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Cross border seminar

Career management skills

COMPENDIUM OF ARTICLES

Compendium of articles

Career management skills

Editor: Sabina Škarja MSc
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Cross border seminar

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FOREWORD

Foreword

"You can give lifetime employability by training people, by making them adaptable, making them mobile to go other places to do other things. But you can't guarantee lifetime employment.''
(Jack Welch)

The idea of the Cross Border seminars came into existence in 2005 as an initiative of the Euroguidance centres of three neighboring countries – Austria, Czech Republic and Slovakia. The main objectives were not only joining EG centres and their cooperation in a common activity but also organising meetings and networking possibilities for practitioners and policy makers from the field of guidance from the cooperating countries. To provide the participants of the seminar with broader possible perspective on the chosen topics, all centres were involved in the process of program planning and preparations. This way the seminar could get together national experts and offer presentations of trends and topics actual in all countries. In the years 2005-2008 three Cross Border seminars were realised within this cooperation with the following topics: *Psychological methods in career and vocational guidance* in 2005, *Transition from secondary schools to the world of work* in 2006 and *Guidance in institutions of higher education* in 2007. In 2009 three other countries – Germany, Hungary and Slovenia – were involved in the preparation and organisation of the Cross Border seminar with the title *Career guidance without barriers*. This broadening of the cooperation proved to be meaningful as more interesting workshops, speeches and discussions could take place.

Therefore, we continued this cooperation also for the Cross Border seminar 2010 when another new country – Poland – joined this initiative. The Cross Border seminar this way became an event involving the majority of Central European countries. The participants could profit from exchange of information, experience and good practice that was based on mutual understanding as the situation in the participating countries is quite comparable due to common grounds in guidance and somewhat similar social-historic development. The Cross Border seminar 2010 was dedicated to professional care for counsellors with the subtitle *Who cares for those who care*. More information about this seminar is available at http://web.saaic.sk/nrcg_new/crossborder2010.html.

In 2011 Hungary organised the annual Cross Border Seminar with the title *Innovative tools and methods in career guidance and counselling*. The main topic was the introduction of innovative tools, focusing on the development of psychological and ICT tools. The event provided an opportunity for the 65 participating professionals from seven countries for intensive professional dialogues and international exchange

of experience. More information about this seminar is available at www.npk.hu/public/tanacsadoknak/konferencia_2011/.

In 2011 Euroguidance Slovenia organised Cross border seminar with the topic *Career management skills* and 3 new countries joined Cross border seminar initiative: Croatia, Romania and Switzerland.

This is a publication of articles from experts who leaded workshops on this year's Cross border seminar. The document intends to provide readers with an international overview regarding career management skills in participating countries. All relevant presentations are available at http://english.ess.gov.si/vicc_ncc/euroguidance_slovenia/cross_border_seminar.

It is important to note that the experts' articles reflect only upon the views of the respective authors.

PLENARY SESSION, SLOVENIA

Plenary session: Slovenia

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is a psychologist by education, working on the master's in HR management, employed as head of developmental projects at Kadis, a small Slovenian HR consulting company. She has been working in the area of HR selection, consulting and career guidance for the last 8 years, linking the experience with employers on one side with career guidance services for the youth and adult job seekers on the other side. She has been involved in the development of new group guidance programmes through international projects and on the national level. She's a regular columnist on HR topics in Finance, the leading Slovenian business daily, and a co-author of an HR handbook for employers.

Today's career management skills – its roots and evolution

''People don't succeed by migrating to a 'hot' industry. They thrive by focusing on who they really are – and connecting to or creating work that they truly love (and, by doing so, unleashing a productive and creative power that they never imagined). Companies win when they engage the hearts and minds of individuals who are dedicated to answering their life question.''
(Po Bronson)

It is sad to see certain statistics, e.g. about only 45% of Americans being satisfied with their work or that of majority of secondary school graduates having no clearly articulated career goals (Jarvis, 2003). Instead of self-analysis, clear career preferences and purposeful action people simply settle and/or rely on chance. It is shocking to learn 80% people never set goals for themselves – in any area, so including (and exceeding) career goals. Some might be lucky and end up in a fulfilling job, most don't. The problem is this negatively influences quality of life (so it's negative for an individual) and also productivity (negative also for employers and the

economy)(Jarvis, 2003). People in today's day and age are required to proactively navigate the world of work, to be a protagonist of their own life project. And this is exactly what career management skills are. The term means the ability to lead and self-monitor the process of career planning, including setting goals and developing strategies to achieve them - and to do so countinually. This of course includes a multitude of concrete skills and competences. Career management skills are gaining importance in the minds (and actions) of the professionals particularly because the world of work is changing. Our economies are knowledge-based and this means relatively frequent job changes are likely to take place, while also the career-pathways are more non-linear (Herr, 2008). There is no security in employment anymore and people cannot or do not wish to retire at a fixed date, so processes of managing one's career indeed are lifelong.

Even though the definitions of career management skills differ (i.e. mostly they are differently packaged together to form a framework), the main competences encopassed are in the majority of cases very similar. According to the Canadian Blueprint for Life/work Designs, for example, career management skills contain the following:

- **personal management** (build/maintain positive self-image, building positive relationships, managing change …),
- **learning and work exploration** (participate in lifelong learning, connect it to career building, find, interpret and use life/work information …),
- **life/work building** (seek and obtain work, improve decision-making, take charge of life/work building process, understand interrelationships of life-work roles …).

It is important to address an individual's problems in any of these areas, if we want a person to succeed. The traditional model of career guidance (knowing oneself, knowing the environment, matching, transitional skills) does not take all of the above mentioned skills and competences into account, this is why it is sure to have only limited success with an important part of the population. For example, if we take a young boy who cannot separate from his father to make (relatively) independent career choices (or even practice less dependent career thinking), a mere matching of his skills to the job market options won't bring a very successful outcome. As it won't with an older woman who is experiencing serious anxiety even at the thought of changing her job from selling clothes to selling food.

There are numerous problems people experience in their life or more specifically, in their careers or career decision making that are not addressed with the traditional model of career counselling.

Fear is a common reason for blockage of any career change or advancement. Stepping out of the comfort zone is scary for majority of people, but it is the only way to develop onself. The amount of fear people experience when even thinking about

changes seems to be related to the level of self-confidence. To make things clear, self-confidence does not mean people have no fear, but it means they have the courage to face the challenges.

Taking responsibility for one's own career is another problem area for many people, particularly older individuals that are used to the lifetime employment system. The research shows it is not only a change of mindset in former socialist systems like Slovenia, but it is present in Japan and in the Western countries as well, like Germany. The problem is these people thought their vocational choices were really made once and for all, so no career management skills were needed (or taught). The conflicting evidence on the other hand shows, however, that stable employment is still a norm and people make careers with the same employer. The labor market seems to be volatile mainly for certain subgroups.

The life/work balance (role issues) is also an important matter, not only present with women, but visible also with men. 49% of UK workers report issues with balancing work and family (JP Morgan Fleming, 2003), while in USA about 40% men report having a work-life balance problems. The growing importance of the balance is also visible in the growing occurence of the lifestyle anchor as the primary career anchor (Schein, 1996).

And the last but not leat, there's the family. The influence of family is recognized, at least indirectly, by most authors in the field (Bratcher, 1982), while some point it out as no. 1 (Brown, 2004). Also the family opposition might be the most frequent obstacle to career choice (Savickas, 1989).

All these factors can seriously hinder job searching and/or the ability to keep a job.
Still for most, including the family influence, despite their importance, there are very few approaches that have integrated it in the career counselling process. On the other hand, they might not be as structured as tests we're used to, but there are things that can help us. Life career themes (Gybers et al.), life design counselling, grand narratives (Savickas), empowerment, holistic integrative approach, qualitative career assesments etc. are the things we should be exploring to see how and in which cases it might help us solve our client's troubles. Only fashionable names? Mostly not, I believe. Of course some will disappear, while others might become the future classic repertoire. In any case, the terms help us focus, realize what we're doing (or should be doing) and train.

People bring their whole personality and their history into the career guidance process and share a whole myriad of life and work concerns. We have to help them organize their thoughts, shed light, help them with finding the meaning and help them cope. Neglecting the issues that are immobilizing them, even though we practice the widely accepted way of career guidance work (i.e. help our clients choose career goals), will make us inefficient in many cases. So the professional development and widening of our skills, tools and approaches is not a must because of lifelong learning, but a mere

necessity to really fulfill the main aim of our job. We have to teach people how to fish, not assist them choose a fish for lunch. Career and personal counselling are therefore inseparable.

Still, we mustn't overlook the threats. There is also a danger in widening the career guidance issues to the field on the whole life. In the countries where personal counselling and career guidance services were offered by the same staff, the former took precedence over the latter (Sultana, 2004). It is thus of utmost importance of the practicitioners to still remember where the focus is, what goal we are pursuing. Solving personal issues is just removing the obstacles on the road, but the road still has to lead to effective career management skills as a whole. With that in mind, being flexible in our approach to the career counselling, recognising topics and choosing approaches and tools is key. Not only for effectiveness, flexibility is necessary particularly because some of the approaches might not be suitable for all clients. If we choose well from all the options we have at our disposal, it will enable us to really make a difference for the individual and make him/her better prepared for anything life might still throw at them. And as counsellors, there's nothing better we can even hope to do.

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AUSTRIA

Austria

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Focusing on resources – solution focused counselling tools

"Problem talk creates problems. Solution talk creates solutions."

(Steve De Shazer)

The solution-focused approach was originally developed by Berg and De Shazer at the Brief Family Therapy Centre in Milwaukee, Wisconsin, in the early 1980s and is based on solution-building rather than past causes and problem-solving. Berg and De Shazer have focused their attention on the types of questions and interventions practitioners can use as tools to help clients get motivated to achieve their goals for counselling. The solution focused approach assumes that all clients have talents, resources and are capable of change and that they are the experts in the counselling relationship. The counsellor takes a "not knowing" stance and puts aside personal frames of reference or value judgments regarding work and career in order to explore those of the clients. This approach does not give any academic solutions or best practices and instead helps mine the solutions that already exist within a person or an organisation. This very goal-orientated and respectful model focuses on what is important to the client and is very appropriate for working with career clients.

The main solution-focused techniques are problem free talk, goal clarification, miracle question, scaling, seeking exceptions, compliments and dealing with 3 different types of client - counsellor relationship.

Creating a new vision of the future – developing well formed goals

Clear, concrete, and specific goals are important components of solution focused counselling. Whenever possible, the counsellor tries to elicit smaller goals rather than larger ones. More important, clients are encouraged to frame their goals as the presence of a solution, rather than the absence of a problem. For example, it is better to have as a goal, "I want my colleague to talk nicer to me"—which would need to be described in greater detail – rather than, "I would like my colleague not to shout at me." Also, if a goal is described in terms of its solution, it can be more easily scaled.

A well-formed goal has seven qualities, according to Berg and Miller (1992, 32-44).

1. The goal must be important to the client. This helps build on the cooperative atmosphere needed for successful counselling, respects the client, and brings the counsellor into a dialogue with the client.

2. Keep goals small and achievable. This helps both the client and the counsellor to recognize the progress during the counselling process. Within a session, clients often begin with very large, vague goals. The counsellor can help them to focus on small scale goals by asking for the first small recognizable signs of success. The counsellor should help the clients to name and accomplish a series of small goals which contribute to a bigger whole, since it is easier to 'fill out a job application' than to 'get a job'.

3. Make goals concrete, specific and behavioural. Non-behavioural goals, such as having more self-esteem, living a sober life-style, and getting in touch with feelings are difficult to achieve, mainly because success and progress are difficult to gauge. A concrete goal, such as "praising my child twice this week when he makes his bed," can be counted, which facilitates the determination of success towards its accomplishment.

4. Goals must be stated in positive, proactive language about what the client will do instead of about what he/she will not do. There are two reasons for defining goals in positive terms. First, it helps clients and counsellors determine when a goal has been met. Second, we are always doing something. When we cease a certain behaviour we usually start a different one.

5. Goals are expressed as beginnings rather than endings. This helps clients and counsellors find ways to be on "track" immediately. Defining goals as beginnings supports a view of living and counselling as both being processes. The beginning and the progress towards a goal can be better described and used for feedback than

the ending or ultimate goal, which might be very far off in terms of time and effort. Naturally arising from this quality of goals are questions that support small improvements and beginnings. Examples of this type of questions are: *"What would be the first small signs of change?"* or *"What small step could you take during the next week which could begin to move you towards your goal?"*

6. The goals are realistic and achievable within the context of the client's life. This quality of well-formed goals reminds the counsellor that a goal needs to nest well in the larger story the client calls his / her "life."

7. The client sees the goal as involving "hard work." This quality helps the client build a positive "face" and protects and promotes the client's feelings of dignity and self-worth. This allows the client to internalize personal responsibility for achieving the goal while having a self-respecting place to fall back to in case of failure.

The Miracle Question

Some clients have difficulty articulating any goal at all, much less a solution-focused goal. The miracle question is a way to ask for a client's goal in a way that communicates respect for the immensity of the problem, and at the same time leads to the client's coming up with smaller, more manageable goals. It is also a way for many clients to do a "virtual rehearsal" of their preferred future. The miracle question neatly turns the client's attentions away from that old, unsuccessful, past behaviour towards a future where the problem no longer exists (De Shazer, 1988).

The precise language of the intervention may vary, but the basic wording is (De Shazer, 1988): *"I have a strange, perhaps unusual question that takes some imagination ... Suppose ... after we finish here, you go home tonight, watch TV, do your usual chores (list usual tasks here) ... and then go to bed and to sleep... and everybody in your household is sound asleep and the house is very quiet ... And, in the middle of the night while you are sleeping ... a miracle happens and the problems that brought you here are solved, just like that! ... But this happens while you are sleeping, so you cannot know that it has happened ... Once you wake up in the morning, what would be the first small sign that will make you wonder ... there must've been a miracle ... the problem is all gone! How will you go about discovering that this miracle has happened to you?"*

Exception finding questions

Exception finding questions help clients to locate and appreciate moments in their past when the present problem got handled. Even when a client does not have a previous solution that can be repeated, most have recent examples of exceptions to their problem. Exceptions are times when a stated problem could occur, but (1) did not, (2) occurred less often or was less severe or (3) was in some way different from its regular state. To discover these exceptions the counsellor asks questions such as: *"What is*

going well in your life now?" De Shazer (1985) maintained that through such questions clients can discover their own alternatives to problem areas.

Coping questions

If no exceptions can be discerned it makes sense to find out what the client is doing to cope with the difficult conditions. Coping questions are useful when clients seem really discouraged and mired in their difficulties. They provide a way of "gently challenging the client's belief system and his/her feelings of hopelessness while, at the same time, orienting him/her toward a sense of a small measure of success" (Berg & Miller, 1992:89). The form of this question is simply to listen to the client's complaints and then ask, *"With all of that going on, how do you manage to cope?", "How do you manage to get up, instead of staying in bed?"*

Scaling questions

Scaling questions are useful for making vague client perceptions concrete and definable. They can provide the main focus for an entire career counselling interview: they help the clients to describe the problem, establish a goal, explore exceptions, check motivation and commitment and find solutions (Miller, p. 9 [Online]). They gently push the clients to become more specific about the next steps toward their goals and invite them to consider their position on a scale (Burwell & Chen, 2006). One of the most useful frameworks for a solution-focused interview is the 0 to 10 scale, where 10 equals the achievement of all goals and zero is the worst possible scenario. To use these types of questions, the counsellor begins by describing a scale from zero to ten where each number represents a rating of the client's complaint(s). The counsellor might say, *"On a scale of cero to ten, with cero being the worst nature of this problem you have ever experienced, and ten being the best imaginable condition, where would you rate things today?"*

Once a counsellor is given a number, for example the client rates his / her situation at a three, the counsellor asks, "*What specifically is happening to indicate to you that it is a three?*"

To determine the goal of the counselling cooperation the counsellor asks the client for his/her desired condition at the end of the counselling process.

Beside a scale with numbers, it can be useful to work with pictures and symbols, which are meaningful to the clients.

Taking a break and reconvening

Many models of family therapy have encouraged therapists to take a break toward the end of the session. Usually this involves a conversation between the therapist and a team of colleagues who have been watching the session. Solution focused

counsellors are also encouraged to take a break near the end of a session. If there is a team, they give the counsellor feedback, suggestions for compliments and interventions based on the client's strengths, previous solutions, or exceptions. If there is no team available, the counsellor can still take a break to collect his / her thoughts, and then come up with compliments and ideas for possible experiments. It is recommended (De Jong & Berg, 2008) that the feedback consists of three parts: compliments, a bridging statement and usually a task.

Compliments

Compliments are an essential part of solution focused counselling. Solution focused practitioners frequently use compliments in conversations with clients but they don't just compliment about everything. Compliments have a specific function. Compliments are pointers of resources and solutions, mentioning the client's capabilities and strengths: helpful experiences, having caused clients to think or do something that can be put into use in order to solve the problems. Compliments are a very effective way of orienting clients toward their resources and strengths while giving the message that the counsellor has been listening, understands and cares. It can be very helpful for boosting moral and motivation to sincerely compliment clients on their new positive behaviours and affirming how difficult the client's problems are (De Jong & Berg, 2008).

A solution-focused counsellor compliments the client, both directly and indirectly (De Jong & Berg, 2008):

- A direct compliment might be: *"I think you handled that fantastically!"*
- Indirect compliments are often conveyed in the form of affirming questions as in: *"How did you manage to accomplish such a difficult task?"*

Indirect compliments are invitations to the clients to compliment themselves on what they have achieved. Instead of aiming the compliments at the person or at some trait of the person they are aimed on what has worked well. An advantage of complimenting through questions is that the other person is activated and invited to reflect. There is a bigger chance that the client is able to accept the compliment, he / she will not feel embarrassed and will not turn down the compliment *("It was nothing special")*.

Tasks/Experiments

After a linking phrase between the compliments and the client's goal solution focused counsellors frequently end the session by suggesting a possible experiment for the client to try between sessions if he/she wants. These experiments are based on something the client is already doing (exceptions), thinking, feeling, etc. that is heading him/her in the direction of their goal. There are five types of possible tasks (Eberling & Hargens, 1996):

- to think
- to observe
- to predict
- to do as if
- to do

Counsellor-client relationship types

To give an appropriate feedback it is useful to distinguish among three specific types of counsellor - client relationship (De Shazer, 1988):

A *customer type relationship* is established, when practitioner and client have identified a problem together during a session, as well as a goal or the image of a solution towards which they can work. It is not necessary for the counsellor to do anything special in order to get into solution talk. Since the client is willing to take steps the counsellor can give behavioural tasks in combination with observational tasks.

The *complainant or seeker type relationship* occurs when although a problem can be identified together during the session, the client fails to realize his/her part in the process of finding solutions. Instead the client often sees the solution represented by another person. In this case the counsellor accepts the client's view but continuously tries to move the conversational focus back from the other person towards the client. "*If X would be the way you wished them to be, what exactly would X perceive differently regarding your behaviour?*" The client is complimented by the counsellors on all the useful information he/she have provided and on the things he/she is doing that are good for them. As this client does not see him/herself as an active part of the solution but the intervention will usually challenge the client to think about/observe something positive.

The *visitor type relationship* exists when neither a problem nor a goal can be identified to work on. The client may indicate either that there is no problem at all or that the problem should be solved by somebody else. Often these clients are referred by someone else and come to counselling involuntarily. The counsellor should not insist on discussing "the problem" but show the willingness to work on whatever topic seems to be important for the client.

It is essential to pay attention to the client's perceptions and at the same time make him/her realize his/her own responsibility This relationship requires much positive feedback for the client´s actions and his/her self-care. Compliments are utilized because they promote the return of the client and facilitate increased cooperation and participation during following sessions.

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CROATIA

Croatia

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is head of Employment preparation department in Central office of the Croatian Employment Service. Psychologist, used to work in Regional office Zagreb as career counsellor. Before that she used to work in other areas of applied psychology - prevention and treatment of behavioural disorders of youth, marriage and family issues, organizational psychology and mental health protection. She is national representative in the European lifelong guidance policy network. She is senior instructor of the William Glasser Institute, Ca, USA. She also owns European Certificate for Reality Therapy – Psychotherapy, as well as European Certificate for Psychotherapy (ECP) licensed by European Association for Psychotherapy.

Career counseling based on Choice Theory

The first priority area identified by the *Council Resolution on better integrating lifelong guidance into lifelong learning strategies (2008)*[1] is to "encourage the lifelong acquisition of career guidance management skills" because "career management skills play a decisive role in empowering people to become involved in shaping their learning, training and integration pathways and their careers". Secondly, according to the Resolution, national policies should facilitate access by all citizens to guidance services which should be accessible to everyone, especially for the most disadvantaged groups.

Croatian Employment Service (CES)[2] has been identified by the European Training Foundation[3] and European Centre for the Development of Vocational Training[4] (2005, 2009) as the main stakeholder of "systematically organized activities of information, guidance and counseling aimed at different users – from pupils and students in their finishing years of basic and secondary school to different groups of adults, the unemployed persons and job seekers, as well as the employers".

Career guidance, as defined in the Croatian *Act on Employment and Rights during Unemployment Period*, refers to different procedures and activities with the aim to

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[1] http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/educ/104236.pdf
[2] http://www.hzz.hr/
[3] http://www.etf.europa.eu/web.nsf/pages/home
[4] http://www.cedefop.europa.eu/EN/

identify possible competencies and interests of the clients in order to help them make decisions on further education and employment possibilities and to manage their own career development. According to the same Act, career guidance activities include informing, counseling and follow up support activities on career development.

A key feature of the Croatian model is client-oriented, partnership based approach aiming at providing services for target groups based upon their identified needs. Career guidance services are provided upon the so-called ″tiered services″, or "the inverted pyramid model" starting from the fact that the largest number of persons need to be informed about their future possibilities in order to make decision (including self-informing); some of them need additional counseling and are included in group counseling sessions and the smallest number is offered the most intense services of individual counseling which could include psychological-medical assessment and support (for pupils /students at risk of being early – school leavers - having learning difficulties, behavioral disorders, health and social problems, disabled and other vulnerable groups). Similar approach is known as A Cognitive Information Processing (CIP) Approach developed by James P. Sampson, Jr., Robert C. Reardon, Gary W. Peterson, and Janet G. Lenz (2003) in helping persons to make their occupational, educational, and training choices[5].

In Croatian Employment Service special attention is given to career management skills development, especially of persons hard to place. Individual and group informing and counseling sessions are being organized upon possibilities to re-turn the unemployed back to education and/or to labor market. Depending on the needs of regional labour markets, CES offers workshops for different target groups – long-term unemployed, youth, persons with disabilities and other vulnerable groups. It is based on interactive approach and includes group discussions, role plays, and presentations of good practice. Individual career counselling includes assessment of working and personal abilities (educational, psychological, medical and social aspects) for target groups which are most in need of comprehensive vocational and career guidance services.
As presented at the Cross-border seminar workshop, career counseling is often delivered to persons in transitional periods (school to school, school to work, etc.); persons facing stress related work issues, loss of jobs, etc. The career counseling process incorporates several stages, such as exploration (of educational, family and work background, interests, wishes, abilities); evaluation on possible career choices and their consequences; planning based on decision making in choosing the most appropriate career choice for a person at the time (including the main steps to be taken and the support needed in order to achieve the planned goals).

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[5] http://www.career.fsu.edu/techcenter/designing_career_services/basic_concepts/recent_developments.htm

Career counselors need to have the required competencies, including knowledge on career behavior theories in order to better understand human behavior, understand the factors in the process of decision making and make hypothesis about the client's future behavior. Theories guide us in what we do with clients.

At the Cross border seminar workshop the main career behavior theories were presented – types of theories that believe in cause and effect and those which do not. The main theories from the first group are:

- *Trait and Factor Theories* which stress the individual's need to develop his or her "traits", (interests, values, skills) as well as select environments that complement those traits; (example: Holland's Theory of Vocational Personalities and Work Environments[6]).

- *Developmental Theories* which share the assumption that factors related to career choice are also related to stages of personal and psychological development (example: Donald Super's Life-Span, Life-Space Theory of Career Development[7]).

- *Learning Theories* describe the learning processes by which an individual gains self-efficacy and what effect this has on the career decision-making process (see Krumboltz's social learning theory[8]).

The theories from the second group, such as:

- *Socioeconomic theories* pay less attention to psychological traits but focus instead on the socioeconomic status and the influence of sociological and economic factors on occupational choice;[9]

- *Social - Cognitive theories*: Focuses more on the personal constructions people place on events related to career and decisions making (Dual Labor Market Theory[10]).

In individual and group counseling sessions broader theories of human behavior and methods for personal (and professional) development could be very useful.

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[6] http://news.uofthenet.info/wp-content/uploads/2011/08/Spokane_Holland_s_theory_of_personalities.pdf

[7] http://www.bing.com/search?q=Donald+Super%E2%80%99s+Life-Span&src=IE-SearchBox&FORM=IE8SRC

[8] http://www.guidance-research.org/EG/impprac/ImpP2/traditional/learning-theory/indexfolder_printall

[9] http://books.google.hr/books?id=4IdbmX4pDpkC&pg=PA138&dq=status+attainment+theory&hl=hr&sa=X&ei=6ZfcT8CzD4fSsgbfz9D1DQ&ved=0CC8Q6AEwAA#v=onepage&q=status%20attainment%20theory&f=false

[10] http://books.google.hr/books?id=j8Rd-OPO_CEC&pg=PA71&dq=Dual+Labor+Market+Theory&hl=hr&sa=X&ei=zJjcT6mKIcnysga4haGDDg&ved=0CEcQ6AEwBA#v=onepage&q=Dual%20Labor%20Market%20Theory&f=false

In Croatian Employment Service as in many other organizations in Croatia who offer counseling such as schools, Family centers, social welfare organizations, besides other theories and methods, Choice Theory as a theory of human behavior and Reality Therapy as a method for improving personal and professional development are often used by counselors, as proved to be very useful.

Choice Theory as the theory of human behavior was developed by Dr. William Glasser[11]; it offers the explanation of human behavior based on internal motivation. In 1998 book, *Choice Theory: A New Psychology of Personal Freedom*[12], it is stated almost all of our behavior is chosen as we continually attempt to meet one or more of the five basic needs that are part of our genetic structure - survival, love and belonging, power, freedom and fun. The satisfaction of these needs is the pathway to success, which for many means success in a career. In practice, the most important need is love and belonging, as closeness and connectedness with the people we care about is a requisite for satisfying all of the needs. Being disconnected could be the source of almost all human problems including such as school and vocational failure.

Reality Therapy or counseling based on Choice theory is the method of counseling which teaches people how to direct their own lives, make more effective choices, and how to develop the strength to handle the stresses and difficulties of life. The core of Reality Therapy is the idea that regardless of what has "happened" in our lives, or what we have done in the past, we can choose behaviors that will help us meet our needs more effectively in the future.

Counseling based on Choice theory - Reality therapy and problem-solving approach focuses on the here-and-now actions of clients and their ability to create and choose a better future. Clients seek to discover what they really want and how they are currently choosing to behave in order to achieve their goals.

John Orr Crites, one of the leading vocational psychologists of the 20th century proposed Reality therapy as a method for comprehensive career counseling (J.O. Crites 1969, 1981). Four counseling steps are described, including involvement (during which problems are identified and trust established) and awareness (which strengthens clients' recognition of counseling for clients, thus it becomes a means for satisfying broader wants and needs and for living a more fulfilled total life.

Many other authors, such as Pickering, J. W., Vacc, N. A., Osborne, W. L.[13] recommend Reality therapy as a method of cognitive career counseling.

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[11] http://wglasser.com/

[12] http://www.amazon.com/Choice-Theory-Psychology-Personal-Freedom/dp/0060930144

[13] http://psycnet.apa.org/psycinfo/1984-24643-001;
http://onlinelibrary.wiley.com/doi/10.1002/j.2161-1920.1983.tb00775.x/abstract

Reality therapy counselors focus on establishing trustful relationships which is essential. They explore the clients' wants and needs, focusing on the present and on what counselees can do directly - act and think. They encourage people to make self-assessment and judge all they are doing by the Choice theory axiom: Is what I am doing getting me closer to the goals that I would like to achieve?

What the client is currently doing is to be explored, not only his/her activities but including the way of thinking and perceiving things, values and attitudes. The emphasis is on self-responsibility for present behavior and the way of career planning. Counselors help clients to evaluate their present behavior so that the dissonance between what is now and what is wanted will lead to a commitment to decide what to try next. They help people choose the more effective behavior in the current situation and make specific plans in achieving their goals. Reasonable expectations have to be established, including the client's responsibility for taking the necessary action to resolve career development difficulties. Finally, the counselor must not give up on the client. This model will assist counselors in more consistent and thorough career counseling.

During the workshop the main ideas of the Choice theory were introduced, including comparison of CT ideas to the ideas of the main career behavior theories[14].

The workshop was interactive; different methods including exercises, working in pairs, roll plays, and group discussions were used in presenting the way Choice theory and Reality therapy could be used in individual and group career counseling.

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[14] http://dogodki.eventmanager.si/CBS2012/preliminary-programme/
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CZECH REPUBLIC

Czech Republic

<u>Helena Košťálová</u>

graduated from Silesian University in 1995 (her field of study was Social Management and Re-qualification). She works as a trainer and methodologist in the European Contact Group in the Czech Republic. Among her current activities are education and counselling focused mainly on foreigners and women and other socially disadvantaged people (people, who´s access to education and counseling is rather complicated) to empower them and increase their self-confidence. She specializes in the curricula development, identification and development of competencies. She is interested in lifelong learning, especially in the process of validation of non-formal and informal learning.

Empowerment in a diverse society

The state of migrants in the Czech labour market

The population of migrants in the Czech Republic is almost 5 percent. Although more than half of them claims they want to settle in the country permanently, they are still considered as temporary wage power in the Czech society. Many foreigners in the Czech Republic find their jobs in unstable and low-qualified positions; even those with secondary and tertiary education. Many of them live in withdrawn communities and their contact with majority is marginal.

We need to consider long-term consequences of the situation; migrants have been and will in our societies – what we can do to help them incorporate to the Czech society? What impede them to apply their knowledge, competences, and experiences to be beneficial to the society?

There is a couple of related barriers; except of language barrier, there is limited access to the labour market as well as to the education and counselling services, insufficient knowledge of the Czech labour market, low awareness of culture diversity and lack of skills needed to their own career development.

Concurrently, we are considering, how engage migrants to this process and support their active participation. Common phenomenon among this target group is dependence on "*client system*"; half-legal or illegal agents who offer their services (in charge) to help theirs clients deal with formal duties connected to the employment or

entrepreneurship. Except of high fees for the services there is a danger in a trap of complete dependence on this kind of services and it is very difficult to break it out.

The transition from the dependence on the "*client system*" to the dependence of official social services has not been seen as suitable solution. That's why we prefer continuous support in the process of foreigners' independence – empowerment.

The thought of empowerment is supported by actual trends at the labour market. Demands on employees are changing very fast. Terms as *lifelong learning* or *economics of education* are slowly becoming naturalized in our vocabulary; as well as the term *career management.*

There are many reasons for deepening career management skills and enhancing personal responsibility; the important role in this process play concerns of general society (economic, social, demographic, etc.) as well as personal interests (motivation, financial sources, social status, well-being, etc), social and technological development and many other factors. When working with people who migrate for work with different socio-cultural background is necessary to consider other language, culture, norm, values, and habits.

Possible solutions

In response to actual situation, European Contact Group (EKS) proposed the complex model of career counselling integrated to the learning trainings for foreigners. The aim of these trainings is to eliminate barriers in access to the Czech labour market for migrants and support their career management skills. Primarily, we lead participants of our trainings to be aware of their qualities, motives and future options, to be able to do specific steps to reach their goals. The trainings running by EKS react on various needs of our clients; some are centered to help them find appropriate job according to their qualification, others are aimed to support them in starting their own bussiness or personal development.

Trainings supporting career management skills are mostly composed of following parts:
- Czech language courses; the gaps in language knowledge are one of the main reasons of social exclusion and significant barrier in access to the labour market. Themes of language education take in account general training goals (vocabulary, forms, practising interview).
- Independent language module is focused mainly on mediation of information connected to the access to the labour market in the Czech Republic (Labour Code, rights and duties of employees, etc.) as well as on training of practical skills (selfpresentation, identification of core qualities, approach employers, formulating attractive CV). Part of this module is always self-reflection of

gained knowledge and experience (measure the degree of achieved improvement).

- Individual career counselling aimed on setting personal career goals and creating real action plans, counselling during choice of suitable job and contact with employer.
- Work in groups is aimed on sharing of experience (motivation meetings) or career counselling in group (peer to peer model).

The goal of all activities in the training is gradually empower independence of our clients. We consider empowerment as long-term process during its is necessary to account individual possibilities of each client.

Except of acquiring knowledge (key to the orientation on the labour market), we consider training of practical skills as key for the clients to be able manage needs steps by their own. We realize the difference between „*I know how to do it.*" and „*I have experienced it*". For this reason we are simulating real situations at our trinings and if it's possible accompanying clients in the field.

Next important part of the process of empowerment is to encourage clients' self confidence. Obviously, there is many factors shaping personal self confidence and only participation in the training cannot radically change self-perception.

The aim of our trainings is to show directions, help them look at themselves from different perspective, and think about their uniqueness. Our tools are e.g. supporting self-identification, development of their potential (know strengths and accept weaknesses) or awareness about their culture values. The opportunity to experience success and practise self-presentation is very usefull as well. Our participants also appreciate feedbacks (from trainers as well as from other clients) they have received during the training.

GERMANY

Germany

Olaf Craney

is a professional trained counselor and guidance. Since finishing his degree in "public administration" [Dipl. Verwaltungsw.(FH)] in Mannheim in 2006, he is employed at the German Employment Agency [Bundesagentur für Arbeit]. Hence Craney is an experienced vocational and occupational guidance to jobholders as well as to students or to deprived young people. Actually he is in employment as career guidance for professional classes and higher education. Shortly after graduating as a Master of Arts in personal, occupational and organizational counseling at University of Heidelberg in 2010, Craney was assigned as a career-guidance-trainer and he arranged several workshops for new methods and the new counseling-concept of the German Employment Agency. Craney also researches processes of quality development in educational and vocational guidance on other career services in Germany and he`s an honorary writer in the Journal of the German Association for Educational and Vocational Counseling (Deutscher Verband für Bildungs- und Berufsberatung, dvb).

Self-Marketing Activities: Concepts and Methods

When people do vocational training, or do a course at college, or work as an employee in the same company for a long time, they mostly do not look to the labor market and its rules. When the necessity occurs to seek for a new job sometime, it is quite hard for them to merchandise themselves, feeling uncomfortable with this challenge. On the employers' side a big part of the real vacancies will never be published in the internet, in newspapers and elsewhere. Nevertheless all these vacancies are filled as well. How do jobseekers find these hidden vacancies? How can they sell their competences on a market which is quite complicated?

On the basis of Richard N. Bolles' concept of Life-/Work-Planning, there are many courses arranged in Germany to students and academic professionals since the labor-market-deregulation wears on. By using this older concept, several trainers and scientists have enhanced the specific tools and exercises further, to assure that nearly every client can benefit of these mostly commercial offered programs. The history of Life/Work Planning as a program is that it was invented about forty years ago in the U.S. From there it migrated to other countries. But even if Bolles never had invented

its concepts and methods, everybody would also do Life-/Work-Planning and most of the courses called „Life-/Work-Planning " would also be arranged.

Because it is a human passion to do Life-/Work-Planning if it is possible to optimize its life by choosing a new job. But Career-planning is more than only an optimized Job-hunt and Life-/Work-Planning is more than just a Career-guidance. Most offers on Life-/Work-Planning in Germany including a Career-Guidance also as an optimized Job-hunt. This way it is possible to proof that it works.
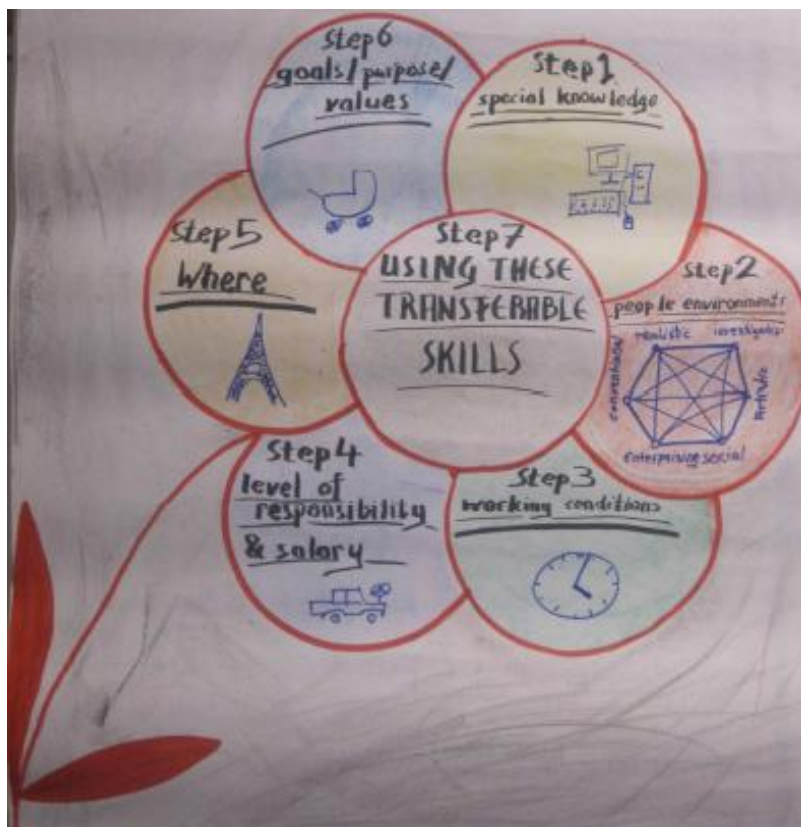
Preparing an optimized and "Job-hunt-including" Careerguidance, most providers of a Life-/Work- Planning-Program use the following 7 steps. What kind of special knowledge does a client assign? Which vocational environment is a Job-seeker looking for? A professional Guidant need to know the conditions, the responsibility and salary a consulter needs. Also the mobility as well as job-related goals, purposes and values has to be checked with the Job-seeker before translating this items in transferable skills, to start a target group focused application. The Counselor has to see its task of training the client to do without him or her. Rather than merely offering him or her "services" for which they will eventually need to return. Thereby it is useful to fix all these checked resources in a solution oriented way, like Bolles' flower (picture on first page). The flower and its items is often criticized as an much to rational concept, which is merely able to raise some unconscious abilities up to conscious abilities. Latest concepts often also integrate unconscious needs into the Life-/Work-Planning-Process. One potential way to embed unconscious needs into the progress of Life-/Work-Planning is accurately described in the manual of the «ZRM®»-Bildkartei by Krause and Storch (2010).

But to sell an offer of Life-/Work Planning on a deregulated market it is necessary to proof, that it works. So every trainer records statistics with percentage notes of whom was able to get a job, which is better paid and better allocated to him or her. Thereto the PIE Method of Richard N. Bolle is useful not only in Germany. But better accepted

and more adjusted to the still already comparatively strong regulated German labor-market, it is the *Self-Marketing-Strategies* by Egle and Bens (2004) which is used because of its evidence-base, but also in several episodes more or less a accurate copy of Bolles' concept of the PIE practice.

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HUNGARY

Hungary

Istán Kiss PhD

(MA Psychology, specialisation: counselling and health psychology; PhD in social psychology) is a Researcher and Lecturer at the Faculty of Counselling Psychology of Eötvös Lorand University, Budapest (Hungary). He has researched career management skills and life skills on the basis of counselling in Higher Education. He has been working for over a decade as career counsellor in HE, leading researcher of the Hungarian Association of Counsellors in HE (FETA). His current field of research is related to impact of CEIAG (career education, information, advice and guidance) services. He is internal expert of the European Lifelong Guidance Policy Network (ELGPN) in Workpackage 4, coordinating an international pilotproject in impact measurement.

How should I live my life? (Socio-dynamic Career Mapping)

Values and motivations are considered among the most important drivers of career development activities. There are several inventories on the market to scan these variables in a short time. (e.g. Super, 1970[15], O-net Work Importance Locator[16]) However, these theory-founded and well structured tools have their own limitations. Recognising one's own individual value system is of particular importance in career counselling and vocational orientation, in all kind of life-design activities.

The family or genealogical tree combined with creative writing or drawing is a multifaceted method to identify life scripts, life stories to build on during the discourse of the counselling relationship. Its use is recommended in a well established working alliance. Limitations are to be set, to focus on career-related issues and avoid too intimate family issues over the borders of a career counselling/guidance setting.

Social Form: individual work, interview

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[15] D. Super: Manual of the Work Values Inventory. Boston: Houghton Mifflin, 1970
[16] O*NET Career Values Inventory: Based on the O*NET Work Importance Locator Developed by the U. S. Department of Labor

Objective: *to reflect on one's own values, interests and motivations based in the family history; to become aware of individual preferences and scripts*

Source: www.sociodynamic-constructivist-counselling.com

Description:

Plain sheet in A4 format, with a circle drawing in the middle should be handed over to the client to work on.

The first instruction is to collect and write in the circle up to 10 keywords, answering the question „Who am I? How do I describe myself? How would other people describe me?" (the „others" are not specified first…)
Clients are encouraged to write more keywords into the central circle (but not sentences) also later on, during the whole process, if they are becoming aware of any important issues.

If the client has partners or children, additional circles should be drawn on the left and the right hand side, close to the central circle. The client should be instructed to collect keywords in the appropriate circles, to indicate how the partners and/or children would describe themselves. If the client becomes aware of certain issues, e.g. how the partners or children would describe him/her, this information should be added into the central circle.

On the bottom half of the page the parents' and grandparents' circles should be plotted, like a common genealogical tree. The relevant information can be collected with the same instruction (how these people would see themselves). Don't forget to encourage the client to note the keywords into the central circle, if there is important new information.

In the second phase the client should draw a larger circle on the top of the paper, to symbolize his/her future self. After collecting the keywords for the whole family (some other, significant persons can be added too, if they seem to have an effect on the client's life), a selection has to be made. All attributes, properties, values etc. should be transferred into the „future circle", which seem to be important for the client to create a new life-script. If there are complex models in the genealogical tree (e.g. grandma was a great organizer, but a hostile person), the unwanted parts/issues should be excluded from the future circle, but still written on the page. Their role will be to raise awareness to avoid certain risks, failures etc.

POLAND: EDUCATION

Poland: Education

<u>Markieta Domecka</u>

MA in Sociology, University of Wrocław (Poland); PhD in Sociology of Work and Organization, Katholieke Universiteit Leuven (Belgium): studying professional biographies and career patterns in Polish business field; thesis awaiting defence; FP7 project "EUROIDENTITIES, The Evolution of European Identities", Queen's University Belfast (UK); FP7 project "LOCAW, Low Carbon at Work: Modelling Agents and Organisations to Achieve Transition to a Low Carbon Europe", University of Surrey (UK). She works on combining biographical method (Schütze) and morphogenetic approach (Archer) in studying career patterns in different social contexts; taking into account individual resources, personal concerns and subjective meanings on the one hand, and structural and organizational opportunities & constraints on the other.

<u>Adam Mrozowicki PhD</u>

in social sciences (Katholieke Universiteit Leuven) on coping strategies of Polish workers after the end of state socialism, post-doctoral research fellow of the Foundation for Polish Sciences (2009-2011), collaborator of the Institute for Public Affairs, European Foundation for Improvement of Working and Living Conditions, European Trade Union Institute. His main interests concern comparative employment relations, the theories of agency and subjectivity and biographical research methodology.

Career patterns as the outcome of individual resources, personal concerns and structural forces: construction, anchor, patchwork and dead-end

The summary of the workshop

The main goal of the workshop was to encourage the participants to think about career patterns not necessarily as a direct outcome of personal and career management skills but as a complex interaction between individual resources and personal concerns as well as objective opportunities and constraints emerging from organizational and structural contexts. In the opening talk, subjective and objective elements playing a crucial role in career shaping were described and illustrated by two continua: (a) planning—conditioning and (b) single-track—multi-track careers, and four career patterns were presented: (1) construction; (2) anchor); (3) patchwork; and (4) dead-end. Next, participants were encouraged to think about their careers in terms of four career patterns, including their personal concerns; individual resources (economic, cultural, social and symbolic); organizational opportunities and constraints (mergers, takeovers, spin-offs, expansion, bankruptcies, pyramid *vs.* flat structure, etc.); structural opportunities and constraints (economic situation in the country, unemployment rate, new technologies, devaluation of educational credentials, global economic situation etc.); the dominant career discourses in their national contexts (and their changes over time). The idea was to compare participants' own career patters in order to search for similarities and differences among them and to bring up for discussion possible practical conclusions for their occupational counselling work.

Linking biography, career and counselling

The concept of the workshop derived from the methodology of biographical research and biographical counselling practice as developed in the range of existing projects, including INVITE project run by four European universities in Helsinki, Magdeburg, Łódź and Bangor, as well vocational training institutions and job centres in Finland, Germany, Poland, the United Kingdom (Wales), Italy and Austria. The INVITE project (Betts, Griffiths, Schütze, Straus, *no date*) made use of biographical methods to support vocational counsellors in their work with the clients who live in aftermath of severe biographical crisis related to occupational transitions (e.g. losing their jobs), medical reasons (e.g. illnesses) or difficult family situation. The project assumed that vocational counsellors should strengthen their clients' biographical abilities to cope with the crisis situations by teaching them how to exploit their biographical resources. Thus, the identification of biographical resources accumulated in earlier career stages is central for the counselling practice. Simultaneously, the analysis of people's careers as revealed in autobiographical narrations should also take into account the level of objective circumstances, of which some function as material and cultural assets which set the limits for occupational and biographical projects. In the following sections, we will discuss the theoretical and empirical background of this approach to careers linking it to the specific problems of occupational counselling.

Careers, personal projects and structural changes in late modernity

In the sociological research and counselling practice it is common to argue that secure, coherent and linear occupational careers might be less and less available option in societies of 'second', 'radicalized', or 'fluid' modernity (e.g. Sennett, 1998). The idea of a 'new career' reflecting on the one hand the increasing fragmentation of career patterns, and on the other hand focusing on individual interpretation, reflexivity, and self-perception has been extensively discussed. The 'new' forms would include 'boundaryless career', as the opposite of 'organizational career' unfolding in a single employment setting and portfolio career defined in opposition to organizationally 'bounded' patterns (Gold and Fraser, 2002). Simultaneously, it has been noted (e.g. Standing 2011) that the experience of career fragmentation is not always linked to individual choices, but more often it is the result of the lack of other opportunities. The scope and the meaning of career fragmentation vary according to institutional contexts, the scope of labour market regulation and overall economic situation. As demonstrated by Arthur et al (2005), the fact that the subjective and objective dimensions of career are interdependent and interacting with each other has not been fully recognized in the existing studies. Similar criticism pertains to the dominant discourses of career counselling which are individualistic and solely focused on the issues such as 'career management skills', personal preferences, flexibility and creativity (CBS Compendium 2011).

The sociological perspective on career, as developed in the tradition of Chicago School research and proposed during the workshop, is different. Chicago sociologists (e.g. Becker and Carper 1956) advanced a concept of career which linked the level of structurally given opportunities and constraints with the level of individual choices, concerns and strategies of action. The objective dimension points to a stream of more or less identifiable positions, offices, statuses, and situations that are experienced by people in their professional fields. There are also objective 'resources' (economic, social, cultural) which they accumulate or lose in the course of their occupational experiences. At the subjective level, there are the meanings individuals attribute to their careers, the sense they make of their becoming, which is visible in the stories people tell to lend coherence and the sense of continuity to the strands of their life. Thus, biographies, as careers, can provide a conceptual link between people's agency, understood as their power to influence their lives and social environment, and social structures, which endow them unequally with resources which they use to advance their careers. Confronted with structural powers, people make use of their own personal powers, including their 'reflexivity' (Archer 2007) to select among their personal concerns in relation to objective circumstances. In advising them how to develop their careers, we need to take into account both types of 'powers', including those stemming from the totality of their biographical experiences and structural and institutional contexts in which they operate.

Typology of career patterns

The idea to explore both the objective and subjective aspects of career was practically used in the biographical research on the career patterns of workers and business people in Poland (Domecka, Mrozowicki 2006). The main result of this study was the typology of career patterns based on the analysis of over 350 biographical narrative interviews with blue-collar workers, managers and entrepreneurs including, in line with the methodology developed by Fritz Schütze (2008), their complete life stories. The typology (figure 1) was founded on two continua: (a) the continuum describing the objective shape of career, including single-track careers, characterised by continuous employment in one company, and multi-track careers, involving intensified occupational mobility and/or simultaneous engagement in different occupational activities; (b) the continuum of 'career planning' and 'career conditioning'. 'Planning' indicated a subjective perception of occupational life as an endeavour which can be controlled either at individual level or by collective actions. 'Conditioning' denoted a subjective definition of career in terms of limited control and overwhelming structural determination, which make individuals resemble 'passive agents' – those 'to whom things simply happen' (Archer, 2007).
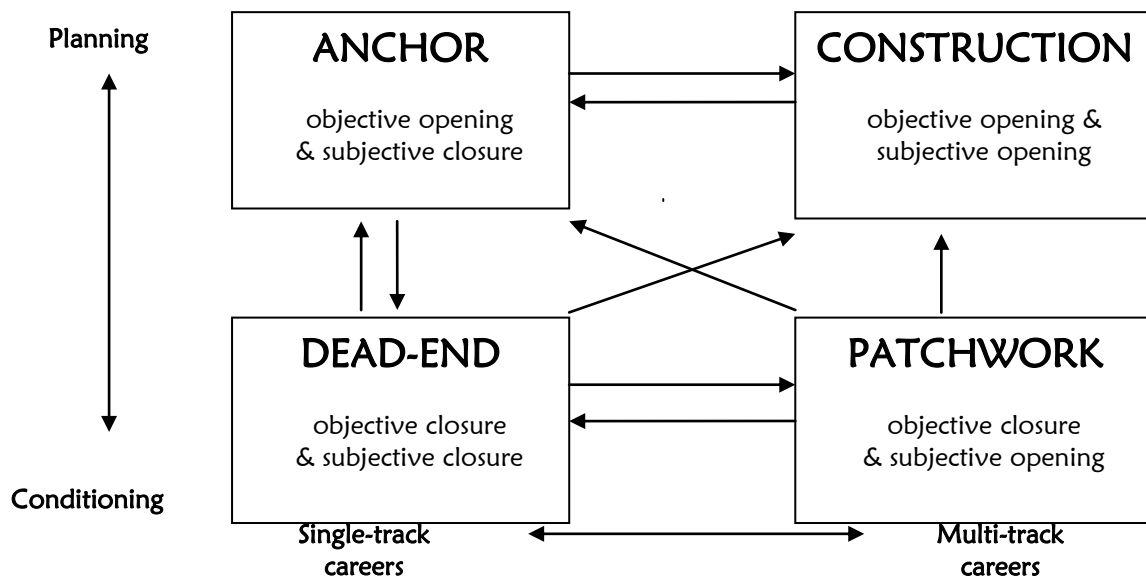

Figure 1. The typology of career patters

The main assumption of the typology is that individuals can move between career patterns as a result of either their reflexive choices (the transition from the 'conditioned' types to the types based on biographical planning) or uncontrollable structural and personal events. The main target of occupational counselling is the level of 'reflexive choices' of their clients, but it should also be clear that not all choices are possible in the context of biographical, economic and symbolic resources accumulated in the course of an earlier 'career track'. The typology allows us to understand that

multi-track career patterns based on individual planning and career management might be in some cases less attractive that old-style 'anchor careers' offering job security and opportunity to develop more grounded occupational identities.

Anchor careers

Anchor careers are intentionally shaped single-track patterns, based on long-standing employment in a particular work organisation. This type of careers is related to laboriously worked-out occupational statuses. Their strong occupational commitment might lead them rather to self-limitation of aspirations than to the search for new career paths. Their ability to keep occupational position is linked to two kinds of capital. Firstly, job seniority increases social capital, built around the networks of contacts and recognition at workplace. Secondly, cultural capital, in the form of practical knowledge acquired through work experiences, is constantly adapted to new organizational requirements. Anchor careers might be especially desirable for the people who value reliable social networks, good relations with their colleagues and well-defined area of occupational skills and expectations, which all favour more contextual continuity than change. In the context of increasingly flexible labour market, anchor careers are rarely the result of personal failures or lack of marketable resources. Instead, they require a great deal of planning, efforts and investments in new skills and competences related to the increasing demands in the workplace.

Dead-end careers

Dead-end careers denote the pattern of 'immobilisation' in a subjectively rejected work environment. At the objective level, these are single-track patterns, which assume limited job mobility in the period after the system change. At the level of subjective interpretations, they describe a durable or progressive loss of capacities to shape one's occupational career in a subjectively desirable manner. Instead, people 'get stuck' in an organisational environment, which guarantees neither the economic nor social advantages expected. This type of career reflects a more or less advanced distress of the mechanism of reflexivity resulting in a passive attitude of 'taking things as they come' and withdrawing to these spheres of live, which offer more stability and fulfilment (e.g. family life, leisure and others). Dead-end careers are typical of those individuals whose more active career projects were blocked by low valued or devalued (social and educational) resources, the 'glass ceiling' of an organisation, limited jobs available in a local labour market, as well as 'unhappy' biographical events (e.g. illness, family problems) which discourage further attempts to change work situation. Occupational counselling in such cases should be focused on stimulating biographical work aimed at strengthening action capacities and personal autonomy of the clients facing the 'dead end situations', taking into account that the way out of the dead-end might often require quite radical biographical decisions.

Construction careers

Construction career' is an multi-track career patter based on purposefully planned mobility between posts, specialisations and organisations, experiencing various turning points and the opening of new possibilities. There is a general framework assuming a long-term accumulation of all kinds of capital based on the disposition for risk-taking and resourcefulness. At the same time, even though structural conditions of 'constructing' tend to be downplayed and replaced by the idea of self-determined planning, the ways in which construction-career is actualized clearly depends on available resources, including economic capital (financial stability), social capital (social networks), and educational credentials, of which higher amount increases the freedom of experimenting with new career possibilities. Construction careers are often the most desirable patterns among higher educated individuals who identify them (correctly) with the dominant discourse of career making. Occupational counselling should help them to assess to which extent this type of career, which often requires a great deal of personal sacrifices, can be actually advanced by them given the structure of their personal concerns, their biographical, educational and social resources and an overall labour market situation. Although the construction career might seem to be very desirable (as it is a way of multiplying one's resources), the biographical costs of advancing it are often very high. Typically, the costs involved in construction career are underestimated until the point when one's personal and family situation becomes 'impossible to deal with' and some alternatives need to be search. This is a point where career counselling may be crucial for finding more balanced and self-preserving solutions.

Patchwork careers

Patchwork describes a multi-track career pattern which is more conditioned by external factors than intentionally planned. The pattern symbolises a torn career, made up of miscellaneous elements arranged at random without a clear larger design. It consists of many semi-intentional or unintentional job changes interwoven with periods of unemployment and desperate job seeking. Expressing the chaotic aspects of social reality, patchwork is ruled rather by the logic of coincidence and necessity than the logic of purposeful planning of occupational life. It is often, albeit not always, connected with 'precarious', instable work (Standing 2011) which represents the 'dark' side of labour market flexibility. Efficient career planning might be especially limited when objectively limited (or devalued) resources are combined with destabilising biographical micro-events and, at the macro-level, 'slack' labour market conditions which create a problem to pursue anchor and construction careers. Patchwork careers can be partially overcome by enabling the clients to utilise their biographical resources and re-build more solid occupational identities. However, similar to the dead-end type, efficient coping with patchwork careers also requires a great deal of institutional work aimed at the creation of more secure, enriched and stable jobs.

Biographies and career counselling: the report from the workshop

From the very start of the workshop the participants were encouraged to play an active role: to ask questions during the presentation whenever some aspects were unclear to them, to comment on what was being presented and to exchange their opinions. They were also stimulated to view the research findings both in the light of their own biographical experiences (their own career patterns) and their professional practice (vocational counselling and career guidance). The time foreseen for the presentation was quite limited due to two reasons: (a) the standard 90 minutes planned for each workshop (including both theoretical introduction and practical engagement) seem to be insufficient; the numerous delays during the two days showed that it is extremely difficult to provide a well-grounded introduction and then facilitate engaged discussions in such limited time slot; (b) the workshop started late (due to some delays in the programme) and the presentation had to be as brief as possible in order to save time for the practical part and the discussions; at the same time it was necessary to ensure that the issues presented did not become too abstract, on one hand, or oversimplified on the other, due to the time constraint. Despite the encouragement to comment and to ask clarifying questions the presentation was uninterrupted. The main concepts were introduced and the research process and findings were discussed. A link between biographical method in research practice and in vocational counselling practice was made and then different career patterns were discussed and illustrated with some short interview passages.

After the presentation each participant received a large sheet of paper and marker pens of different colours. All were encouraged to think about their own careers in terms of patterns typical of 'construction', 'anchor', 'patchwork' and 'dead end'. They were stimulated to think about the motivations for career changes and the subjective and objective conditions of turning points. The participants were asked to depict the course of their careers graphically and then to present it to the rest of the group. It was fascinating to see how diverse forms the participants developed to illustrate their careers. There were pictures of meaningful persons, objects and places with different symbols, arrows and words. They were organized in single or multiply lines, circles, triangles or reminded unorganized illustrating many simultaneous career lines as an overall 'work in progress'. Each participant presented his or her career pattern explaining the meaning of pictures, symbols and its overall shape. They were encouraged to use the concepts defined during the presentations but they were not confined to use only them. One of the participant said she had a problem with the way 'anchor career' was defined during the presentation as her own definition is quite distinct. She wanted to describe her own career as predominantly 'anchor' type but she did not agree with the 'subjective closure' aspect of it. She explained it was possible to be anchored in one organization and at the same time remain subjectively opened about different possibilities of development. She gave an example of her own participation in the Cross-Border Seminar as something she was not obliged to do by her work description but what she chose to do due to her interests, openness and

desire to develop. That was one of the most interesting contributions during the workshop.

All participants produced truly innovative drawings and remarkable descriptions of their careers. While one participant was describing his or her career pattern, the rest were encouraged to comment on it, searching for similarities and differences with their own career types. This part, however, proved to be a bit difficult. The participants seemed to feel at ease talking about their own careers but they preferred not to ask questions or comment on the careers of others. At that point of the workshop the time constraint was strongly felt as well. Due to initial delay and the length of the participants' presentations, we were far behind the schedule. It became clear that there was no much time left for the final discussion.

At the final stage a short summary was made linking the introductory presentation and the participants' descriptions of their own careers with the practice of vocational counselling and career guidance. This final point, however, could have been much more developed if there was more time available. The workshop was finished but still for about twenty minutes a discussion was held as two of the participants wanted to share their feedback. One of them was not entirely convinced that the framework presented provided a tool he could use in his professional practice, whereas the other said he had already tried to use this approach in his work, which had brought some positive outcome. He also gave a few examples how the typology of career patterns including both subjective and objective dimensions can be successfully applied in vocational counselling and career guidance.

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POLAND: EMPLOYMENT

Poland: Employment

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"Manage your career or it will manage you" – the use of '6Ps career management skills'as a toolin a reflective construction of the career path

The principal goal of the workshop was to encourage participants to undertake the independent and reflective evaluation of their own abilities in managing their career. 'Managing the career' is understood as a learnt ability to assess own experiences and analysis regarding the construction of the career and the search for prospects of changes to it in '*the liquid modernity*' (Bauman 2006).

The similar view on the subject of life designing is suggested by researchers belonging to the *Life Design International Research Group* (Laura Note, Mark Savickas, Jean Guichard, Solvatore Soresi, Raoul Van Esbroeck, Maria-Eduarda Duarte, Annelies Van Vlanen). They are not only creators of this research perspective but also continuators constantly striving for widening the understanding of modern mechanisms and processes present in life designing. These scholars, in their research, also look for the areas, ways and strategies commonly used that influence specificity and dynamics

featuring the emergence of highly individualistic and amazingly plastic structures of careers. These structures while constructed are becoming understandable only 'for a moment' since they are constantly in the state of resonant vibration kept in this way mainly by those who are chaotically trying to find a method of 'managing' their career. Difficulties stemming from the freedom of being a creator (designer) of your own life, cause on the one hand, the need of searching for help from counsellors – institutional or informal, those 'immersed' in everyday life (see Siarkiewicz 2010:153-181). However, on the other hand these difficulties raise a conviction of 'clients' that counsellors restrict the freedom of choosing the tools needed in the individual creation of the career.

For this reason the workshop provided a practical use of '6 Ps career management skills', a tool which helps client to recognise the most important areas of their activity, where the development of ability to construct their careers becomes the lifelong task undertaken by them independently or with support of counsellors. This tool was used for reflective assessment of their course of life in the 6 areas of the managing career process, called Ps (*people, persistence, plan, profit, product, passion).*

During the counselling talk undertaken according to the model of counsellor`s work performance 'reliable guardian' and 'laizzez-faireist' (Wojtasik 2000), I invited participants of the workshop to reflect on their former achievements in organising their own career paths. The focus of this reflection was related to a construction of new self-knowledge which can be used by participants to cope in this 'ambiguous and not much predictable reality' (Fitoussi, Rosanvallon 2000). Through analysing their own lifelong past, present and future areas of activities (Słowik 2012) the participants learned how to reflectively develop the career management skills in creating consistent and, at the same time, open to changes the biographical structure of life.

During the workshop participants became reflective researchers and active practitioners. In pairs, they took the role of counsellor and client. The main task of the counsellors was to construct their own individual forecast of career progress taking into account a social and cultural context. The counsellors thanks to a narrative method rooted in the conception of *Life Designing* invited the client not only to re-designing a complex and multidimential identity but also to the continuous process of re-location of re-designed life in the misty and liquid reality (compare the *conception of liquid modernity*, Bauman 2011). Although the participants of workshops had a chance to try the way of working with the use of tool based in the narrative method they stated that such undersood 'sphere' should be continuously read and interpreted from the angle of the recounted narratives. Therefore the counsellor and the client could discover the meanings which the client was giving to constructed by him narrative realities. Together they used a client's biography, retold many times, aiming at a construction of the coherent life story. It can be said that a counsellor and a client

connected the threads of life story into the whole, weaved its construction, made the knots, but also through understanding of single events they untangled complications, made the cuts or decided to put aside the too complicated fragments – *here I do not want to stop, I am leaving it aside, I do not want to talk about it, I do not want to get engaged with it* (see Słowik 2012).

The counsellor and the client 'dammed' the 'flow' of individual problems, ideas, biographical experiences (Kargulowa 2010:21) creating in this way 'water basins' of important biographical episodes. They gave them names, but first of all identified them in the liquid and net-like life story of the client. The process of counselling held in this way led to forming the skills of managing the career e.g., a skill of self-organisation or self-reliance. According to the workshop participants those skills are essential in coping with constructing a multidimentional identity. Also Mieczysław Malewski in describing the postmodern phenomena notices that 'it formulates man life as a reflective project constructed from changeable identities […]' (Malewski 2003:19-20). Thus the participants undertook the task of analysing their own career paths in which they noticed also the influence of ready made life projects on forming personal skills of constructing the career.

In the summary, at the end of the workshop, they stated that some of the images are interpretations made by authors and attributing their origins to other people is just a conventional defence mechanism. These images can block the scope of undertaken choices, decisions and the ability to notice unpredictable and unplanned situations (Krumboltz 1994; Krumboltz, Lewin 2004). Zygmunt Bauman underlined the need of constructing those abilities thanks to which a person will not miss important and individual life knots because each one of them is pregnant with consequences in biographic experience and knowledge useful in the fruitful construction of career path.

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ROMANIA

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Personal branding, the key of career management

> „The dream management is the management of dreams.”
> (Peter Drucker)

Huge and rapid changes are redefining the nature of work, jobs and careers and personal life. Personal branding represents a solution to better cope with these changes, an ability or attitude which is included in the Career Management Skills (CMS), and meanwhile an important result of CSM programmes. In a particular way, the elements of Personal branding can be: development of self awareness, confidence, and the ability to 'sell' self, opportunity for research, proactiveness about career

planning, networking skills/ social networking, coping with uncertainty/changes, transferable competencies and interpersonal skills. Personal branding helps the individuals to become autonomous, independent, responsible of their own lives and careers. Savickas (2000) considers that individuals are being urged to become managers of their own careers and Collin & Watts (1996) underline the need of the persons to decide themselves the own professional/career route.

In our workshop, participants were invited to explore „the brand awarness" through tasks like: design your image, create a nice "package" of your image, use the same image when it comes to social networking, be friendly, be your own boss!

Personal brand means your story created by your personal involvement in the process and characterized by your active attitude. Participants had the opportunity to fiind answers to the questions like: Who are you? What are you doing? Why are you unique? Why other persons are interested in you? An esential aspect of the discours is that „You are different". The workshop agenda included the following important secqvences:

I. The hunting of treasures, a frame to communicate with the participants and to create athe cohesion of the team: Who has self confidence? Who knows a song? Who puts strenghts at the work? Who has sense of humour? Who is able to express his/hers emotions? Who has initiative? Who has an unusual hobby? Who is an organized person? Who can cope with the changes? Who has the ability of "networking"?

II. Reflections: What makes you special? Do you know the self? Define your purpose! The relationship between personal branding and the change management (core and flexible elements)

III. Meeting with a VIP/ success personality (yourselves): appreciated qualities, something about you, something about your country

IV. Short review concerning personal strengths: "In which box are your strengths?" Features: intelligence, personality traits, values, motives, goals, knowledge, experience, skills, competencies

V. Other activities: Tell us your personal/ career story in 5 rows! Or The personal map: 2 qualities (which begin with the first letter of the first name), 1 positive feature of personality, 1 favorite place, 1 success (the latest) - in an original public presentation

VI. Bermuda Triangle: to solve a problem in a team by using the personal characteristics under time pressure.

VII. Drawing/ painting/ modeling the selfportrait and your logo!

These activities are fudamented on the theory and practice of the experiential and constructivist learning: they are intensively interactive, each paersons comes with his own life "luggage", they require from the participants to expre ss their own points of view, to be affirmative, to communicate about themselves, to put in practice their personal branding. It is a real challenge to become aware who you really are and to

be congruent in your daily life. Each person is a brand designed through your own self-image, emotions, behaviours, values, believes. It is important to have courage to develop this personal brand, which should be a continuous process in order the person to be better adapted to the social and economical context. The branding is a process which requires time. It means hard work on a long period of time and from this point of view it means personal marketing: it is based on self confidence, good communication abilities, networking, success oriented attitude, motivation, positive attitude towards life and self. It includes also creativity and an inefabile aspect of your personal life.

"To do well in today's work environment, people need to be self-reliant managers of their own careers. As well as having the technical skills and abilities needed to work in a particular role, people also need the skills, knowledge and attitudes to make good career moves. The skills, knowledge, and attitudes people need to manage their own careers can be understood as a set of competencies that can be developed and strengthened over time". *(Australian Blueprint for Career Development, ABCD 2003 http://www.blueprint.edu.au/)*

According to the Australian framework, when referring to the career management skills, one should take into account 11 competencies:

AREA A	Personal Management	1. Build and maintain a positive self-concept. 2. Interact positively and effectively with others. 3. Change and grow throughout life.
AREA B	Learning and Work Exploration	4. Participate in lifelong learning supportive of career goals. 5. Locate and effectively use career information. 6. Understand the relationship between work, society and the economy.
AREA C	Career Building	7. Secure/create and maintain work. 8. Make career-enhancing decisions. 9. Maintain balanced life and work roles. 10. Understand the changing nature of life and work roles. 11. Understand, engage in and manage the career-building process.

Similar point of view about CMS is reflected in a continuum between the person and the career, between internal and external environment: understanding one's own strengths and weaknesses, needs and wants, ability to identify relevant opportunities, accessing career information, ability to plan and take career-related decisions, ability to present oneself effectively in order to gain access to courses or jobs, ability to

network and build relationships *(www.cardiff.ac.uk)*.

The assumption on which our workshop was based was: „It's so hard to be me?". This is a challange to discover the potential, resources useful to cope with educational oppotunities and labour market, all in accordance with personal life. We propose for the workshop a „trip" through creative techniques for the accomplishment of the following objectives:

- Define personal branding.
- Share some facts and personal experiences.
- Look at relationship between personal branding and career management skills.
- Explore career management skills.
- Focus on Authentic personal branding.

Each participant involved in the workshop has found answers for the main question „Why personal branding is important for our lives and our career?":

- For learning to be yourself.
- For good relationships.
- For visibility and notoriety.
- For a successful career.
- For employee's job satisfaction.
- For organizational performance.
- For a better life.

The knowledge society imposes on individuals to have an active role in the construction of their lives and their careers. In this journey, the personal branding should be considered a transferable competence which helps people to deleop employability and resilience skills, an integrant part of the "learning a living" paradigm (Mirvis & Hall, 1996).

Photo: Marcela Claudia Călineci, Pompei, Italy, 2011

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Beyond The Barriers of Personal Development and Career Growth

Key words:
Barriers, solutions, dysfunctional dispositions, tendencies, "dark" side of the personality, derailments.

Introduction

This article consists of two parts. First part discusses *workshop summary* and conclusions from the group work. It reflects identification of global and individual personal barriers and possible solutions. Second part explores the topic of *eleven common dysfunctional dispositions* which may negatively influence personal development and career growth.

Workshop summary

- Introduction

The beginning of the workshop was dedicated to participants' introduction. They had an opportunity to get to know each other. Participants also expressed their

expectations of the workshop content (e.g. methods how to face barriers, best practices of personal development, how to achieve career growth, barriers in mind, etc.).

- Barriers of personal development and growth, how to identify them and work with them

During this part of the workshop, the group was divided into two parts. The goal of the first subgroup was to find answer to the question: *What are the general barriers of personal development and career growth?*

The second group discusses the topic: *What are individual development barriers of personal development and career growth?*

Each group presented its outcomes. Then the group discussed possible solutions how to minimize and go beyond those barriers.

Outcomes of the group discussions are presented below:

General barriers	Solutions
- Stereotypes - Fulfilling the expectations of family - Cultural, economical, social and political background - Situation on labor market - Gap between company expectations and job seekers - Media influence - Special educational programs and school curriculum - Trainings, seminars dedicated to personal development and carrier growth (for clients) - Lack of education opportunities for professionals	- Public discussion of stereotypes - Political lobbing - Educational programs organized by the Office of Labour - Funding to support educational programs - Job fairs with special presentations (e.g. how to present yourself during the job interview, assessment centre, etc.) - Information distribution - Linking government and private sector - Sharing best practices (cross countries exchanges) - Enhancement of guidance counselors education (in terms of quantity and quality) - Exchange programs - Media involvement

Individual barriers	Solutions
- Stereotypes - Environment - Lack of information - Low level of network - Disabilities - Lack of motivation/passivity - Lack of self-confidence - No resources - Low self effectiveness (discipline) - Fear, negative attitudes, etc.	- Use of media - Learn how to use general resources - Programs dedicated to individual progress - Mentors in companies - Self-knowledge - Personal success stories, positive experience - Focus on development of personal strengths - Recognize the source of personal problems - Try to change: step by step - Acceptance and appreciation - Appreciate the client for seeking therapy

Apart of the definition of barriers and its solutions we exchanged special techniques how to work with client. We used coaching techniques, various questions and other methods.

Eleven common dysfunctional dispositions

In this part we will describe 11 performance risks (tendencies) that interfere with a person´s ability to build relationships with others and create cohesive teams. They may interrupt or "derail" a person´s career success. We also call it the "dark" side of the personality.

For the guidance counselor is important to know, that those tendencies may occur during the work with the client (on the both sides) as well as during the job interviews. For instance, they were observable during an Assessment Centre. The candidate (internal) was influenced by one of the tendencies and his performance was different compared to his every day behavior (during the Assessment Center he was reserved, aloof, uncommunicative). His colleagues know him as very talkative, open and gregarious.

It is important to mention that these tendencies will only be seen in situations where the person in not actively managing his/her public image. These might include situations:
- Under high stress.
- Change.
- Multitasking.

- Task saturation or accomplishment.
- Poor person-job fit.
- In a situation where the person feels comfortable enough to no longer manage his/her public image (close co-workers, subordinates, family, close persons, etc.).

These dispositions:
a) are caused by people's distorted beliefs about how others will treat them and
b) negatively influence people's careers and life satisfaction.

It is possible to group them into three categories or factors (Horney, 2006):
1. Moving away from the people (first 5 tendencies) – Managing one´s feelings of inadequacy by avoiding the contact with others: *"I won´t do anything in order not to fail"*.
2. Moving against people – Managing one´s self-doubts by dominating and intimidating others: *"I will do anything in order to dominate"*.
3. Moving toward people (last 2 tendencies) – Managing one´s insecurities by building alliances: *"I do anything others would like me"*.

The 11 tendencies are defined as follows:

<u>Excitable</u> concerns seeming moody and inconsistent, being enthusiastic about new persons or projects and then becoming disappointed with them.
This scale is concerned with the tendency to develop strong enthusiasms for people, projects, or organizations, and then become disappointed with them. People with high scores tend to let little things bother them, become annoyed easily, and change jobs more frequently than others. Coworkers tend to find people with high scores on this scale hard to work with because they seem moody, irritable, and hard to please.

<u>Skeptical</u> concerns seeming cynical, distrustful, overly sensitive to criticism, and questioning others' true intentions.
This scale is concerned with the tendency to mistrust others' motives and doubt their intentions, to be alert for signs that one is being deceived or mistreated, and to take action to defend oneself when wrongly treated. Although these people are shrewd and difficult to fool, others may find them hard to work with because they take criticism personally, they readily feel misused, they tend to be suspicious, and they are prone to retaliate when they feel they have been wronged.

<u>Cautious</u> concerns seeming resistant to change and reluctant to take even reasonable chances for fear of being evaluated negatively.
This scale evaluates the tendency to be conservative, careful, concerned about making mistakes, and reluctant to take initiative for fear of being criticized or embarrassed. Although these people are usually good corporate citizens, others find them hard to

work with because of their need to stay within the lines and their unwillingness to innovate or try new procedures.

Reserved concerns seeming socially withdrawn and lacking interest in or awareness of the feelings of others.
This scale concerns the tendency to keep to oneself, to dislike working in teams or meeting new people, and to be indifferent to the moods and feelings of others. Although persons with high scores work well alone, others may find them hard to work with because they tend to be withdrawn and uncommunicative, and they tend to not be very insightful or perceptive about social cues or office politics.

Leisurely concerns seeming autonomous, indifferent to other people's requests, and becoming irritable when they persist.
This scale is concerned with the tendency to want to work according to one's own timetable and standards of performance. Higher scorers tend to resist being hurried or instructed by others and to become resentful and irritated when asked to increase the speed or quality of one's performance, but to mask the resentment well. Although people with high scores on this scale can be outwardly pleasant and sociable, others may find them hard to work with because of their procrastination, tardiness, stubbornness, and reluctance to be part of a team.

Bold concerns seeming unusually self-confident and, as a result, unwilling to admit mistakes or listen to advice, and unable to learn from experience.
This scale is concerned with the tendency to overestimate one's talents and accomplishments, ignore one's shortcomings, blame one's mistakes on others, have clear but unrealistic career goals, and to have a strong sense of entitlement. Although such people are often charismatic and typically make a strong first impression, others may find them hard to work with because they also tend to be demanding, opinionated, self-absorbed, and unwilling to learn from their mistakes.

Mischievous concerns seeming to enjoy taking risks and testing the limits.
This scale is concerned with the tendency to appear charming, friendly, fun loving, and insightful, but also to be impulsive, excitement-seeking, and non-conforming. High scorers usually make a favorable first impression, but others may find them hard to work with because they tend to test the limits, ignore commitments, and take risks that may be ill-advised. Although they may seem decisive, they can make bad decisions because they are often motivated by pleasure and don't fully evaluate the consequences of their choices.

Colorful concerns seeming expressive, dramatic, and wanting to be noticed.
This scale concerns the desire to be the center of attention and to be recognized and noticed by others. As a result, these people learn how to make dramatic entrances and otherwise call attention to themselves and they enjoy entertaining others. Although they are colorful and engaging and typically make a good first impression, others may

find them hard to work with because they are impulsive, distractible, and disorganized. They often perform well in sales positions.

Imaginative concerns seeming to act and think in creative and sometimes unusual ways.
This scale is concerned with the tendency to think and act in ways that are unusual, different, striking, and perhaps at times odd. People with high scores tend to be colorful, entertaining, creative, and often quite visible. However, others may find them hard to work with because they can be unconventional, eccentric, and unaware of how their actions affect others.

Diligent concerns seeming careful, precise, and critical of the performance of others.
This scale is concerned with the tendency to be unusually conscientious, orderly, and attentive to detail. People with high scores on this scale tend to be organized, planful, and hardworking. Nonetheless, others may find them hard to work with because they also tend to be picky, critical, and stubborn. They may also create stress for themselves by trying to do too much, by not delegating, and by trying to do everything equally well.

Dutiful concerns seeming eager to please, reliant on others for support, and reluctant to take independent action.
This scale is concerned with the tendency to be eager to please others, to gain their approval, and to defer to their judgment in order to maintain a cordial relationship with them. Such people seem pleasant, agreeable, and compliant, and they usually make a positive first impression. Others may find them hard to work with because they are reluctant to make decisions on their own, they are excessively careful to please their superiors, and they may not stick up for their subordinates.

It may also happen (very rarely) that someone won´t have any of these tendencies. This personal profile usually reveals a very bland individual who has little influence on others.

How to deal with it?

These tendencies are present within the whole working adult population. Focused development efforts can reduce the career impact of these tendencies. First step is good self-awareness. The key role in this process may be played by a guidance counselor who could give the feedback to the client (by description of particular tendencies). Another way how to be aware of these tendencies is by receiving feedback from colleagues, family, or psychodiagnostic testing (e.g. Hogan Development Survey). The next step is self-development, coaching, consultation, etc.

Conclusion

Within this article we discussed conclusions from the first part of the workshop. The second part was dedicated to the "dark" side of the personality – 11 tendencies they may interrupt or "derail" a person´s career success. We gave a short description of the theoretical background as well as explained each derailment tendency. We also offered brief solutions how to deal with these tendencies.

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For better understanding of 11 tendencies see:
http://www.hoganassessments.com/training/HDSVideoMenu1.aspx
http://www.hoganassessments.com/hogan-videos (below the page)

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Which game do you play?

Summary of the Workshop

The workshop had three goals:
- exchanging the information on the organization of guidance provision in participating countries;
- exchanging the information on the country specific challenges concerning youth's guidance;
- getting acquainted with the card game as possible guidance approach.

In this respect the workshop is about the „game" regarding policy making and guidance provision that countries play in their national settings and about playing cards as a guidance method.

We all agreed that EU strategies, resolutions and communiques are an important mince of influence on the guidance policies in participating countries. We have pointed out especially the importance of the Council resolution on strengthening policies, systems and practices in the field of guidance throughout life from 2004 and of the Council Resolution on better integrating lifelong guidance into lifelong learning strategies from 2008.

Participating countries have very diverse legislative background that supports guidance provision. Depending on the tradition there is legislative background in educational or/ and labor and/ or economic legislation. In Slovenia guidance is elaborated in Labor Market Regulation Act as the main guidance providers in Slovenia are Resource Centers for Vocational Guidance - established within the Public employment services. On the other hand Act on Organization and Financing of Education prescribes the cooperation between school counselors and Resource Centers for Vocational Guidance. We realized that the guidance provision prospers the most if there is legislative background in all three sectors: educational, labor and economic.

Training for guidance practitioners is regulated also very differently. Some countries require only university degree in psychology and or pedagogy, special pedagogy,

social work, etc. Some countries require university degree or expert course in guidance. We agreed that it is very important that guidance practitioners have a good knowledge about school system, labor market, career management skills and guidance methods.

The challenges concerning the guidance refer mostly to the improvement of guidance services in respective countries and are in accordance with the challenges from the Council Resolution on better integrating lifelong guidance into lifelong learning strategies from 2008. These challenges are:
- Encourage the lifelong acquisition of career management skills;
- Facilitate access by all citizens to guidance services;
- Develop the quality assurance of guidance provision;
- Encourage coordination and cooperation among the various national, regional and local stakeholders.

There is also an important challenge that can have a long – lasting economic effect in the whole European Union. EU is facing in the future the shortage of labor force with vocational education. Except in Austria there is constant drop of pupils being enrolled in vocational stream (Figure 1 and 2).
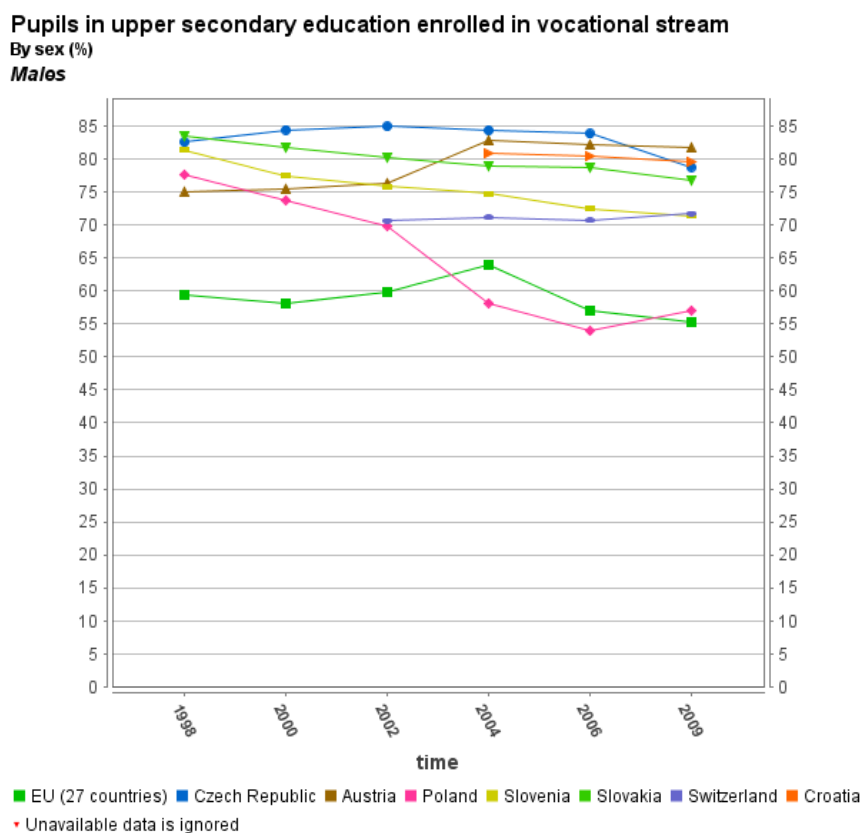

Figure 1: Male pupils in upper secondary education enrolled in vocational stream (Eurostat 2012)

Pupils in upper secondary education enrolled in vocational stream
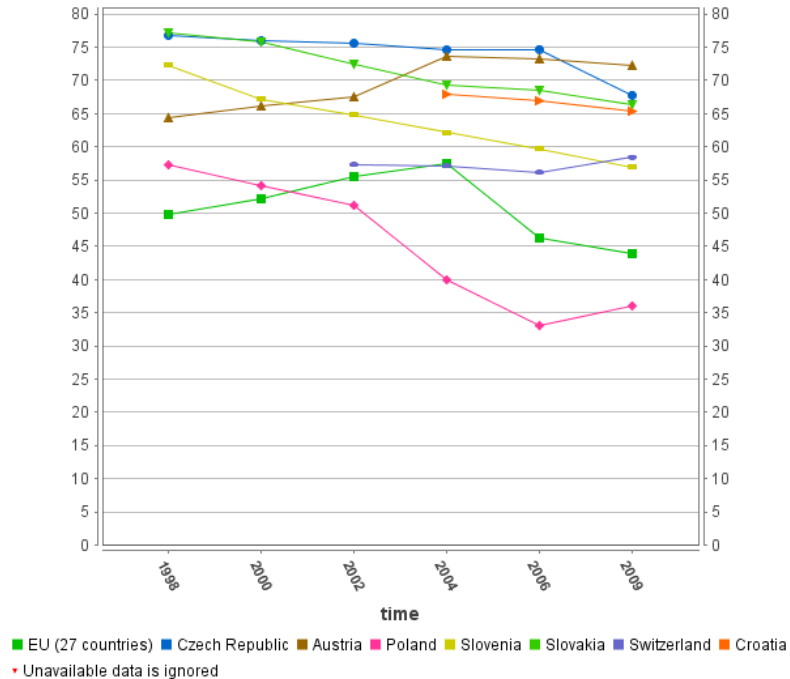By sex (%)
Females

Figure 2: Female pupils in upper secondary education enrolled in vocational stream (Eurostat 2012)

The trend itself can be seen as a side effect that was caused by general trend of mass enrolment in university studies. In the opposition to the vocational education courses general education courses are regularly those that lead directly to the university courses. However, *Skills supply and demand in Europe until 2020* shows that the need for medium qualified skilled labor force will remain unchanged (Figure 3).
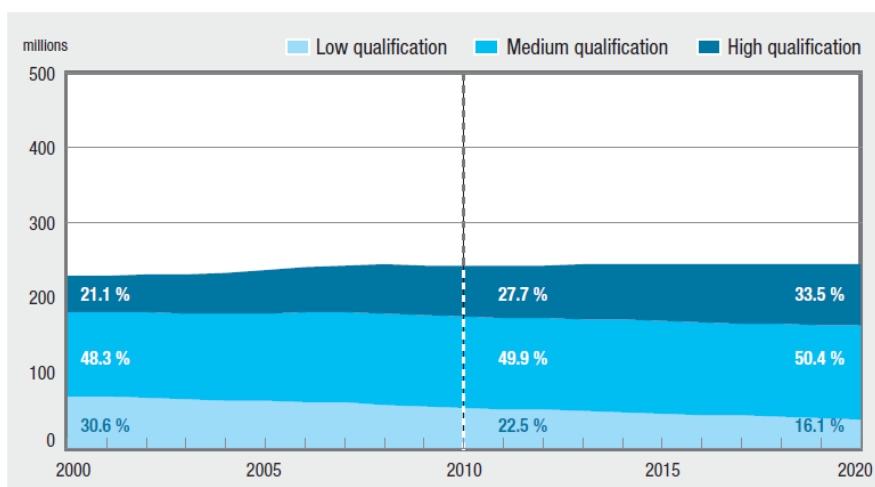

Figure 3: Supply trends in labour force (15+) by qualification, EU-27+ (Skills supply and demand in Europe, CEDEFOP 2010)

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European commission puts forward also the potential of guidance provision in solving the approaching problem. Nevertheless, it has been since industrial revolution the case that that individual career choice has been the subject of economic interest. However, it has to be the interest of guidance community that individuals choose the best option for them. In this respect contemporary guidance practices refer to a range of activities that enables citizens of any age and at any point in their lives to: (1) identify their capacities, competences and interests; (2) make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used. In this respect various methods and approaches are being used.

Good information on educational and labor options is part of every guidance provision. Regarding this several methods have been developed. The workshop "Which game do you play" has aimed to introduce on of such methods i.e. to present young people information on careers and facilitate their choice of career. There is a set of eighty cards including twenty blank cards that enable the players to add their own suggestions. There are 12 different games that can be played in various ways: individually, in pairs, in larger groups, with classmates, parents, during classes, during extracurricular activities, on the street, on vacation, etc.

We agreed that the method can have a very positive input in the process of searching for suitable career as it introduces the professions in a fun and hopefully motivating way. However it is very important that the method is facilitated with a reach source of all other information.

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Life-designing: new ways for coping with complex situations

Introduction

Choosing jobs and constructing careers at the beginning of the 21st century has become a complex task (Guichard, 2005). The aim of this contribution is to open some perspectives for the kind of new tools and procedures needed to cope with such complex situations, and to develop more efficient counseling practices.

The 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.

THE CASE OF HENRI

Henri is 46 years old, married and has two children, aged 18 and 16. He lost his position as marketing director in a highly reputated 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 alumnis. 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?

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 (as an example) Henri's synthectic graph:
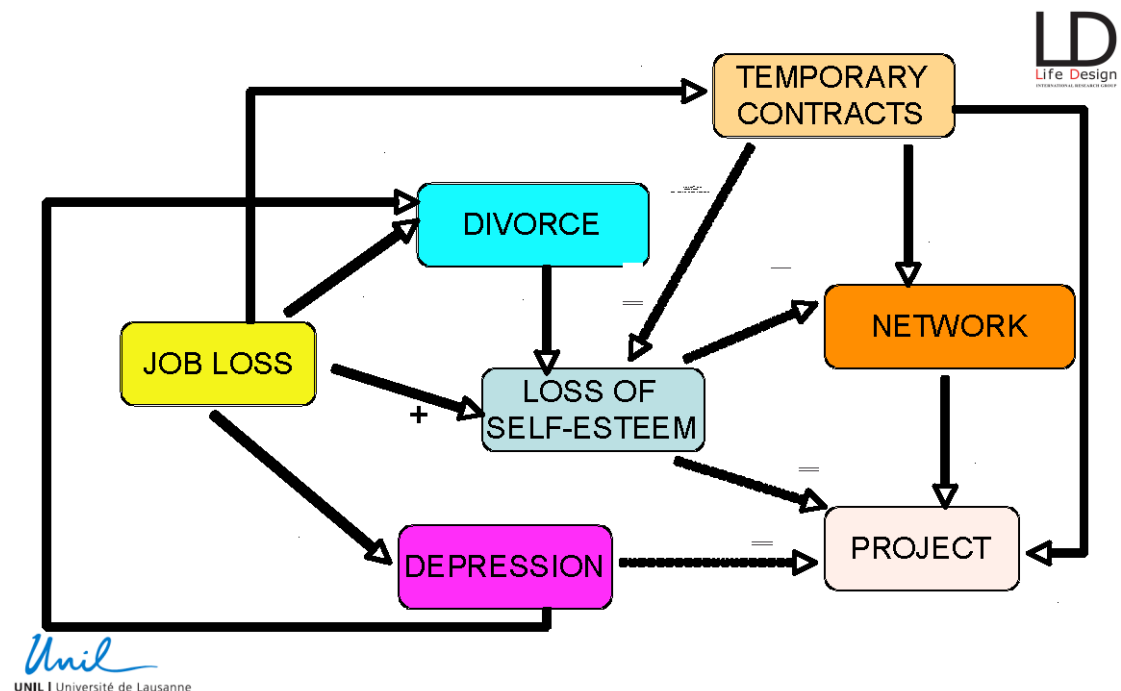
Clients are first invited to tell the "story" of their actual life to the counselor in their own terms and their subjective perspective. Taking up the five to ten key expressions used by the client, the counselor then helps to arrange these on a sheet of paper, letting sufficient space to link each of them with each other. The third step, is to add client's perception 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 tool, which is 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 exploring changes in dynamics and outcomes among multiple variables by modeling different variants of causal relationships or weights given to these variables.

Here again (as an example) Henri's first "working model":

|	JOB – LOSS	DIVORCE	LOSS SELF ESTEEM	DEPRES-SION	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	+1	+1	+1	0	0	

First, all the relevant elements identified through within 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, etc.). 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 step has then to be completed also for each of these scenarios separately.

3. Finally, the real added value of the contextual analysis appears at 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 <u>the understanding of the dynamics</u>, as perceived by the client himself, in order to re-design these dynamics by choosing together the most efficient interventions, which are available.

In the first step, 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). In a second step, the overall sums of client's weightings are divided by the number of elements for columns and lines (e. g. in Henri's case: sum (x) = +5/elements (lines) = 7, results in 0.71 and sum (y) = +5/elements (rows) = 7, gives also 0.71).
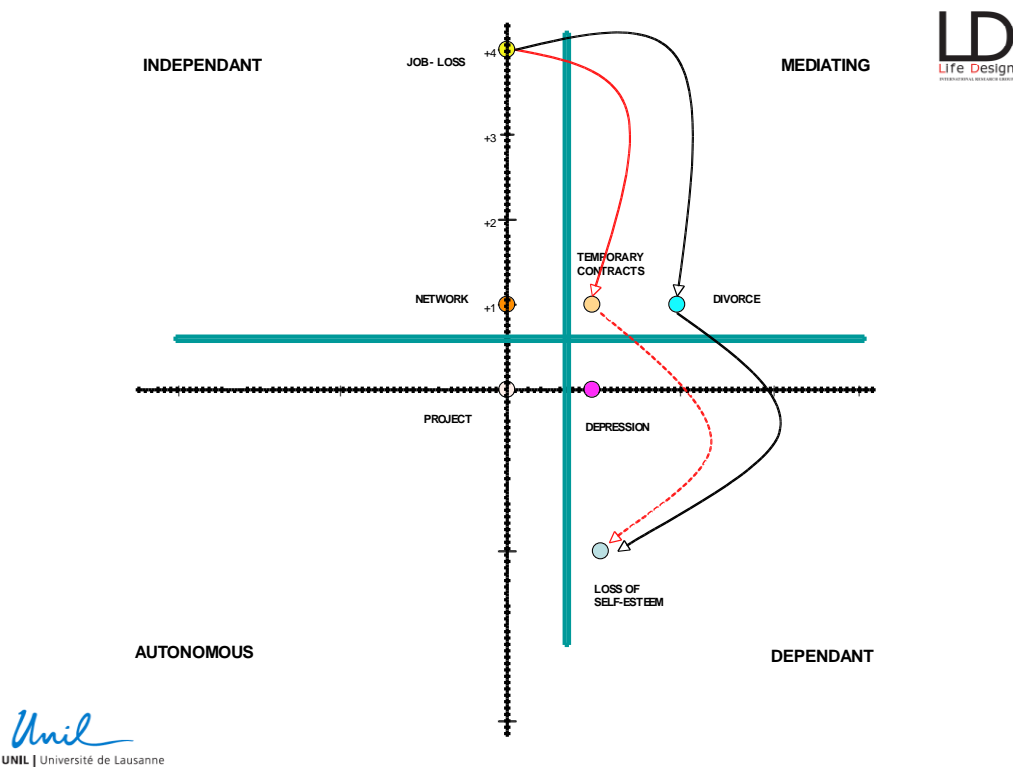
These values are then used as client's personal coordinates or references to appreciate his perception of causalities. Variables in the upper left part are seen

as <u>independent</u> (causes), variables in the lower right part are seen as <u>dependent</u> (effects), whereas in the upper right part we find <u>mediating</u> variables and <u>autonomous/irrelevant</u> 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.

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 used to separate people from their context. Research focused 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), 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 feasibility of case studies about such complex dynamics with the limited tools or instruments of counselors under everyday constraints.

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CONCLUSION

„It s hard work to be simple."
(Steve De Shazer)

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