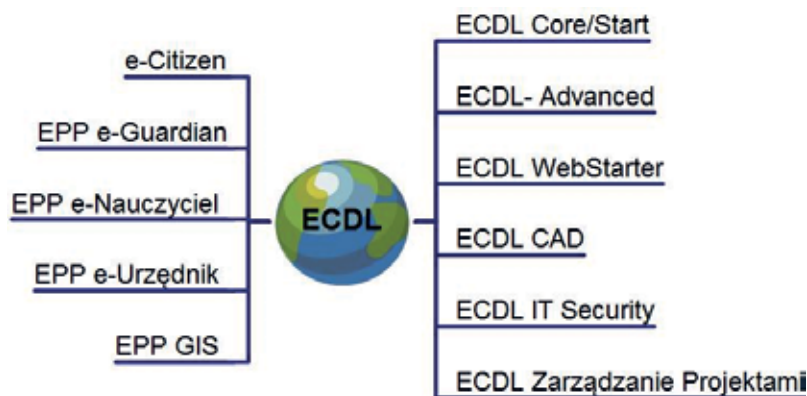
²² Ibid.

²³ Łodyga O., *Rozwijanie kompetencji kluczowych uczniów w kontekście planowania kariery zawodowej (na przykładzie projektu „Uczeń online”)*, [in:] *Przemiany poradnictwa zawodowego na gruncie polskim i europejskim*, joint publication, ??? published by Jan Długosz University, Częstochowa 2013, p. ??.

- Understanding the need of getting oneself into the habit of working with the computer in order to ensure high quality of its results.²⁴

The European Computer Driving Licence – ECDL is an international document which verifies digital competences:

1. At a basic level – ECDL Core (7 modules: Basic concepts of Information and Communication Technology (ICT), Using the Computer and Managing Files, Word processing, Spreadsheets, Using Databases, Presentation Tools, Web Browsing and Communication (Internet and Email) or ECDL start (selected 4 out of 7 ECDL Core modules),
2. At the advanced level – ECDL Advanced (4 modules to be chosen: Word processing, Spreadsheets, Databases, Presentation tools),
3. Within a broad scope of security issues of ICT usage, it is targeted at an average user of ICT environment either at home or in an office – ECDL IT Security,
4. Within the scope of having basic skills to use the tools of HTML to design internet websites and web services – ECDL WebStarter Certificate/Web Editing,
5. Within the scope of having basic skills to use the CAD tools to create 2 dimensional (2D) drawings – ECDL CAD
6. Within having a basic theoretical knowledge and practical skills on the subject of project management (research projects, building projects, It projects etc.) – ECDL Project Planning.²⁵



Drawing 1. ECDL Certificates

Source: own materials

²⁴ <http://www.ecdl.pl/content/o-ecdl>, [10.08.2013].

²⁵ <http://www.ecdl.pl/category/ecdl/programy>, [4.08.2013].

Additionally, certificates verifying specialized competences or those directed to specific target groups: EPP e-Clerk (designed to verify basic computer skills of all persons working in public administration), EPP e-Teacher (monitored by the Polish Information Processing Society in order to engage teachers in developing their level of usage of ICT in their educational work at school as an institution of a digital society), EPP GIS (it is a certificate to verify that its holder gained and can practically use specific knowledge in the area of Geographic Information Systems), EPP e-Guardian (a certificate which verifies basic technical competences in the area of computer protection against an unauthorized access and users' safety, in particular children and young people to safeguard themselves from Internet threats), and e-Citizen (it enables the user to get the most out of the Internet and use the basics of computing without knowledge of computers, especially for persons threatened by digital exclusion).²⁶

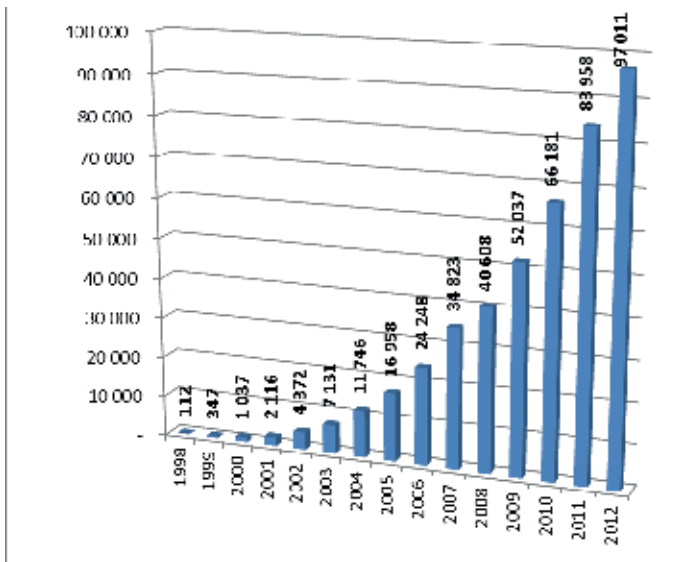


Chart 1. The number of issued ECDL certificates in Poland (all types of certificates in total)

Source: Pulwarski J., *Certyfikaty Polska*, materials made available by the Polish ECDL Bureau.

In Poland there were issued 100,000 ECDL certificates (all types of certificates in total) until May 2013.²⁷

²⁶ <http://www.ecdl.pl/category/ecdl/programy>, [4.08.2013].

²⁷ Data made available by the Polish ECDL Bureau, May 2013

Within the last few years there can be observed a sudden increase of ECDL certificates issued (Chart 1).

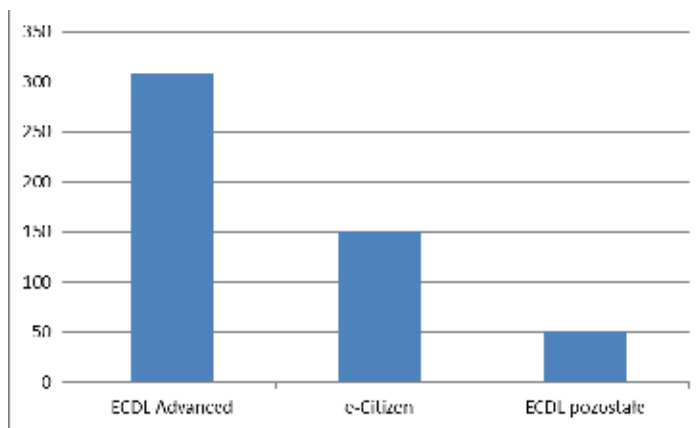


Chart 2. Number of ECDL and ICDL certificates issued in the world (in thousands) – May 2013

Source: own materials on the basis of data made available by the Polish ECDL Bureau

There were issued more than 11 million ECDL and ICDL certificates (International Computer Driving Licence is an equivalent of ECDL, issued outside Europe) in the world. Out of which over 10, 5 million these are ECDL Advanced certificates – more than 300,000 or e-Citizen – around 150,000. The rest are around 50,000 ECDL certificates of other types in total (Chart 2).

ECDL certificates:

- verify digital competences,
- enable to upgrade one's digital skills,
- they are recognizable worldwide.

4. Developing key competences – gamification

To develop the key competences there are various educational activities being realized, including projects at different educational levels with the use of ICT (multimedia, internet courses, computer games).

Language games make communication in foreign languages easier. Learning a foreign language with the use of a computer game can be nice and effective. Taking all of that into consideration, the authors of games offer language games for children and teenagers. An example of interesting language games are games in the web portal Yummy... play with language (Drawing 2).

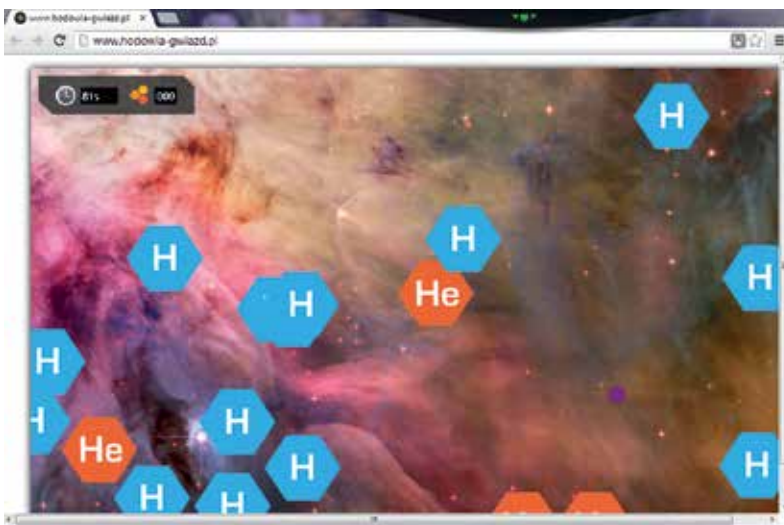


Drawing 2. A catalogue of games in a web portal yummy.pl

Source: <http://www.yummy.pl>

Games are directed to various age groups, from nursery school pupils to lower secondary school pupils. Games help to exercise vocabulary, pronunciation and guess the context of various foreign phrases.

Basic ICT competences can be developed via the offer of gamification to teenagers within the area of mathematics and natural science. An example can be a game Star farming (Drawing 3).



Drawing 3. Game – Stars farming

Source: <http://hodowla-gwiazd.pl>

In the process of teaching the issues of entrepreneurship, there is a demand for illustrating the most important phenomena with the use of active didactic methods. An example of tools which can be used are stimulation games that represent dynamic models of discussed economic phenomena.²⁸

Economic games enable to develop competences in the area of sense of initiatives and entrepreneurship. The game A small production enterprise was created within a project ‘To be enterprising – learning via action. An innovative programme of teaching entrepreneurship in post-secondary schools’ realized by a pwn.pl (Ltd.company) together with Wrocław University of Economics and Vienna University of Economics and Business.



Drawing 4. Games in the web portal To be enterprising

Source: <http://portal.bycpredsiobiorczym.pl>

The game A small production enterprise is a team game for a few or ten or fifteen teams of several people. Each team plays a role of an owner of a company and manages a small bakery. All teams (bakeries) function on a mutual market, offering the same products and operating in the same conditions. The game is divided into rounds. In each round the team has to take the following decisions:

- agree on the production quantity (how much bread of each kind to bake),
- set the prices (how much the bread and rolls will cost),

²⁸ Łodyga O., *Gry symulacyjne w nauczaniu przedsiębiorczości*, [in:] *Rola informatyki w naukach ekonomicznych i społecznych. Innowacje i implikacje interdyscyplinarne*, 2/2012, edited by Z.E. Zieliński, published by WSH im. B. Markowskiego, Kielce 2012, p. 9.

- decide about the marketing financial outlays (how much to spend on marketing),
- the choice of the taxation form.

The aim of each team is the maximization of profits, that is earning as much as possible in the defined period of time. The number of round and the time of each round is set by the teacher. Information is visible on the main screen. The teams compete with each other in order to achieve the largest profit. The winner is the team which collects the most money on their account.



Drawing 5. A small production enterprise – production

Source: <http://portal.bycprzedsiebiorczyzm.pl>

The teams take decisions regarding the number and choice of assortment of produced goods (Drawing 5). During the game, each team can take out a loan to finance its activity. The amount of loan depends on the money earned, that means that a team can't take out more than it is in the account. The interest rate of a loan is changeable and calculated in each round (Drawing 6).



Drawing 6. A small production enterprise – loan

Source: <http://portal.bycpredsioborczy.pl>



Drawing 7. A small production enterprise – taxes

Source: <http://portal.bycpredsioborczy.pl>

In each round the players can choose the form of taxation – income tax or flat-rate tax.



Drawing 8. A small production enterprise – marketing research

Source: <http://portal.bycprzedsiebiorczym.pl>

The team can allot some money to marketing activities in relation to promotion of their goods/products (Drawing 8). In order to get more information about the market it is possible to buy the market research from an advisory firm/company. The market research is the research prepared by specialists including information which is not generally accessible to all teams (Drawing 9).



Drawing 9. A small production enterprise – market research

Source: <http://portal.bycprzedsiebiorczym.pl>

In order to make an analysis of games usage concerning the topic of entrepreneurship in post-secondary schools there was a research carried out among teachers and students from schools in Lower Silesia, taking part in an inno-

vative project ‘To be enterprising – learning via action. An innovative programme of teaching entrepreneurship in post-secondary schools’ in the school year 2011/2012. It is worth paying attention to the following aspects related to using games in teaching entrepreneurship at schools:

- simulation games are not widely used didactic method in the post-secondary in education,
- at school the didactic process is to a large extent based on
- memorizing and doing tests, and not on developing skills,
- teachers do not have a possibility of introducing games during classes because of overloaded syllabuses
- some games require adjustment of the lesson plan (two hours altogether) in order to play them during classes
- in case of computer games such as presented above, there is a need for a computer lab, and that is not always possible because of organizational reasons,
- in many cases teachers are not qualified to use this teaching method,
- teachers taking part in the project prefer tools the use of which takes little time but at the same time the teacher gets feedback concerning the actions and progress of a student,
- games are very popular and consider them to be an attractive tool, enhancing their involvement and interest in the lesson subject,
- the aim of the games can be solving a specific problem, exercising specific attitudes or learning new skills,
- shaping enterprising attitudes and appropriate preparation of students to function in the social life is possible thanks to practicing skills.²⁹

5. Promoting knowledge about the labour market

In the last decade the importance of educating workers and potential employees within the area of their mobility on the labour market has been emphasized. Thus there is a necessity of presenting the key terms and documents from that field. Promoting knowledge about the labour market can be done in different ways, and educational internet games can be an example of such activities. One of the examples is a game called KRKlot (Drawing 10).

²⁹ Łodyga O., *Gry symulacyjne w nauczaniu przedsiębiorczości*, [in:] *Rola informatyki w naukach ekonomicznych i społecznych. Innowacje i implikacje interdyscyplinarne*, 2/2012, edited by Z.E. Zieliński, published by WSH im. B. Markowskiego, Kielce 2012, p. 19–21.



Drawing 10. Game KRRKlot

Source: <http://www.kwalifikacje.edu.pl/pl/gra>

The game KRRKlot was created in a project entitled ‘The development of terms of reference for the implementation of the National Qualifications Framework and the National Qualifications Register for lifelong learning’ chaired by Educational Research Institute.

The principles of the game was an attractive combination of entertainment (elements of agility) and education (a quiz included in the game). The target group is: persons entering the labour market and those already working, so all those interested in the subject of the labour market.

The game introduces the issues of the labour market and planning professional career in an unconventional way. The participant of the game has to collect a required number of qualifications at each level (there are 8 levels) in the defined period of time. Each level ends with a quiz concerning the labour market and education. The quiz questions concern the labour market and education, and the level of difficulty depends on the level they are displayed. There are 1200 points to be scored in the game. The game was published on Facebook in the IBE (Educational Research Institute) KRRK (NQF) profile and on a web page of IBE KRRK (NQF). In the period of March-April 600 people played the game. Some participants published their score in a ranking (only 140 players), the others published only the best score, and the rest did not publish their score at all. The game enjoyed the greatest popularity on Facebook. It was related to a competition that was started just after the game’s premiere. The competition consisted of 11 round of the game, each round

lasted one week (from Monday to Saturday). In each of the rounds 3 best scores of the week were awarded. There can be a diversity observed of the best scores in the particular weeks, what can prove that the element of rivalry among participants played an important role. Besides, there were noted down an increased number of logs on into the game on the last day of the round, that is on Saturday. There can be observed a growing tendency taking into consideration the best scores in the particular weeks.³⁰ Three best scores in the period of 4–10 January are as follows: 598, 602 and 654; and in the last week of 22–28 April: 1163, 1189 and 1192. The best score in the competition was 1195 points scored in the period of 8–14 April (Chart 3).

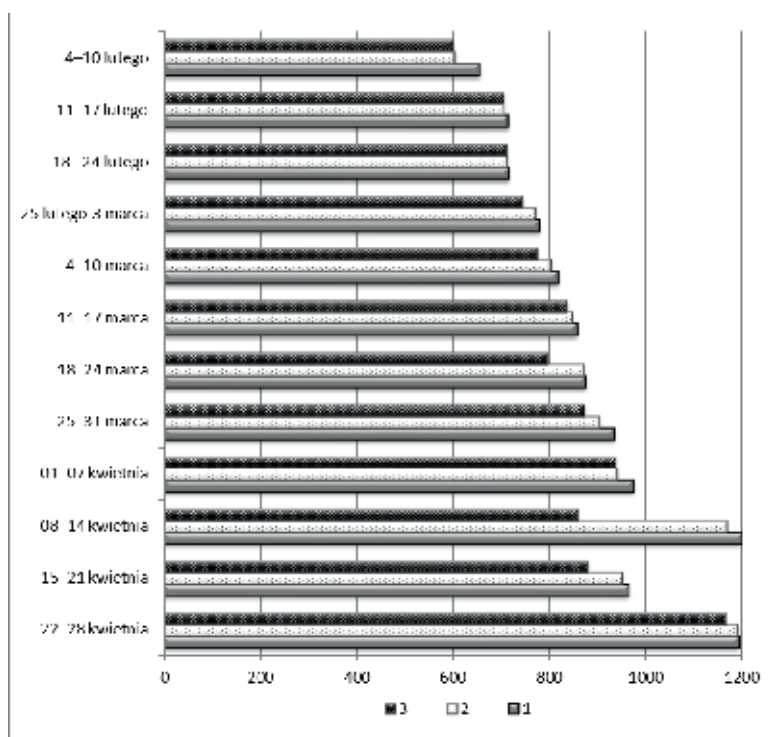


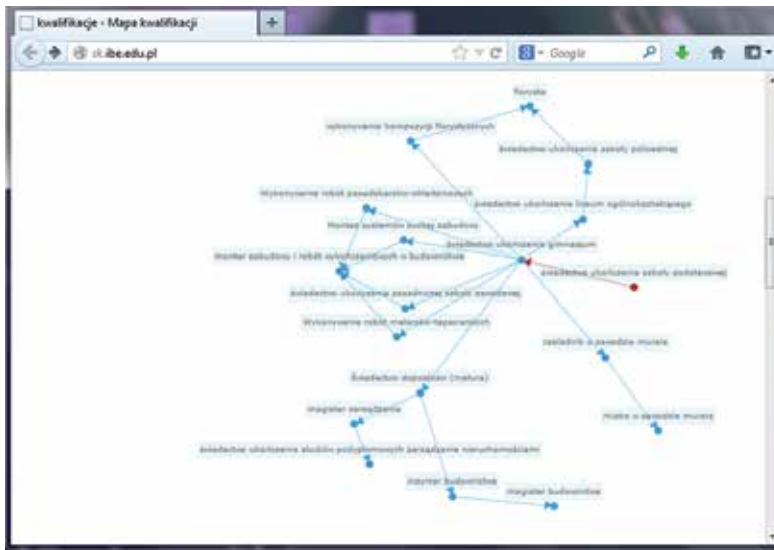
Chart 3. Game KRKlot – the best scores in a competition

Source: O. Łodyga, *Internetowe gry edukacyjne – możliwości i przykłady*, [in:] *Rola informatyki w naukach ekonomicznych i społecznych. Innowacje i implikacje interdyscyplinarne*, Volume 1, edited by Z.E. Zieliński, published by WSH im. B. Markowskiego, Kielce 2013, p. 416.

³⁰ Łodyga O., *Internetowe gry edukacyjne – możliwości i przykłady*, [in:] *Rola informatyki w naukach ekonomicznych i społecznych. Innowacje i implikacje interdyscyplinarne*, Volume 1, edited by Z.E. Zieliński, published by WSH im. B. Markowskiego, Kielce 2013, pp. 415–416.

6. The map of qualifications

Implementation of a new core curriculum of education in occupations led to creation of a new classification of vocational education, and that influenced changes in the system of vocational education. In the new core curriculum there have been defined knowledge and vocational skills as well personal and social competences which the student has to acquire in the educational process. Apart from that, there have been particular qualifications distinguished.



Drawing 11. The map of qualifications

Source: <http://sk.ibe.edu.pl>

The map of qualifications is an interactive tool created by Educational Research Institute which enables to check what qualifications are indispensable to enter a specific profession (Drawing 11). The map of qualifications includes a list of qualifications and links between them. It is a graphic representation of relations between certain qualifications. Selected parts of the qualification map show various paths of development. If we choose a specific qualification, following the development paths, we can see the ways leading to it and further possibilities of qualification development, considering that such qualification is a basis for another qualification. Such a tool can be a support for all persons interested in planning own career (students, employers) and those involved in provision and vocational development guidance (parents, teachers, vocational counselors).

7. Distance vocational guidance

Distance vocational guidance is another type of services available on the contemporary labour market. The Foundation Supporting Physically Disabled Mathematicians and IT Specialists has a long-standing experience in that area. Advisory Services Centre provides services related to distance counseling (with the use of a phone and internet tools).³¹

In the second half of 2013 the Foundation implemented a digital system of management and beneficiaries' service. The system modules related to the service of beneficiaries are the following:

- Recruitment,
- Vocational guidance,
- Trainings,
- Work mediation services.

The image shows a web browser window displaying a recruitment questionnaire. The browser's address bar shows a URL starting with '81.219.52.78'. The page title is 'ANKETA REJESTRACJA'. The form is titled 'ANKETA REJESTRACJA CENTRUM EDUKACJI I AKTYWIZACJI ZAWODOWEJ OSÓB NIEPEŁNOSPRAWNYCH'. It contains several input fields: 'Imię *', 'Data urodzenia *', 'PESEL *', 'Numer telefonu - wpisać z zerami', 'Ulica', 'Miasto', 'Kod pocztowy', 'Główny', 'Poczta', and 'Dzielnica'. There are also checkboxes for 'Beneficjent' and 'Kandydat na beneficjenta', and radio buttons for 'Ciepłota' and 'Internet'. The form is set against a light blue background with a sidebar on the left.

Drawing 12. Recruitment questionnaire

Source: <http://aktywizacja.org.pl>

³¹ See: Łodyga O., *Nowe technologie komunikacyjne w kontekście rozwoju zawodowego człowieka*, [in:] *Wielowymiarowość poradnictwa w życiu człowieka*, joint publication, edited by D. Kukla, published by UKSW, Warsaw 2009, pp. 323–327; Łodyga O. *Zdalne doradztwo zawodowe – model i praktyka*, [in:] *Współczesny wymiar doradztwa zawodowego w Polsce i na świecie*, academic editing by Ł. Baka, J. Górna, D. Kukla, G. Wieczorek, published by Jan Długosz University, Częstochowa–Warsaw 2009, pp. 325–327.

The key element is a module titled vocational guidance. The customer entering the system, goes through a few stages in it:

- Recruitment (via internet questionnaire or direct application in the Foundation Office, the customers' data is available for those working in the system, for example for a vocational counselor (Drawing 12),
- Vocational guidance, the stage starts with creating IPD form on the basis of data from the recruitment questionnaire (Drawing 13),
- After consultation with a counselor and preparing a required IPD, all data is entered into the system by the counselor, as well as there is a possibility of directing the beneficiary to use specialized services realized by the Foundation or other subjects,
- Entering a queue depending on the results of the meeting concerning IPD, services available at FPMiNR:
 - consultation with a lawyer,
 - consultation with a psychologist,
 - trainings,
 - work medalion services,
 - another consultation with a vocational counselor,
 - monitoring of the process.

Drawing 13. IPD – Individual Activity Plan

Source: <http://aktywizacja.org.pl>

Within consultation with a vocational counselor, customers get information and support concerning:

- methods of job-hunting,
- information about the labour market,
- difficulties in job-hunting,
- information about courses, trainings, projects for ON,
- defining occupational preferences,
- evaluation of psychophysical possibilities of a client,
- creating a professional career portfolio,
- advice in writing/, CV proofreading,
- advice in writing/motivation letter (ML) proofreading,
- information and preparation for an interview,
- an interview simulation,
- information about institutions providing services and offering ON support,
- information about concessions and privileges the disabled are entitled to,
- information about courses, trainings, projects, PFRON (The State Fund for the Rehabilitation of Disabled Persons) programmes addressed to ON.

Using the internet system in the process of vocational guidance has the following advantages:

- Integrity of the system, with regard to services for beneficiaries
- carried out by various units of FPMiNR,
- Clarity and lucidity of the system for both customers and workers,
- Terms of specific services defined in the system,
- Combining the vocational guidance module with the work mediation services module enables to find candidates meeting the requirements of a particular advertisement,
- The system enables using the distance-based Foundation services (via the Internet) and non-distance/stationary (in the Foundation office),
- The Internet enables a possibility of beneficiaries' registration into the system, consultation, trainings and using the work mediation services

8. Conclusions

ICT tools are important on the labour market, both in the education and vocational guidance field as well as in the area of employability.

Summing up, it is worth paying attention to the following aspects:

- All key competences are important for life in a knowledge-based society, because the scopes of competences coincide and are related, so competences indispensable in one area support competences in the other field,
- In a digital society a model of occupational activity changes, what results from the fact that the importance of ICT tools and digital competences on the labour market is growing,
- Didactical games were created as an alternative to traditional methods of education, thanks to games we can develop skills and simulate the activity of processes or social and economic issues,
 - While playing games, students learn co-operation, responsibility for taken actions and making choices, what is essential in the times of supply surplus on the labour market
 - Presently vocational education is focused on gaining and verifying qualifications, not in the sense of traditionally understood profession
 - Distance vocational guidance counteracts exclusion and contributes to the employees' activity, especially of those less mobile on the labour market
- Internet tools are used in various areas of vocational activity: education, vocational guidance and employability.

9. Summary

The purpose of this paper is to present the most important information and communications technologies (ICT) used in essential labour market services, such as counseling and career information. Emphasis has been placed on the system of vocational training and key competences.

What is more, the article shows both the specificity of e-counseling and online teaching games.

Keywords: labour market, key competences, the Internet, information and communications technologies (ICT), ECDL, gamification

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Netography

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<http://hodowla-gwiazd.pl>
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<http://www.kwalifikacje.edu.pl/pl/gra>
<http://www.yummy.pl>

CHAPTER III

**VOCATIONAL COUNSELLING
AND THE PROBLEMS OF UNEMPLOYMENT
AND QUALITY OF LIFE**

Deliberations on the subject of understanding and life quality research in psychology

1. Introduction

Scientific psychology intends to get to know a man and supports him in a good life. Today we know that some elements of a life situation and a specific structure of personality, more than other elements and other structure, determine one's life satisfaction. However, there is no one universal formula of shaping our physical and mental state. Generally speaking, it depends on a connection between emotions and thinking. The models of emotional intelligence stress that relation explicitly. Nobody says today that success depends only on high analytical intelligence. Besides, as neuropsychology describes, emotions constitute a very important part of a rational process of taking decisions. There is no clear boundary between emotions and sense (Damasio, 1995). The relation between emotional phenomena and subjective well-being depends on their sign. Negative emotions usually deteriorate the sense of life quality and health. On the other hand, they can favour us by breaking a wrong or exhausting activity. Positive emotions usually favour our well-being.

Apart from that, configuration and processing of a negative and positive emotion seems to be essential for well-being. The point is to control emotions, and actively work on emotional balance. It is not, however, to avoid negative emotions for a short-term but to be able to confront them, just like in case of a cancer or heart and vascular diseases. A lower level of emotionality in some research is associated with a lower level of happiness in the other (Czapiński, 2005a). It seems, however, that emotionality resembling extraversion (positive) favours life satisfaction, and emotionality resembling neuroticism (negative) favours unpleasant experiences (fear, depression, sadness).

The question as to what life is good and makes sense, and what does harm to a man, was answered many times, but it is still an open is (King, Napa, 1998;

Seligman 2005, 2005a). It is constantly the issue of understanding the quality of life itself, its conceptualism. The said question is connected with another one, that is how to examine the quality of life? Several dozen years ago, when the first scientific conceptual ideas and operationalisations of a construct of life quality were introduced, differences in definitions in particular fields were much more disparate than presently. The term *life quality* was created after World War II had ended and was then identified with a material well-being. Later on its meaning was widened by non-material values. We can still argue whether the quality is a feature, and in consequence if it can be attributed to an object, a thing, a subject and a process, whether it is a connection of features, for example, good and useful or not. Another dispute concerns the difference between the quality in a descriptive sense, so to say a description of facts and states, and the quality in an evaluative – normative sense, so described by an evaluation, expression of one's praise or criticism. In psychology, the research into life quality started in the forties of the XX century. Karnofsky i Burchenal (1949) examined the life quality of people with cancer. However, much has happened in the sphere of understanding and examining the life quality since that time. Not only is the psychology that meets challenges in the area of life quality and its measurement, but a precursor was rather economy and medicine. The ground for discussion about these issues is charted also by philosophy, pedagogy, religion, aesthetics and art. I would like to reflect on the selected areas of the life quality from the psychology perspective. The limited scope of the article caused that I have decided on a high level of generality of reflections, bearing in mind a big number of issues. First of all I will try to answer shortly a seemingly simple question – why do we deal with life quality issue? Next reflections will concern the way of understanding and examining happiness from the perspective of hedonism and eudaimonism, relations of life quality sense and emotions as well as permanent differentiating (dispositional) the sense of life quality from the situational sense, so called short-term. Afterwards I'm going to focus on a psychological measurement of life quality sense, and then to sum up, I will make an attempt to make some comments with regard to the nature and way of examining the phenomenon being under analysis.

2. Reasons for dealing with life quality

Seligman and Csikszentmalyi (2000) criticize psychology for its dominance over pathology. The leading American bulletins on industrial psychology published about sixteen times more articles on the industrial psychopathology

than on the subject of positive factors in an individual's working environment (Schaufeli and Salanova, 2007). So there is a demand for knowledge about the human resources and getting to know their strong points. Today the quality of life can be a subject of a researcher's and everybody's concern to a larger degree than in the times when survival was the most important thing. The issues appeared in social sciences with regard to a great demand of big social groups for the improvement of life satisfaction. One of these important reasons is that in the vast parts of the globe people have their needs fulfilled, so it's not the point to have something to eat and somewhere to live, but the point is that life could be of possibly high quality. And it's not the point to satisfy the needs of a higher order, rather the form of their satisfaction and the quality of psychical life through the way of individual development strategies, become more important (Kowalik, 2011). Then the attributes of a human's life such as: rationality, socialization, intentionality and spirituality can be developed. Thanks to them a man is endowed with special dignity and becomes somebody exceptional. Both a pragmatic and a spiritual side of a person can be the subject of a concern that adds sense to a human life, and eudemonistic character to happiness.

Seemingly that the most obvious reason for dealing with life quality from the perspective of an ordinary man is dissatisfaction or poor satisfaction from life caused by a negative emotional balance, that is a dominance of frequency of experiencing negative emotions over positive emotions. However, according to hedonistic measurements, the number of people

around the world satisfied from their life is more than above the average. Thus introducing also the life sense measurements (eudemonistic) into the life quality sense brings us closer to the Gaussian curve. That's what the results of Steen Happiness Index (by Tracy Steen) illustrate, based on a three-factor model of happiness by Seligman (pleasure, engagement, feeling of sense). It takes into account mainly eudemonistic, but also hedonistic approach to happiness (Seligmann and others, 2005; Kaczmarek and others, 2010). Indeed, the research show that the number of people in the world satisfied with their life outnumbers those dissatisfied ones, but at the same time it shows straight out an epidemic of depression (Seligman, 2005a). The likelihood of depression in women born in the USA during the World War I was 1%, during the World War II it was 3,5%, and during the Vietnam War it was about 10%. Presently the probability of a depression episode is around 12–15% (Seligman, Csikszentmihalyi, 2000). It's worth mentioning that the level of life increased and the average span of life extended. Explaining these tendencies may also be a task for life researchers.

The responsibility of an individual and possibilities of an individual interpretation of reality favours the life quality not less than intentional effects of activities planned by politicians or officials. The goals understood as the development and growth seem to be valuable in themselves. However, the implications of those goals may favour, depending on their comprehension, the life quality to a little or a larger extent. Thereby, the aims formulated within the quantitative growth, extensive, based on an idea of increasing the number of 'units of possession', a kind of the number of factories, fixed properties, utilitarian articles, weaponry, a floor area of a flat or the acreage of land, favour the life quality to a lesser degree. An *implicite* assumption adopted herein stating that the quantitative growth decides about happiness is essentially false. Such growth does not cause happiness in the long run. The research show that the increase of income is equal to a stable, or a little increase of happiness at most. In the rich countries the national income is still growing while the sense of life quality, usually at a high level, has been at the same level for years (Easterlin, 1974; Seligman, Csikszentmihalyi, 2000; Czapiński, 2005; Nettle, 2005). In psychology it is about the matter of psychical life quality meant as a process of reaching beyond 'the life matter', an individual translation of reality, that is its peculiar representation (Kowalik, 2011). These research processes were deliberately transferred into the scientific plane from everyday life sphere. For example, Campbell (1976) examined psychological aspects of life quality of the USA population on the pattern of economic measurements. Economic terms (national income, profit margin, gross national product) were replaced by psychological notions (satisfaction from various walks of life, satisfaction). Being in use until now, his approaches to a diagnosis of various social groups satisfaction, indicates the accuracy of psychological life quality factors exactly based on satisfaction. Unfortunately, it is a pragmatic approach, not founded on any theoretical conception.

Another cause concerns the philosophy of comprehending the sense of life. If, according to Ortega y Gasset (1992) life serves mainly itself, and not only external goals such as work, education, salvation etc., then we should deal with its quality. Obviously, it should be noticed that various psychological conceptions such as psychoanalysis, behaviorism, cognitive, liberal or evolutionary psychology serve us just because of their descriptive functions and explanatory behaviours. The code ethics for a psychologist *explicite* claims that the target of activity in a psychologist's profession is, among others, assistance in achieving a better life quality. For some researchers, the life quality is a new, broader field of analysis of main problems regarding their disciplines, realized within the said conceptions. However, it is not such

an interesting change as that which concerns gaining by the issues of life quality the importance of a basic research. Then the constructs related to life quality and life quality sense are conceptualized and measured, the consequences of experiencing happiness for the man's effectiveness of activity are examined, and the role of different variables acting as an intermediary between an experienced life quality and its predictors is studied. It is unknown whether happiness favours life satisfaction or not, whether life satisfaction is a source of happiness or not. The researches of *bottom-up* type predominate, especially those regarding determinants and correlatives of life quality sense. A *top-down* paradigm and a *top-down* paradigm in which questions concern the influence of an experienced life quality on people's behaviours and development is realized more seldom. The second type popularized by Fredrickson (1998, 2001), an author of *broaden-and-build theory*, seems to be opening new ways of assisting an individual by drawing his/her attention to a possibility of supporting activities with the use of personal resources, including happiness. In other words, the life quality is being examined in psychology also in order to describe relations between emotional phenomena and experiencing everyday living by people in a new way.

Apart from the researcher's perspective, the reason for dealing with life quality is a perspective of a person perceived as an individual and a social life participant. Both cultural similarities (Brickman, Campbell, 1971) and differences (Diener, 2009a) are taken into account herein.

Empirical confirmation of a dissimilarity in creating a vision of a happy and reasonable life has its proof in a debatable differentiation between individualistic and collectivist cultures by Triandis (1995, 2005). Apart from highly evaluated family safety by American and Japanese students, the individualistic cultures associate satisfaction with freedom, respect and self-reliance while collectivist cultures, often poorer than those individualistic ones, satisfaction was associated with having money and friends.

Thus happiness has many names and every of its kinds, in every culture, can achieve a different level, usually above a middle value considering a specific dimension. People need happiness and aspire to everything that constitutes happiness in their opinion. It happens that achieving a certain aim, for example wealth, does not give happiness, and the loss of its supposed basis, for example health, does not take happiness away. Lykken, Tellegen (1996) claim that income explains only 3% of happiness. An objective level of health among older people correlates with life quality sense only to a little extent. According to the research carried out by Brickman, Coates and Janoff-Bulman, (1978) it appears that the disabled, using wheelchairs, are equally happy

as these physically healthy persons. Right after half a year, there is no difference in the level of welfare between a control group and paralyzed victims of road accidents and the winners of lotteries. Another research showed a high compatibility of a psychical well-being between identical twins and a lack of relation between the well-being of fraternal twins brought up together. At the same time there was a high compatibility of two measures of well-being, postponed for 10 years, of a given person and a pair of identical twins (Lykken, 1996). Next research concerns the so called Easterlin paradox and proves that the increase of an economic well-being does not correspond to a change in an average level of a society's well-being, despite the diversity of life quality sense within social groups which are financially diversified (Easterlin, 1974). The said results can be interpreted in turn, with the theory of a hedonic treadmill, the power of a genetic level of happiness and the mechanism of social comparisons, but always occurring departures (sometimes a lack of adaptation after injuries, phenotype changes, the increase of subjective well-being in the poor growing wealthy) are still a big challenge for researchers. There are also humanitarian and occupational reasons. The Polish, and not limited to, the code of ethics of a psychologist *explicit* says that the goal of activity in such a profession is, among others, assistance in achieving a better life quality. Above all, every kind of psychology, just as every kind of knowledge about a human being serves a man, and thus his quality of life.

3. The good life and the happy life

Today it is difficult to treat the good, reasonable life and the happy life as one, however these two are not mutually exclusive.

Happiness in Athenian, classical (5th century BC – 4th century BC) Greek culture was a dialectics between anthropocentrism (it depended upon a man) and theocentrism (it depended upon the whims of gods, often bad and jealous). A good man is a happy man, and a bad man – an unhappy man. There were no other notions concerning the internal life. Happiness was related to the world in which a man lived, to the happiness of a community. Aristotle thought that even if we aspire to happiness, even if we choose a difficult way, that is all in the hope of finding happiness. In the Hellenist period (3rd century BC – 4th century BC) a real happiness, for stoics at least, it is a lack of anxiety – *ataraxy*, and unhappiness is anxiety. The internal state of a man can be good or bad, not the events. The key to happiness is a responsibility for our own psyche, because the real good and evil is in our psyche. For Epicureans only the earthly things count, and the man is responsible for himself since

he always acts on purpose. There is only material happiness – it's a pleasure (*hedone*), there is no other happiness. A pleasure is a complete lack of pain. A stoic and an Epicurean are similar to each other in the respect that both strive for ataraxy – freedom from fear and pain, finding something inside us that is sufficient to be called happiness. A fundamental reflection is that contemporary researchers of happiness, if only they were able to free themselves from pragmatism and normativism, can share a Greek view from the Hellenist period according to which a key to happiness is a responsibility for our own psyche, because it is where a real good and evil can be found. In the Polish psychology such an approach is adopted by Kowalik (2011), who wrote about the author's strategies of shaping the life quality and by Straś-Romanowska (2005), who created a personalistic and existential conception of life quality. In our times a lot of psychological research concerning life quality refers to Dionysian tradition, in which it is obligatory so to speak to care about own happiness (Ortega y Gasset, 1992; Kowalik 1993; Czapiński, 2005; Derbis, 2000; Seligman, 2005). This is an anthropocentric orientation with a strong hedonistic feature. Happiness is a goal in itself, irrespective of its kind or level. Such co-related factors as: satisfaction, positive emotion or rarely a negative one are examined. A pleasant affect can consist of particular emotions such as: joy, pleasure, pride. An unpleasant affect can consist of particular emotions such as: shame, the feeling of guilt, sadness, anger or fear. In the Dionysian tradition, the right to happiness, besides the right to live and the right to freedom, is an inalienable natural right of a man. Each of every three components can include sub-components. A global satisfaction can refer to satisfaction from particular areas of life such as: love, marriage, relax, friendship etc., which can also be analyzed as single events.

In the Apollinian tradition, there is no an 'I' orientation, there is condemnation of a conflict, acceptance of internal and external reality, and a lack of open aspiration for happiness. The good and reasonable life is the point, and that means some eudaimonic accents. Originally, *eudaimonia* means the favour of natural powers (*eu* – the good; *daimon* – spirit of place, *genius*, Latin).

In psychology (Nettle, 2005) realized in a 'bottom-up' paradigm it is convincing that because of a dimension complexity, happiness is understood as a continuum: sensual, short-lived feelings (joy, pleasure) – the evaluation of feelings (well-being, satisfaction) – a reflective life quality (blossom, self-fulfillment). This approach is similar to Kahneman's (1999) hedonistic theory of objective happiness. The Noble prizewinner assumes that evaluation of experiences can be done on various levels of generality: from stern sensual impressions through evaluations summing up a syndrome of sensations isolat-

ed because of a certain criterion, for example, a time criterion, to generalizations regarding the life quality. The higher the level, the more subjectivity in the evaluation. Objective happiness is a dense record of a sequence of quality experiences, not transformed by evaluation and reflection. Processing experiences, by following a hedonistic model, leads to an evaluation such as 'good-bad' and starts an explicit motivation, respectively 'to' and 'from'. However, in psychology an absolute majority of research, because of its nature, is based on a measurement of life quality, thus Kahneman's approach can't be popular.

The most advanced theoretical models are free from pragmatism and normativism, and the life quality is seen as a predisposition to a defined experiencing of one's own activity. Pragmatism is based on a measurement of life quality after a change in satisfying needs or after another change. Normativism assumes an *'ideal'* model of life quality and its determinants. Because of a holistic approach, taking into account both hedonistic and eudemonistic comprehension of happiness, the Polish 'onion' theory of happiness by Czapiński (1994, 2004), personalistic and existential theory of life quality by Straś-Romanowska (2005), and Seligman's (2005, 2010) theory of authentic happiness are worth mentioning. The 'onion' conception is a metaphor of a layered construction of a model of happiness. The area of hedonism is constructed of affective experiences, partial satisfaction, affective balance and cognitive evaluations. The area of eudaimonism, the cognitive explanatory processes and integrative events as well as one shared part for both areas are constructed of the above said affective balance and cognitive evaluations. The conception became a basis for a lot of research into the life quality and a long-standing programme, carried out mainly under J.Czapiński, extremely useful in reconstructing a multidimensional image of the Polish society, known as The Polish General Social Survey (PGSS) and The Polish General Life Quality Survey, which since 1992 has been a regular programme of statutory research of The Institute of Social Policy at the University of Warsaw, financed by the State Committee for Scientific Research/The Ministry of Science and Higher Education. The programme is carried out together with two similar systematic programmes, repeatable survey studies in the USA and in Germany, what can constitute a good base for a comparative research.

Straś-Romanowska's personalistic and existential theory of life quality assumes rather obvious satisfaction from external life and rarely considered satisfaction from internal life as well as the sense of its being. The module consists of the following dimensions: psychophysical, psychosocial, subjective and even metaphysical life quality sense. Thus it enables to describe a personality and values of the research group, not only the sense of life quality itself.

The factors of full happiness are as follows: experiencing positive emotions, the quality of relation with others, the feeling of sense (a life goal and realization of values) and involvement.

Happy people have a consistent system of values, satisfactory relations with others and a high level of self-acceptance, they consequently aspire to achieve goals and they are friendly. According to Seligman (2005) in every main culture and religion of the world, the source of life sense is identified by the following virtues: wisdom and knowledge, courage, justice, love and humanity, restraint, spirituality and transcendence. The main weakness of this more eudemonistic than hedonistic approach is a strong normativism and moralizing. In the Polish psychological literature the lists of virtues are created in an empiric way. For example, Trzebińska (2008) names as many as twelve virtues: forgiveness, appreciation, spirituality, wisdom, love, intelligence and emotional creativity, the feeling of sense, hope, self-value, self-effectiveness, self-control and humbleness.

Lykken, Tellegen, (1996) enumerate that 50% of variance of happiness is biology/genetics, 40% – individual work, 10% – life circumstances (health, family social status, place of living, education). Perhaps methods for the said 40% is just a development of virtues (gratitude, kindness, relations with others, spirituality), minimization of negative emotions and maximization of the positive ones (practicing resourcefulness, not worrying about anything, optimism, deriving joy from life), aspiration for self-fulfillment (involving oneself in an activity, doing what really fascinates us). The good life leads to happiness, and it's easier to live a good life when we are happy rather than unhappy. Just as for the sense of happiness it is more important to aspire for it rather than achieving it, thus in a scientific discourse it is more important to put forward new arguments to support existing theses and creating new ones rather than establishing unambiguous relationships. Cultural and axiological dissimilarities, diversification of economies, processes of societies' and individual's development, do not allow to do that. It does not mean a resignation from defining boundary conditions for possibly many regularities organizing the sense of life quality. Such life quality research is favoured by the primacy of a holistic perspective (experiencing the culture, being rooted in a family and organization; life, health and spiritual development, as well as the feeling of life sense) over the partial perspective (satisfaction from particular situations and areas of life: marriage, children, salary, the country's situation, social and political rights, ...). In other words, the research should consider some ontological assumptions featured by a systematic nature of existence.

Only the holistic perspective cognitively favours bearing in mind both hedonistic and eudaimonistic orientation in one approach.

4. Dispositional and situational quality of life

A man experiences a wide range of affects and emotions constituting the feeling of life quality. A part of them is highly repeatable, independent or dependent, to a little degree, upon present conditions and situations. A smaller part is highly changeable and strongly smarted over, just because it is dependent upon a situation. Particular persons are more or less sensitive to a relationship of life quality and the things going on around them as well as what they think about it. An important, detailed issue arising here concerns the influence of experienced affective states on cognitive organization of data, for example on memory or a level of doing cognitive tasks. Because of its details I won't pay much attention to it, but it is worth remembering about the importance it has when it comes to the sense of life quality, which is dependent on activated memory content and task competence in realization of aims (Derbis, 2010). It enough to observe that the point is the ability to examine many aspects of a task at once, and switching the attention in between them. When the situation forces us to be active, we start a mechanism which enables such activity. In case of a positive affective state a wide perspective of thinking can constitute such a mechanism, and in case of a negative affective state narrowing our thinking can be such a mechanism. I mention that below, referring to Fredrickson's (2005) broaden-and-build theory of positive emotions. I won't deal with individual differences in experiencing life quality here. I will also leave out an issue of a daily or weekly changeability of people's affective states. I will concentrate on issues of repeatability of experiences based on dispositional and situational determinants in situations concerning life quality. Dispositional determinants these are mainly a person's permanent genetic features, but some of them can be established by training. Still strong position of a social psychology, despite discoveries of a contemporary biology and medicine causes that a thesis about genetic conditions of a life quality sense is weakly detectable, especially in popular consciousness. People are usually convinced that an increase in income, a better work and a house, winning a partner and various successes basically improve their happiness. However, the above mentioned Lykken, Tellegen, (1996) list that 50% of happiness variance depends on genetics, but negative emotions are more dependent on genes than those positive ones. Lykken, the most keen on that issue, states that almost 100% of a potential level of happiness (*set point*) for a typical man

depends on a genetic code, however, because of life conditions not everybody experiences it all the time. Researchers counted that in a longer time perspective (10 years) genes can explain a bigger variance (80%) of a well-being than of a temporary well-being. Although happiness is conditioned polygenically, it is not manifested by a result of addition but an interaction of genes. Thereby, it is risky to predict happiness of our descendants on the basis of our ancestors' happiness. Moreover, every genotype can be changed by external influences in a way that a phenotype is no longer its accurate rate. In conditions favouring a mental development, we can experience much happiness even with poor genetic predispositions and vice versa.

According to the whole range of psychological theories of happiness and quality life sense, apart from theories *stricte* genetic ones, inborn mechanisms of happiness are important, but others such as social and demographic mechanisms and those related to work, family, well-being and leisure time are important too. On an innate ground, but with a possibility of learning, there is a basic adaptation mechanism for a man's life. It is a basis for a well known conception of a hedonic treadmill by Brickman and Cambell (1971). According to that theory, it is a matter of time when negative or positive effects of events will be 'milled' by that hedonic treadmill and a person will get back to his/her permanent level of a general balance from the period of time before a change. As a proof, the above said returns of victims of severe, permanent injuries or lottery winners to an affective state preceding such events are mentioned. Also the theories, so called theories of 'a happy attractor' are in favour of a genetic determination of happiness. They roughly correspond to a *set point* idea, with a reservation that a level of one's happiness usually is set, and not only it can be achieved, because the attractor has the power of attraction. At least in an early stage of one's life, people have such a level of happiness and energy as the nature gave it to them. According to such orientations happiness can't be learned, but it can be learned how to prevent situations harmful to happiness. Having a strong inborn attractor of happiness, there is no need to look for 'legal highs' and pharmacological boosters. A conception of a dynamic balance by Headey and Wearing (1989) as well as the above mentioned 'onion' theory of happiness by Czapiński (1994, 2005) can be distinguished in this group. In accordance with that first feature, whether it is inborn or acquired characteristics, they define a basis for a man's well-being. Events change the base state only temporarily. According to the second feature, the deepest layer of happiness – the will and life passion are innate and poorly dependent on events.

In fact much empirical data confirm an important role of a person's characteristics, thus his/her permanent predispositions, for a level of life quality sense. As a matter of fact, any research into the life quality, also own study regarding the unemployed (Derbis, 2000) and some published research of my co-workers on that subject (for example, Trawka, Derbis, 2006; Wirga, 2006) as well as the Polish research of directors and specialists (for example, Mróz, 2011), invariably indicate a leading role of a personality, in the sense of a system of features, among predictors of life quality sense. The features show that a person prefers some behaviours to other ones. For example, an introvert avoids stimulation, thus people too, while an extravert looks for stimulation and is active. All the results of research show that happiness is positively connected with extrovertism, and negatively with introvertism and neuroticism. If we consider here a paradigm 'up-bottom', then one system of features more, and the other less, will permanently favour happiness. Happiness in turn will favour successes and human resources' development (Fredrickson, 1998, 2001). Such perspective can explain observable higher life satisfaction in the rich countries rather than in the poor ones, but it is not possible to explain a high level of happiness in the poor countries, experiencing economic crises. On the other hand, a genetic perspective leads to a conclusion that neither successes nor failures should determine our happiness in the long run, because its level and our emotional inclinations are given to us. In fact, numerous research results show that it is like that in the long run. Perhaps psychological results of the feeling of happiness, even temporary increase of motivation, energy, stress resistance and life will, cause that a man can perform acts which constitute his and the society's progress. Such states are frequent in people, and a positive approach to life occurs more often than a negative approach all around the world. It is expressed by a domination of values of life quality sense measures above average on applied scales. So both a genetic perspective (people usually have a relatively high an inborn *set point*), and a perspective of multiplying some human resources by other ones (happiness as a resource favours a development of mental resources and successes, and vice versa) let us make a conclusion that a man has big, natural chances to strengthen a positive life approach. It is against all adversities which the fate plays, and people make up for others, and for themselves at times. We exist, usually pleased, despite disasters, tragedies and baseness which our life history is marked by.

5. The quality of life and emotions

Simply speaking, experiencing life quality without emotions is not possible. Heinonen, Aro, Aalto, Uuntela (2004) examined a group of Finns (No. = 4613, aged 25–65) and it turned out that socio-demographic factors and satisfaction from life achievements explain only from 1% to 10% variances of general life quality sense. Having included emotional well-being into analysis, the per cent of explained variance grew to over 20. In a meta-analysis concerning the influence of happiness on success Lyubomirsky, King and Diener (2005) use a simple and psychologically accurate definition of happiness, which in their opinion mean experiencing more frequently positive emotions (joy, interest, pride) in a longer period of time rather than negative ones (sadness, fear, anger). It also results from the research by Derbis (2000) that in order to achieve a high level of life quality it is important to experience positive emotions of moderate strength for a longer period of time rather than very intensive ones. Diener i Lucas Oishi (2004) also suggest that a longer feeling of positive emotions rather than negative ones is a better measure of happiness than the strength of experienced emotions.

Sensing happiness has behavioural consequences. Positive moods and emotions lead people to such a way of thinking and acting that circumstances we come across, people interpret as attractive ones, and that means the life goes well, personal aims are achieved, and resources are appropriate to requirements. Then, according to the ‘broaden-and-build’ theory (Fredrickson, 2001; Fredrickson, Joiner, 2002) people have ideal conditions to develop and create. Those who experience positive emotions can be characterized by confidence, optimism and self-effectiveness, liking for others, sociability, energy, prosocial behaviours, effective coping with challenges and stresses, originality and flexibility. Negative affective states – fear, depression, failure – cause a narrow approach, in compliance with an effect of one-sided attention.

In fact, a broader notion, *processes and affective states*, should be used, but emotions are a notion which is rooted deeper both in the language of science and colloquial language. Emotions are a type of affective processes which give a processual character to life quality sense. Part of them, these are simple, automatic, including inborn, emotional reactions to various sensory stimulations. They create a non-reflective area of life quality sense. The rest, these are more complex affective processes, resulting from reflections concerning automatic emotions, and most of all, as a result of reflection regarding the evaluation of different tasks and life goals, and life as a whole. Experience is just an effect of an experiencing process and is being gone through itself (Derbis, 2010). Experiences are just a source of information

about the activity. The experiences we gain, can have an effect on experiencing processes, both on an affective and a cognitive level. The two levels are mutually dependent. Experience has an effect on life quality sense, and that in turn on coding and experience's decoding. Reflection on feelings has a deeper character than the feelings themselves, its results have a relatively constant form and they create a substantial element of a multidimensional and dynamic structure, which I call *experiencing everyday life*. Sometimes it is said that a sum of person's experiences throughout a defined period of time determines his/her psychic life quality (Kowalik, 2000). The psychic sphere is not only a mirror (a reflection of successes, failures, our evaluations) of a reaction to objective conditions, but it constitutes a real content of experiences (experiencing). Thus psychological reactions (satisfaction, positive and negative moods, cognitive evaluations, reflections) these are not only indicators of life quality, but also its content. The complex relations of life quality and affective states cause that in many models, and their empirical verifications, emotions are treated as variables between conditions and life situations, and its experiencing. From such point of view, the Fredrickson's (2001) model of 'broaden-and-build' theory can be interpreted, according to which positive emotions initiate upward spirals toward enhanced emotional well-being as a result of broadening the reas of attention and cognition. Experimental research (Fredrickson, Joiner, 2002) show that a positive affect and broadening one's mind actively strengthen one another. The better positive affect students had in the first measure, the bigger broadening of one's mind in the second measure with regard to the first one. There was no effect of mind broadening's change after a negative affect. A positive affect, not the negative one, is a predictor of mind's broadening.

Mind's broadening is a predictor of a positive affect's increase, but it does not reduce a negative affect. Broadened attention and cognition facilitates coping with failures, it results in experiencing positive emotions in the future. Continuing the cycle, people build a psychological flexibility and strengthen emotional well-being. Human intellectual weaknesses, emotional liability, in an interaction with random incidents, cause that spiral of happiness and success, is eventually shaken or broken. Besides, people get used to success very easily and aspire to the next peaks, and their observers are surprised why having so much, they still want more. They usually do the same, but the point is perhaps the peaks of another height. The downward spiral of happiness favours a depressive affect and pessimistic thinking, which in turn causes reversible influencing leading to bad, negative emotions or even a clinical level of depression. However, the spiral of unhappiness and a lack of suc-

cesses, just like the spiral of happiness, is usually broken by fate and our adaptation regulatory mechanisms some day. I have already summarized that process from the perspective of Brickman's and Campbell's (1971) theory of a hedonic treadmill. According to it, an emotional system of an individual adapts to its present situation and all desired and unwanted experiences are temporary. These two points of view, the spiral of happiness and success and balancing one's emotional state to an accurate *set point*, in my opinion, are not mutually exclusive, if we consider a time perspective in their interpretation. In a relatively short perspective, the spiral of happiness and success may explain a growing level of life quality sense. In a long perspective, the person's dominant affect wins. Let us observe that despite a great adaptable value of negative affects, they are not mainly experienced by people, but the positive ones. Even though the positive inclination dominates, its experiencing is not satisfactory for people, and that seems to be in the human nature, and somehow favours developmental motivations.

6. Some controversy about life quality sense measure

Life satisfaction is a basic measure of life quality sense in the research carried out worldwide.

It comprises a cognitive and emotional component, and rather strongly correlates with a people's positive aspect (from 0,40 to 0,50) (Lyubomisky, King i Diner, 2005). Just because of that, it can constitute an affect's measure. Thus not only experiencing life quality is not possible without emotions, but the scientific analysis of such a process can't be done without a role of affective processes taken into consideration under no circumstances. They are both a content of a psychical life, when we experience particular emotions and moods, as well as its result, when inner experiences arise as a response to some thoughts and external circumstances (Derbis, 2007, 2010). It is in compliance with contemporary knowledge about the subject of the brain's anatomy, every part of which is identified with some signs of emotions, and it is also identified with some signs of cognition (Davidson, Irwin, after Ekman, Davidson, Ricard, Wallace, 2005). Thus functional connection, observable in a man's control of behaviours, has to correspond to alternation of affects and cognition in an anatomic sense. Thereby, a measure of life quality sense should consider at least two its connected components: emotions and evaluations. In psychology it is usually like that. Of course, the basis for operationalization of life quality sense measures should be their conceptualization. Some psychological theories of happiness, for example the above said Polish 'onion' theo-

ry of happiness, is operationalized by researchers with many tools, different to particular structures of happiness and superficially in accordance with them, but created without a genetic relation with such a conception. And so, an outer level, the most dependent on present events, often with the use of Campbell's scale to measure partial satisfaction from various areas: marriage, work, children, living conditions, health, finances, situation in the country, leisure time etc. According to that researcher, whose approach is meant to be a cognitive one, an organized society has resources which enable to satisfy the needs of its members, and what favours satisfaction in turn (Campbell, 1976, 1981). A middle layer of happiness happens to be measured with the use of SWLS (The Satisfaction with Life Scale) by Diener, Emmons, Garson and Griffin in the Polish adaptation by Juczyński (2001), or with the use of so called Cantril's ladder of general satisfaction, the scale of emotional experiences' balance and a present well-being. The inner, the most stable one, with the use of one-item scales regarding the life will and passion (for example, Czapiński, 1994; Derbis, 2000). SWLS had originally 48 statements concerning a subjective well-being. It considered three factors: a positive affect, a negative affect and satisfaction. In the Polish version (Juczyński, 2001), having eliminated statements concerning affects and statements semantically similar, there were five cognitive statements distinguished, which correlated with a general result above 0,50. The tool is popular, but it does not refer to any specific theory of life quality sense. References are made by Tracy Steen who, relying on Seligman's (2005) theory of authentic happiness, builds a complex questionnaire – SHI (*Steen Happiness Index*). It measures three relatively independent dimensions of happiness: positive emotions, involvement (understood as an optimal experience, *flow*) and the feeling of sense. An inventory has a Polish adaptation as SHI-PL (Kaczmarek, Stańko-Kaczmarek, Dombrowski, 2010). The Polish is only the questionnaire KPJŻ (Straś-Romanowska, Oleszkowicz, Frąckowiak, 2004) based on the personalistic and existential theory of quality by Straś-Romanowska, which regards quite obvious satisfaction from external life and rarely taken into consideration satisfactions from a man's inner life as well as the sense of its being. The tool measures psychophysical, psychosocial and subjective dimensions, and even metaphysical life quality dimension, so it realizes a holistic approach. There is a whole group of questionnaires measuring life quality in health. They usually have their specificity related to health problems of persons whose life quality sense is measured by, for example a questionnaire for life quality evaluation EORTC QLQ-C-30 with a module for women with breast cancer, QLQ BR-23 in the Polish adaptation by Zawisza, Tobiasz-Adamczyk, Nowaka, Kuliga and Jędrys (2010),

which we use in our team. When it comes to life quality sense we always contend with consequences of its comprehension. An important problem is in distinguishing life quality indicators from its predictors. If affective states can constitute the content, a result and a reason for a level of life quality sense, so how to treat the results of their measurement? Taking into consideration the above said a relatively high correlation of positive affective states and satisfaction from life quality, it would be possible to treat values of one variable as an indicator of the other one. And there is research in which affects are an indicator of life quality sense, but also the research in which affects are considered as its indicators (Trawka, Derbis, 2006). Similarly, but more rarely, it happens so with self-esteem and depression which have a status of predictors of life quality sense.

Another problem lies in a lack of consequences and a low discipline of using terms by researchers, what can a bit result from the fact that the ranges of used terms coincide with one another. It happens that a problem concerns the names of accurate tools. The PANAS (Positive and Negative Affect Schedule) Scale, was created by Watson, Clark and Tellegen (1988), as a mood scale, irrespectively of its name suggesting the measurement affect. Lyubomirsky, King and Diener (2005) in their meta-analysis of the happiness and success relation, treat operationalization of happiness with the use of PANAS equally with operationalizations which rely on other affective phenomena (for example, SWLS, Current Mood Report, Daily Mood Scale), which are based on other affective phenomena (for example, SWLS, LOT, SHS, with the use of one-unit scale concerning happiness and satisfaction). The same authors report on experimental works, in which an induction of positive moods influences a positive feeling. However, the discussion *explicite* is about a positive impact of positive emotions on sensing, an experimental exemplification of which can be evoking a positive mood in students who while describing themselves used more positive and lenient terms, they better evaluated self-done tasks, they more often mentioned successes. They almost treat a term of a mood and an emotion as one, at least when it comes to an interpretation of research practice.

Considering the measurement of life quality sense some formal properties of used scales are also important (Trawka, Wirga, Derbis, 2006). The scales marked as 'from 1' and 'from 0' do not differentiate results irrespectively of the type of a label. They are seen as unipolar. Scales starting at negative values cause shifting of the planning to the left (the number of circles – 'I definitely disagree' and 'I disagree' increases, and the sense of life quality seems to be worse). Full labels do not 'keep up with' the measurement after introducing

a negative scale, but the biggest 'shift of the planning to the left' occurs when labels are used at the end of the scale. The sense of life quality is higher when measurements are done using positive scales with full labels, rather than negative scales with labels at the end of the scale.

Difficulties, but also development, understood as a construct of *life quality sense*, have a deeper context. It has been discussed by Frijda (2005) who after an analysis of differentiating affective phenomena suggested that the notions of functions, not the notions of substances, should be used to describe them. Substances are static, functions permit a time change. Thus in the place of treating emotions as a state defined by nouns, for example 'joy' he suggested treating them as phenomenal effects of processes changeable in time defined by verbs, for instance 'a man enjoys'. Emotions would be, in such a view, the effects of processes, not phenomena. A static approach to emotions because of a compound nature, a relatively loose structure causes that categories of emotions are a real fiction. A description within the category of processes would let us avoid a discussion about the boundaries of a category, like 'is it a mood or an emotion?'. The criterion of processes' differentiation could be 'the strength and the length of a process, and the degree of articulation of an intentional object' (p. 97). I share this way of thinking and I believe that for a life quality measurement to be accurate and honest, good and coherent theoretical models are necessary, based on the present knowledge about the processes of forming life quality sense. Otherwise, exploitation research, not based on an accurate theory, will enhance chaos, caused by a big number of results not comparable because of a differentiated comprehension and measurement of nominally similar constructs. Precise scales used to measure life quality sense, based on a conception, should measure psychological states, not the traits of a character.

7. Comments on the nature and the way of the research of the phenomena under analysis

When it comes to research, decisions are usually real only under certain circumstances and they are often invalidated. It regards also relations between variables, as well as the research subject itself within particular areas of knowledge. In the psychological area of the research into life quality there were less or more systematic attempts of a review of theoretical suggestions or the research results. They were taken by, for example Diener, Lucas, Oishi (2004), Lyubomirsky, King and Diner (2005), Kowalik (2000), Czapiński (2005), Trzebińska (2008). Dealing with the issues of life quality for about 20

years, somehow in the light of the above reflections, I will allow myself to present some theses and general remarks related to orientations and repeating research results, dominating in that field. Alker and Gawin (1978) show that persons who are more mentally mature feel happier than those immature ones, a sense of humour may weaken stress while oversensitivity to criticism may lessen the feeling of happiness. Finding one's way in the contemporary world requires paying attention to mental life quality of both individuals and societies. It is threatened by beliefs regarding a little value of interpersonal relations and national identity for the benefit of being a citizen of the world and a belief about safety of goods possessions, what eradicates and alienates. Thereby, there is an increasing importance of holistic perspectives of life quality, realized by combining a hedonistic and eudaimonistic approach. Advanced theoretical models should be free from pragmatism and normativism. The solution is to treat life quality sense both as an adaptive resource (so called 'up-bottom' approach) and an effect of life events (so called bottom-up' approach). As Kowalik (1995) observes, in the pragmatic trend of research development, there was an increase in the number of irrational indicators which discerned only the effects of changes introduced in various walks of life, and that with no embedding in the theory caused some confusion leading to a loss of life quality sense.

If we acknowledge the essential importance of dispositional factors in building life quality, thus a valuable way of survey would be to define a person's possibilities within the range of building one's conditions of happiness which are dependent on that person. We already know that the matters related to our sense of self and our dearest ones are more important than any other things seen from the perspective of life quality sense. Our inner temperament lets us predict people's satisfaction from life quality better than any environmental variables. Our personality dominates among any possible predictors of happiness. Happy people have a different personality from those unhappy ones: they are less neurotic, more extrovert, open, conciliatory and conscientious. It means inseparability of research on personality and happiness, the more so because personal dispositions can also be acquired, and inborn characteristics can phenotypically be modified up to a certain degree.

Among predictors of happiness, up to a certain degree dependent on a person, there are surely interpersonal relations. Irrespectively of whether loneliness is a result of a low level of happiness, or whether that level depends on satisfying relations with others, or whether it's rather positive feedback, persons living in relationships, marital unions in particular, are happier than others. It concerns women more than men.

Well-being is in a positive relation with happiness, which finally stops increasing, despite well-being's growth. The strength of a relation between well-being, the increase of income in particular, with happiness is weaker in rich countries than in poor countries, and it depends on well-being's judgment. It can be said that happiness is not an achievable goal, whereas the way to it can be less or more pleasant, however in order to experience anything, we should follow that path.

A substantial part of research into life quality predictors is of correlative nature, thus concluding with regard to causal relations is disputable. Only some predictors in research relate permanently to happiness, a positive or a negative affect, and these are not the same predictors. We do not know whether in rich countries material goods translate directly into happiness, or whether it is a result of democracy, good medical care, a high level of education and infrastructure. There would be required more analysis including structural equations, and mostly the increase in the number of experimental research, difficult in realization herein. Another problem concerning psychological life quality research, and psychology in general, regards indicators' and determinants' differentiation. For example, self-esteem, autonomy, depression or neurotism are considered as components or indicators in some research on life quality. In life quality models, these variables are seen as correlates of experiencing daily life, not its indicators. The problem of self-descriptive tools of measurement are also related to life quality research. It turns out that the measurements based on self-description coincide with some other measurements such as: survey-based evaluations, evaluations of randomly matched life moments, emotional balance (the ratio of positive emotions to negative ones), other people's appraisals. That gives rise to tasks for the future. Building coherent life quality models and corresponding to them reliable measurement tools of variables which constitute them.

8. Summary

Guidance in the scope of life quality sense is not possible without setting practice in theory. The aim of this dissertation is to show both strong and weak points of main psychological orientations related to life quality issues. Paradigm of a holistic solution of scientific problems causes that non – psychological threads will be present in deliberations and taxonomies. Economics, the liberal arts and medical sciences have been dealing with a man's life quality *explicite* for a long time. However, subjective people's judgments have been endorsed in the understanding and research of this phenomena until recently.

Previously arbitrary criteria were preferred. Psychology was also very pragmatic and prescriptive with regard to that. Presently it puts emphasis on the sense of life quality and it seems that it evolves towards a very specific direction – psychological life research. Besides, there the following will be discussed: reasons for dealing with life quality, effects and ways of looking for its correlatives and measures, the influence of the experienced life quality on a human being's behaviour. The impact will be put on an inextricable relation of that phenomena with some affective processes. Undertaking the research, which in fact concerns other issues while the motto of the life quality plays only a promotional role in it, will be exposed to criticism.

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Joanna GÓRNA

The labour market with regard to transformations and demographic challenges – the increase of occupational activity of persons aged 50+ as a challenge to the labour market policy

1. The European Union with regard to demographic changes and labour market challenges

Demographic changes in Europe have an essential influence on the labour market and perspectives of European economy. The number of elderly people is increasing in the world, but the largest proportion of the elderly is in Europe. Having analyzed the demographic forecasts for Europe it appears that the population number will decrease while the number of elderly people will quickly increase. The proportion of population over 60 years old in the developed countries will go up in the next five decades from one fifth to one third. The demographic forecasts published by Eurostat show that the population number of the EU will go down from around 500 million in 2012 to around 448 million in the second half of the XXI century. It will happen despite an inflow of 40 million immigrants. The situation will affect to the largest degree such countries as Germany, Italy and Poland. The forecasts for our country show that in this half century the number of inhabitants will drop by 4,7 million (the decrease to 33,5 million).

The EU assumes correctly that, contrary to appearances, a longer life does not necessarily mean the extension of a sad, helpless old age. The health system should function in a way that would support a self-reliant old age in a possibly longest period of time proceeding in a relatively good condition. Such a demand was found among the conclusions of the Council passed during the Polish presidency. The Council adopted several proposals regarding the labour market and the presence of mature people on it. The matter is that the governments should not only take care of promoting their potential but also

fight the discrimination of elderly people on the labour market and help them to maintain themselves on the labour market or enable to re-enter the labour market.

An active management of age is one of the priorities of the European Employment Strategy. Vocational guidance is one of the factors having a key meaning and impact on the direction of the desired changes on the labour market.

The target defined in the strategy of Europe 2020 is a rate of employment of persons aged 20–64 at the level of 75%. The value of the national target for Poland was defined at the level of 71%. In the fourth quarter of 2012 the rate of employment for persons aged 20–64 was 65,0% as compared with 64,7% a year before in the fourth quarter of 2010 in Poland.

In the future the European labour market will face some problems regarding the ageing of the society and a decreasing number of young people. As a consequence, the adults – the older workers in particular, will have to update and develop their skills and competences via vocational education to a larger extent. Capacities and competences in the field of ICT and a knowledge of foreign languages will have more and essential meaning to get and maintain a job as well as to live one's daily life. Such an increased need for lifelong learning means that there should be more flexible ways of realization, training offers adjusted to the needs and established systems of validation of non formal and informal learning. We can take advantage of possibilities of ICT in order to support the development of education and training of adults within distance learning.¹

Together with transformations in the structure of the European population and more frequent changes in the middle of one's professional career, there is a growing need for permanent development of skills, lifelong education and vocational training. The role of vocational guidance in the system of public services is providing some relevant information regarding training offers and maximizing the access to training possibilities at various levels. This may mean some basic changes as to what kind, when and by whom the education and vocational training is organized, carried out and financed.

¹ Communiqué of the European Ministers for vocational education and training, the European Social Partners and the European Commission, meeting in Bruges on 7 December 2010 to review the strategic approach and priorities of the Copenhagen process for 2011–2020, p. 4.

2. Structure and demographic forecasts in Poland

Poland which for many years belonged to the youngest community in this part of the world starts to resemble a cross section of society of western Europe. In 1950 the elderly in Poland made 5,3 per cent of the whole of society while in 2012 that was 13,7 per cent. According to the Central Statistical Office the population numbers in Poland will be 37,8 million in 2020 while in 2035 it will be 36 million, thus in the said period of time the Polish population numbers will decrease by 1,8 million, and the pace of that decrease will be increasing. Apart from a systematical decrease in the population numbers, there can be predicted a progressive process of the society aging. It means substantial changes in the population structure, that is the increase of generation beyond retirement age and a lower proportion of children and young people at the same time.² In 2012 there were more than 7,5 million people over 60 years old. In 2035 the number of people beyond retirement age will reach 9,6 million and the number of people beyond retirement age in the whole society will be 26,7 per cent. The number of people beyond retirement age will increase by over 100 000 yearly and in the period of 2010–2020 there will be almost 200 000 people aged 60/65 and even more.

Presently persons over 60 years old make 17,7 per cent of population. If we add to all of that 14,9 per cent of population aged 51–59, the so called population over 50 years old makes 32,6 per cent of all Poles.³ Presently in Poland there are 25 seniors to 100 persons active in the labour market, and in 2030 – according to the Central Statistical Office – there will already be 46 of them. Similar proportions concern the whole Europe. That will bring about consequences for public finances – the less working people, the more retired people, and the state has to spend more on social security benefits. Even nowadays many countries are not able to keep up with so fast growing number of retired people, while the economic crisis forces them to embark on reforms of retirement systems and increase the activity of the elderly. Since Poland has entered the European Union about 2 million Poles in an economically productive age left Poland in search of work. Assuming that a vast majority of them will settle down abroad, the proportion of the elderly is actually larger and will exceed forecasts in the coming years. It shows a necessity of taking intensive steps intending to increase the occupational activity of Poles, the more so because the rate of employment of the elderly is still too low. The in-

² www.stat.gov.pl.

³ *Mały Rocznik Statystyczny* 2012, Central Statistical Office, Warsaw 2010, p. 116.

crease of employment of persons over 50 is one of the main challenges which Poland has to meet.

3. Generation 50+ on the labour market

According to data of the Ministry of Labour and Social Policy⁴ the rate of occupational activity was 34,1 per cent in 2012 what means that only every third person was active in that age group. Better rates characterized a group aged 50–64. In 2012 every second person in that group was occupationally active, and the occupational activity of that group is growing systematically – from 46,7 per cent in 2006 to 54 per cent in 2012. It's obvious that statistics for persons aged over 60, that is beyond retirement age, are even less optimistic. As a result of extended retirement age, work becomes a necessity for such persons. At present, persons over 60 (in case of women) or 65 (in case of men) make a little proportion in their age category. According to the Central Statistical Office only 6,5 per cent (the proportion of women and men in total) of persons over 65 are still working. The statistics showing a little proportion of those employed beyond retirement age go hand in hand with the respondents' declarations. The poles who are already employed state most frequently that will be able to work only until they are 58,6 of age. Over 61 years is an average age indicated by the respondents of the European Union member states as the age of finishing one's work. Analyzing the data given it can be observed that persons occupationally active for the longest period of time are those who are self-employed – in Poland it is a bit over 60 years old.⁵

There are over 8,800 persons aged 50 and 50+ who are passive. The reason for passivity of nearly 6,4 million of Poles is retirement which in 2010 was the cause of passivity of 11,9 per cent of passive persons aged 45–54; 61,8 per cent of passive persons aged 55–64 and 86,3 per cent of those passive ones aged 65 and 65+. The second reason for passivity of the said age groups was illness and disability indicated by 44 per cent of the passive ones aged 45–54; 24,2 per cent of passive persons aged 55–64 and 8,7 per cent of passive persons aged 65 and 65+.

Rates describing the situation on the labour market in Poland still diverge from the average of EU, although the distance is diminishing. In the EU states in 2012 the rate of occupational activity of persons aged 50–64 was 63,8 per

⁴ Persons over 50 years old on the labour market in 2012, *The Ministry of Labour and Social Policy, The Department of Labour Market*, Warsaw 2013.

⁵ J. Kwinta-Odrzywołek, *Sytuacja osób w wieku na rynku pracy*, <http://rynekpracy.pl> z dn. 02.11.13.

cent to 54 per cent in Poland. The average rate of employment in the EU of persons aged 50–64 was 64,2 per cent to 47,5 per cent in Poland. The employment rate of persons aged 55–64 in Poland was 39,8 per cent to 49,5 per cent in the EU. The employment rate is still the lowest one in Poland. It has to be mentioned that the target defined in the Lisbon Strategy is the employment rate which amounts to 70 per cent for persons aged 15–64, and 50 per cent for persons aged 55–64. The gap to the target values, even though a bit smaller, in 2012 it was 10 percentage points in the group aged 15–64 and 10,2 percentage points in the group aged 55–64. The unemployment rate of population aged 50–64 in Poland was at the level of average in the EU and amounted to 7,5 per cent to 7,6 per cent in the whole EU. At the end of 2012 labour offices registered 486,400 persons aged 50+. The proportion of persons aged over 50 amounted to 22,8 per cent in 2012. In contrast with the unemployed in total who made 60,2 per cent of the unemployed in the group aged over 50 (48,6 per cent in number totally registered). The older unemployed are poorly educated. At the end of 2012 the biggest number of people over 50 registered as unemployed had lower secondary education and even lower – that was 182,800 persons and that made 37,6 per cent in that group. The least number of unemployed in the described category had university education – 19,700 persons and that made 4,0 per cent of unemployed in that group to 11,7 per cent of unemployed who had higher education among the total number of those registered. Among those registered unemployed aged over 50 the largest population made persons with 20–30 years of work experience – 163 000 persons, that is 33,5 per cent of unemployed in the said group, but 4,5 per cent did not have work experience and another group had up to 1 year of experience. That group was dominated by those looking for a job in the period of 12 to 24 months – 25,7 per cent and more than 24 months – 25 per cent. In total persons being unemployed for more than 12 months made 50 per cent of unemployed aged over 50 years old. That means that elderly persons who come to the labour offices in the search for work, are condemned to a longer period of unemployment.

The most frequent reason for excluding the elderly unemployed from the offices' statistics was taking a job (37,1 per cent of outflow of that subpopulation) and no confirmation of readiness for work (22,8 per cent). During the analyzed period, the job was taken by 159,300 persons in that category (that is 2,600 persons more than in 2011). Non-subsidized jobs were taken by 126,800 persons (929,5 per cent). Subsidized jobs were taken by 32,500 persons (7,6 per cent of the outflow), that is by 31 per cent more than in 2011. In 2012 83,700 of the unemployed aged over 50 were involved into various

actions, and that made 19 per cent of the total number of the activated unemployed (subsidized jobs, trainings, traineeships, vocational preparations, social utility jobs).

Statistical data confirm that the level of occupational activity of the society is low. However, it has to be emphasized that the occupational activity of persons in the older age groups is growing, even though the employment rate is still at the unsatisfactory level. On the other hand, the unemployment concerns the elderly less, what can be proved by a lower unemployment rate in the other groups. This can result from the fact of occupational non-activation of that group in case of lack of work, thus going into early retirement or pension. From the other point of view, the older people once registered in the offices, they figure there in longer than the other unemployed. Undoubtedly, such longer unemployment period of the elderly can be related to their education level. At the same time, older people have work experience that the young people often lack. Despite the experience they have, they are not familiar with new technologies or they do not take computer skills courses. There are a few reasons for a low occupational activity of older people, and these are, for example:

- difficult situation on the labour market, high unemployment;
- difficult conditions of management and high work costs cause that there are created not many new work places, while the employers look for cheap workforce, and these are first of all young people;
- dynamic development of new technologies causes that employers frequently get rid of persons over 50 who are not familiar with ICT;
- common stereotypes regarding older employees which discourage employers to employ persons over 50 – according to such stereotypes the older people are less flexible, more often ill, do not want to undergo trainings, they do not want to learn foreign languages or get to know ICT;
- intentional policy of the state drawing the older people from the labour market due to the system of social security benefits;
- special protection against contract's termination when it comes to employees who
- need less than four years to exercise their retirement rights. Extending the period of time from two to four years, in the experts' opinion, paradoxically makes the situation of older people worse. Employers do not want to employ those who already are or will soon be under pre-retirement

protection period, because as a result they cannot be dismissed for four years later on.⁶

A conviction that the employers in Poland do not care about the older employees, that the health condition of Poles is worse than that of other European inhabitants and that Poles are more tired in comparison with employees from other European countries: these are the most frequently listed reasons for early finished occupational activity by Poles – in comparison with other inhabitants of European countries.⁷

The possibility of continuing one's work or re-enter the labour market is often a chance to avoid poverty. It is obvious that if someone retires, the incomes of senior citizens fall drastically. In Poland there are relatively many young senior citizens, that is below 60 years old, and that was related to a possibility of taking so called early retirement. When it comes to some professions (for example, the policemen, the soldiers, the miners and others) they still have a possibility of acquiring retirement rights after 15 or 25 years of work, and that means that people aged 40–50 years go into retirement. That is why it is so important to keep them on the labour market or create conditions for work as fast as it is possible. It should be mentioned that some departments have already taken necessary steps and the established institutions support those leaving their place of work to find new employment and plan their professional career. An example can be The Military Centre of Occupational Activity in Poland by The Ministry of National Defence. There are only a few subjects the key mission of which are activities aiming at making the situation of people over 50 years better. Activities aiming at support and activity of older people, even though taken and carried out by various public and non-public subjects, are not within the main range of their actions. When it comes to public subjects, we can differentiate mainly a system of public employment services and a system of social assistance acting for the sake of that group of beneficiaries. If we add to that the lack of a modern lifelong learning system of education providing for older people as well as the lack of a developing in the so called 'old' member states of the EU management of age in the companies, which encourages a rational exploitation of workers, including those over 50 years old, it can be stated that Poland has still much to do in that field.⁸

⁶ T. Szimanek, *Sytuacja osób powyżej 50-tego roku życia na rynku pracy oraz rola organizacji pozarządowych świadczących usługi rynku pracy skierowane do tych osób*, The Foundation of Social and Economic Initiatives, Warsaw 2006, p. 7.

⁷ Polacy na temat aktywności zawodowej seniorów – research report, research conducted at the request of the President of the Republic of Poland, September 2011.

⁸ *Ibidem*, p.

4. Labour market policy towards older people

In the nineties of the XX century, in the period of economic transformation, successive governments enabled workers over 50 years old, going into early retirement or provided them with pre retirement benefits. The public opinion favoured such policy since people believed that work places taken by older people caused unemployment among young people. The effect of that was that the average retirement age in Poland is the lowest one in Europe. Implementing the system of early retirements and pre retirement benefits had a demotivating effect on the 50+ generation when it comes to continuing work. Only when Poland joined the EU, there were attempts to work on projects which would enable people over 50 years, re-enter the labour market. And so in 2003 the Ministry of Economic and Labour prepared a project titled *50 plus – a programme for employment of persons over 50 years old*, which spread over a small group of persons and did not bring about any desired effect. One of the basic priorities of the Polish policy of labour market is the increase of occupational activity of the whole society. With regard to the policy realized by the Minister of Labour and Social Policy, the attention is paid to the activity of persons occupationally passive aged 45+ as well as actions aimed at encouraging people to be mobile for a longer period of time.

In accordance with the employment promotion and labour market institutions act, persons over 50 years have been recognized as those in a special situation on the labour market, and at the same time entitled to take advantage of various actions targeted at their mobility. Enhancing occupational mobility of persons over 50 years means a need for limitation of non retirement mobility, because the decision concerning going into retirement usually is accompanied by a decision about work ceasing. Massive, early non mobility is a considerable burden for the public finances, difficult to bear because of the society's ageing. The state should then bother that the citizens would go into retirement as late as it is possible, and that they would cease to work at the latest. The authors of a research conducted at the request of the Ministry of Labour and Social Policy, regarding non mobility of persons approaching the retirement age call for, among others, the following actions in order to increase the occupational activity of persons approaching the retirement age:

- creating the system of checking one's occupational and general competences in various available free forms, including the Internet, centres of planning career, or labour offices. Undergoing self-analysis of competences would help to define one's gaps which could be filled in by the system of lifelong learning since most of types of qualifications gained lose their value on the labour market within one or two decades. Professional career

lasts longer and will gradually be extended. It is then a big challenge for lifelong learning, learning how learn new things, planning career pathways, etc.

- developing the system of lifelong education, financed or co-financed by public means which should be addressed to people aged 45–55 when certain gaps or lack of competences first appear but they do not necessarily become the reason for going out of the labour market. Persons with university education after they had retired work definitely more frequently than the others. When we consider lower levels of education, the retired work more seldom. The access to lifelong learning should be common, but certain preferences and rules of payment should be considered in case of such group. There should be considered a possibility of financing from the public means (structural funds) and from own resources. Co-financing increases responsibility for education effects, however shifting the costs of education onto persons aged circa 50 years leads to a little participation of that group in lifelong learning.
- Such education should not be superficial and at the same time should last appropriately long and should combine theory and practice. The programme for mature elderly people education should include a considerable practical component and that can't be introduced without employers' participation (new technologies, required competences should be taken into account). The system of such education must predict the participation of employers (profitable for them and their organization) in education and certification of qualifications gained. Enabling that group using professional vocational guidance as well as individualization of education programme (module forms can make it easier), because effective learning requires appropriate orientation and individual adjustment.
- Encouraging employers to be keen on employing persons approaching the retirement age. It could be in the form of certain fiscal bonuses, compensating for differences resulting from a decreasing productivity of older persons and their usually growing salaries.
- Promoting knowledge about the ways of workers' age management in the companies and with employers (their HR units).
- A bigger differentiation of employment contracts. On one hand, employers' fears to employ relatively older people should be diminished (all kinds of part-time contracts) as well as making it possible to work in a reduced time of work and in varied forms of time organization in order to adjust work to some older people's possibilities which are often limited by their diminished efficiency and a worse health condition.

- Persons who, for health reasons, can't work until they achieve the required retirement age, should be taught how to plan their professional career in order to be ready for a change of profession. They should also get some support to be able to reskill. Such support should precede the occurrence of potential problems (presently labour offices do not provide such support).
- Developing tutelary institutions in various forms so that taking care of children by persons approaching the retirement age would not condition the employment of a younger generation.⁹

Most of these recommendations is already being realized and/or possible to be introduced fast, others require a longer period of time, but there should be created some stimuli hindering going into retirement, and in case of those who already retired, an incentive to continue professional career. Most programmes, including lifelong learning education, guidance or incentives addressed to employers to employ persons approaching their retirement age, should concern not only those who already retired but also those who will soon retire.

In 2008 the Ministry of Labour and Social Policy announced a new programme titled *Solidarity of generations. Activities enhancing occupational mobility of persons aged 50+*. An Implementation Document (ID) is a detailed regulation of the programme adopted by the Council of Ministers as of 5 January 2010. It includes a package of government and self-government activities in the form of initiatives which put emphasis on improvement of occupational mobility of persons 50+ (partially 45+ as well). The programme will be realized until 2020 and its strategic aim is to achieve the employment rate of persons aged 55–64 at the level of 50 per cent.

The Implementation Document concerns a few age groups – 45, 50 or 55 and 55+. The multigenerational approach in the document is very positive because the actions taken regard a promotion of the access to employment throughout the whole period of participation in the labour market. The policy of 'active ageing' does not concern only persons over 50 years but it also concerns actions in the perspective of a life cycle. Addressing particular groups of actions to persons at the age different than a basic target group is recommended because of a long-term positive effects of the programmes' realization. On one hand it concerns actions within the scope of health prevention, on the other hand – some actions intending to change the approach,

⁹ *Dezaktywizacja osób w wieku około emerytalnym*. Research report, Department of Economic Analysis and Forecasts, The Ministry of Labour and Social Policy – Warsaw 2008, p. 130.

which should be addressed to younger persons in order to encourage them to particular approaches after they are 50 years old or more. In order to realize the main target, there are aims submitted to it and targeted at actions regarding the labour market such as: an improvement of the balance in the system of finance incentives to employ persons over 50 and extending the work time by those persons, counteracting age discrimination, support for the disabled – especially those over 50 years, promotion of trainings in order to increase the employment rate and productivity of workers over 45 years, the improvement of attractiveness and conditions of work, promotion of active ageing and promotion of gender equality.¹⁰

To achieve those goals, taking into consideration a substantial role played by the Labour Offices and vocational guidance, the following tasks, among others, are of support:

- Improvement of work conditions, promotion of employment of workers over 50 years and age management;
- Improvement of competences and qualifications of workers over 50 years;
- Reducing work costs related to the employment of workers over 50 years;
- Mobility of the unemployed or threatened by a job loss aged over 50 years;
- Occupational mobility of the disabled;
- Increasing a possibility of women's employment via the development of services enabling to combine work and family life;
- Extending effective retirement age.

The following priority actions are taken within those activities in the fields such as:

- promotion of employment of persons aged 50+, including women's employment aged 50+
- promotion and implementation of age management in the companies via realization of training projects for employers and employees
- a diagnosis of competences of adults, particularly persons aged 50+
- improving professionalism of the labour market taking into consideration the needs of customers aged 45 and more
- the popularization of lifelong learning for persons occupationally active aged 45 years and more via carrying out regulation changes
- facilitation of improving one's qualifications by workers, including those aged 50+
- supporting lifelong learning of persons aged 50+

¹⁰ *Solidarity of generations. Activities enhancing occupational mobility of persons aged 50+.* Implementation Document adopted by the Council of Ministers of 5 January 2010 r, www.mpips.gov.pl as of 12,12,11 r.

- offering support to those employed aged 50+
- the popularization of lifelong learning of the unemployed and Job-hunting aged 50+ via conducting particular regulation changes
- creating individual action plans for those aged 45+
- supporting local initiatives considering active forms of social assistance to the unemployed aged 50+
- actions improving social integration of persons aged 50+
- counteracting exclusion of persons aged 50+ and strengthening the sectors of social economy
- occupational mobility of persons aged 50+
- promotion of resourcefulness among persons aged 45+
- promotion of employment of the disabled, mobility and occupational integration of the disabled.

The above listed tasks require a big involvement of workers of public employment services, particularly vocational counselors who are in a direct touch with those looking for a job. Their approach, knowledge and competences influence the effectiveness of taken actions. Within the realization of this programme over 200,000 unemployed persons aged 45/50+, the disabled and workers aged 50+ have been trained and their qualifications have been upgraded.

There have also been trained 2300 workers of public services in order to improve the situation

When it comes to their knowledge about the present problem concerning the mobility of persons aged 50+.¹¹

Some positive effects of that programme can already be observed. Below there are a few rates used to monitor progress in realization of the strategic goal of the programme which have been improved since 2008:

- The average retirement age (in years) in 2008 – 59, in 2012 – 59,5.
- The employment rate for persons aged 55–64 (years in per cent) in 2008 – 31,6; in 2012 – 39,8.
- Participation of persons aged 45–64 improving their qualifications (in per cent) in 2008 – 1,4; in 2011 – 1,9 (within occupational mobility)
- The employment rate of the disabled aged 45–64 (in per cent) in 2008 – 18,4; in 2012 – 23.
- The average age for leaving the labour market (in years) in 2008 – 61,4; 2012 – 62,3.

¹¹ Realization of programme ‘The solidarity of generations. Activities enhancing occupational mobility of persons aged 50+’, MPIPS, Warsaw, January 2013, r. 99.

That programme has already been updated.¹² Revising the programme, the largest amount has to be allocated to adjusting competences and improving qualifications of persons aged 45+.

The Ministry of Labour and Social Policy examines the possibility of tax advantages regarding educational activities financed by persons 50+ from private resources, introducing educational bonuses and training accounts. It is important that the courses meet real needs and possibilities of persons aged 45+. One of the essential aspects of development of educational offer is flexibility in the choice of methods and training forms at work, in the training groups as well as at home (that is particularly substantial for areas with a poor access to training institutions, among others, rural areas).

Courses and trainings should take advantage of ICT, distance-learning (including e-learning), practical education during work and self-education groups. It is also vital to increase the participation of persons aged 45+ in the form of formal and non formal education (for example, post graduate studies, Universities of the Third and Second Age etc.). In order to develop such type of education in Poland, there must be cooperation between various institutions, including employers and training institutions. Trainings should meet the requirements of a particular company, so the participation of employers or experts in a particular field able to create syllabuses is a must. There will be created the Internet portal with information about the availability of trainings for persons aged 45+. Additionally, there will be a guarantee of funds to develop competences of the vocational guidance personnel, trainers and coaches (including persons 45+) specializing in work with persons aged 45+ and 60+ as well as the development of public and non public institutions (also private ones) specialized in vocational guidance and education of middle-aged people within the programme.¹³

5. Conclusions

In the strategy Europe 2020 the role and meaning of a partnership between the subjects in the field of education and vocational training is emphasized, particularly the involvement of social partners in working out, organizing, carrying out and financing education and vocational training which play an

¹² *Programme 'The solidarity of generations. Activities enhancing occupational mobility of persons aged 50+' Implementation Document (UPDATED)*, Warsaw 2012, www.mpips.gov.pl.

¹³ www.ekonomia.rp.pl z dn. 3.11.13.

important role also in promoting the idea of justice, social inclusion and an active civic conduct.

A fast growing number of the Universities of the Third Age (U3A) the task of which is education and social integration of older people proves the activeness and readiness to participate in the social life. In Poland there are more than 300 U3A which form a union for over 100,000 persons. There would be more unenrolled students but the U3A are not able to admit all the applicants because of limited living and financial conditions. It seems quite deliberate and desired for the U3A to include them in the local nets of cooperation in the field of vocational mobility of the senior citizens and pensioners. U3A could become the centres of educational promotion and vocational training as well as active partners of the Labour Offices in the field of improving and gaining new qualifications for the 50+ generation. Presently people in their fifties learn some practical computer, language skills and other there.

To sum up, it needs to be stated that there are more activities and programmes targeted at people finishing their careers, but there are also many matters and problems of guidance for those approaching the end of their professional career which should be solved in the nearest time, or there is a need for the current activities to be intensified, and they are as follows:

- Preparing the workers of public employment services to work with clients who are older, better educated and more active.
- Ensuring the access to information about the rights and services for those finishing their career path.
- Marketing of the public employment services as centres supporting education and vocational training as well as enabling such education, not only as a mediator.
- Promotion of mobility of persons aged 50+ by all the educational institutions, promotion of education and vocational training, of higher education, of adults' education, employment and social inclusion.
- preparing appropriate packages of trainings meeting the requirements of employers and the labour market, enabling to upgrade competences and qualifications of employees approaching their retirement age. Developing general and vocational qualifications increases the chances to get a job and/or keep it, and can be a factor stimulating a longer mobility.
- Adjusting the programmes and methods of learning to the age and possibilities of recipients-Participants (variety of trainings with regard to age, level of education etc.).
- Carrying out research within the scope of needs and educational possibilities of persons finishing their career and the labour market.

- Exchange of information and good practices between public employment services in Poland and the countries in which mobility of older people is the largest in Europe.
- Promotion of resourcefulness at all age groups. The research show that persons from the self-employed group more seldom receive their pensions as well as they more seldom ceased working, not only because of postponing their decision about going into retirement, but also after they went into retirement. Those working as self-employed, contrary to hired workers, work longer without drawing their pensions, they go into retirement later and receiving their pension they are occupationally active for a longer period of time.¹⁴
- Developing cooperation with institutions and organizations of formal and informal education, and others conducting activities in the older people environments in order to exchange information about the needs of the labour market, job offers, trainings, mobility and promotion of occupational activity.
- Lifelong education plays a special role in the mobility of senior citizens, thus there is a need for creating an all-Poland system of such education, targeted also at seniors and based on the existing potential of non-government organizations and public schools.

It is hard to imagine the mobility of older people and the disabled without properly functioning system of vocational guidance, professional experts, cooperation of all interested and involved parties as well as indispensable financial resources.

It has to be remembered that in order to take deliberate, effective and efficient activities targeted at people in the evening of their career or already retired, their situation has to be better identified, not only in the context of the labour market but also in the context of carrying out a comprehensive research of such a group. Such research is already being conducted at Jan Długosz University together with University of the Federal Employment Agency in Mannheim and Jagiellonian University in Cracow. The subject of that research is a demand for life and vocational guidance among older people.

¹⁴ *Dezaktywizacja osób w wieku około emerytalnym*. Research report, The Department of Economic Analysis and Forecasts, The Ministry of Labour and Social Policy – Warsaw 2008, p. 27.

6. Summary

Demographic change, the aging of the population of Poland, the increasing age of retirement (now 67 years for both men and women from 65 years and 60 years respectively) have all contributed to the actions that are necessary to support those citizens reaching the end of their careers especially those over 60 years of age. The fact that this is possible is borne out by international statistics. This diagnosis of the present situation in Poland demands a number of challenges facing the country's policy makers with regard to people aged 50+ years. Long-term and medium term strategies have been developed to support this aging workforce.

This paper presents the situation of a group of people aged 50+ in the labour market and the necessary actions undertaken by the government aimed at increasing the economic activity in this age group. This is undoubtedly beneficial for the economy in general, for the community and for the elderly individual.

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Labour market from the perspective of unemployed women – research report

1. Introduction

Labour market as an economic institution in the context of social life in which the aspect of change is revealed, is often discussed in the context of the unemployment phenomenon which is defined in the literature on the subject as a social phenomenon the problem of which is that some people able to work and declaring the willingness to take a job, do not find any real employment because of various reasons. Thus, the notion refers to many spheres of a person's functioning, both in the individual and social dimension, as well as the society and the world, in the economic, business and political aspect. In Poland the phenomenon appeared suddenly after 1989 as a result of political transformations. At the beginning of the 90's both the Polish society and the Polish people were not ready for unemployment in the emotional, cognitive and organizational dimension. Up to now many people have not still adapted to changes which had caused, among other things, different than so far a policy of employment in companies, the necessity of long life learning, upsetting a balance between supply and demand of workforce, a strong competition on the labour market. In a common view there is a prevailing opinion that educational and occupational decisions are taken by young people at the beginning of their professional career. However, some changes on the labour market, transformations in the field of economy and technological progress enforce making choices in the field of qualifications of people whose career had been steady so far.

Contemporary labour market can be characterized by big competition, employers high requirements and insufficient number of workplaces. So to achieve a success on the labour market it is not enough to have qualifications according to requirements imposed by employers, but it is also good to have

adaptation abilities to accept permanent changes and be ready for taking a job in global corporation. Unemployment statistics show that many adults are jobless because of various reasons. One of them are low or inadequate qualifications and a disability to adapt to changes.

So what are the views and opinions of unemployed women about the labour market? Does the situation of women on the labour market in Poland and other European countries differ from the situation of men?

The research 'Labour market from the perspective of unemployed women' intends to get through to not only objective economic conditions which women have to face on the market, but also to the attitudes and behaviors towards work and unemployment of women.

2. Position of women on the contemporary labour market

'Lack of full participation of women in social life means the loss for all the members of the society. (...) improvement of women's situation is the improvement of everybody's situation.'

(Kemal Derbis)

The complexity of transformations of the Polish society causes that it is hardly possible to explicitly define some model, ideal and typological ways the contemporary women have to follow nowadays. It turns out that together with the development of certain walks of social life, and following on from that irreversible changes of roles and attitudes defined as typically feminine, the division of assigned and expected tasks becomes more and more undetermined and unclear (Gawron, 2008). Contemporary women more frequently fulfill their ambitions, aspirations and career expectations. They do not limit themselves to playing the roles of wives, mothers and housewives. The role of a woman in a family has dramatically changed. Women take jobs on a large scale, thus achieving the status of one of the breadwinners in the family, and in consequence they win more rights they are entitled to in the family. This fact, however, does not cause any equal division of household chores, just because women still do most of chores, developing their careers at the same time. A. Hochschild defined that as if they 'worked shifts' (Hochschild, 1989).

The dilemma – a career or a family life – is typically women's problem. Family activity does not have any decisive influence on a man's career (Hochschild, 1989). The dilemma is solved by women by assuming various styles of life in which they try to combine family duties with career.

With reference to men, there are social expectations that their career role will outweigh the family role. When it comes to women, the conflict becomes serious, just because the two measures: the motherhood and a career are unequally estimated by the society that does not give a priority to any of them (Mendras, 1997).

A contemporary woman meeting the market and family requirements, often pays a high price for all of that. She finishes her schooling, then she starts her professional career and improves her qualifications at the same time. But it happens that the results of her work, the same as a man's achievements, are assessed and paid for poorly. Women's discrimination on the labour market is quite a common issue. It is required from women to have a better education and higher qualifications than men have while applying for the same posts. What is more, qualifications and education often are receded into the background. Employers during job interviews ask about the family status of a woman candidate, and later on they want to find out about her professional competences. Women meet many barriers, resulting from a stereotypical attitude towards a role of a woman and some prejudices against them during a recruitment process. Many employers describing a candidate's profile, pass the qualities typical for women over such as: communication abilities, a flexible style of management, the ability to work in a team (Gender Indeks, 2007).

During the past years, the number of women successfully competing with men in a professional, scientific or political field has increased. However, their participation in the social life is viewed from the position of a weaker partner. We can risk a statement that there are two labour markets – for men and for women (Barron, Norris, 1976). According to the analysis of the Research Team for Women and Family of the Institute of Philosophy and Sociology at Polish Academy of Sciences (PAN), the promotion is blocked by cultural barriers. There have been distinguished three levels of such barriers:

- internal barriers in women themselves – these are features such as: lack of self-confidence, fear of holding managerial positions, lack of courage to express and voice own needs, lack of assertiveness and self-assurance, false modesty, disability for managing the aggression of superiors, the need of acceptance of superiors
- entanglement of women in traditional roles – there are certain social expectations towards women. They are mostly seen as mothers and wives – caring for the hearth. From the other side, for many women the family is the first;
- external factors – in this case the impact of men on women's professional career is essential. Men, who dominate the managerial positions in Po-

land, decide about filling the high posts themselves and in consequence they entrust another men with them. Meanwhile, women have to count on themselves, they ceaselessly have to prove their value, work more effectively, make less mistakes. Virtues are permanently attributed to men, they do not have to prove their value.

Thus fighting against open and hidden signs of women career discrimination, and at the same time elimination of numerous barriers hindering the development of women's careers, requires taking appropriate steps to work out an overall strategy of actions.(Gawron, 2008).

The situation of unemployed women on the labour market in Częstochowa seems to be difficult. According to 'The information about the situation on the local labour market in September 2012' worked out by the Powiat Labour Office in Częstochowa, the number of registered women was 11 752 women and that was 50,3% of the total number of the unemployed. With reference to the previous month, there has been a growth in the number of registered women by 263 women. In Częstochowa there were 7 414 unemployed women registered while in Częstochowa powiat there were 4 328 women. There were 1 662 women entitled to benefits, that is 14,2% of the total number of registered women. It should be emphasized that nearly half of them, that is 49,1% of women registered in September constituted unemployed women being in special situation on the labour market. Young women up to 25 years old made 13,2% of the total number of the unemployed, people over 50 years old – 28,5% of the total number of the registered people, persistently unemployed – 52,3% of the total number and the disabled – 7,4%. The data shows that the problem of unemployment among women really exists and requires taking initiatives on the labour market that would change their situation for better.

3. The aims of research and the persons under research

The purpose of this article is to make a diagnosis of the occupational situation of unemployed women living in Częstochowa and its region. The research covers the following fields:

- Difficulties the unemployed women face on the local labour market;
- Motives of looking for a job of the research group;
- The ways of looking for a job mostly employed by women;
- Factors deciding about getting a job;
- Forms of support available in a Powiat Labour Office in Częstochowa employed by women while job-hunting.

The realization of the said research is an attempt to make a diagnosis of a vocational situation of unemployed women on the local labour market.

The research will enable getting to know the attitudes and features conditioning the occupational situation of unemployed women and factors which hinder taking a job. The results will enable adjusting the forms of support to unemployed women, among other things, considering the scope of vocational guidance.

Before the characteristics of the research group will be presented, it is worth knowing the participation of unemployed women in the general population of the unemployed registered in the Poviát Labour Office.

The research was carried out among 120 women registered as unemployed in the Poviát Labour Office in Częstochowa, and that is a small proportion of the total number of women registered.

The assumption is that in the research there will participate women who are interested in and willing to answer the questions in the questionnaire. It has to be indicated that the research did not refer to a direct characteristic of respondents but their views on the labour market from their own perspective. Most of those polled were women aged 18–30 years old.

Women aged 31–45 made 29% of those polled, and women aged 46–59 made 27% of those polled. The data shows that young women are threatened by unemployment than other age groups. It probably results from the fact that these are women who play the role of both a mother and an employee, that is why they meet with reluctance of potential employers in terms of employment. Besides, young age is related to lack of required professional experience, what can be a main barrier hindering getting a job. A young woman, starting her family life is a potential ‘threat’ in the eyes of employers considering a long-term absence from work, resulting from a potential motherhood (Blicharska-Czubara, 2011).

Analyzing the structure of the community being polled with regard to the level of their education, it results that the majority of research participants make women who have university education and vocational secondary education (27%), and the smallest group make women who have lower secondary school education (3%). It can be alarming that the most unemployed women are just those who have university education. It probably arises from the situation that Częstochowa is an academic centre with a few universities. Graduates of these universities join the local labour market which is not ready to absorb all young specialists. Besides, individuals with university education are more willing and open to participate in various enterprises, that is why they make the majority in the research. Comparing the data from 2011 presented by

Central Statistical Office in the report ‘Women and men on the labour market’ it can be observed that higher education is not a key to unemployment. Unemployed women were better educated than unemployed men. Over 64% of unemployed women had a secondary school education, a vocational college education or university education, while the analogical proportion of men was about 43%. The structure in terms of education of unemployed women registered in the district office is quite similar. At the end of the third quarter of 2012 in the Poviast Labour Office in Częstochowa the biggest proportion, that is 66,5%, made women who had university education, next were graduates of high schools (65,1%), vocational colleges and vocational secondary education schools (57,9%) (Poviast Labour Office, 2012).

On the other hand, individuals having lower secondary education make only a few per cent of the research participants. It can be assumed that women lacking particular professional qualifications are not aware of the importance of social research in finding out successful solutions in reducing the effects of unemployment when it comes to the youngest participants of the labour market as well as those who have the poorest qualifications or do not have any. A bit smaller group make those who have vocational high school education (27%). However, at the same level (19%) are those who have vocational secondary education and general secondary education.

A slightly bigger number of the research women live in the city (52%) than in a district (48%). There is an assumption that both women from the district and women from the city of Częstochowa have difficulties with getting a job, thus while looking for a job they make use of the labour office services. It seems that both the unemployed women from the city of Częstochowa and the unemployed from the district want to have an equal part in expressing their opinions on the research subject.

4. Presentation of the research results

It can be assumed that the possibility of taking a job by graduates is influenced by factors related to the employers’ attitudes towards their employment. Employers’ unwillingness to employ graduates results from their disappointments to new employees. Employers look for employees who would meet their expectations in terms of qualifications measured by the level of education but also by the specialty of achieved education and a professional experience gained during their training period. In the second regard the majority of graduates starting their career on the labour market do not meet these criteria (Auleytner, 2007).

It can be said that education is essential in terms of women's occupational mobility. Poor qualifications, on the other hand, cause that women withdraw from the labour market looking for other sources of earning a living, for example family sources of support or social benefits (Sztanderska, 2006). Getting some help, for example from the social Assistance Centres, they become inactive in the process of looking for a job. They maintain an attitude taking too much for granted and blaming others, including the country, for their fate. Besides, they focus on organizing some financial resources, not earning money itself.

Taking into consideration the unemployment period it can be stated that the most women are unemployed for no longer than one year, that is 58%, 36% of whom make women aged 18–30 years old. The same unemployment period refers to women aged 46–59 who make 14% of the research participants and individuals aged 31–45 (8% respectively). When it comes to a four-year unemployment period, the most unemployed women make women aged 31–45 years old, that is 9% of the research participants. However, the least registered respondents unemployed for longer than four years are women aged 18–30 years old. Irrespective of age, everybody worries about the future. Everybody takes certain steps to plan the future but having in mind that not all the circumstances can be foreseen. The situation of being unemployed is an additional factor triggering the fear about tomorrow, but at the same motivating to take actions leading to getting a job.

Considering the data presented, it explicitly appears that young women are listed on a register in the Labour Office for quite a short time, it is most likely that they probably successfully use all the possible methods of finding a job. Moreover, it can be assumed that the research participants have relevant and attractive abilities and qualifications for potential employers. It is worth paying attention to the fact that individuals unemployed for no longer than a year are highly motivated to find a job. All the above mentioned factors can undoubtedly have an impact on achieving a success, that is taking a job.

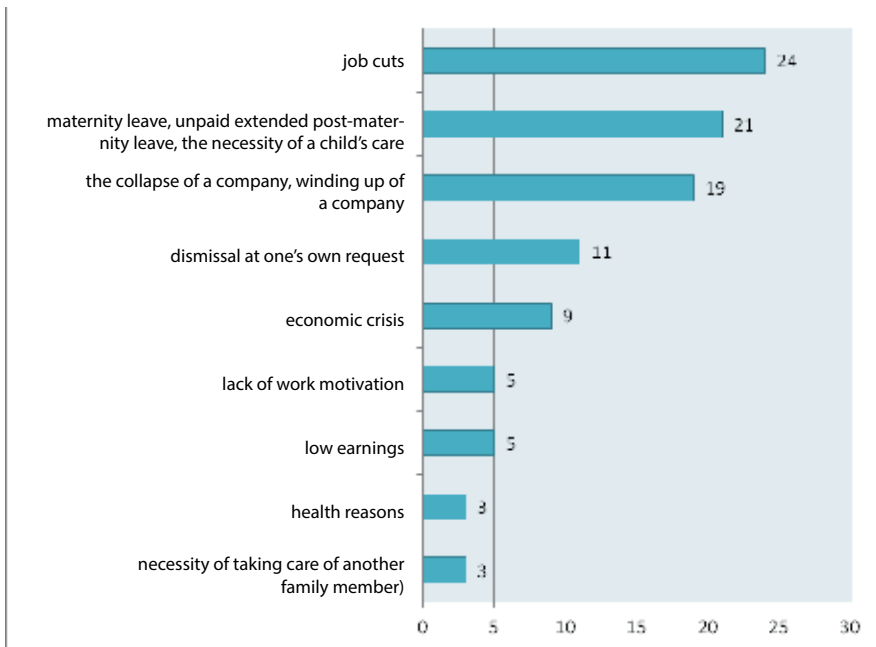


Chart 1. Reasons for losing a job in the opinion of the research participants.

Source: own materials, data in per cent.

The results of quantitative research presented in chart 6 show that one of the key reasons for losing a job, according to a research group, is job cuts (24%). The data reflects the situation on the labour market in Poland where in the era of an economic crisis, the entrepreneurs limit employment by staff reduction. The purpose of such actions is to maintain the company on the market. From the other side, employers look for employees having many-sided abilities, competent, open to new experiences, willing to accept changes, mobile, easily adapting to new circumstances, resistant to stress and flexible. It's more difficult for women than men to combine a career and a family life. Thus unemployed women (21%) think that the maternity leave or unpaid extended post-maternity leave or the necessity of a child-care is another important reason for losing a job. Almost every fifth woman looking for a job (19%) indicated that the reason for losing a job was either the company's winding up or its bankruptcy. The data shows a general tendency to a slowdown in the economy in both European and Polish economies. Almost every tenth woman taking part in the research indicated that the reason for losing a job was a lay-off on request, an economic crisis or a company's low turn-over. Only 5% of research participants resigned from work because of a low salary or not being paid by the employer. Health considerations were the reason for a dismissal

for only a small proportion of the research participants, that is 3%. The same per cent of the research participants were women who lost their jobs due to a necessity of a child-care or another family member.

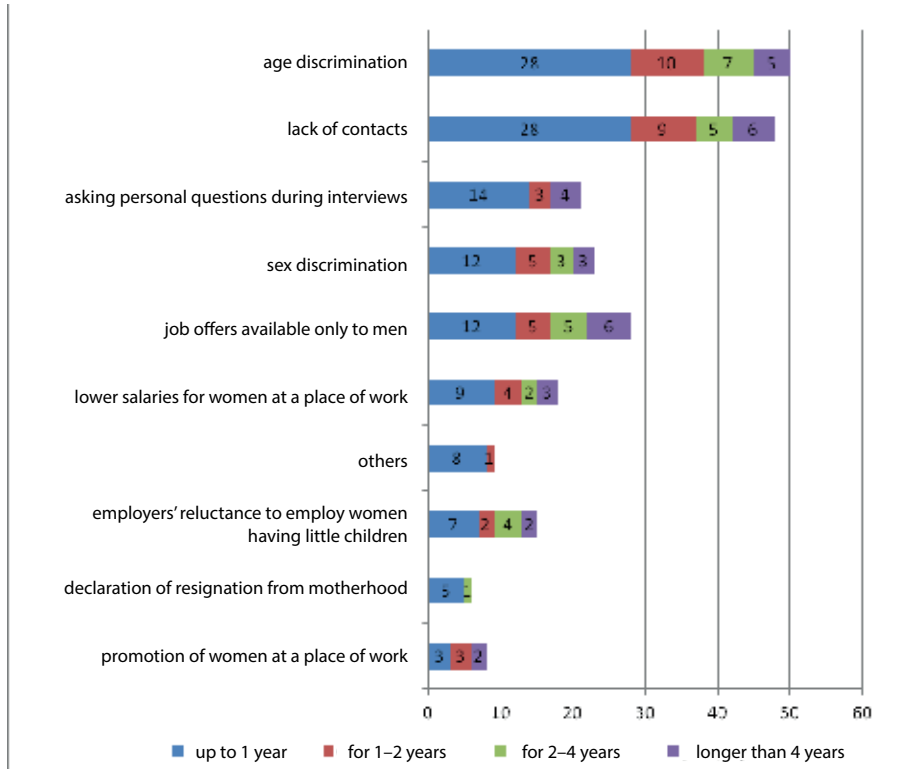


Chart 2. Difficulties met during job-hunting and the unemployment period.

Source: own materials, data in per cent.

According to the polled unemployed for no longer than a year, most often chosen answers concerning barriers in looking for a job, are the lack of connections and age discrimination.

Age, as a barrier met while job-hunting reflects a present tendency on the labour market. Women are frequently discriminated on age grounds, regardless of whether they are young individuals just entering the labour market or mature people with professional experience. Next difficulties listed by research respondents unemployed for no longer than a year are: asking personal questions during interviews, job offers accessible only to men and sex discrimination. According to the State Labour Inspection (Szul-Szywała, 2003) every third employer perpetrates women's discrimination. It means mostly a tendency to ask personal questions concerning the family situation and plans

concerning motherhood at the moment of employment as well as the issue of sexual harassment.

Probably the reason for a worse situation of women on the labour market is the employees' conviction that employing women means complications and additional costs for companies (out of consideration for a potential pregnancy or women's rights to have children). That is why employers do not employ women if they have at their disposal equal candidates – men. The respondents being unemployed for 1 to up to 2 years indicate the following barriers met while job-hunting: age discrimination, the lack of connections, sex discrimination, job offers accessible only to men, asking personal questions during interviews, lower earnings and chances of promotion at the place of work, employers' unwillingness to employ women having little children and others, that is, for example, the position of a university on the ranking list the respondent is a graduate of. Employers are afraid to employ and promote women because of their poor flexibility, bigger involvement in the family life, more frequent being on sick leave and lower mobility. According to respondents being unemployed for 2 to up to 4 years, similarly as in the case of women being unemployed for no longer than 1 year, mostly indicated difficulties are: age discrimination, the lack of connections, job offers accessible only to men, employers' unwillingness to employ women having little children, sex discrimination. In this research group a little difficulty is a declaration of resignation from motherhood, that can prove that the women in this group do not make plans for the future in terms of motherhood.

In the opinion of women being unemployed for over 4 years, the lack of connections and job offers accessible only to men, these are the dominant difficulties indicated by the respondents. Another difficulties listed by the research respondents are: age discrimination, asking personal questions during interviews, sex discrimination and lower earnings at a place of work. It has to be mentioned that such a long unemployment period means social excluding that is staying out of a regular, everyday field of activity in the labour market causing negative consequences. A job loss means the lack of a regular income in the family, thus a reduction of expenses. As a result there are rent arrears and even a perspective of eviction to social temporary accommodation (Gawron, Pactwa, 2008).

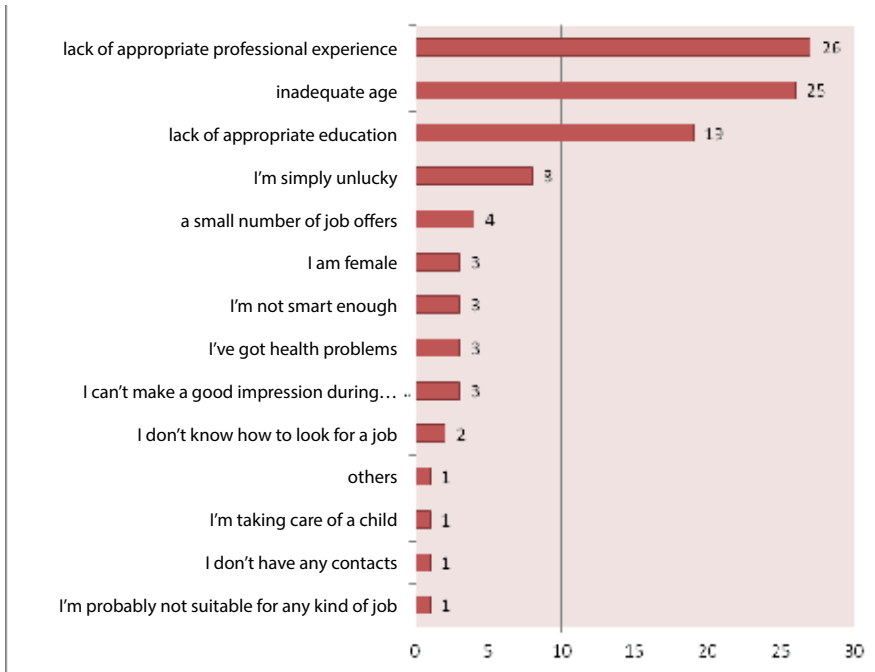


Chart 3. Reasons for being unemployed.

Source: own materials, data in per cent.

One of the key issues can be discerning by the respondents certain factors which make them unemployed. Among them there can be differentiated individual factors which are directly related to qualities that women have or do not have (Gawron, Pactwa, 2008). These polled mostly state the lack of suitable professional experience (26%) and inappropriate age (25%). The conclusion might be that the employers look for candidates fulfilling the said criteria. It can be confirmed that they value, most of all, candidates with a professional experience. Unfortunately, age is also a factor which decides about employment and is the most frequent reason for being unemployed. A bit smaller number of research respondents (19%) lists the lack of appropriate education as a reason for being unemployed. The solution could be long life learning enabling to improve the level of education and gaining required qualifications. However, only 1% of these polled lists, as a reason for being unemployed the following issues: a child-care, the lack of connections and the lack of motivation. Thus it can be presumed that most of the women being polled have the motivation to look for a job, and the lack of connections or having children is not a barrier in job-hunting. It can be surprising, however, that only 3% of these polled states that gender is a factor determining the unemployment. It

can be assumed that women participating in the research did not face a situation while job-hunting in which the gender itself would be the reason of not getting a job. Having analyzed the answers, it appears that probably employers pay attention to some other criteria of their potential employees than just sex.

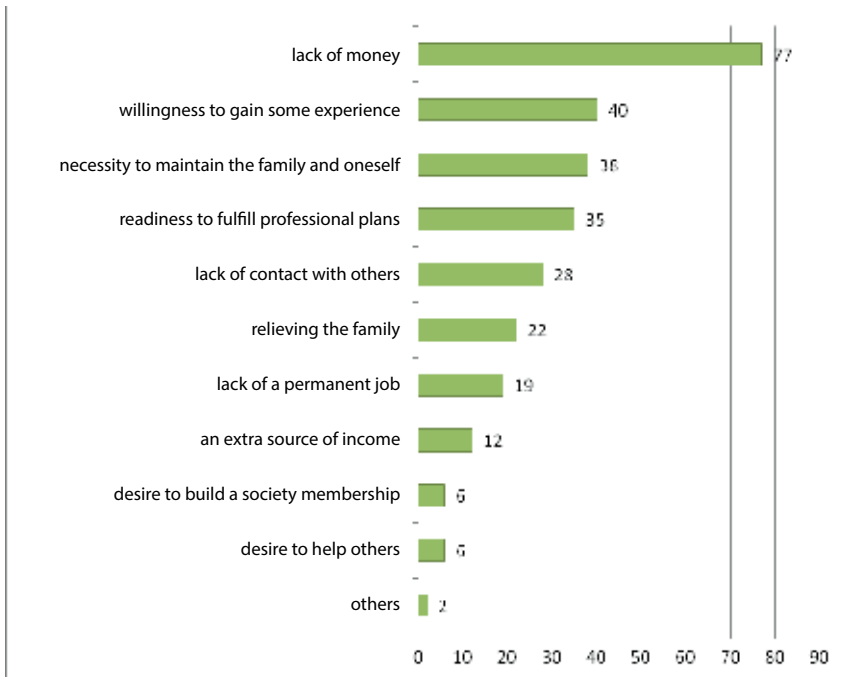


Chart 4. Reasons for job-hunting.

Source: own materials, data in per cent.

As a dominant factor determining job-hunting, the respondents state the lack of money (77%). The next one is the urge to gain professional experience (40%) as well as the necessity to maintain oneself and the family (38%). Considering the said results, it can be observed that most women look for a job because of a financial situation. The research respondents perceive work as an indispensable factor of existence, ensuring support of the family. Having fulfilled the basic material needs the respondents pay attention to the other factors. The willingness to carry out professional plans (35%) and the lack of connections with others (28%) recede into the background. 19% of the research respondents declare the lack of a permanent job as a reason for job-hunting. Answers concerning the willingness to feel as the member of the society as well as readiness to help others were placed last, achieving the value of 6%.

The research respondents declared that they try to take actions aiming at finding a job as often as it is possible.

Every fourth woman polled declares that she looks for a job 2–3 times a week or every day. Considering the frequency of job-hunting by research respondents it can be observed that women show a great involvement and activity in terms of changes concerning their professional career. 19% of research respondents look for a job once a week and 10% of women once a month. The rest of the respondents try to find a job every two weeks or even less than once a month. Such an answer was given by 4% of women. In the research group there were also women who do not job-hunt at all – they make 5% of the total number of the research respondents. Analyzing the results of the research it can be stated that women are eager to change their present situation, that is why they show a high frequency of job-hunting.

The frequency of activities concerning job-hunting is equally important as an adequate choice of definite means, techniques and ways which can increase the chances of professional career activity. That is why the research respondents were asked to indicate the ways of job-hunting.

The research respondents most of the attention and time spent on reading press advertisements (28%). It is the most accessible method of job-hunting, not requiring any involvement of time and effort in comparison with other methods. Women try to get to the information about job offers available on the labour market. The choice of this way of finding a job is probably dictated by consciousness that it contains much relevant information about the labour market. Next 25% of respondents while job-hunting try to use some contacts for that purpose, and to do so they ask their friends or acquaintances for information concerning possible workplaces or recommend them for a job to potential employers. 17% of respondents takes advantage of the Internet adverts, in web portals focused on job-hunting. These results seem to be surprising considering an irreplaceable role of the Internet in every field of life, including the field of professional career. 12% of respondents are interested in the labour office services. It can be assumed that unemployed women look for a job individually first employing the said methods of job-hunting. It is most likely that they register in the labour office with regard to a necessity of having health benefits. Only 6% of respondents send their application documents to various firms. In the respondents' opinion the said method is rarely used just because of the lack of accessible job offers. On account of that, sending application documents is not reasonable and arouses anxiety that the job application won't be examined. A small proportion of respondents, that is only 2% of women take advantage of private employment agencies' services while job hunting. It is probably caused by the fact that such agencies offer temporary jobs, and they do not offer permanent employment. They are main-

ly into ‘hiring employees to entrepreneurs declaring a demand for the definite workforce’ (Gawron, Pactwa, 2008). None of the respondents indicated the participation at a fair or meeting with employers as a method of job-hunting.

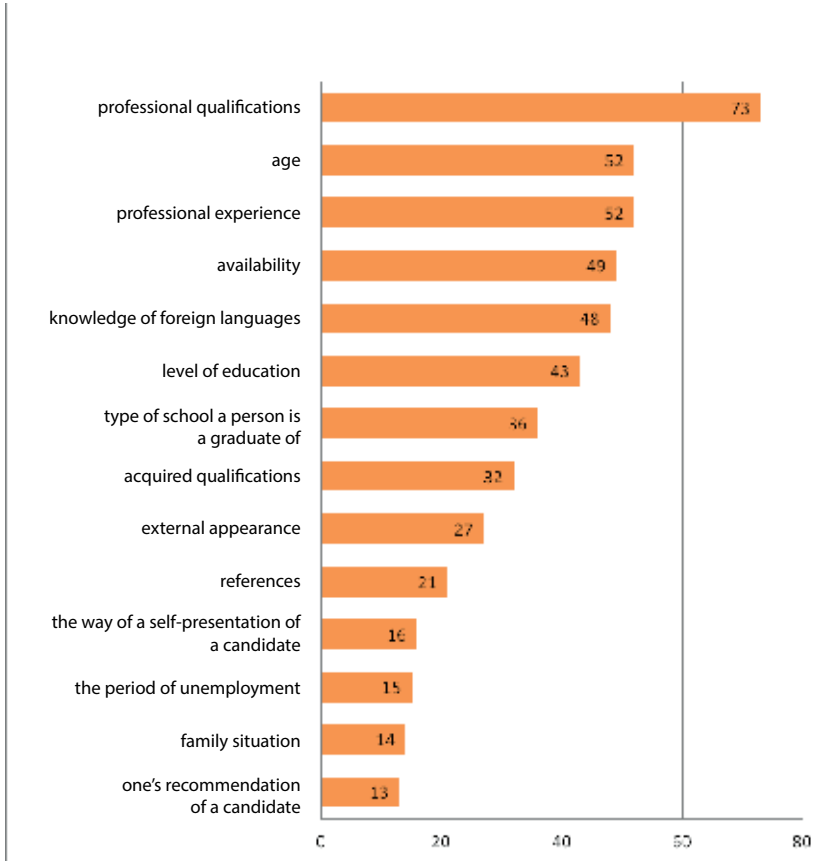


Chart 5. Features deciding about employing women in the respondents' opinion.

Source: own materials, data in per cent.

According to the respondents, employers value professional qualifications of potential employees while taking decisions about employment. Such answer was given by 88 women, that is 73% of the total number of respondents. It proves that employers care about well qualified employees, effectively using their capacities in the process of work. The more rare and more difficult to gain, the more valuable they are on the labour market. In the respondents' opinion, age and professional experience are also features deciding about employment. Such results were endorsed by 62 women, that is 52% of the total number of respondents.

Analysing the respondents' statements, it can be assumed that formal qualifications, age, professional experience, availability and a knowledge of foreign languages are mostly taken into consideration by employers in the process of employment. A level of education, a type of school a respondent is a graduate of, capacities or appearance are considered to a lesser degree during the employment process. One's recommendation of a candidate, a family situation, the unemployment period and the way of self-presentation are considered the least, what can be quite surprising. Presently more companies employ those who have been recommended by somebody else in the first place. Independent researches show a high effectiveness of employment via such a channel (Góra, Socha, Sztanderska, 1995). In most cases, the candidates recommended by somebody else have better qualifications than those responding to the Internet ads or another recruitment channel because an employer recommending a person does not want to risk own reputation. Recommending an unqualified person, achieving low results may cast a shadow over the future career of the recommending person. It can be a surprising fact that a family situation factor was rarely indicated by women. Contrary to stereotypes, a family situation, in the respondents opinion, does not influence taking a decision about employment to a considerable degree.

The most frequent type of job among unemployed women is work in accordance with their qualifications – that is 29%, and 28% of women state that they are looking for an office job, and 23% of respondents is ready to take any type of work. Physical work is searched for by 17%, and only 3% of women does not know what type of job they are looking for. Women taking part in the research are mainly individuals with higher education and general vocational education, that is why they are interested in work which would meet their qualifications as well as they are keen on office jobs. This may sound alarming that 1/5 of women is looking for any type of job. This probably reflects a very difficult situation on the local labour market – many people decide to take any kind of job out of necessity of supporting themselves and the family.

The next question concerned values which seem the most important for the respondents. Analyzing the results, it can be noticed that salary is the most important factor (70% of respondents indicated that value of work). Less important seem to be work conditions such as nice atmosphere or a friendly team of coworkers (62%), which condition fulfilling the need of safety, that is work in a stress-free way and without tension. Almost half of the respondents (44%) indicate the possibility of learning new things and having good transport connections as another important work values. For only a small proportion of respondents (8%) prestige and recognition are important values as well. Easy, effortless work is valued by only 6% of respondents. The said data

can be discussed in a category of satisfaction and motivation. On one hand, the respondents expect that work will be done in a circle of nice coworkers and it will be interesting, but on the other hand the most motivating factor is the salary, in the respondents' opinion. Besides, satisfaction can be achieved due to a possibility of fulfillment. In case of respondents it is a chance to learn new things. Another important factor indicated by women is to have good transport connections. Women are interested in taking jobs near their place of living, they probably reject an eventuality of uncomfortable transport to work. It can be assumed that they do not want to neglect their family because of work conditions. In the respondents' opinion work fulfilling their qualifications, interesting and not monotonous is also significant. Such opinions should not be surprising, just because an individual can find fulfillment in work that meets their qualifications and is interesting.

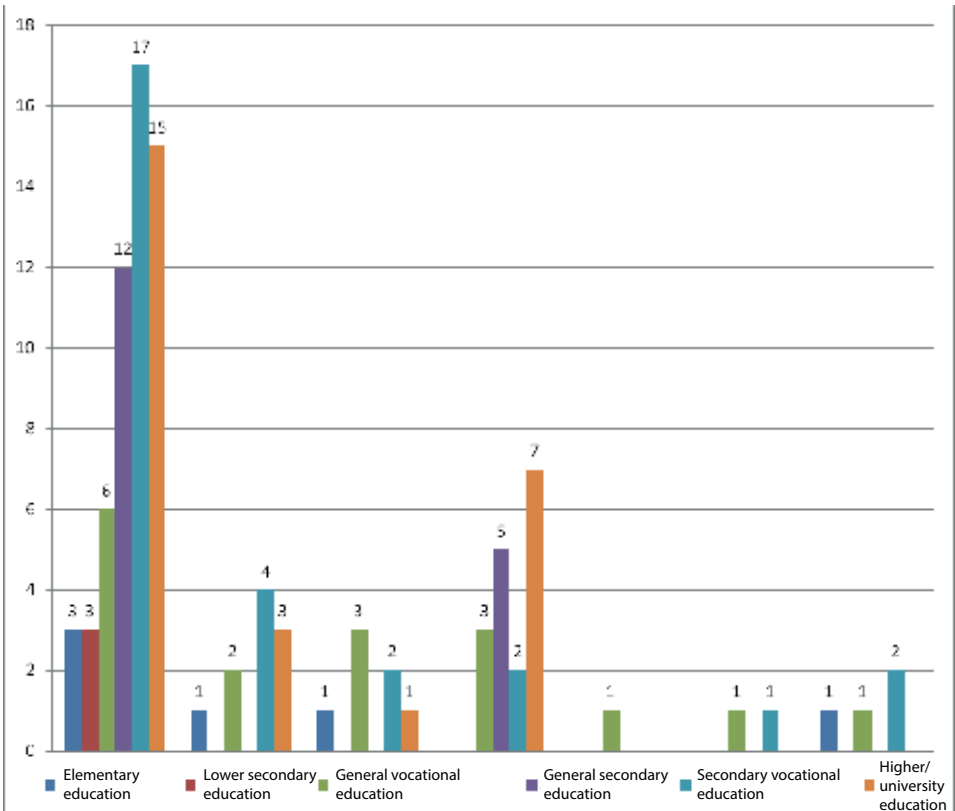


Chart 6. Forms of support offered by Poviats Labour Office that women would like to take advantage of and the education level (years of work experience/seniority; public works; intervention work; training, refundable workplaces; classes at a Labour Club; vocational counselor's support).

Source: own materials, data in per cent.

Analyzing the chart, we can observe that 56% of women would like to be on placement. Mostly these are women who have general vocational education (17%) and university education (15%). The popularity of this form results from the fact that there are not probably job offers on the local labour market. A placement is a chance to get some professional experience and lets the employers reduce costs related to the employment process. It can be alarming that women with the lowest education, that is elementary and grammar school education seem to be least interested in that form. However, being on placement could possibly help them to gain some experience and occupational abilities that they do not have. 17% of respondents indicates that they would like to improve, change or round out their qualifications due to participation in vocational training courses. Respondents with university education (7%) and secondary school education (5%) were mainly interested in that form of support. It can be assumed that secondary school graduates are aware that the lack of specific qualifications and a profession means that such a form is the most reasonable one. The third chosen option was the urge to take a job in the field of public works. Such answer was chosen by 10% of the total number of respondents, and 4% among them make unemployed women with secondary vocational education. Grant and employment in the field of intervention works – these are another forms of support which unemployed women are interested in (7%). Among them 3% of women who are going to take advantage of subsidies in order to open some business activity make respondents who are graduates of vocational and higher schools. It probably results from the fact that those individuals have specific professional qualifications and experience gained during employment or vocational training courses. That is why they are ready to use own potential in running some business. However, the intervention works would like to take respondents with general vocational education (3%). Only a small proportion of respondents in the research group (1%) indicated the option of employment on a principle of creating a refundable workplace as a form of support offered by Poviát Labour Office. We can suppose that such a form is not in favour among respondents because of insufficient knowledge on the subject of conditions of creating a refundable workplace. Also help offered by a vocational counselor enjoys a little interest among the respondents of the research group. This form of support was chosen by only those with elementary, general vocational and secondary vocational education. It is puzzling that respondents with lower secondary education who do not have professional qualifications are not interested in such a form of support while vocational counselors help everybody with solving occupational problems. After all, they make the actual and objective data

about possibilities of education, training, professions and the labour market available to their customers. They also help customers with defining their attitudes to complex life situations, getting to know possible options and consequences of their choices. They carry out self-presentation trainings thanks to which those looking for a job have a chance to present themselves in a professional and effective way during a recruitment process.

A further analysis of empirical data shows that the most of the respondents during the job-hunting process makes use of work mediation services (52%). Every sixth respondent (20%) made use of other forms of support whereas 13% of women made use of vocational trainings. Taking into consideration that women who participated in the research had university and secondary vocational education, we can assume that they have specific professional qualifications, so they do not intend to undergo any vocational trainings.

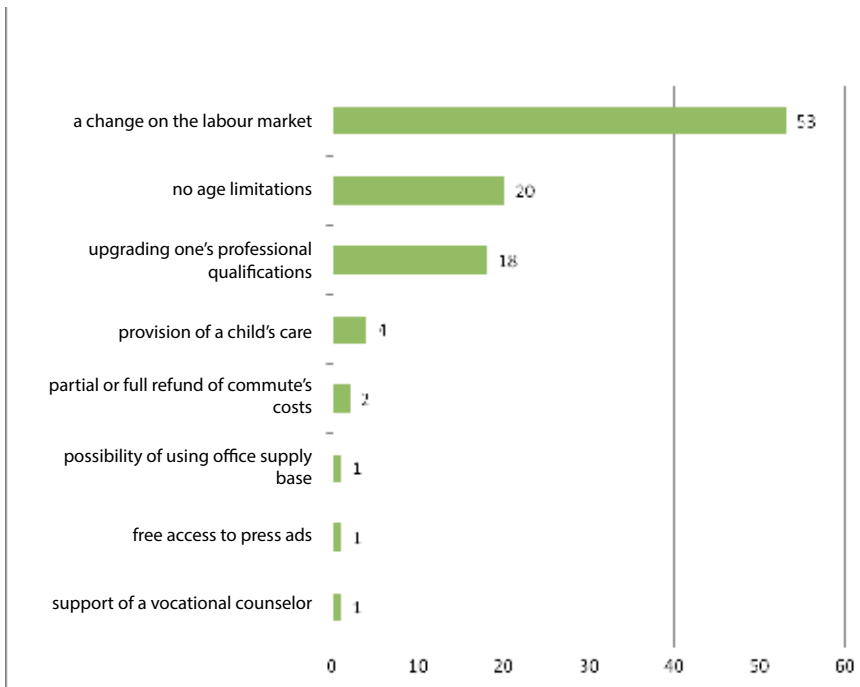


Chart 7. Employability chances.

Source: own materials, data in per cent.

12% of these polled made use of a vocational counselor's guidance. The results reflect little awareness of respondents with reference to support offered by vocational counselors in the local labour office, offering services in the field of individual and group guidance. Unemployed women were minimally interested in the following: employment in the field of public works, work-

shops in the Labour Club or free Internet (1%). None of the respondents made use of grants to start up own business activity or get employment in the field of intervention works.

Mostly chosen answer concerning the chances to enhance getting a job regarded a change of the situation on the labour market. Such an answer was given by over a half of the respondents that is 53%. The results reflect the actual situation on the labour market. It is not surprising that in the age of economic crisis on the labour market, the situation of those looking for a job is difficult. Insufficient number of job offers, the lack of possibilities to have an employment contract, contracts for a specific task, fee-for-task agreements favoured by employers or irregularly paid salaries, these are only a few factors having an influence on a bad situation on the labour market.

In the second place, the respondents indicated the lack of age limitations as a factor enhancing the chances to obtain employment (20%). Even though, there is no age discrimination on the labour market, unfortunately that factor is one of the most important criteria taken into consideration by interviewers. That is why, the unemployed can't find a job because of their age. 18% of women perceives a chance to get a job thanks to upgrading their professional qualifications. Only 4% of those polled chose an option of 'providing a child care'. It probably results from the fact that the respondents are able to take care of the children's upbringing because they are supported by their parents, siblings or friends. They may also entrust their children to special institutions' care. That is why that answer was chosen in such a low per cent. A scarce proportion of respondents (1%) chose the option of vocational counselor support and a free access to newspaper ads. The results achieved may prove some ignorance regarding the support offered by vocational counselors. It is worth mentioning that a professional's support could be very useful in the process of job-hunting.

5. Conclusions

1. Women registered in the Poviát Labour Office in Częstochowa come across various problems during a job-hunting process. The main obstacles are: the lack of connections and age discrimination. The next are: job offers available only to men and sex discrimination as well. Such an answer was given by women whose unemployment period was the shortest, up to one year. Situations which were hardly come across by respondents during job-hunting are as follows: a declaration about women's resignation from maternity and women's promotion at a place of work.

2. The lack of money is a dominating factor in a job-hunting process among the research respondents. It's not surprising since the lack of economic safety has an impact on the quality of life. Other important motive is the urge to gain professional experience and the necessity to maintain oneself and the family. The next factors in order are: the urge to realize one's career, the lack of contact with other people, the lack of a permanent job and the extra source of income. The respondents, to a little degree, look for a job because of the urge to build a society affiliation and the willingness to help others. The lack of work causes in unemployed women the loss of values equated with a place of work. Career is a source of a man's identification and a possibility of fulfilling one's talents or interests. A man can feel some social usefulness at work.
3. The biggest number of respondents declares that they take steps to find a job as often as it is possible, that is every day, two or three times a week. A small number of women looks for a job once every two weeks or even more seldom. There are respondents who do not look for any employment at all. The research showed that women force themselves to be active in order to fulfill their plans in the shortest possible time.
4. The results show that a basic way of job-hunting is looking through newspaper advertisements. The second way of searching for a job is developing an own net of connections. The respondents place their offers to the employers in person the most seldom.
5. Almost 90% of respondents declares that professional qualifications are a chief asset deciding about women's employment. Nearly half of the respondents list the following factors: age, professional experience, availability, a knowledge of foreign languages and a level of education. In the women's opinion a family situation and somebody's recommendation of a candidate are the factors which decide about the employment to the smallest degree.
6. According to the respondents, remuneration is an essential work quality – that was stated by 70% of women. A bit less – 62% of women found a nice atmosphere and a friendly team of coworkers as another recognized quality. Almost half of the polled would like to take a job for the reason of a possibility to learn new things and comfortable transport connections. Only a few per cent of respondents claim that work gives prestige and recognition.
7. After making an analysis, we can observe that being on placement is the most frequently listed form of support offered by Poviats Labour Office and chosen by unemployed women having secondary vocational educa-

tion and general secondary education. In the second place the said women list vocational trainings. The next form of support chosen by the respondents is employment in the field of public works. Employment in the field of a refundable work place enjoyed the least interest.

8. The most popular form of support offered by Powiat Labour Office, that was chosen by the respondents, is a work mediation – 52%. Only 12% of women chose an option of individual and group guidance.
9. A change of the situation on the labour market is the most frequently chosen factor enhancing the possibility to obtain a job in the women's opinion. The next possibilities are: no age limitations and upgrading professional qualifications. A vocational counselor's support and a free access to newspaper ads these are chances listed by 1% of respondents.

To sum up, we can state that according to the respondents, their occupational situation on the labour market is less advantageous in comparison with the men's situation. They believe that the labour market offers more work places to men. Despite the fact that the polled unemployed women declare the urge to take a job, not all of them can be marked by an active attitude in the process of job-hunting. Perhaps such an attitude results from a stereotypically perceived woman's role on the labour market, or women do not want to be exposed to a critical evaluation and an eventual rejection by a potential employer.

The research showed that the labour market from the women's perspective looks quite different. However, women expect that they would be able to take a job providing them with basic values in the form of an economic safety, the sense of life and life goals, pride and satisfaction, as well as emotional support and inspiration for further activity.

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Zdzisław WOŁK

The long-term unemployed person as a client of vocational guidance

1. Introduction

Unemployment is still one of the unsolved problems accompanying a market economy. It can be pondered as a social and economic phenomena as well as a situation experienced by an individual.

Its occurrence intervenes on the labour market both at the legislative level and with regard to all subjects present on the labour market. Unemployment as a phenomenon characterized by waste of social potential, involves economists and social politicians. Their attention is drawn to looking for ways of using the powers of those unemployed in order to achieve better economic effects. In turn, those unemployed are threatened by being put on the sidelines or social exclusion just because of numerous consequences resulting from the lack of employment. Together with a prolonged period of unemployment, they become more and more helpless and resigned, and their professional and social competences become quickly reduced. It becomes necessary to take some actions leading to inclusion in the labour and social life sphere. In Poland they have been taken since the beginning of a political transformation, mainly by psychologists and vocational counsellors. Unfortunately, although there have been created many forms of support to the unemployed, there is still an unsolved problem of how to effectively support those long-term unemployed. They constitute a specific group of clients of vocational counselling, commonly presenting their resistance in behavior. A subjective approach to a long-term unemployed person requires making a thorough analysis considering both features and conditions of an individual, as well as environmental determinants of such a situation. It may make the situation of the unemployed person and placing oneself in that situation more comprehensible. It is always individual and unrepeatable, however there can be some regularities

observed. The discussion of them is a subject the analysis presented in the next part of this paper.

2. Unemployment as a social phenomenon

Unemployment has various faces and leads to different consequences. Together with a prolonged period of unemployment, we can talk about a long-term unemployment. The long-term unemployment is usually guided by the time criterion, what refers to an economic interpretation. Subjectively – the long-term unemployment is a state of a self-awareness of an individual leading to self-constituting one's status by that individual. In most of the cases, as a result of various circumstances and conditioning, a person who is in the circle of the unemployed for a longer time 'assumes a role' of the unemployed and identifies with it, what causes that such a state is more familiar to him/her and seemingly safer than taking up work. In different works on the topic of the long-term unemployment, the attention is paid to the ambiguity of 'the-long term unemployment' term resulting from definitional differences.¹⁵

They indicate that it leads to various ways of qualifying all these concerned persons, and to differences both in the presented quantitative data as well as in the access to benefits addressed to the long-term unemployed.

The unemployment period substantially diversifies the unemployed. 'People unemployed for longer than a year differ from those 'temporary' unemployed. Firstly, there is a specific professionalisation of the unemployed status, so unemployment becomes, to a larger degree, a way of life. Secondly, mobility of the long-term unemployed is more difficult than of those short-term unemployed.¹⁶ A person who experiences a lack of contact with own profession for a period of time longer than one year reduces his/her competences to such an extent that it's very unlikely that he/she will regain a full ability to work. The longer period of lack of contact with work, the bigger risk that it will prolong, even stretching out until years, leading to various types of social pathology forms. The longer unemployment period, the lesser professional competences and work motivation, and they are dominated by stronger negative factors – both objective and subjective ones. Obviously, the participation

¹⁵ A. Giddens, *Socjologia*, published by Wydawnictwo Naukowe PWN, Warsaw 2006, p. 429; E. Kwiatkowski, *Bezrobocie. Podstawy teoretyczne*, published by Wydawnictwo Naukowe PWN, Warsaw 2002, p. 46; I. Reszke, *Wobec bezrobocia: opinie, stereotypy*, Śląsk, Katowice 1999, p. 11.

¹⁶ M. Kabaj, G. Koptas, *Bezrobocie długookresowe. Przyczyny, skutki i środki przeciwdziałania*, *Studia i Materiały, Zeszyt 2 (402)*, published by Instytut Pracy i Spraw Socjalnych, Warsaw 1995, p. 23.

of each of them is individual, the same as their strength and influence. The long-term unemployment still constitutes a big part of the total unemployment, what is illustrated by the below chart.

Chart 1. The long-term unemployment in comparison with unemployment in general in Poland in 2000–2012

Year	2000	2001	2003	2005	2010	2011	2012
The long-term unemployment [%]	44,7	48,3	52,5	66,0	46,4	50,3	50,2

Source: own materials on the basis of The Main Statistical Office data contained in the statistical yearbooks.

As the data shows, the long-term unemployment was continuously above 40% of the total number of the unemployed since the beginnings of a market economy. In 2012 a proportion of the unemployed being unemployed for more than 12 months was 50,23% of the total number of the unemployed. It was 1 073,400 unemployed people who didn't work for years because of various reasons.¹⁷

The long-term unemployment is the most threatening for an individual, so it requires an active counteraction from both an individual itself and from the society and the state. It has been experienced for years by older and young people, women, the villagers and small towns dwellers, persons with a low level of education and representatives of non marketable jobs.

The threat of the long-term unemployment increases in case of persons who belong to a few of those listed above groups of risk at the same time, for example an elderly, uneducated, without an acquired profession villager, what often occurs. Then a struggle with all the syndromes of problems becomes a necessity.

3. The long-term unemployed as a social category

The unemployed belong to a category whose members share one common feature, that is a lack of work, despite their will to perform it. A complexity of social consequences of unemployment was revealed in the research, carried out in the interwar period (1930) by Marie Jahoda together with her team in an Austrian town Marienthal.¹⁸ The research made evident some consequences

¹⁷ *A Statistical Yearbook*, The Main Statistical Office, Warsaw 2013, p. 163.

¹⁸ J.M. Jahode, P.F. Lazarsfeld, H. Meisel, *Bezrobotni Marienthalu*, published by Oficyna Naukowa, Warsaw 2007.

of a job loss such as a considerable reduction of social and cultural activity, weakening of social contacts between the community members, indifference to social matters, even if they did not consider them. The problems of social passivity piled up together with a prolongation of the unemployment period.¹⁹ Despite questioning some generalizations concerning the research results carried out in Marienthal, it's impossible to disagree with conclusions regarding the reduction of social activity of those polled town dwellers. Similar mechanisms were observed in the USA during The Great Interwar Crisis.

Experiencing a lack of work modifies people's behavior and their self-esteem as well as influences their evaluation of professional competences by employers. The unemployed often realize their individual survival strategies, which in some cases do not predict a typical employment. They usually limit themselves to solving existential problems. However, all these unemployed suffer serious psychical and social consequences, irrespective of whether it is a consequence of a job loss, or a complete lack of it in their biography. The longer unemployment period, the worse situation of the unemployed. Experiencing unemployment has its characteristic features, beginning with a shock as a first reaction to a job loss, through optimism and some hope for new possibilities related to it, and then depression and pessimism, occurring in case of a further lack of work. With the passing of time, there is a full adaptation to the ensuing situation and its acceptance.²⁰ The outcomes of experiencing unemployment are very extensive and fraught with consequences – they mostly leave a permanent impression on an individuality's personality, whereas unemployment will always make a gap in the curriculum vitae, what translates then into difficulties with restoring its status of an occupationally active person. Losing a job is a very traumatic experience for many people. The main microeconomic consequence of unemployment is the worsening of an economic situation of the unemployed and their families, what is reflected in losing or lowering the present standard of life.²¹ Prolongation or a complete loss of incomes' decrease leads to necessary changes in running a household, what is comparable with drastic limitations in satisfying basic needs.²² Substitute forms used in solving or postponing economic problems occurring in

¹⁹ J.M. Jahode, P.F. Lazarsfeld, H. Meisel, *Bezrobotni Marienthalu*, published by Oficyna Naukowa, Warsaw 2007.

²⁰ A. Giddens, *Socjologia*, published by Wydawnictwo Naukowe PWN, Warsaw 2006, p. 432.

²¹ E. Kwiatkowski, *Bezrobocie. Podstawy teoretyczne*, published by Wydawnictwo Naukowe PWN, Warsaw 2006, p. 82–89.

²² A. Chudzicka-Czupała, *Bezrobocie. Różne oblicza wsparcia*, published by Wydawnictwo Uniwersytetu Śląskiego, Katowice 2004, p. 89.

households enable to temporarily overcome some existential difficulties by the unemployed and their families. Most often, they cause negative consequences in the form of inaccurate recognition of own real financial situation, and as a consequence avoiding taking actions which could reduce occurring problems. As a result, there is no determination in job-hunting, and sometimes there is even unwillingness to change the state which 'is not tragic in the end'. Apart from worsening the standard of life, sometimes placing the unemployed person and his/her family to a brink of poverty, there are other serious consequences – a reduction of cultural activity and leisure time organization, reduction of aspirations, especially one's own and family members' aspirations as well as verification of a life plan related to numerous resignations, a limitation of social activity and participation in the life of a local community, exclusion from social life, and even a family life. The unemployed person experiences some fear about the future, he/she neglects health, pessimistically looks ahead and has a lowered self-esteem. Individual consequences of experiencing a lack of work are numerous, however they depend on personal traits of the unemployed person, his/her system of values, the unemployment time, previous work experience, as well as obtained professional and unprofessional support. Consequences in the subjective dimension are the most dangerous ones, moreover they are a source of next consequences, what results in occurring all syndromes determining individual situations of the unemployed. Their composition is individual, still in each case there can be noticed:

- Lowering one's self-esteem level. This is the most serious and the most common reaction of an individual related to a job loss or impossibility of finding it. Together with lengthening of the unemployment period and as a consequence of next defeats and failures self-esteem is lowered, what leads to a loss of confidence in one's own abilities, and questioning one's own possibilities. Lowered self-esteem leads to passivity in job-hunting, self-exclusion and avoidance of taking up tasks, what arises from a feeling that positive results are not achievable.
- Limiting social contacts is a consequence of a negative evaluation of one's own situation and oneself. There is shame and embarrassment of one's situation, fear of sympathy from others, and sometimes envy somebody who is more successful. The reduction of social activity is related to a more difficult economic situation of the unemployed and his/her family. The necessity of saving up money causes limitation of expenses and, among others, more seldom freshening up one's clothes or taking care of one's appearance.

- Dissatisfaction and indolence are next emotional states experienced while we are unemployed. Of course, at the first stage after a job loss, there can even be optimism, which with the time changes into opposite states – anxiety and nervousness creep in. Prolonged states of a lack of acceptance of one's situation evoke psychical anxiety and stress in consequence.
- The reduction of cognitive activity is related to a general passivity of an individual. It turns out that together with a lack of professional activity any other activity is reduced as well, and so much needed curiosity about the world decreases too. The attention is focused on current matters and existential issues.
- Indolence resulting from a lack of disciplining oneself. Professional activity enforces the life rhythm, necessity of taking care of oneself, one's health, condition and the way of life. Having lost it, nothing seems to be necessary. The unemployed person has to set and regulate own activity, apart from often unacceptable visits at the labour office. Many other tasks which were realized together with career is postponed for later. Too much time leads to indolence, and disrespect for it. There comes unwillingness to reduce or resign from such privilege.
- Worse organization of own time to a large degree is related to a previous consequence. An individual does not feel the time pressure, does not plan own actions, what leads to a less efficient usage of it. Simple activities are done ineffectively, chaotically. The time is not a valuable issue.
- Passivity and indolence resulting from a lack of confidence in a possibility of improving one's situation. There comes unwillingness to take any actions, make efforts which lead to behaviours stopping activating offers coming from the outside. It leads to a lack of involvement, keeping a distance and to self-marginalization.²³

Apart from degradation of personal traits of the unemployed person, a lack of work leads to numerous negative results in the factual sphere, related to professional competences. The longer a worker is unemployed, the more his professional usefulness decreases, as well as possibilities of finding a job. Employee resources which undergo reduction along with unemployment are as follows: professional competences, professional experience, topicality of qualifications, career stability, proficiency in doing one's job, team work, cooperation, the sense of responsibility self-control, courage to make decisions, professional creativity, innovation. The long-term unemployment causes 'the

²³ Z. Wolk, *Osoba długotrwale bezrobotna jako klient oporujący*, The Ministry of Labour and Social Policy. The Department of Labour Market, Warsaw 2009, p. 32–33.

downward spiral'.²⁴ This is a set of subsequent negative events and states which stimulate and strengthen, and in consequence make it difficult for an individual to get out of the area of unemployment. 'The state of unemployment arises some kind of feelings: sadness, dissatisfaction, protest, social injustice, marginalization etc. Such feelings may encourage the unemployed to active job-hunting and favour activation. With the time there occurs atrophy of these feelings. Social atrophy does not fully stop activation, but limits and makes it more difficult. So there should be an aspiration to prevent the long-term unemployment, longer than 24 months in particular. Then the range of activation difficulty increases immensely'.²⁵ Mobilization of the long-term unemployed is complex and requires much effort. A broad spectrum of problems regarding the long-term unemployed persons triggers, for example various forms of resistance directed at a change of the ensuing situation as well as at efforts which lead to that change. With the passage of time entering into aid situations there can appear next areas of resistance – against the aid situation, counseling, or people providing support. Then the unemployed becomes an opponent of being given help, thus giving impetus to the downward spiral.

There are, however, situations when being unemployed is a decision of the unemployed person and results from his/her preferences. It usually happens in accidental situations, but it can also be related to an accepted model of one's biography. Then the unemployed person wards off employment and any other forms of encouragement within such scope. He/she realizes that reasonable arguments of a counselor may convince him/her to change the approach, and that is what the person tries to resist.

4. The long-term unemployed as clients of vocational guidance

The complexity of the clients' situation is of individual and incidental nature, thus it is difficult to present some model situations. In fact, every situation is unrepeatable and looking for typical situations and suggesting typical, adequate solutions would be a mistake and could lead to wrong solutions for the client. Readiness for giving help, including counseling requires focusing attention on the client, recognizing his traits and dispositions to such an extent which would make it possible to get through to him, what requires over-

²⁴ *Zwalczanie długotrwałego bezrobocia w Europie*, [b.d.a], published by The Friedrich Ebert Foundation, Warsaw 1992, p. 16.

²⁵ M. Kabaj, *Strategie i programy przeciwdziałania bezrobociu w Unii Europejskiej i w Polsce*, published by Wydawnictwo Naukowe „Scholar”, Warsaw 2004, p. 171.

coming numerous barriers, including the client's resistance and contributes to a real giving support. It should be taken into consideration, despite the fact that clients themselves do not admit, even for themselves.

Usually a visit at the counsellor is a consequence of their own decision, it seldom happens that the client looks for help by force, through violence.²⁶ The long-term unemployed sometimes treat vocational guidance as compulsion from the employment services, against which they try to defend themselves. Problematic clients, who are known for putting up resistance, are not well expected by counsellors because work with them is laborious, ungrateful, it requires much effort, and probability of achieving success is little. There can be differentiated many types of problematic clients. Kottler lists even sixteen of them.²⁷ These are clients with physiological disorders, exceeding allowed boundaries, avoiding responsibility, preferring debates, fearing closeness, mismatched with a therapist, being objects of counter transference, impatient, 'quiet', literally-minded, superficial, hopeless, compliant, attacking a therapist and clients with a low self-control.²⁸ The reason for putting up resistance in counseling situations can also be anxiety states and phobias, social phobias in particular which are related to fears of talking with other people.²⁹ In the above mentioned types of clients, resistance is of various origin and takes on various forms. Trying to systematize various types of clients, assuming a source of resistance as the main criteria, there can be distinguished the following groups:

1. Clients whose personal traits favour putting up resistance in situations requiring counselling;
2. Clients for whom putting up resistance is an element used in the relation strategy;
3. Clients who put up resistance in case of finding themselves in interpersonal relations;
4. Clients whose resistance is related to an aid situation, not able to fulfill a role of a client.

²⁶ E. Szamotulska, J. Santorski, *Pomaganie bez oporu*, [in:] abc psychologicznej pomocy. Antologia pod redakcją J. Santorskiego, published by Jacek Santorski & co Agencja Wydawnicza, Warsaw 1993, p. 33.

²⁷ J.A. Kottler, *Opór w psychoterapii. Jak pracować trudnym klientem?*, published by Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2003, p. 32.

²⁸ J.A. Kottler, *Opór w psychoterapii. Jak pracować z trudnym klientem?*, published by Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2003, p. 32–37.

²⁹ J. Bemis A. Barrada, *Oswoić lęk. Jak radzić sobie z niepokojem i napadami paniki?*, published by Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2001, p. 19.

Some long-term clients can reveal features typical for certain groups at the same time, what strengthens the power of the resistance presented by them. A long-term client is a client putting up resistance in a counselling situation by nature, whereas the sources and directions of that can be of various types. The unemployed along with the prolongation of the unemployment time, identify with their specific role to a larger extent and, as time goes by, get used to it. It becomes a source of additional resistance and leads to popularization of resistance behaviours among the unemployed persons. Enright paid attention to the most probable and most often occurring reasons for resistance. They are 'easily differentiated, and they occur in a certain order. Discerning the next one is difficult, and sometimes impossible, until the previous ones are reworked. It leads to a five-degree procedure of entering the relation of support.³⁰ Its stages are the following:

- Admitting by the client that entering an aid situation is his/her choice;
- Determining what the client's real problem is;
- Estimating the plausibility of a solving a problem;
- Accepting the counselling situation and the person offering support;
- Indicating what other values 'intercepting' the client's involvement are as well as what additional results of solving a problem can be.

Enright is of opinion that if the client really wants to deal with the problem, he/she believes in the possibility of solving it and accepts the counsellor as well as his approach to the problem, and if there are not resistance values entering into conflict with an aid relation and there are not any premises that the resistance may occur. At the same time, making effort by a supportive person in order to eliminate the said resistance may lead to its elimination. Simultaneously if the counselor comes across some client's resistance, it can be assumed that one these five conditions has not been fulfilled and requires taking up a job in order to realize it.³¹

In case of a client putting up resistance, thus unwilling, not involved and not showing any interest in counselling, the counselling conversation could be preceded by some work on resistance and its reasons. It can be compensating, reducing or eliminating, as well as using the resistance situation to build up an accurate counselling relation and positive motivation.

³⁰ E. Szamotulska, J. Santorski, *Pomaganie bez oporu*, [in:] ABC psychologicznej pomocy. Antologia pod redakcją J. Santorskiego, published by Agencja Wydawnicza Jacek Santorski & co Agencja Wydawnicza, Warsaw 1993, p. 31.

³¹ E. Marcus, *Tworzenie kontraktu terapeutycznego*, [in:] ABC psychologicznej pomocy pod red. J. Santorskiego, published by Agencja Wydawnicza Jacek Santorski & co Agencja Wydawnicza, Warsaw 1993, p. 27–29.

5. A long-term unemployed person assuming the role of a client of vocational guidance – from uniqueness to typology

The complexity of problems related to career which a contemporary man is confronted by, in many cases exceeds the possibilities of solving it from an early age. It causes that the general number of persons seeking advice at a specialist increases. The specialist's opinion enhances effectiveness and accuracy of taken actions, and the advice may contribute to finding a job or achieving a success at work. Each client is represented by two components – a subjective and a factual one. A subjective component constitutes the client's personality, expresses his/her individuality as well as features and behaviours that it comprises, while the factual component represents a problem that the client reports. Seeking advice at the counsellor's by the unemployed is in spite of appearances not an easy thing. The key difficulty arises from the fact that it's not easy to find oneself assuming the role of the client's counsellor. For many people seeking advice at a counselor is a last resort, understood as a failure, admitting one's weakness and inability to cope on one's own. The client is burdened with a number of fears caused by turning to seek advice. In relation to it, the counselor has to show a complete acceptance and respect, what raises hopes for openness and sincerity of relations.³² In case of the long-term unemployed persons the attention should be paid to:

- the fact itself of assuming the role of a client. It is a situation revealing inability to cope on one's own, helplessness in face of a problem being a subject of counselling. It threatens, among others, lowering one's self-esteem, a sense of feeling worse and dependent. Persons who have problems with asking for help and trying to solve all the problems by themselves will cope with it badly, as well as persons who are newcomers assuming a role of the counselling's client. Before assuming that role, the most often used method is resistance as a way of defense, defending oneself against the change and defense of a role which they got used to and which they identify with. A natural aspiration of majority of people is aspiration for one's status quo, what seems safer than every change. Paradoxically, it also regards a change for better;
- anxiety about being humiliated. Asking for help in the poorly recognized area, what is the issue in case of the long-term unemployed, makes it impossible to evaluate the importance of a problem. Thus there is a fear

³² D. Kukła, *W kręgu personalizmu doradcy zawodowego*, published by Jan Długosz University, Częstochowa 2012, p. 323.

whether the problem is too trivial, or the way of presenting it, that used terminology is too simple or inaccurate, or the client will be compromised. That in turn regards clients with low qualifications, persons of poor refinement and a lack of experience in formal relations and contacts with offices (still perceived as unkind to applicants). A vocational counsellor is seen by the unemployed enquirers of labour offices as an office worker and the features ascribed to him/her are identified with stereotypes defining an office worker;

- anxiety about an ability to present a problem competently is related to the previous fear. The client may fear that he/she won't be able to cope with presentation of own problems, that he/she won't be able to present them accurately. Such fear intensifies in case the client has not got a specified problem. He/she is aware of it, but has problems with expounding and naming it. In such a situation it is better to not to do it at all, just because it may not be understood, and the problematic situation will be omitted;
- anxiety about a belief that the problem is insolvable. Such fear in some situations stops from asking for help, what takes place when the client is convinced that nobody is able to help him/her. In other situation it evokes fear that his/her problem is insolvable, and he/she does not want to get to know it. Such fears may trigger passivity or even putting up resistance against entering into an aid situation. It may happen that, as a consequence of the obtained advice or support, he/she may have a chance to be employed, which because of some reason he/she wards off;
- fear about experiencing disappointment. The client may fear that his/her hopes for taking advantage of a counsellor's advice won't bring any intended result, that the client will be let down. It may result from mistrust towards the counsellor, but usually from lack of belief in the effectiveness of guidance.
- fear about costs. The mostly sought advice is related to a necessity of taking various actions such as education or development, making effort, sometimes sacrifices. There can also be a necessity of bearing financial costs. In some cases it may also be a reason for guardedness and client's fears, who is most often in a difficult material situation.

Various sources and areas of anxiety cause that the client from the beginning, at the moment of entering into a counselling relation is in a traumatic situation, and asking for help in many cases is treated as a last resort. Along with it there comes resistance of entering itself and finding oneself in an aid relation. The strategy of holding up, 'pulling down the blinds' makes him resistant to a counsellor's efforts, who at the same time does not have a pos-

sibility of presenting own argumentation. Among the long-term unemployed, there are often those disappointed. In the past they used to seek for help at the counsellor's and for some reasons they didn't get it. In their case, the counsellor may come across the client's resistance, often displayed, and even escalated. At the beginning it is important to restore their confidence in a possibility of finding a job.

Every advice taker can be characterized by two components: a factual and a subjective one. A factual component is related to professional competences and professional interests. A subjective component is represented by own activity and its personal determinants. Own competences are dependent on a present situation of an individual's life line. The further a person is on that line, the higher the competences are, because they are related to a large degree to professional and life experience. Experience can't be classified as a completely positive category, just the opposite, a long-standing experience can be a reason for limitations of development and contribute to putting up resistance in counselling situations while taking decisions regarding taking up a job or aiming at doing it. In some cases experience toughens up, brings tears to eyes or triggers declarations such as 'never again', and on the other hand it gives power and prime mover, gives faith in one's own possibilities, what at times can turn into routine, broadens horizons and facilitates solving problems which an individual encounters. Experience is gained throughout the realization of the whole life biography. Experience gained earlier has an effect on the future, the ways of solving problems, which an individual meets during his/her way of all flesh. Sometimes they determine further choices, some other time they determine the system of values and cause a verification of a life plan. They can be stronger and have a stronger impact on motivation of activity, as well as weaker stimulating an individual to a little degree. The value of experience depends on an individual, personality traits, approaches as well as the nature of stimuli which such experience, understood as a system of knowledge, cause and form. In an individual dimension, it has an individual and unrepeatable character, the same as uniqueness of people and their ways of life, and unrepeatable people's biographies. Professional experience can be analyzed and interpreted from various perspectives, what is a proof of its complexity as a stimulating factor as well as a factor stimulating a man's life development. There is view that professional development is in 70 per cent determined by experience, in 20 per cent via information and hints, and only in 10 per cent via training. Marek Suchar emphasizes that 'the character of a professional experience is related not only to career but also to a non

professional area of life'.³³ The experience of the unemployed regards previous professional experience from the time of one's occupational activity, experiences in finding a job and experiencing life without work. All of them play a significant role as far as the unemployed person's approach to a counselling situation is concerned. Experiencing a failure is 'an inherent part' of the unemployed. A loss of work itself and a lack of it have all the hallmarks of defeat. Failures in job-hunting – these are next defeats. Failures in personal lives of the unemployed, often accompanying them, contribute to that as well. Failure may sometimes inspire to a big effort, however often it arises resistance of the next ones, there comes a lack of confidence in oneself and own possibilities.

It can also be influenced by education. It appeals to that in particular. The higher education level, the bigger chances of mobility among various areas of professional activity. The level of competences goes along with the level of education, whereas the increasing level of it causes the increase of general predispositions, what makes an individual more operative. In our times it is rather peculiar. Getting ready for work becomes to a lesser degree preparation for performing a particular job, and more frequently it is manifested by acquiring personal features enabling to take particular professional actions, most often after a short training and preparation for holding a specific post and in a specific company. Assuming that the systemizing criterion is the level of qualifications and professional competences, we can talk about clients featured by a lack of competences, with low, average or high competences. A lack of professional competences makes it impossible to analyse own possibilities of employment in fact. It evokes the feeling of own weakness and low self-esteem. It rarely may cause wrong evaluation of won possibilities, expressed by raising or lowering aspirations and aims.

In a counselling situation, the client with a lack of professional competences requires more complete information about the profession and place of work, he/she is going to be related to, or which is entrusted to him/her. The character of the advice is then in a form of a dialogue, while the client is poorly prepared for it and needs extra preparation in that respect. Clients from that group show a passive resistance which is based on not taking any actions. The scenario of their life is written by fate.

Having by the client even the lowest qualifications and professional competences is related to some, be it a superficial knowledge of matters by the client, which he/she turns to a counselor, and with regard to that a communi-

³³ M. Suchar, *Kariera i rozwój zawodowy*, published by Ośrodek Doradztwa i Doskonalenia Kadr Sp. z o.o., Gdańsk 2003, p. 16.

cation between a counsellor and a client is easier. In such a case we often have to deal with a situation of a simplified perceiving problems being the subject of the advice, what the counselor should also consider while working with the client.

The most common type of a client, also among the long-term unemployed, is a person with average competences. It is a person who, among other types, is best prepared for a process of giving-obtaining the advice. The person's knowledge about work and occupational activities is big enough in order to along with the counselor, anticipate potential occupational situations. The process of giving the advice is accompanied by communication and understanding of analyzed and discussed issues. It does not mean that these clients try to avoid putting up resistance. It is not, however, unconditioned resistance, because they are willing to negotiate and are ready to be convinced by no-nonsense arguments.

It happens more seldom that the unemployed with high professional competences seek advice at a counsellor's. They are rather able to solve their problems on one's own. However, the said clients turn up as well. The client with high professional competences may only seek some confirmation of his/her choices. Most often he/she expects one-time support. In such a case, there can occur the client's resistance – related to a non acceptance of the counsellor's person, his way of conduct or suggested solution of the problem. It is very likely when the solution varies from the client's own vision. The client with high competences is impatient, usually no-nonsense, he/she expects a fast and professional support. An expert then is the most accurate type of a counsellor for him/her.

Establishing the level of the client's professional competences is desired, because it influences the way of carrying out the counseling (various ways of support depending on the level of professional competences), as well as enables to predict a potential resistance. Own activity is related to a client's personal involvement in the process of guidance, and most of all, in solving one's professional problem. Such activity can be described on a scale starting from full determination to passivity. In case of an own low activity, the client will exclude oneself from cooperation in solving own problem, and shift responsibility for that on the counsellor. He/she may hinder and disrespect both the work of and the actions of the counsellor. In such a case, it is significant to draw attention of the person seeking advice to the necessity of his participation in the process and making him/her involved in it.

In case of very active persons, we can hope for cooperation with a client, who will make attempts at finding individual ways of looking for solutions to

a problem, and then the counsellor's advice concerns mainly the accuracy of made choices.

Self-activity is to some degree a consequence of one's interest in work. The long-term unemployed are usually keen on work to a little degree. This is a result of poor motivation as well as building up of resistance. Prolongation of the unemployment period, making next attempts at finding it ending in a more anticipated fiasco lead to resignation, exclusion and weakening of one's interest in work, as well as with anything that relates to it. As a result there comes resistance which at times may become a reason for elimination of one's interest in work, its conditions and circumstances of taking it. Such negative phenomena complement each other by mutual strengthening and enhancing.

The long-term unemployed in a counseling situation take part in a specific way, individual and unique for themselves. However, not questioning that, we can differentiate typical profiles depending on the orientation they present.

Profile I. A self-oriented person. Such a person is focused on looking for possibilities of self-realization at work. He/she looks upon an issue of work and profession from the angle of own satisfaction, but mostly own comfort. Planning own professional future he/she is interested in possibilities of development, but sometimes is not fully fond of tasks related to a specific job, or the employer's requirements. Such profile is more often typical for persons with a higher level of education.

Profile II. A work-oriented person. Such a person is keen on knowledge regarding work and its activities. His/her satisfaction is related to the quality of performed work. That is why such a person is inquisitive when it comes to gaining information about the conditions of work, or possibilities of own professional development. Personal satisfaction is related to successful career, thus he/she is fond of details regarding a specific task. Such a person is a professional, however it is not always a workaholic type. However, in each case career is an important element of life for this type of a person.

Profile III. Non-professional life-oriented person. Work and own potential duties are treated by such a person as an object. Work is only the way of improving one's economic status. Such person is not related to work permanently, and even to a profession. He/she looks for self-realization in some other areas of activity. Work is not a passion in that case. The unemployment is not a tragedy for people from that group but sometimes it is a desired solution. Social benefits are rather discouraging and hinder any activity, and even contribute to resistance against a change for undesirable necessity of taking employment. Some people from that group consciously and purposely exclude

from mobility for the other areas of activity. They do not seek a counselor on their own free will, and if they happen to do so, they are resistant and cautious. They do not need any vocational guidance because they are not interested in work. Thus in such a case it is required to strengthen their motivation to take up a job at the beginning.

Profile IV. A survival-oriented person. Such a person can be characterized by resignation and passivity. It is a person who limits own aspirations to satisfying current needs basing on social security benefits. In this case they do not constitute any alternative for independent finding the sources of earning for a living but the only possible way of supporting the household. The person is usually passive, tends to avoid daily chores and self-service tasks, and even these which that person used to do while being at work. Such a person does not take any actions to find a job. That person does not get involved in one's own development, what concerns also educational efforts. Besides, such a person neither cares about his/her health nor the family members' health. He/she has too much time, which is not adapted in any way. The lack of a permanent job and poverty is compensated for with stimulants and alcohol. Such person's professional competences and skills, whatever they once used to be, are subject to reduction and decline.

The effectiveness of involving the unemployed in an occupational activity increases along with and in case of an individual approach to clients.³⁴

Unfortunately along with consecutive years of being unemployed in the profiles of the long-term unemployed, there can be observed changes concerning a dominance of features typical for the profile I and II in the first period after a job loss to features characteristic for the profile II and IV. Profile IV is typical for persons being unemployed for many years. These are persons who display the biggest resistance when it comes to a change of their status and defend their status of the unemployed, which seems to be the most convenient and paradoxically the safest one.

6. Conclusions

In a social reality we deal with individuals who are unrepeatably personalities. When it comes to the long-term unemployed persons asking for vocational guidance, we also come across clients who are featured by their specific

³⁴ B.-J. Ertelt, *Case Management Und Berufsberatung beim Prozess der integration von Langzeitarbeitslosen in den Arbeitsmarkt*, [in:] *Poradnictwo zawodowe w teorii i praktyce*, ed. R. Parzęckiego, published by Gdańska Wyższa Szkoła Humanistyczna, Gdańsk 2010, p. 52.

traits. It is important to work with each person we according to an individual programme, taking into consideration one's features, predispositions, experiences and other various conditions resulting from one's current life path.

The above said types of profiles is diversified by an approach to career and own life. All of them are common and it is difficult to indicate one dominating type. Along with the prolongation of the unemployment period, the profile III is more often, and then the profile IV becomes more common. It is a consequence of a resignation from aspirations, identification with the role of a person whose work does not concern. Unfortunately, 'the non-professional life' in this case is not understood as a broad area of activity, but as a very narrow area reduced to activity of an existential nature.

For the vocational counsellor, the knowledge about a client, his/her orientations and preferences, as well as potential reasons and types of resistance, is of big importance. The more it is complete, the more likely is giving an effective piece of advice. Because of that, the preparation process preceding giving help to the long-term client is often long and related to a thorough recognition. The above presented profiles probably require support originating from their own orientation to – oneself, work and non-professional activity. Within this problematic area they display the biggest sensitivity and openness. Referring to features distinguishing certain types of clients, we can strengthen their cognitive activity and their active personal participation in the vocational guidance process, at the same time reducing a possible resistance and unwillingness or a lack of interest by offering support.

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