

COMPENDIUM

Innovative Tools and Methods in Career Guidance and Counselling

Cross Border Seminar

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Budapest



euro | guidance

Euroguidance Centres of

Austria, Germany, Hungary, Czech Republic, Poland, Slovenia and Slovak Republic



The Euroguidance network is a network of centres linking together the Careers Guidance systems in Europe. Euroguidance promotes mobility, helping guidance counsellors and individuals to better understand the opportunities available to European citizens throughout Europe. www.euroguidance.net

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Foreword

The idea of the Cross Border seminars came into existence in 2005 as an initiative of the Euroguidance centres of three neighbouring 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 the widest possible perspective on the chosen topics, all centres were involved in the process of programme planning and preparations. This way the seminar could get together national experts and offer presentations of current trends and topics 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 2008 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* held in 2009. 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, the current president of the Council of Europe, organised the annual Cross Border Seminar with the title *Innovative tools and methods in career*

guidance and counselling. The main topic of this year's seminar 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/.

This publication is based on the description of each presentation and workshop of the Cross Border Seminar 2011 held in Budapest.

HUNGARY

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1. Counselling as a Profession

There is a significant history of science background to the development of counselling as a profession; the development of philosophy, psychology, economics, sociology and medicine facilitated the scientific establishment of a practical activity. The development of these areas shows different features but, concerning counselling, we can emphasize the significance of interdisciplinarity which is both a difficulty and an opportunity in this process. Defining one or two terms may shed light on this development process, now, we have chosen reviewing the changes in the interpretation of labour.

Labour was defined as a tool for subsistence due to the material approach of the previous century; however, labour as a tool of personality adjustment became a dominant component of social organization. The diversity of labour shaped a conscious organization for the division of labour and this conscious process demanded a high-level adaptation, namely the willingness to cooperate from the participants. Today labour is a life path-determining opportunity for the individual. Due to this, we can look back on highly different periods. For a prolonged and important period the forced nature of labour was dominant. Our language also keeps track of this phenomenon in such words as “forced labour” or “labour camp”. Words like “prisoner” or “camp” suggest the lack of freedom, while words as “servant” suggest inferiority; forced labour occurred as a means of punishment too. Negative markers and emotions are associated with these terms; besides, labour was not a value or the central element of social functioning. This can be attributed to the fact that for many groups holding authoritative functions labour was not a determining activity. In the next phase we emphasise labour – in the relationship of people and work – as the tool of subsistence/life support. In this context, the restriction of personal freedom is less dominant and besides constraint conscious commitment also

appeared. (Groups well-equipped with financial assets were again omitted.) The 20th century interpretation of labour strengthens the importance of the worker's personality and in this new phase the joy of labour also emerges. Labour, as a source of joy, provides the individuals a new interpretation in building their career and also offers a new interpretation for the overlapping fields of science. Separating these three phases is a loose differentiation; we still have to say that when defining functioning labour as an activity, all three features may appear both in life path and in society. If experience related to labour appears when shaping our personal life in a complex manner, it affects the approach of other scientific fields' towards labour, for instance, if we consider sociological, economic or medical interpretations. The individual development of the various scientific fields enriched the existing theoretical approach with new terms and views of labour. The interrelated definitions formed the interdisciplinary interpretation framework to which the individual-career relation can be put into. On the basis of the aforementioned, it became necessary to define the scientifically proven theoretical bases of counselling as a practical activity. Labour, as an activity, significantly influenced the processes in the organisation of society as well as in the individual's life-quality; this has been the experience of everyday life since the middle of the last century. By the internal development of the scientific fields, considerable attention was focused to reveal labour-related patterns but labour as force of organising life path has not been adopted by any traditional discipline as its main research field. Therefore interdisciplinary approach means a necessity that defined the complex theoretical basis of career counselling. The social acceptability of an activity is largely determined by its scientific basis, by the regulation of the activity as well as by the minimum level of education required to perform the job. Thus the conditions of counselling becoming a profession are provided by the science-based interdisciplinary approach, by the establishment of counselling protocol and by the high-level of special skills. The new quality of the counselling profession is based on the synthesis of the results of the various disciplines. Preparation means establishing the different levels (BA, MA, and PHD). In addition counselling profession is regulated professionally within which life path approach shall be essential. The demand for "concreteness" and the development of self-monitoring are related to regulation.

Counselling becoming a profession is highly dependent on the social embeddedness of the activity. The main feature of the activity is the extent to which counselling is available to citizens. In central eastern European countries it means that citizens shall recognise and hold responsibility for decisions related to career and work choices. We shall assume that according to Fretwell's definition of 2000 " the state supports its citizens – both young people and adults – in exploring their individual skills and interests in order to make decision-making related to life path " easier. The main tool of assistance is to provide up-to-date information on the continuously changing labour market as well as on the importance of self-definition in the process of growing up. In the interdisciplinary approach the different aspects of various fields may appear with different emphasis and the personal commitment of the counsellors may also specify the emphasis on the various subdivisions. Therefore, besides creating the theoretical framework of counselling, it is inevitable to develop a counselling protocol that takes the country's professional traditions into account. Previously counselling in Hungary lived on the traditions of psychological counselling but in the past 20 years the individual contents activity was established. In accordance with this, two types of counselling became widespread in Hungary: individual counselling and group counselling.

Individual counselling consist of 5 levels, like the so-called Hungarian model:

1. *Determining the client's needs* – problem definition which helps the client to define his situation, and also to identify the problems that have to be solved among the revealed difficulties and questions.
2. *Clarification* – getting to know the alternatives, individual personality factors and values. This includes discussing the individual's knowledge of the problems, his emotions, his prejudices about the issue as well as the behavioural schemes and decision-making situations.
3. *Analysis* – Taking into account the results and shortcomings from previous life experience, life path and real data. It involves education and qualifications, financial situation, family conditions as well as taking all expectations and the financial conditions of obtaining a new qualification into account. It is important to analyse the quality of career knowledge and review labour market opportunities. We link personality features and reality data.

4. *Synthesis*, means hypothesising personal and reality data related to the problem definition, the client's self-acceptance and self-definition is in the focus of this. It means when synthesising we only work with those data that the client is able to accept. By putting the accepted subjectives into the focus we set hypotheses with regard to the possible replies to the problem definition.
5. *Agreement*, which is the phase of counselling that the client has reached, this agreement may be
 - a decision,
 - an action plan,
 - an implementation plan,
 - an application phase,
 - awaiting position,

which together are referred to as the agreement in counselling. Or we can call them

“findings” depending on the contents.

The basis of group counselling was facilitated by structured group work. Its logic is the following:

- ✓ ***Mood creation*** – as a method it means that we separate this form of activity from traditional knowledge transfer, e.g.: we start the session with games, music and brain-teasers
- ✓ ***Setting goals*** – it is a method to raise awareness in the participant on what they should do for themselves. Most practically it is solved by way of communication.
- ✓ ***Knowledge processing*** – as a method it means that the group processes the topic with the help of pre-defined structured exercises,
- ✓ ***Personal gains*** – as a method it means that we call for individual utterances, we collect replies to the questions in which the participants define what they gained during the session. Making participants define their individual needs becomes quite crucial in terms of the forthcoming work.
- ✓ ***Preparing the next session*** – as a method it means that we mark the next topic as part of closing a structure by which we intend to assist information provision and the development of self-definition.

The types of individual counselling have been defined and they help identify recurring problems (10 types). The types of group counselling have been defined in accordance with the needs of the target groups. Administration is a large part of counselling, with the help of administration the ad hoc nature of counselling can be reduced, therefore, individual counselling is assisted by the counsellor's diary, while group counselling is supported by the so-called "script" that is the description of the planned activities. Though these provide a framework to counselling, the counsellors' individualism is essential, for instance, in choosing the methods, changing the type of activities, etc.

The democratic transition of the past 20 years has been accompanied with the development of information technology which greatly facilitated the widespread access to counselling. Computer-aided counselling has been present in domestic practice since the beginning of the 1990s. The methods used both in English and German speaking territories had an impact on domestic developments; we became familiar with the adaptation possibilities of the so-called great counselling systems, such as Choices or Step Plus, a more simple method aiming at understanding certain personality features.

When developing computer-aided orientation in Hungary, the first phase was creating information programmes, such as qualification registers, and connecting careers and qualifications as well as promoting the content of careers had a prominent role. Programmes, such as 'The World of Occupations', helped people find their ways in the world of labour and the programmes with their activity-oriented approach seemed quite successful and useful. The second phase was developing programmes that support shaping self-definition, programmes assisted clients getting to know their own personality traits such as interests, skills and abilities, values and work methods, however building the new knowledge into the career decision-making process still required assistance from the counsellor. After the millennium, the third phase of development began; internet-based programmes were developed in which the information process could be performed without the actual presence of the counsellor. Along with this online counselling emerged with portals as www.epalya.hu, www.eletpalya.munka.hu. For new generations this approach may be helpful to accept counselling and may strengthen gaining information

individually. For counsellors, this internet-based activity ensures broad availability and therefore the social embeddedness of this work increases (Skype, video counselling, chat, etc.)

The third component of counselling becoming a profession was the establishment of counsellor training in Hungary. It began in 1992 at Faculty of Social Sciences at the University of Agriculture in Gödöllő and the qualification was called “employment counsellor” and provided college-level education. Introducing the Bologna Process in 2006 changed the training structure and as part of andragogy training students can apply to work counsellor specialization in many higher education institution, however, continuous training have taken place only in Gödöllő over the past five years. As a result of the Bologna process, Master level training was also established, it is called human resource counsellor, training is provided in the cities of Pécs, Győr, Debrecen and Gödöllő. In the new system 300 counsellors have graduated though their engagement into the new system is quite problematic, particularly because of the economic crisis. The third level of the training, namely doctoral training, was also established. Over the past ten years almost 10 doctoral theses were defended. The primary condition of counselling becoming a profession is that the trainers who participate in the training are committed to the counselling profession and doctoral training seems to solve the problem of educating further generation of trainers.

Social changes are well-reflected in the phenomenon that less state-run but more civil organisations recognised the importance of counselling. This tendency still does not always strengthen the social acceptance of counselling but it provides availability. NGO staffs develop a relationship with the less educated groups of society and they also closely cooperate with schools and other training institutions. NGOs cooperate with governmental organisations too because a tendering system was slowly developed which supports NGOs to make counselling services available to citizens.

However, we cannot clearly state that we can consider the cooperation of state-run systems resolved, since the consistency of health care, education and employment has not been established either in management or in practice. Another challenge is to develop the harmonisation with EU requirements with particular regard to defining counselling competences. Besides, comprehensive research that facilitate the process of professionalization, deepen the theoretical bases of counselling methodology and constructs the system of training and further training.

To sum up, the counselling profession has become an individual profession and we have a long and successful way behind us, however, the forthcoming aims are prospective and require lot of personal and social energy in the future.

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2. bib-wiki – The Austrian guidance practitioner's knowledge pool

Current and reliable information plays a central role in educational and vocational guidance. It is therefore very important to organize this information well, to maintain it and to make it easily accessible. Thus the idea grew to develop a tool for knowledge management and networking within the field of guidance, that includes all organizations. Thanks to the financial means of a project supported by the Austrian Federal Ministry for Education, Arts and Culture and by the European Social Fund, we were able to start with the experiment bib-wiki in 2008.

The goal of the workshops was to present the motivations and basic conditions behind this project, as well as to report on the development of the instrument and experiences won so far. And of course, participants should get an impression of the current bib wiki and its features.

1. The initial situation

In Austria guidance services are traditionally offered in schools and universities and in the Public Employment Service. Since about 10 years the importance of guidance for adults has been increasing, now guidance takes place in new guidance centres, in institutions of adult education or in other advisory centres, as well (such as for women, handicapped people or immigrants). Guidance within the area of adult education is generally characterized by the following features: It often is project-financed, takes place in small organizations and/or departments and suffers from a quite high employee fluctuation. The advisors themselves often are only partially engaged in guidance, either because they have other tasks, too or because they are working only part-time. At the same time, there is a strong tendency towards professionalization of guidance. Under these conditions, knowledge management poses a special challenge.

2. The idea

Guidance counsellors do not only NEED access to widespread information, they also OWN a great amount of specialized knowledge. Due to their profession guidance counsellors have to be open for cooperation. Network projects, occupational training and specialized events have had the effect of creating a good network among Austrian Guidance counsellors.

At the technical level, Web 2.0 applications have already been in use for some years, making it easy to exchange knowledge and information and to get in contact with colleagues. Wikipedia is a known example for an extremely successful collaborative, openly accessible knowledge base.

Filed information versus collaborative knowledge management

As soon as an advisor gains new relevant information (e.g. information about current legal conditions for particular training in specific countries), she (or he) has good reasons to keep this information for future opportunities. For instance, she can store it somewhere for herself.

If the advisor wants to retrieve this information later on, she finds her memo unchanged – possibly incomplete and very probably outdated.

If, however, the advisor places the same information in a collaborative knowledge management tool such as bib-wiki, then every other member of the community can immediately use it and, if required, pass it on to clients. Colleagues from other towns may add regional addresses, perhaps someone will supplement contents, correct typing errors or update some detail at a later time. Or maybe another advisor would contact the author directly in order to inquire about the topic of the article.

The information entered into wiki thus contributes to the development of a living knowledge pool and helpful, cooperative exchange.

If the advisor requires her information again at a later date, she finds an extended, improved and most probably late-breaking article!



3. Implementing bib-wiki

To implement the idea of a common knowledge management for guidance, our first concern was to find and adapt appropriate software together with advisors (we decided to use the “Mediawiki” freeware). Beside the technical requirements it is also important to initiate and accompany a process of cooperation and exchange between advisors. The financial basis was provided by the European Social Funds and the Federal Ministry for Education, Arts and Culture.

We started bib-wiki in January 2008 with a small core group, where we made the first steps of learning together: How does a wiki work? What is the best way to communicate with each other? We tried to find out how many and which rules, how much and what kind of support, and how many and which adaptations are necessary for special requests. At the same time, we invited counsellors from all over Austria providing different types of guidance counselling to participate in our group of “editors and multipliers”. In four meetings within three years, we were extending and deepening the basis for our wiki and integrating new findings made from experiences (both at the technical level and regarding objectives, contents and agreements).

With the support of our regional partners, we finally hosted more than 30 regional workshops with interested advisors. Today we regularly organize bib-wiki cafés and offer short workshops for smaller advisor groups if required. Close cooperation is planned with regional partners in the current ESF project phase, where a common knowledge management becomes even more important.

4. bib-wiki today – community agreements and figures

bib-wiki is based on the idea of giving and taking. Thus it was agreed that, until further notice, bibwiki is an exclusive instrument for guidance counsellors and should not be generally accessible. Access is therefore password protected (the documents required to register can be found on the openly accessible part of the website). Each user commits herself (himself) to contributing to the quality of the data in bib-wiki: If someone finds wrong or out-dated information when doing research in bib-wiki, they should correct the error or at least point it out. Today bib-wiki is used as both a communication forum and a professional medium. The number of information exceeds 200 professional articles, about 6.500 changes or additions have been made. So far, more than 250 users – all of them are guidance

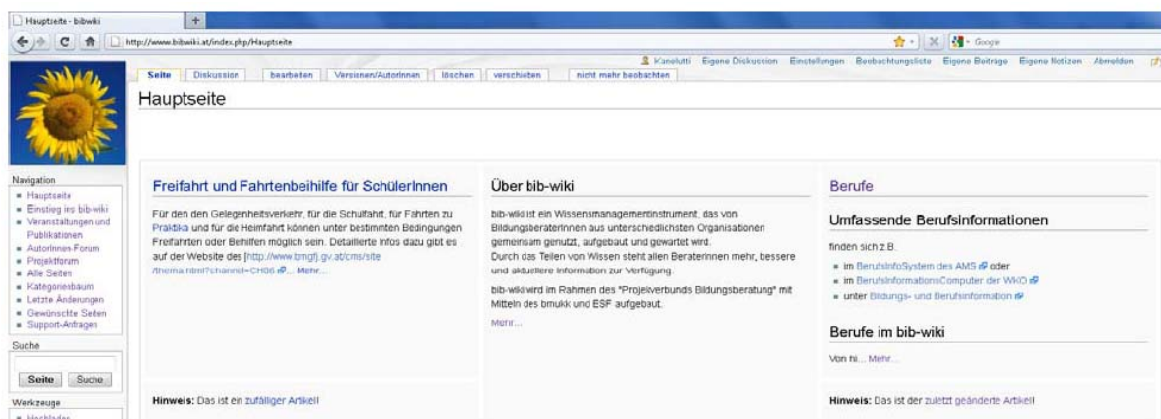
counsellors — from more than 100(!) different organisations are registered and have been trained. Thus practically all relevant guidance organisations are represented and about a quarter of all guidance counsellors in Austria¹ are reached. Very active users are usually advisors in small and/or new advisory offices. New counsellors have a particularly high interest in bib-wiki. Experienced advisors inside “veteran” organisations which have their own highly developed information systems use bib-wiki more rarely, but even here there are some dedicated bib-wiki fans.

5. A look into bib-wiki

In the short time available during workshops, we were able to explain some of the features of bibwiki. Participants logged in with a guest account and could try the instrument on their own. We assume that appr. 1.000 persons in Austria are professionally involved with guidance issues. (Another estimated 8.000 persons at least marginally deal with guidance issues as teachers or Public Employment Service counsellors.)

Structure:

The main site, www.bibwiki.at, features project data, contact data, background information, etc. Recently updated articles are found on the right hand side, and on the left — being appetizers — changing, randomized articles.



Those who want to read more have to register (top right) and will find the most important areas easily using the navigation bar on the left, such as the self-entry manual or an overview of all informative articles (“Alle Seiten” = “all pages”). There is also a forum informing about e.g. meetings and publications. Another very interesting page is “AutorInnen-Forum”: If someone has a particularly difficult

question, she (he) can ask the entire community. Since all members receive a short notification in their mailbox, probably someone who can help will react.

Page:

Each article has its own “page”, which is linked to other pages and categorized. Behind the front page there is a discussion page, where background information can be exchanged. With choosing “Bearbeiten” everybody can edit and change the main article, when choosing “Versionen/AutorInnen” one can track the previous changes (who did which changes). Each version of every article is stored automatically, so former versions can be easily restored if necessary.

When someone writes a new article, all registered users will find a message in their mailbox. In addition, each user can create their own individual notification system and thus be informed about changes of personally relevant and important articles.



In contrast to Wikipedia users are not anonymous. Rather, we invite all guidance counsellors to introduce themselves to the community in terms of professional networking.



6. Discussion:

Representatives from Hungary, Poland, Slovakia, Slovenia, the Czech Republic, Germany and Lithuania participated in the bib-wiki workshop. Some questions from concluding discussions have already been taken into account in the summary above. The question about whether there were similar platforms in Austria can be negated, but we would like to mention some complementary information sources:

- www.bib-atlas.at - data base of guidance offers in Austria
- www.kursfoerderung.at - data base for grants and sponsorship for further education in Austria
- www.erwachsenenbildung.at - website about adult education and guidance, operated by the Board of Education
- www.ams.at/sfa/14072.html - website of the Public Employment Service

There were discussions whether it would be possible to use bib-wiki for a transnational exchange between counsellors. One idea was that access to bib-wiki could be provided to German-speaking Euroguidance colleagues. Another possibility in support of a cross-national exchange using bib-wiki would be to provide all Euroguidance addresses and contacts, so that Austrian advisors are able to contact them directly. We would be happy to implement these ideas and to get in touch with colleagues from other countries for know-how exchange or project cooperation.

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3. Personal Type Preferences and their Usefulness for Career Decision

How can we use the personality typology in career guidance? One source of information for quality career guidance is self-knowledge. Self-knowledge lies in three areas: what I am able to do, what I want to do and who I am. We can briefly define them as:

1. skills, knowledge, ability;
2. interests, motivation;
3. personality characteristics.

In this paper we deal with finding answers to the question "Who am I?". We focus on personal preferences in behaviour according to C. G. Jung (1971) and I. Myers and K. Briggs (in Čakrt, 2010). Self-knowledge is one of the basic assumptions in applying the good work. This personality typology is based on the behaviour preferences (characteristics). They allow us to identify the personality type and so-called dominant and secondary type functions. The optimal job for man is that, in which he uses his dominant or secondary function.

Preferences in behaviour can be compared to the writing hand preference. If we are right-handed, we can write the left hand, but usually it is worse to us, slower, less readable font. When writing "opposite" hand we're more tired, and the outcome far not worth it. So it is with behavioural preferences. Our preferred features can help to predict our future performance. Of course, we can also act against our preferences. Usually, however we do when we are tired, stressed out. The result is worse than if we prefer behaviour according to our preferences.

How to identify the type preferences?

E / I: energizing, attitude to the world

Extraversion and Introversion are two preferences for attention orientation and energy recovery. They reflect to the position of internal (introversion) / external (extraversion) world. How and where you get your energy? Interacting with other people (extraversion)? Or by being yourself (Introversion)? Extraversion and introversion are designated by the letters "E" and "I". The following table lists the examples of extraversion or introversion preferences. Circle "E" or "I" depending on which of the two options you prefer in a table row (if you want to know more examples, see Hirsh, Kummerow, 1989).

EXTRAVERSION	Circle:		INTROVERSION
Become impatient and bored when my work is slow and unchanging	E	I	Become impatient and annoyed when my work is interrupted and rushed
Seek a variety of action-oriented tasks	E	I	Seek quiet to concentrate
Be focused equally on what is going on in the work site as well as with my work	E	I	Be focused more on the work itself than on what is going on in the work site
Respond quickly to requests and spring into action without much advance thinking	E	I	Think through requests before responding, even to the point of delaying action
Enjoy phone calls as a welcome diversion	E	I	Find phone calls intrusive, especially when concentrating
Develop ideas through discussion	E	I	Develop ideas through reflection
Want to understand how the details of my work make up a complete picture	E	I	Want to see what is involved in the overall picture first and then fill in the details
Prefer to continue with what is tried and true	E	I	Prefer change to continuing on with what is

Count the circled letters "E" and the letters "I". Those with more circles indicate your preference. If you marked 4 "E" letters and 4 "I" letters I suggest you specify your preference by using some of the books listed in the bibliography. Which preference seems to be more like you? Circle your preference: E / I

S / N: way of perceiving information

There are two basic preferences in perceiving information: Sensing and Intuition. What you pay attention to when you gather information? Do you usually pay more attention to the facts and details (Sensing)? Or do you try to understand the connections, meaning and implications (Intuition)? Intuition and sensing are designated by the letters "N" and "S". The following table provides the examples for perceiving information specific to intuition or sensing. Circle "S" or "N" depending on which of the two options you prefer in a table row (if you want to know more examples, see Hirsh, Kummerow, 1989).

Elena Lisá
Slovakia

SENSING	Circle:		INTUITION
Use my previously acquired work experience	S	N	Does things differently than my previous work experience may dictate
Appreciate standard ways to solve problems and reach solutions	S	N	Use new and different ways to solve problems and reach solutions
Apply skills that are already developed, rather than take the time to learn new ones	S	N	Enjoy learning new skills for the challenge and novelty involved
Distrust and ignore my inspirations	S	N	Follow my inspirations regardless of the facts
Like things to be concrete and seldom make errors of fact	S	N	Like things to be generally stated and seldom worry about specific facts
Prefer work that has practical aspect to it	S	N	Prefer work that has an innovative aspect to it
Want to understand how the details of my work make up a complete picture	S	N	Want to see what is involved in the overall picture first and then fill in the details
Prefer to continue with what is tried and true	S	N	Prefer change to continuing on with what is

Count your circled letters "S" and "N". Those with more circles indicate your preference. If you circled 4 "N" letters and 4 "S" letters, I encourage you to determine your preference by using some of the books listed in the bibliography. Which preference seems to be more like you? Circle your preference: S/N

T / F: deciding, information judging

There are two basic functions (preferences) of the decision making (information judging): Thinking and Feeling. What system you use when you decide? Do you make decisions objectively, weighing pros and cons (Thinking)? Or do you make

decisions based on how you feel about the issue, and how you and others will be affected by it (Feeling)? Thinking and feeling are designated by the letters "T" and "F". The following table lists the examples of information judgment in thinking or feeling way. Circle "T" or "F" depending on which of two options you prefer in a table row (if you want to know more examples, see Hirsh, Kummerow, 1989).

THINKING	Circle:		FEELING
Orient myself toward the tasks	T	F	Orient myself toward my relationships
Like harmony, but can get along without it and still be effective at work	T	F	Need harmony in order to work most effectively
Use logic and analysis as a basis for my work	T	F	Include other's opinions in addition to my personal values as a basis for my work
Hurt people's feelings without being aware	T	F	Enjoy pleasing others even in unimportant things
Decide impersonally and sometimes overlook other's wishes so I can get my work done	T	F	Allow other's likes and dislikes to influence my decisions, sometimes taking precedence over getting my work done
Manage and deal firmly with others	T	F	Manage and relate sympathetically with others
Readily offer criticism or suggestions for improvement	T	F	Avoid and dislike giving and receiving unpleasant feedback, even when well deserved
Factor in principles and truths when making work-related decisions	T	F	Factor in values and human needs when making work-related decisions

Count your circled letters "T" and "F". Those with more circles indicate your preference. If you circled 4 "T" letters and 4 "F" letters, I encourage you to determine your preference by using some of the books listed in the

bibliography. Which preference seems to be more like you? Circle your preference:
T / F

J / P: attitude to the life

This pair of preferences expressed world orientation and attitude towards life: Judging and Perceiving. What type of life you adopt? Would you rather have things settled and decided (Judging)? Or would you rather be able to leave your options open, just in case something unexpected comes up (perceiving)? Judging and perceiving are designated by the letters "J" and "P". The following table lists the examples of lifestyle preferences in judging or perceiving way. Circle "J" or "P" depending on which of two options you prefer in a table row (if you want to know more examples, see Hirsh, Kummerow, 1989).

JUDGING	Circle:		PERCEIVING
Do my best when I can plan my work and work my plan	J	P	Do my best when I can deal with needs as they arise
Enjoy things settled and finished	J	P	Enjoy keeping things open for last-minute changes
Like checking items off my „to do“ list	J	P	Ignore my „to do“ list even if I make one
Overlook new things that need to be done in order to complete my current job	J	P	Postpone my current tasks to meet momentary needs
Narrow down the possibilities and be satisfied once I reach a decision	J	P	Resist being tied down to a decision in order to gather more information
Decide quickly and seek closure	J	P	Put off decisions to seek options
Seek structure in scheduling myself and others	J	P	Resist structure and favour changing circumstances
Prefer to regulate and control my work and that of others	J	P	Prefer to free up my work and that of others

Count the circled letters "J" and the letters "P". Those with more circles indicate your preference. If you have identified 4 "J" letters and 4 "P", I suggest you specify your



preference by using some of the books listed in the bibliography. Which preference seems to be more like you? Circle your preference: J / P

The type identification

For each of the four couples there is one letter (preference) that the person prefers. Combination of four letters (four preferences) may result in the 16 personality types (e.g. type ISFJ).

What is your type? Write letters according to your preferences: __ __ __ __

We do not interpret each preference separately, but we do the interpretation of type as a whole. The type dynamics is determined by one preference of S / N or T / F couple. One letter indicates the primary function, while the other (the next letter) secondary function. It is true that if one applies in his work his primary or secondary function, he easier achieves success and satisfaction.

Individual preferences for each type are arranged hierarchically according to how well the person can use them. The strongest and the most developed personality preference is the primary (dominant) function and the next is the secondary one. The dominant function (preference) is called also the "career function". The following table lists the primary function of each type: marked by number 1. The secondary function is marked by number 2.

ISTJ 1. S 2. T	ISFJ 1. S 2. F	INFJ 1. N 2. F	INTJ 1. N 2. T
ISTP 1. T 2. S	ISFP 1. F 2. S	INFP 1. F 2. N	INTP 1. T 2. N
ESTP 1. S 2. T	ESFP 1. S 2. F	ENFP 1. N 2. F	ENTP 1. N 2. T
ESTJ 1. T 2. S	ESFJ 1. F 2. S	ENFJ 1. F 2. N	ENTJ 1. T 2. N

In our life as first develops extraversion or introversion preference. Around school age leads to the development of the dominant function. After the primary school we usually decide where to go further. Therefore, knowledge of our primary function (preference) can contribute significantly to the optimal choice of further study. Approximately till 30 years we develop a secondary function. In that time we create our professional identity. Therefore, primary and secondary functions are the most important determinants of satisfaction with work identity.

8 mental tools

There are 8 kinds of dominant functions. If we use them, they give us the greatest satisfaction at work. We distinguish the dominant sensing, intuition, thinking and feeling for extraverts. We also distinguish the dominant sensing, intuition, thinking and feeling for introverts. Extraverts focus their dominant function to the outside world, introverts in opposite way. Therefore there are the different manifestations of introversion and extraversion way of sensing, intuition, thinking or feeling dominant function.

In the next table, there are brief characteristics of each selected dominant preferences. To learn more about dominant functions of the 16 types, see Čakrt, 2010 or Dunning, 2001. In addition to the strengths of each dominant function it has also its weaknesses:

	PROS	CONS
<p>EXTRAVERTED SENSING ESFP, ESTP – Responders: act and adapt</p>	<p>Act and adapt quickly Find practical solutions Live form the moment</p>	<p>Long term planning Work before play Easily bored</p>
<p>EXTRAVERTED INTUITION ENFP, ENTP – Explorers: innovate and initiate</p>	<p>Play with ideas and make connections Communicate with and inspire others Change things, thrive on variety</p>	<p>Following the rules Dealing with all the details Ending things</p>
<p>EXTRAVERTED THINKING ESTJ, ENTJ – Expeditors: direct and decide</p>	<p>Use logic and analysis Decide and act, get results Principled</p>	<p>Validating and appreciating Relax Deciding to fast</p>
<p>EXTRAVERTED FEELING ESFJ, ENFJ – Contributors: communicate, cooperate</p>	<p>Develop rapport Express themselves and their values Create harmony</p>	<p>Personalizing feedback Not meeting their own needs Always meeting other's needs</p>
<p>INTROVERTED SENSING ISFJ, ISTJ – Assimilators: specialize and stabilize</p>	<p>Organizing the details Follow procedure, get the job done Being practical</p>	<p>Unpredictable change Too serious with details Others appreciating</p>
<p>INTROVERTED INTUITION INFJ, INTJ – Visionaries: interpret,</p>	<p>Learn and interpret Create and organize ideas Find application for ideas</p>	<p>Changing plans in midstream Coping with routine Explain new ideas to</p>

implement		other people
<p>INTROVERTED THINKING ISTP, INTP – Analyzers: examine and evaluate</p>	<p>Use logical analysis Focus on competency and self-evaluation Work independently</p>	<p>Following social norms Dealing with rules and regulations Communication of work results</p>
<p>INTROVERTED FEELING ISFP, INFP – Enhancers: care and connect</p>	<p>Appreciate and affect others Approach the world in a flexible way Express themselves, work in harmony</p>	<p>Always meeting other's needs Not meeting their own needs Suffer in environment without interrelationships</p>

Conclusion

What is important to know about type preferences and career function? Determination the type of personality and its dominant function can be obtained by psychodiagnostic tools: MBTI, GPOP. If it is not available, we can determine the type of personality based on a thorough knowledge of individual preferences and the type dynamics. There are many books on this subject, for example: Dunning, 2001, Čakrt, 2010, Hirsh, Kummerow, 1989 etc.

- Thorough knowledge of personal preferences is increasing by practical use and independent study.

For the man in situation of career choice is always the most important primary and secondary function.

- Each type has its own primary and secondary functions which are important for career success and satisfaction.

Each type has its pros and cons. Every type may be at work successful / unsuccessful. It depends on the possibility of using the strengths of the type preferences. There is no better or worse type.

- There is no better / worse preference.

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POLAND

Zuzanna Rejmer

intercultural psychologist, vocational advisor and trainer

4. Online course: Multiculturalism in vocational guidance – Innovative tool for career counsellors' professional development

About the expert:

Zuzanna Rejmer - intercultural psychologist, vocational advisor and trainer on social skills, specialize in issues concerning working in a culturally diverse/different environment. She trains foreigners coming to Poland, Poles going abroad and workers who provide services for foreigners (e.g. employment officers, teachers). Author of articles and publications on intercultural relations, inter alia: co-author of: *“Join in a Job!: Practitioner’s manual. A career guidance method for migrants.”* and online course for vocational guidance officers: *“Multiculturalism in vocational guidance”*.

Summary of the workshop:

The main aims of the workshop were: focus on the advantages, disadvantages of online course dedicated to guidance officer's professional development. Presentation of methodology according which the online course had been designed. During the workshop participants had a chance to go through on-line course activities which allowed them to gain some experience how the tools used in the course work.

Structure and main outcomes of the workshop:

1. Discussion about advantages and disadvantages of on line courses.

In this part of workshop participants shared their opinion and discussed advantages as well as challenges specific to online course dedicated to guidance

officer's professional development. During the discussion participants pointed out following main advantages of online courses: portability and availability (wherever you are), saves time (e.g. one do not have to take notes), offers flexibility. As discussed the main disadvantages of online courses are: no live interactions – mainly one way communication, difficulty in learning through experience, need of strong self-motivation.

2. Methodology – how to make best use of on line course

During this part participants were presented with methodological assumptions according to which the course was designed. They got the knowledge about most important factors which makes the online course a useful tool of guidance officer's professional development. The factors are: inspiration of curiosity, commitment and engagement of online course participants, preparation of various tasks (quizzes, quotations, and case studies), real (not virtual) course moderator, interactions (discussions) with other participants.

3. Practice I

In this part participants went through activities which give them a chance to explore and experiment with some tools used in first part (basic version) of the on-line course.

4. Methodology – how o make the on-line course even more effective.

This part of the workshop gave participants chance to get familiar with most important factors which should be taken into consideration while designing second part (more advanced) on-line course concerning subject of multicultural guidance.

As discussed, next to the factors pointed out previously during the workshop there are two more important feature of a successful online course which should be taken into consideration while designing fallow-up of the course.

First of vocational advisors to develop their skills on working with culturally different clients should be given a chance to take part in activities which give them chance to *experience* different things (e.g. how culturally different client

might feel while looking for a job) and then *reflect* on them. Secondly, participant of the course should be given a chance to discuss with the experts within the field (in case of this course within the field of multiculturalism in vocational guidance).

5. Practice II

In this part participants went through course activity which gave them a chance to experience and reflect on stereotypes and how they might influence perception of client (especially when he/she is culturally different).

6. Information about evaluation of the course and final conclusions

At the end of workshop there were a summary made. The most important factors which make the on line course successful were being pointed out and participants shared their opinion on presented online course.

Those who shared their opinions found the workshop interesting and pointed out that they gained knowledge on how to construct good online course.

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5. Life Space Mapping as an Innovative ICT Method in Career Guidance and Biographical Counselling

Multicultural guidance and counselling as a service was set up, not only to bring an understanding of the culture of Others, but also to accomplish the process of integration through which people pass and then participate in active citizenship, becoming members of local communities, regions, countries, respecting their values, norms and patterns of behaviour (Maruyama 1992; Seeley 2000). Historically, multicultural counselling was set up in the USA, and that country has a long tradition in this service, compared to some European countries. Some vocational guidance professionals saw the needs of different ethnic minorities. Opposed to injustice, to discrimination, and to raise the level of tolerance, counsellors decided, in 1952, to establish the American Counselling Association (ACA) (Herr, 1985; Jackson 1995). Later on, the counselling service faced problems related to racist attacks in workplace environments. Additionally, during the 1950s, many European countries were on the way to absorbing ideas from the American Association and its perspective. The most important aspect of development of multicultural counselling is related to the Civil Rights Movement. The Act, from 1964, enormously influenced the process of helping members of ethnic minorities. Particularly, for the first time, attention was paid to their needs; and cultural transition was analysed as integration rather than as assimilation.

One of the first important academic handbooks came with the Sue's and Sue's (1971) work, in which they differentiate a new type of counselling called minority counselling, which changed into cross-cultural and multicultural counselling (Jackson 1995, 10–11). Later on, at the end of the 1970s, a separate association was

set up, known as the Association for Multicultural Counselling and Development (AMCD) (see Parker & Myers 1991). An upsurge of this counselling started at the beginning of 1990 where Hills & Strozier 1992 wrote that 89% of counselling studies programmes and trainings were focused on multiculturalism and its aspects. Definitely during this time a counselling service transformed from counsellor-oriented process into analysis of a whole counselling process with its dynamism and its framework. By 1990, multicultural counselling had its framework and structure. Scientifically, Pederson's (1991) initiative in producing his edition of the Journal of Counselling and Development had a big impact on a development of multicultural counselling and therapy (MCT). Launikari and Puukari (2005) emphasised some features of MCT:

1. MCT theory is a metatheory of counselling and psychotherapy, a theory about theories. It offers an organisational framework for understanding the numerous helping approaches. It also recognises that both theories of counselling and psychotherapy developed in the Western world and those indigenous to non-Western cultures are neither right nor wrong, good or bad. Each theory represents a different worldview.

2. MCT stresses that both counsellor and client identities are formed and embedded in multiple levels of experiences (individual, group, and universal) and contexts (individual, family, and cultural milieu). The totality and interrelationships of experiences and contexts must be the focus of treatment.

3. MCT states that development of cultural identity is a major determinant of counsellor and client attitudes toward the self, others of the same group, others of a different group, and the dominant group. These attitudes are strongly influenced not only by cultural variables, but also by the dynamics of a dominant-subordinate relationship among culturally different groups.

4. MCT emphasises that the effectiveness of MCT theory is most likely enhanced when the counsellor uses modalities and defines goals consistent with the life experience/cultural values of the client.

5. MCT theory stresses the importance of multiple helping roles developed by many culturally different groups and societies. Besides the one-on-one encounter aimed at remediation in the individual, these roles often involve larger social units, systems intervention, and prevention

6. The liberation of consciousness is a basic goal of MCT theory [...] Whereas self-actualisation, discovery of the role of the past in the present, or behaviour change have been traditional goals of Western psychotherapy and counselling, MCT emphasises the importance of expanding personal, family, group, and organisational consciousness of the place of self-in-relation-, family-in-relation, and organisation-in-relation. This results in therapy that is not only ultimately contextual in orientation, but that also draws on traditional methods of healing from many cultures" (Launikari & Puukari 2005).

In 1960 Lago & Thompson showed in their research that clients from different ethnic communities were disappointed with the service of counselling due to lack of respect towards their cultural background. Where were mistakes and weaknesses address to counselling service and counsellors? Sue et al. (1992, 1996) distinguished some competencies in which multicultural counsellor should be trained and should henceforth use in practice.

- 1) awareness of his/her own assumptions, values and biases,
- 2) understanding of the worldview of a culturally different client,
- 3) an ability to develop appropriate intervention strategies and techniques.

It was also quite popular practice to be guided by cultural differences (e.g. Geert Hofstede 1980), (Fons Trompenaars (1994). They were useful and should be considered in counsellor's everyday practice. However Sue et al. (1992, 1996) pointed out that knowledge is not only one element of multicultural competencies. It also necessary to include skills, beliefs, and attitudes of the counsellor.

Geert Hofstede's research

Geert Hofstede (1980) did his research through 72 countries in the same IBM companies. As a result, he distinguished four major dimensions, and later on

another two (Hofstede & Bond 1988), (Hofstede 1991, 2001). They are named as: *power distance, uncertainty avoidance, individualism vs. collectivism, masculinity vs. femininity, and Confucian dynamism.*

The first one *Power distance* refers to distance level of a hierarchy and it is related to attitudes taken by members of specific ethnic – minorities. It concerns also how people behave towards each other in different places such as: in a group of friends, colleagues, toward members of families, neighbourhood. The main point of this dimension involves a category of respect which people have towards others who are placed higher in a hierarchical structure (e.g. Teachers, directors, parents etc). Some of the countries which have high power distance were: Malaysia, Guatemala, the Philippines, and Mexico; and with small power distance were: Austria, Denmark, UK, and USA.

The second one is named as: *Uncertainty avoidance.* It is related to strategies of attitudes and reactions which people are taken towards their lives particularly to unexpected situations, unplanned decisions and generally to uncertainty. Hofstede was also interested in which factors are determined people's behaviour. He found out some techniques of control of uncertainty such as: technology, religion and juridical rules. Some of the countries with high uncertainty avoidance were: Portugal, Belgium, Guatemala, and Greece. Those with low uncertainty avoidance were: Denmark, Sweden, and Hong Kong.

The third one is called as: *Individualism vs. collectivism* and it refers to the relations between an individual of a man and his/her community members. Individuality in some countries is seen as a value which helps people to be more self-reliant and independent. Collectivism values tight social ties and also a submission with a loyalty towards members of his/her Community. Countries with high individualism were: the United Kingdom, Canada, the Netherlands, the United States, and Australia. Some of the countries with high collectivism were: Venezuela, Colombia, Ecuador, Indonesia, and Panama.

The fourth one *Masculinity vs. Femininity* concerns gender analysis towards social roles taken by men and women. In traditional communities men should be “a head of family”, tough, strong without showing their emotions, wise, and expected to take the final decision. It is expected that he will be a sole breadwinner. Women are seen as delicate, fragile, and sensitive and pretend to have more predispositions to fulfil home tasks. In non-traditional countries there is no division between

women's and men's occupations. Masculinity-oriented countries are: Switzerland, Japan, Austria,, Switzerland and female-oriented countries are: Scandinavian countries: the Netherlands, Sweden, Denmark, Finland, and Norway.

The fifth one: *Confucian dynamism* is a dimension characterized by factors such as: short-term orientation vs. long-term orientation. In the first one it is important to keep to traditions, values, orders and morality. In the second one people are not worry about their reputation and prestige in local communities. They are more open to changes and transitions in their lifestyle and moral code.

Trompenaars research

Another researcher Trompenaars (1994) was also concentrated on social behaviour and relationships. As a result of his research he distinguishes three main cultural dimensions with one of them including 5 other categories:

1. relationships with people – (including universalism vs. particularise, individualism vs. collectivism, affective vs. neutral, specific vs. diffuse, and achievement vs. ascription),
2. attitudes to time,
3. attitudes to the environment.

Universalism is related to norms and values which are respected by people and its presence regulates their lives. People should be treated and judged with same regulation. In particularism the process of evaluation is based on cultural and personal context of experiences and situations. According to different circumstances people are able to break social rules. Universalism is present in the Sweden, USA, Switzerland, Canada; particularism in Russia, Venezuela, China, India.

Individualism and *collectivism* focus on how people behave and function in social groups. Collectivism sees a human being among others with who he/she can collaborate and work. Individualism emphasizes personal independence and achievement. Individualism is present in Finland, Australia, the Netherlands, USA, Denmark; collectivism in France, China, Mexico, Egypt, India, Japan.

Affective factor describe people's behaviour in which they express their feelings without barriers in private and professional places. While men showing natural

attitudes are close, withdrawn and reserved. They hide their emotions in their private dimensions. Affective cultures Spain, Russia, Argentina, France, Italy; neutral UK, Japan, Hong Kong, China.

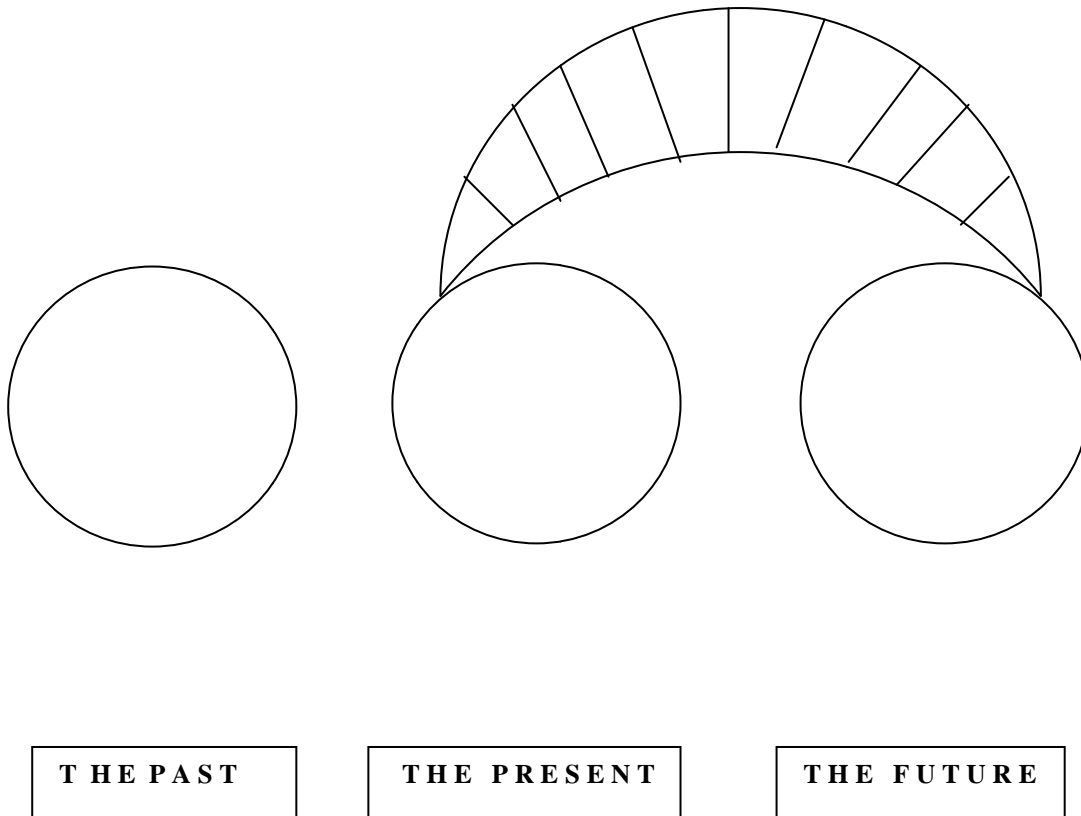
Specific and *diffuse* dimensions are related to division between private and professional life. In diffuse cultures it is possible to mix a private with a professional life. Contrary to specific cultures a presence of private life in work placement is seen as a weakness and a sign of unprofessionalism. Specific cultures are connected to, the United Kingdom, Canada, the USA, the Netherlands; diffuse ones are found in Singapore, Korea, China, and Venezuela.

Finally *achievement vs. ascription* concentrates on differences between cultures where evaluation of people's achievements are related to their individual efforts and decisions. However, in ascription dimension personal achievement came from familial connections and preferences. First one applies to Canada, the United Kingdom, Australia, Sweden, Denmark and the second one to Argentina, the Czech Republic, Japan, China, Korea, and Poland.

As it was mentioned in the beginning, knowledge taken from Hofstede's and Trompenaars' dimensions should be included into counsellor's practice. However it is important to bring attention to the counsellor's skills.

One of the methods called the *life space mapping* is one of the tools used by counsellors working with peoples from ethnic minorities.

Primarily, the method brought attention to counsellor's and counselee's engagement in the process of counselling. Both can experience a counselling situation differently. The method was created by V. Peavy (1997) who at the beginning observed and filmed a counsellor's and counselee's attitudes in a counselling process. He proposed that a counselee could illustrate his/her life in two circles: a present life and a future life. Later on he added the third circle in which counselee could draw their past. "Past" circle was linked with a "future" circle by a ladder.



Life Space Mapping is a method in which people by drawing symbols, events, situations from their private lives visualize experiences which were important for them. Symbols can be taken as a starting point to discuss more precisely personal events. This method is an interactive one due to the attitude of a counsellor who let a counselee be guided through his life, culture its metaphors and interpretations. According to research done by Peavy counselee is more aware of meanings which he/she associate with his/her personal experiences. It is also possible to construct together a project of future life and specified steps which are necessary in order to achieve personal goals present in the “future” circle. Some counselees want to focus in counselling situation on one chosen goal e.g. training their skills or to work on lower self-esteem.

Johansson, Ståhl & Koivumäki (2005) describe 10 principles of the method “life space mapping”:

1. **Cooperation:** The counsellor and the help seeker examine the help seeker’s situation together. Both contribute to the process.
2. **Language** is used as a means of communication and different interpretations of the phenomena are examined.
3. **Communication through Dialogue:** The counsellor’s initial state of “not knowing” means that he/she lets the client educate him/her and he/she gives the impression that he/she is genuinely interested in the other person’s life as a fellow-being.
4. **Clarifying Questions** bring the help seeker’s experiences and interpretations of matters to light. For example: “What attracts you about being a singer?” or “When you think about continuing your studies for several years ahead, how does it feel?”
5. **Comprehensive Thinking:** The circles represent the life contents of the individual. Everything could be included here but you will have to make a selection and only include what is relevant to the subject of discussion.
6. **Metaphorical Thinking:** The circles are visualised symbols of actual phenomena in the life of the individual. The counsellor may, whenever suitable, ask the help seeker to describe something metaphorically.
7. **The Equalized Relationship:** Both persons’ knowledge is equally important for a successful result.
8. **The Different Expert Roles:** Counsellor – help seeker conversation is a meeting, an experience that both persons share, participate in and experience together, though in different ways as different individuals. The counsellor creates a structure of communication and guides the other in the process of solving problems. The help seeker guides the counsellor in his/her own life experiences.

9. Active Participation of the Help Seeker: The help seeker's interpretation of the situation and his/her experiences appear in the guidance session. The contents of the discussion become concrete and linger on what is really important, i.e. the help seeker's situation.

10. Meaning Making: The different ways to describe reality (speaking, writing and visualising) facilitate understanding of what personal meaning things have for the individual and how these affect each other. Furthermore, Peavy believes that mapping helps us grasp complexity. It makes our experience visible and shows connections" (Johansson, Ståhl & Koivumäki 2005).

Life space mapping method is very useful in work with counselees such as: refugees, asylum seekers and immigrants. It helps to understand their interpretations of working and everyday lives in their home and new country. Counsellors know their clients better, and also their plans and hopes concerning their future. The process of co-construction a future life is based on a respect of cultural codes, moral and values of each client.

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SLOVENIA

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6. One's creativity / imagination in the process of decision making and problem solving: Addressing the unemployed and other target groups slightly differently

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1 Introduction

The main problem of clients and counsellors is often not being able to solve the problem of a client and / or to become aware of something (psychic content) that keeps the client in status quo. That is true also for counselling taking place at the employment offices. Counsellors – both employment and vocational – do their best to help clients to overcome obstacles, limiting beliefs etc., but the standard approach – meaning talking with them, giving them advices, testing them, trying to motivate them – is, although well meant, in certain cases insufficient.

It is possible to address clients also in a different, additional way, when necessary. Those approaches, methods, techniques can be named soft or artistic techniques. These can be used to help or to encourage people to become more connected with them, having in mind decision making and problem solving. The emphasis is on improving connection with oneself by oneself and the counsellor being only the initiator of the process, so the client is able to find the right answers for him / herself within him / herself.

2 Theoretical and / or experiential background

This kind of thinking about the people comes from positive psychology and psycho-synthesis but originates in shamanism. Shamanism states that every human being is constituted from three parts or states of consciousness or »worlds«.

The first »world« is the world of material space and physicality. This is so called »middle world« or the world of ordinary life. In this world one uses consciousness. Description for this world in the terms of time is / could be the present. It is possible that Freud's ego »belongs« here.

The second »world« is the world of unconscious dynamics, potential and empowerment. This is so called »lower world«. It is the world of sub-consciousness. Description for this world in the terms of time is / could be the past. It is possible that Freud's id »belongs« here.

The third »world« is the world of solutions, inspiration, creativity, love, big beauty. This is so called »upper world«. In this world one uses super-consciousness. It is the world of so called higher self. Description for this world in the terms of time is / could be the future. It is possible that Freud's superego »belongs« here, although the connotation of superego is pretty narrow in comparison with the notion of »higher self«. The recognition or awareness of super-consciousness in its full content is – at least so it seems – a matter of the last decade.

Those three parts of consciousness / mind are somehow fused together; the consciousness is a totality. We are in touch with all three levels of consciousness in a certain degree all the time, although we are mainly not aware of it.

Counsellor should be aware of three layers of consciousness a person possesses: higher consciousness / future, consciousness / present, sub-consciousness / past. Counsellors and clients often find themselves talking mainly about the past genesis and / or the acute state of present problem or situation of a client. In some cases the solutions for those problems or situations came to the client without a lot of effort, when addressed, but in a lot of cases solutions simply don't come. The main reason for that is that the solutions and creativity are not to be found in the consciousness / present or in the sub-consciousness / past. Inspiration and solutions are located in the super-consciousness.

Counsellor can help the client to come in touch with his or hers higher consciousness in an active way either through:

- the way of communication named “third generation of communication”,
- guided so called shamanistic journeying or
- creative / artistic interventions.

For the “third generation of communication” see the book *Water the Flowers, Not the Weeds* (Fletcher Peacock, 2001, Montreal, Open Heart Publishing); for the shamanistic journeying see for instance the book *Journeying; Where Shamanism and Psychology Meet* (Gagan, J. M., 1998, Santa Fe, Rio Chama Publications). Some creative / artistic interventions, presented below, that can be used in order to help the clients to come in touch with their world of solutions and answers are taken from or based on the work of Professor Norman E. Amundson from Canada. He wrote the book *Active Engagement; The Being and Doing of career Counselling* (Norman E. Amundson, 2009, Richmond, British Columbia, Ergon Communications). Some of them were created by the author of an article.

3 Dynamic self-evaluation and self resolving problems

Those interventions encourage the clients to:

- evaluate themselves and / or
- give the answers to certain questions to themselves and / or
- self resolve the problem or the situation they find themselves in.

Those two processes are at the beginning taking place to some degree out of the field of active consciousness, but eventually – over some time - the client can become fully aware of the “results” of them. It can be said that through those methods and techniques a person “uploads” certain “program” into his / hers unconscious mind. This “program” is being processed and sooner or later the results of this processing come to the awareness of active consciousness.

The insights, solutions, clarifications etc. reached by oneself have (totally) different weight than »forced« ones by the counsellor, although done in good faith. One is more inclined to do something in order to resolve his / hers unwanted situation if the insight, solution or clarification comes from within him / her.

Some additional benefits of the use of those interventions are:

- the counselling process becomes more dynamic,
- it is interesting both for the client and the counsellor as well as
- less strenuous for the counsellor.

4 Interventions / methods

4.1 Drawing

»The drawing tells more than one thousand words.«

When drawing, we draw also the contents that are hard to verbalize (at least for the moment). During drawing we are in better contact with ourselves, mainly with »parts« of ourselves that we are not fully consciously aware of.

4.1.1 Instructions for administration of drawing into the counselling process

The counsellor should briefly explain the clients the value of drawing, for example: *“Through drawing you will give some answers to yourself”* or *“Through drawing you will come in closer contact with yourself”*. After that:

1. ask the client if drawing will be good tool for him / her;
2. stress out that he / she should not be preoccupied with the aesthetic value of the drawings;
3. ask him / her to just scratch for some 2 – 3 minutes (in that way one »falls« into the drawing mood; one comes in touch with him / herself – meaning in touch with wider self, meaning in touch with part of oneself that is not »just« mind);
4. briefly give instructions for specific drawing;
5. after the drawing you don't have to interpret the drawing; if the client wishes to talk to you about it, you can do that in a short manner, but it is not necessary.

4.1.2 Drawing of one's mountain of career (courtesy of Norman E. Amundson)

A client first draws a mountain. Than on that mountain he / she draws some features, if wanted; for instance, base camp, altitude camp, the path, some cliffs, some stands etc. Afterwards the client marks where on that mountain he / she stands at the moment in his / hers career or career development and draws him / herself on that spot.

4. 1. 3 Drawing of desired job / employment

Client draws what he / she wants to do in the field of job; it can be either just doing something or being a job or employment. The picture can be either realistic or abstract.

4. 1.4 Drawing of one's purpose of life

The meaning or the purpose of life is basic motivator or force for living our lives for everybody of us. But not all of us are in good contact with or consciously aware of it. This method helps one to become more aware of it. To some extent that means also that one can become more aware of what he / she wants to do in life in the sense of job or employment.

An instruction for the client is just: *"Please, draw your meaning / purpose of life. Do it in the manner that is closest to you, that you feel most familiar with"*. Some clients prefer to draw an abstract picture, other more realistic.

After drawing it is advisable to ask the client also to write his / hers meaning / purpose of life in one sentence, with emphasis on that the sentence should be short one, not long one (this method is taken from the book *Drive; The Surprising Truth about what Motivates us* by Daniel H. Pink, 2009, New York, Riverhead Books, a member of Penguin Group). In that way both moments are covered, so called irrational and rational.

After all that it is advisable to ask the client some short questions in order to become more aware of some happenings. Questions can be such as:

- What were you experiencing?
- Which feelings / emotions did you experience during drawing?
- Did you / do you experience feeling of longing?
- Are you already manifesting your meaning / purpose of life in your life?
- Etc.

Experienced feelings and emotions are in most cases pleasant ones, like "joy", "freedom", "peace", "playfulness" etc. It must be mentioned that one's meaning / purpose of life is a process, it is not a state.

4. 1. 5 Drawing of one's problem and the solution of that problem (courtesy of Norman E. Amundson)

Firstly the client draws the problem he / she wishes to address or to solve and secondly the solution of that problem. This is a strong method. It is not necessary that the problem is being resolved concretely "on the spot". The problem can be resolved on some symbolic level first. After that the solution can - over some time - come into the conscious mind / awareness.

4. 1. 6 Other drawing possibilities

There are also other possibilities for drawings. For example:

- Drawing of one's obstacles in finding a job.
- Drawing of reasons why one is not successful in candidacy for employment.
- Etc.

4. 2 Walking the problem (courtesy of Norman E. Amundson)

This intervention »uses« also the body. The client places him / herself on one side of the room or corridor. The counsellor tells the client that now he / she is in the future, where his / hers problem is already being resolved. The counsellor asks / encourage the client to imagine that his / hers problem is resolved and also to feel that his / hers problem is being resolved as clearly as possible. After that the counsellor invites the client to walk slowly back to the starting side of the room / corridor, to the present, where the problem is not resolved yet.

During the walk back to the present a client should answer him / herself the question which steps did he / she had to take in order to solve the problem. The client can also talk with the counsellor about those steps. Some clients can detect steps »on the spot«, some cannot and resolve the problem in the future on the symbolic level first, awareness of the concrete steps can come to them later.

5 Conclusions

According to my expert experiences the above approach works. It is efficient when standard talking approaches fail to work. It is efficient in combination with standard talking approaches as well as standing alone. It works because a simple, yet due to culturally and / or socially prescribed description of our nature not as obvious as it should be - fact that humans are far from being just mind and / or

rationality. We are primary »irrational« beings. (Even) science is beginning to be fully aware of that fact.

Suggested further reading:

- 1) Amundson, N.E. (2009). *Active Engagement; The Being and Doing of career Counselling*. Richmond, British Columbia, Ergon Communications.
- 2) Gagan, J.M. (1998). *Journeying; Where Shamanism and Psychology Meet*. Santa Fe, Rio Chama Publications.
- 3) Harner, M. 1980 (1990). *The Way of the Shaman*. New York, Harper & Row.
- 4) Meadows, K. (2003). *Shamanic Experience; A Practical Guide to Psychic Powers*. Rochester, Vermont, Bear & Company.
- 5) Peacock, F. (2001). *Water the Flowers, Not the Weeds*. Montreal, Open Heart Publishing.

HUNGARY

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7. Group working sessions supporting labour market

Abstract

This paper is a summary of the experiences gained through working with underprivileged people, using the special framework of 'structured group counselling'. From these good practices many conclusions can be drawn that will help practitioners to increase the quality of their work. Being underprivileged hinders one's chances in many aspects. Human practitioners and consultants can help overcoming these obstacles, given their methods are designed to help clients to gain insight into themselves, to adjust to reality and to plan for their future. One must be very careful when choosing the types of exercises to work with, otherwise one's intention to complete the purpose of the sessions, will not be met. Other aspects (such as environment, location of the sessions, etc.) can become more important to underprivileged people than one would think from previous experiences with 'normal' target groups.

Keywords

structured group counselling, underprivileged people, endangered young adults, homeless people, long- term unemployed, maternity leave, gypsies

Structured group counselling sessions

The two authors of this paper are employees of Szent István University, located in Gödöllő. In the early 1990s, after major changes both in the political regime and in the economy, the need for qualified counsellors in the social area became clear. The establishment of the employment counsellor BA at Szent István University in 1992

was the first phase of making this dream come true. The first trained counsellors graduated in 1995. In the second phase the human resources counsellor MA was launched at five Hungarian Universities (Pécs, Szeged, Debrecen, Győr, and Gödöllő) in 2008.

The objective of these training programmes was to train young professionals who would be able to provide information and support in accordance with the individual requirements in the areas of work and career selection. In addition to the introduction of individual consultation, the range of people using group consultation has been significantly extended. Group consultation is mostly organized for people who feel they are stuck in identical life situations. For example, this includes students who need to choose a career, or unemployed people at the beginning of their work career. Group consultation is organized on the basis of specific aspects and theory, and group management requires trained group leaders. The style of group leaders is mostly characterized by their behaviour as a non-directive partner and their supportive attitude. Group consultation is a structured group activity which has been developed in Hungary and it consists of five steps. These are the following:

1. creating the atmosphere
2. defining aims
3. processing information
4. individual contribution
5. preparation for the following session

The world of underprivileged people

Being underprivileged is a sociological term, meaning that one is 'lacking the opportunities or advantages enjoyed by other members of one's community' (<http://www.thefreedictionary.com/underprivileged>). As one can clearly see, to determine if someone falls under this definition, we have to make comparisons with other members of the given society. Unfortunately, there are many group memberships that make their members meet the stated criteria. Such groups are the following: dropouts, unqualified people, unschooled people, people with outdated professions, young unemployed, long-term unemployed, second generation

unemployed, homeless people, gypsies, ethnic minorities, immigrants, refugees, deviants, disabled persons, females (or males) returning from maternity leave and older people above the age of 50 .

In the following sections we would like to give some advice regarding the special features of some of these groups that must be dealt with, when involving them in career counselling. These good practices were gathered when supervising counsellors at Kontakt Foundation in their work with these groups. We must state that there could be written a whole paper on any of these target groups on its own. In our subjective summary we would like to highlight the most important issues or experiences for us during the work with the stated groups.

Gypsy people

Gypsy persons in Hungary are affected by unemployment considerably more than Hungarian 'majority'. This effect even deepens the tension that exists between the two groups. Thus the social importance of integrating gypsy persons back into the labour market cannot be questioned. Gypsies usually have a low-level of qualifications, are immobile, have deficiencies in their key- abilities. Their culture worships the idea of 'Carpe diem!' (Seize the Day) which makes long-term planning hard for them. Since the villages they live in have bad infrastructure, they miss out on a lot of information, creating an information gap. Their socialization differs from that of the Hungarians. When working with them Hungarians must keep that in mind at all times.

From our experience we can state that gypsy people can be involved in counselling through a different route than Hungarians. Hungarian undereducated people usually want to engage in counselling because of their own decision, or they are forced to do so if they want to get their allowance. On the other hand, the gypsy community is patriarchal, meaning men get to decide on important issues. When we tried to engage gypsy women in a programme designed to help them graduate from elementary and high school, we first spoke to gypsy women directly. The consultant sent by our Foundation was a woman, a fact that in this case made matters even worse. The first attempt to engage them in this project was a complete failure. After reconsideration and taking gypsy culture into account, a male consultant was sent to the village and spoke to male inhabitants explaining them

the aims of the programme and how their families would benefit from it. From the very next day on, women wanted to be part of the programme. This case is a good example of how important it is to understand another's culture if one wants to be successful in counselling. This is also clearly stated in the Counsellor Qualification Standards of IAEVG. They list that one should have social and cultural understanding and be culturally sensitive amongst their competency standards, a capacity that becomes more important day by day in today's multicultural world.

Homeless persons

A lot could be said about the difficulties of being homeless, but we would only like to state some of the key elements of working with them. If one thinks of Maslow's 'pyramid' it is easy to see that homeless people are right at the bottom of it, that is, they want to fulfil their basic needs (food, shelter, etc.). So when arranging sessions for them, we have to accept the fact that they won't participate unless we pay their travel fees to the sessions, give them food in intervals, and in some cases even provide some symbolic payment for coming along. In their case there is a lot more emphasis on environmental factors than it normally would be, although creating a decent and friendly environment for group sessions is always crucial.

Females returning from maternity leave

Mothers of young children returning from maternity leave come from a very different working background. In Hungary the duration of maternity benefit is 3 years but in the third year many women re-enter the labour market as the benefit given to them in that year is quite low. Some of the women have previous work experience, while for others it is the first time in their lives looking for a job. One thing is common in these mothers though, that is the love and the concern for their children's well-being. When engaging them in employment counselling, the counsellor must give them opportunities to relate to their motherhood and their relationship with the child and the ways working steadily would affect that. A good way of doing this is to place memos made about or photos taken of the children on the wall where the group works. In our experience a group with mothers returning from maternity leave can not work without a joint day-care for their children in the same building where the sessions are. Mothers tend to be anxious and cannot focus on the subject of the employment counselling sessions if they are not certain that

their loved child is doing fine without them. We advise the sessions to be held in a room with windows facing the yard, so mothers can peek out on their child. It reduces their worries very effectively, which is a key to successful group work.

Long- term unemployed

Working with long-term unemployed persons in a group has many benefits. There is a lot of evidence in the field of psychology, pedagogy and counselling as well that groups can function as support systems, give more feedback to members than an individual session would, and create the feeling that one is not alone with his problems. These effects can be used to a great deal to make long-term unemployed people adjust to the reality of the world of work. One important issue that hinders their re-integration is to do with travelling. When asked how long a distance they would travel a day to their workplace named in travelling time (seconds), some members stated a relatively low number that had to be considered 'unrealistic'. After having to face other member's opinion, and having been engaged in a discussion these numbers increased significantly. This broadened their perspective to eventually get a job, as they didn't turn down possibilities that involved daily travelling to work. Also this group functioned as a great support system. Those who succeeded in getting a job came back to sessions to tell their story and what they had done to reach their goal. Also they did not only look for advertisements meeting their needs but helped peers by informing them about suitable job opportunities.

Endangered young adults

Endangered young adults usually have many failures and bad memories attached to education behind their backs that they don't like to be reminded of. They have a very low level of tolerance of frustration, be it about not knowing something, or about being defeated in public or about suffering a loss in some area of life. When designing group sessions for them, by picking the right tasks, we have to minimize

- rivalry,
- possible communication problems that stem from their deficiency to define concepts,

- situations where their self- definition would be at stake, or they could experience inferiority complex,
- and situations where scholarly knowledge would be needed and its absence would clearly show.

They like to work together, but sadly do not like exercises where they would have to cooperate with one another. The ideal task for them is to work together, but doing so by working next to each other rather than having to rely on one another.

We should avoid boring group work in all circumstances. One way of doing this is to eliminate 'monotypic' tasks, meaning we do not make members do the same type of exercise over and over again (e.g. Collecting abilities they have- then collecting jobs matching the abilities- then collecting activities to the abilities). One also should avoid 'monomethodic' exercises. This means that the counsellor should not use the same method for exercises, e.g. it is not good to have group conversations about work from session to session. It could be obvious but one must underline the fact that the exact same theme at different sessions is not a good choice either. This 'monothemic' structure will bore members as well.

What should be done then? One of the good practices developed in this programme was to use blank worksheets. To be able to do this one has to prepare these sheets and photocopy them in the appropriate number before the sessions. The structure of them must be designed by the leader of the group. (e.g. one line in the middle for the title of the task, below it four squares for the drawing about one's best abilities, etc.). These worksheets create curiosity among young people and therefore guarantee their motivation and attention throughout the task. The counsellor must clearly state the aim of the work, explain the way they have to fill in the worksheet (e.g. by writing on it, drawing, etc.) and set an example by showing them his solution (working simultaneously with group) or showing them a finished work. There is always a discussion of individual worksheets and its personal meaning at the end of the task.

Another very useful task is to do one's social atom. This term comes from Jacob Levy Moreno's excellent theoretical and practical work. When doing one's social atom he chooses the emotionally most important element of his social environment.

This can be done by drawing it, building it from objects from one's handbag, etc. In this method the person whose social atom is 'built' up has to be always in the middle (indicated by a dot in drawings or by an object chosen by him / her) by himself. Every other element, be it person or object comes on the concentric circles around him/ her. The position of these elements is done based on emotional closeness. The objects further from the centre (the person) are emotionally less important than the one that are closer to him/ her.

Conclusion

Working with underprivileged people in group working sessions can be hard. Every counsellor wants to succeed in helping his clients re-enter the labour market. We hope that the experiences and advices on different target groups will help practitioners to increase their effectiveness.

All contribution should be sent to : lukacs.fruzsina@gtk.szie.hu

HUNGARY

Vladiszavlyev András

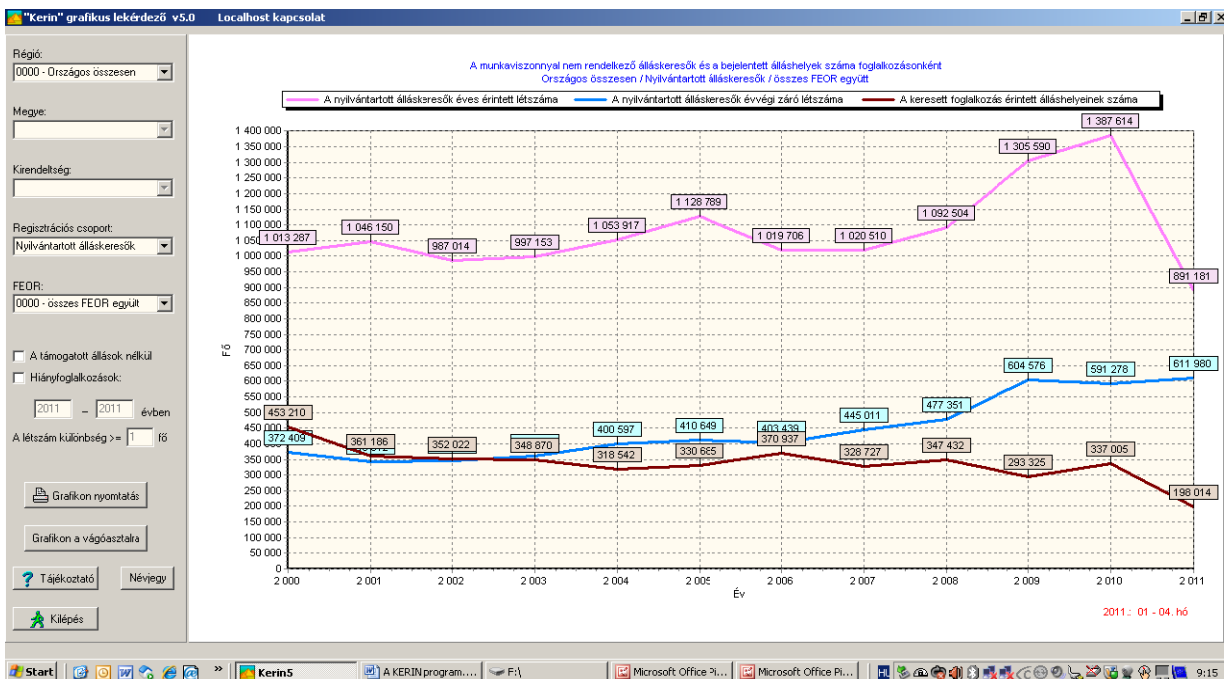
Project Manager of Euroguidance Hungary

8. Supplementary Methods in Counselling: Profiling, Kerin, Orient

The KERIN Programme

In terms of counselling the programme focuses on labour market and provides information on the demand-supply relation of a profession for the last ten years.

1. A person shall be taken into account if he has been a registered jobseeker for at least one month of the given calendar year.
2. A reported job shall be taken into account if it was concerned in the given year. In such cases we consider the reported headcount.



Vladiszavlyev András
Hungary

Query options:

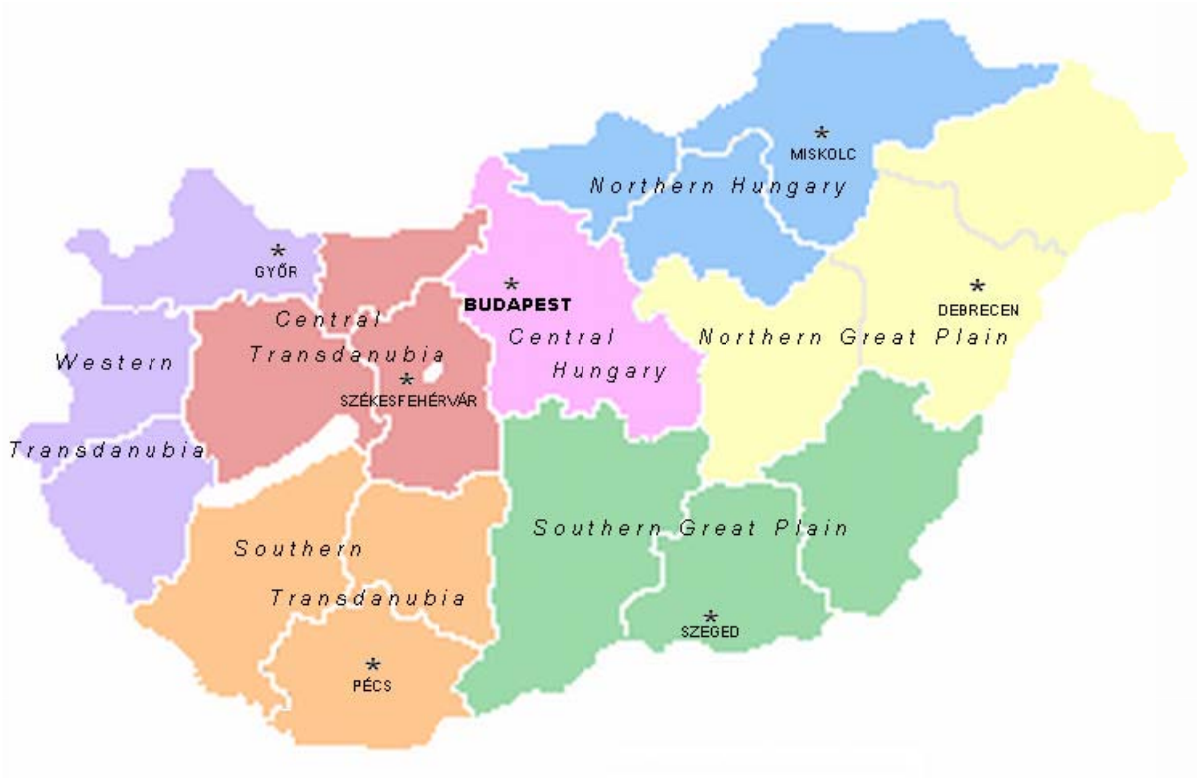
1. National-level query
2. Regional-level query
3. County-level query
4. Micro-region level query

Additional parameter options:

1. Non-subsidized jobs,
2. Subsidized jobs,
3. Occupations high in demand,
4. System of occupations (FEOR - 0),
5. System of occupations (FEOR 1-4 digits),
6. Registered jobseekers,
7. Registered entrants (young workers & fresh graduates).

(FEOR - Hungarian Standard Classification of Occupations)



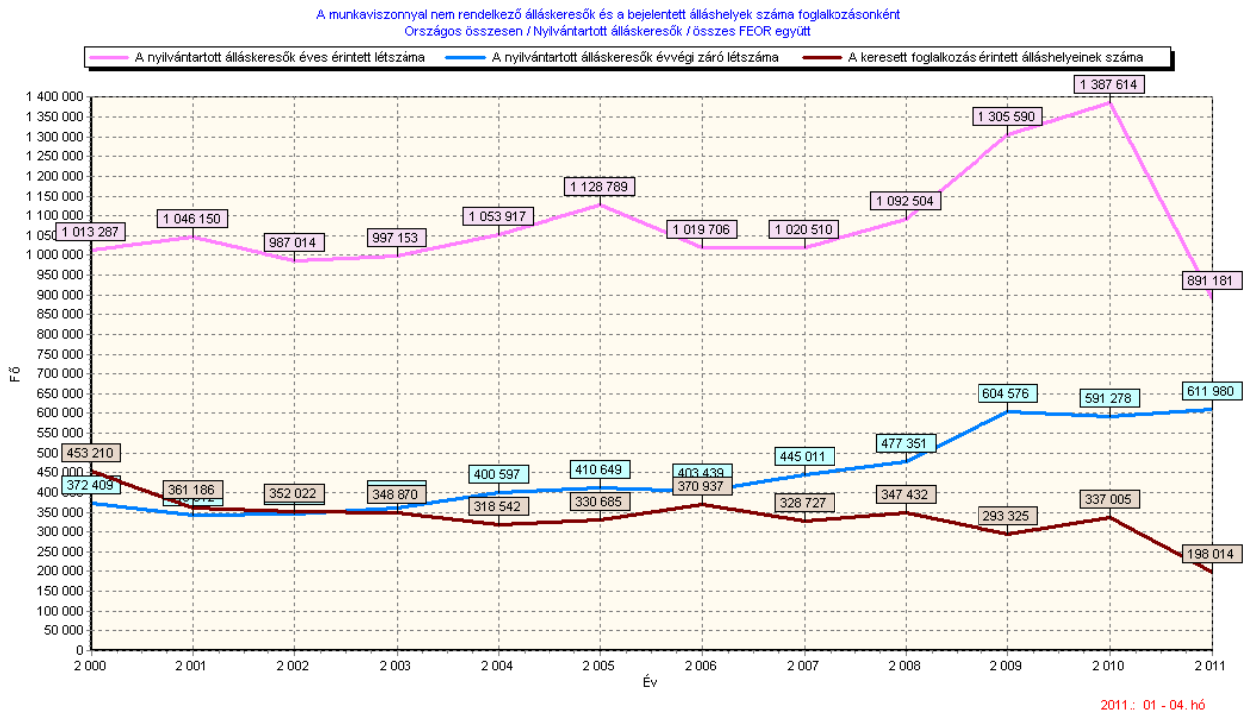


Vladiszavlyev András
Hungary

Example for a national-level query:

Parameters:

- Non-subsidized jobs,
- System of occupations (FEOR 0),
- Registered jobseekers.



Number of jobseekers without employment and reported vacancies per occupations

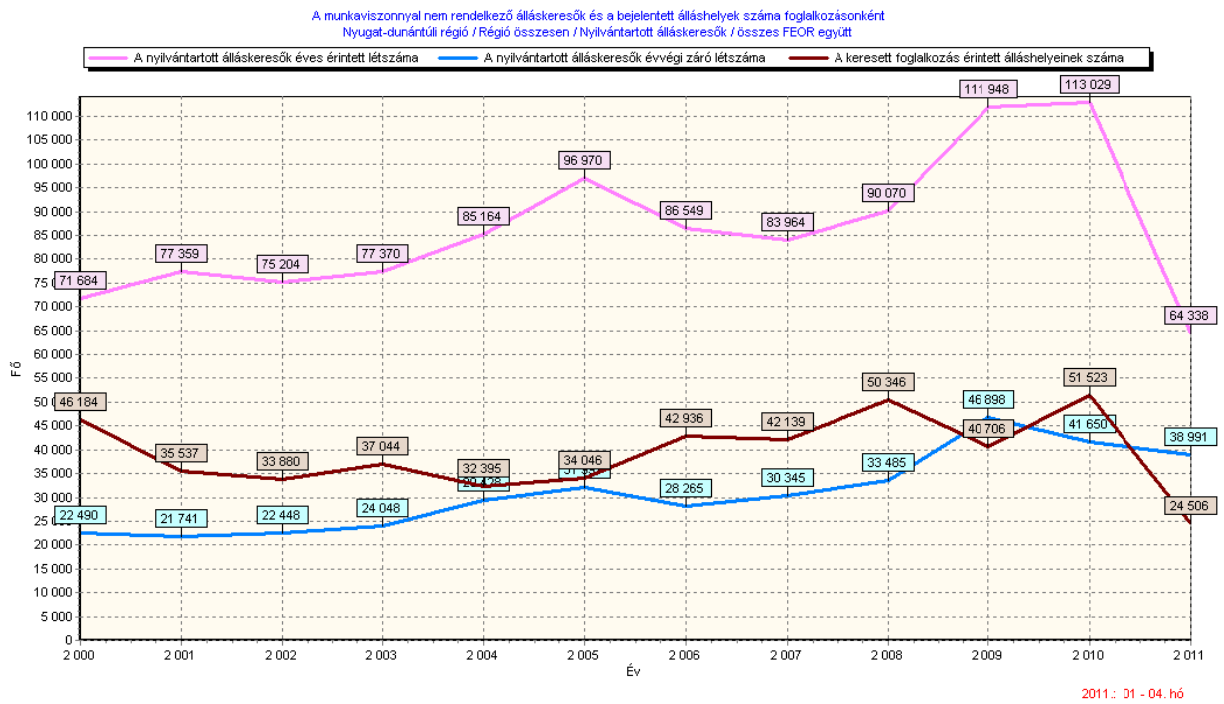
National total / Registered jobseekers / all FEOR together

Annual number of registered jobseekers concerned / Closing number of registered jobseekers / Number of vacancies in the requested occupation

Example for a regional-level query:

Parameters:

- Western Transdanubia Region,
- Non-subsidized jobs,
- System of occupations (FEOR 0),
- Registered jobseekers.



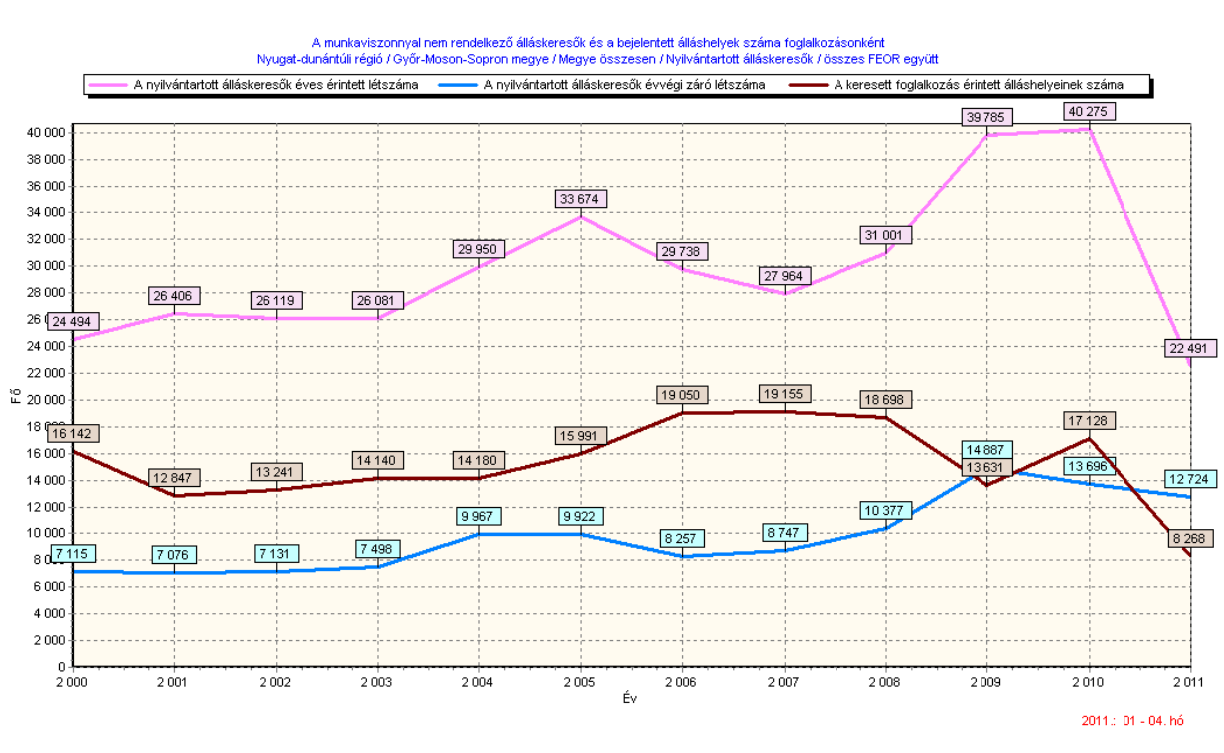
Number of jobseekers without employment and reported vacancies per occupations
Western Transdanubia Region / Regional total / Registered jobseekers / all FEOR together

Annual number of registered jobseekers concerned / Closing number of registered jobseekers / Number of vacancies in the requested occupation

Example for a county-level query:

Parameters:

- Western Transdanubia Region,
- Győr-Moson-Sopron County,
- Non-subsidized jobs,
- System of occupations (FEOR 0),
- Registered jobseekers.



Number of jobseekers without employment and reported vacancies per occupations

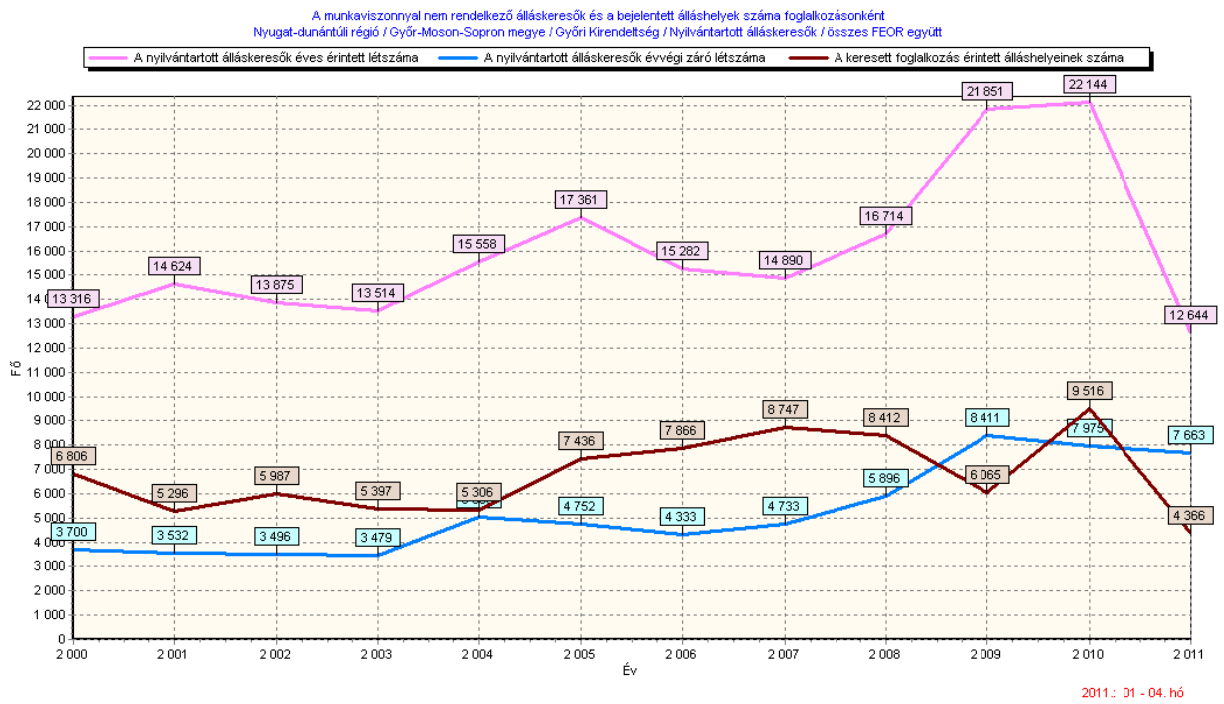
Western Transdanubia Region/Győr-Moson-Sopron County / County total / Registered jobseekers / all FEOR together

Annual number of registered jobseekers concerned / Closing number of registered jobseekers / Number of vacancies in the requested occupation

Example for a micro region-level query:

Parameters:

- Western Transdanubia Region,
- Győr-Moson-Sopron County,
- Győr Branch Office,
- Non-subsidized jobs,
- System of occupations (FEOR 0),
- Registered jobseekers.



Number of jobseekers without employment and reported vacancies per occupations

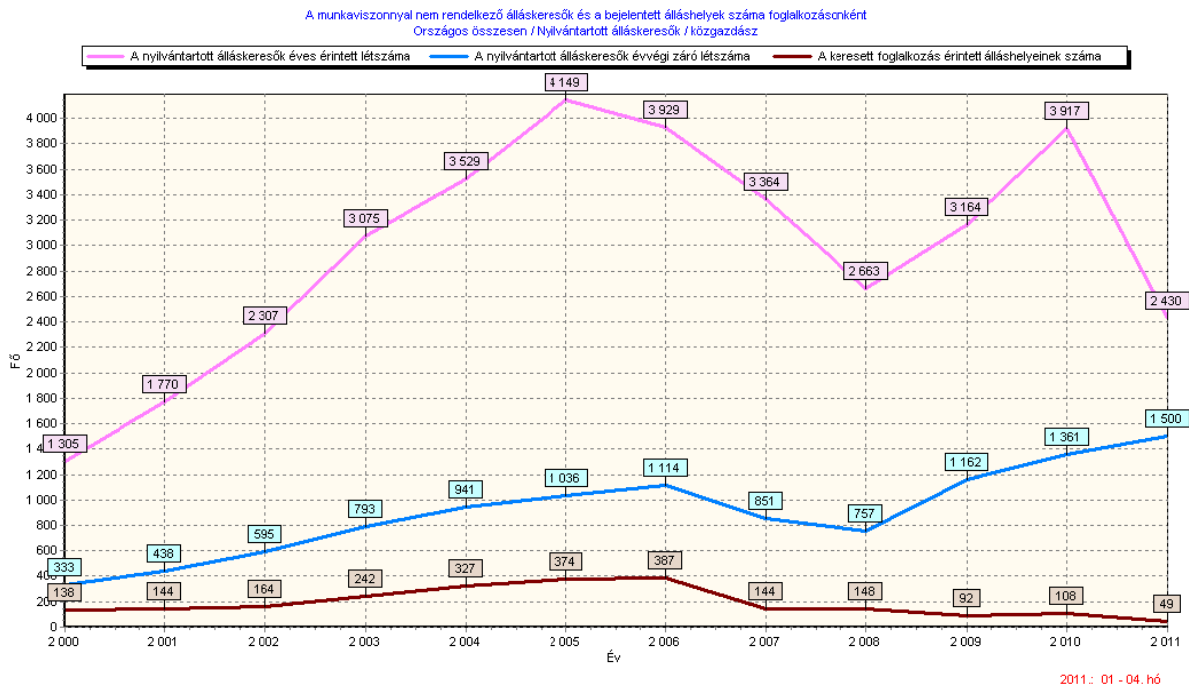
Western Transdanubia Region/Győr-Moson-Sopron County / Győr Branch Office / Registered jobseekers / all FEOR together

Annual number of registered jobseekers concerned / Closing number of registered jobseekers / Number of vacancies in the requested occupation

Example for a national-level query:

Parameters:

- Non-subsidized jobs,
- System of occupations (2511 – economist),
- Registered jobseekers.



Number of jobseekers without employment and reported vacancies per occupations

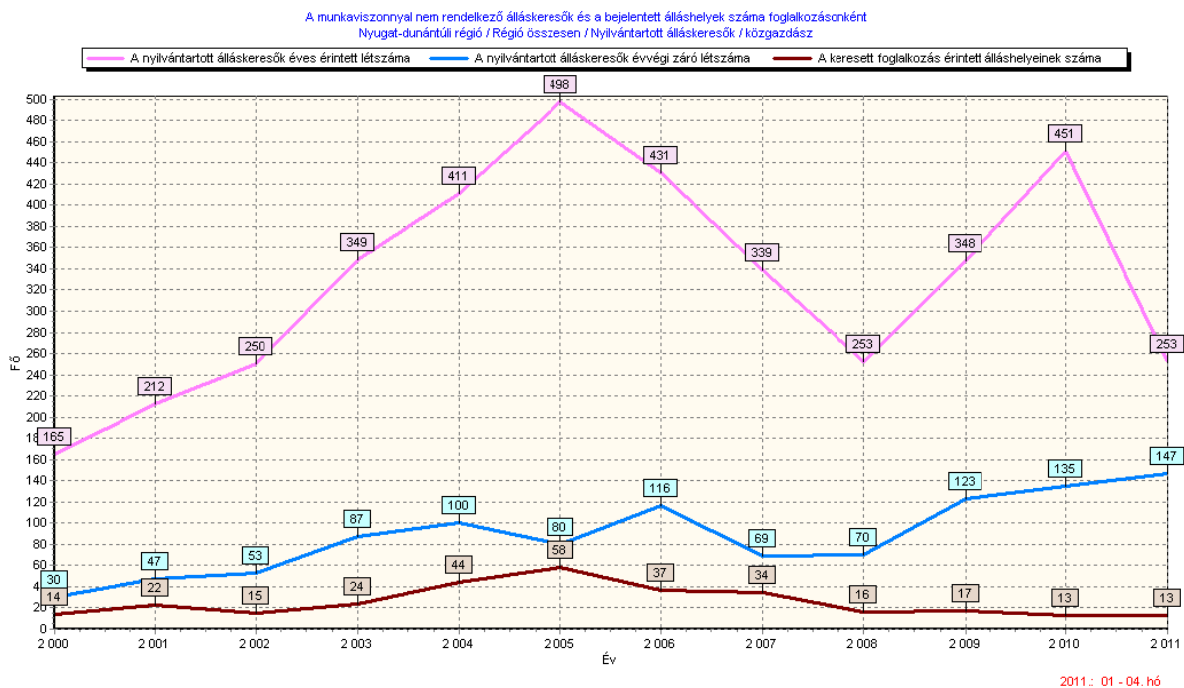
National total / Registered jobseekers / Economist

Annual number of registered jobseekers concerned / Closing number of registered jobseekers / Number of vacancies in the requested occupation

Example for a regional-level query:

Parameters:

- Western Transdanubia Region,
- Non-subsidized jobs,
- System of occupations (2511 – economist),
- Registered jobseekers.



Number of jobseekers without employment and reported vacancies per occupations

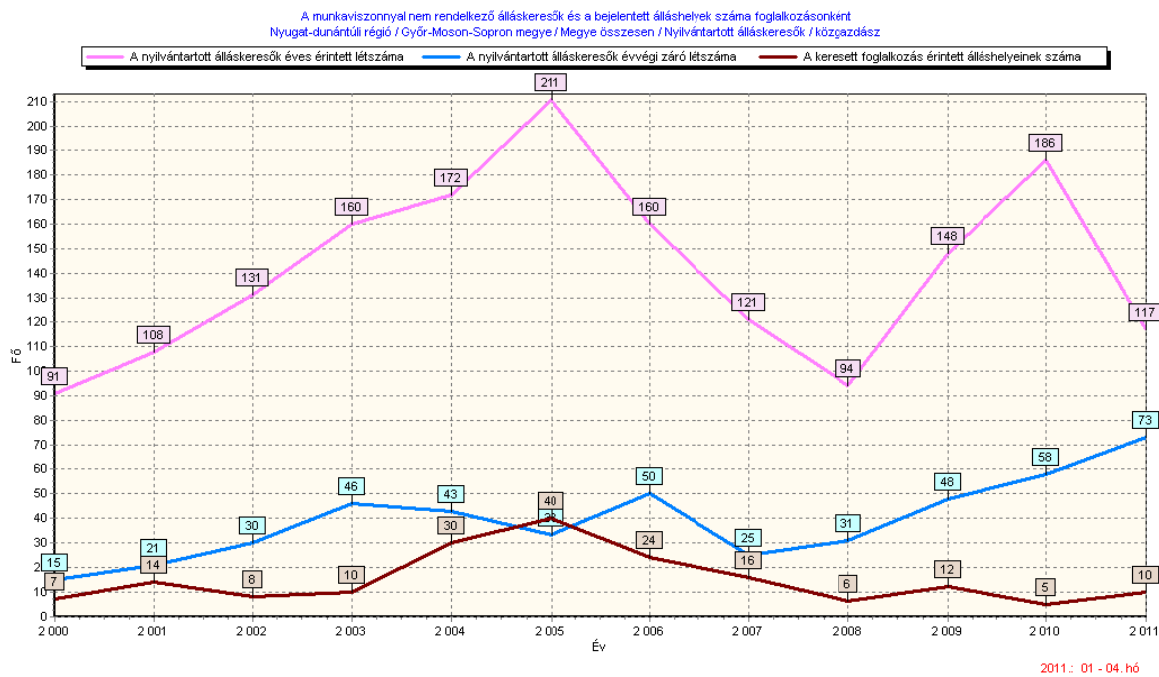
Western Transdanubia Region / Regional Total / Registered jobseekers / Economist

Annual number of registered jobseekers concerned / Closing number of registered jobseekers / Number of vacancies in the requested occupation

Example for a county-level query:

Parameters:

- Western Transdanubia Region,
- Győr-Moson-Sopron County,
- Non-subsidized jobs,
- System of occupations (2511 – Economist),
- Registered jobseekers.



Number of jobseekers without employment and reported vacancies per occupations

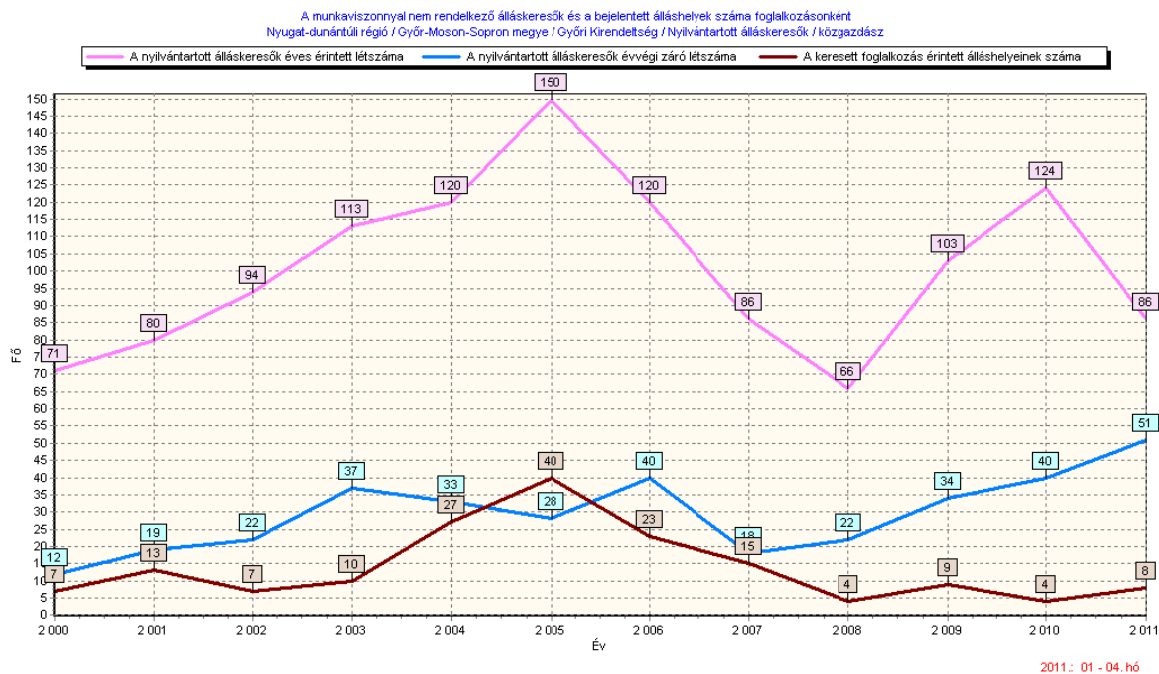
Western Transdanubia Region/Győr-Moson-Sopron County / County total / Registered jobseekers /
Economist

Annual number of registered jobseekers concerned / Closing number of registered jobseekers / Number of vacancies in
the requested occupation

Example for a micro region-level query:

Parameters:

- Western Transdanubia Region,
- Győr-Moson-Sopron County,
- Győr Branch Office,
- Non-subsidized jobs,
- System of occupations (2511 – Economist),
- Registered jobseekers.



Number of jobseekers without employment and reported vacancies per occupations

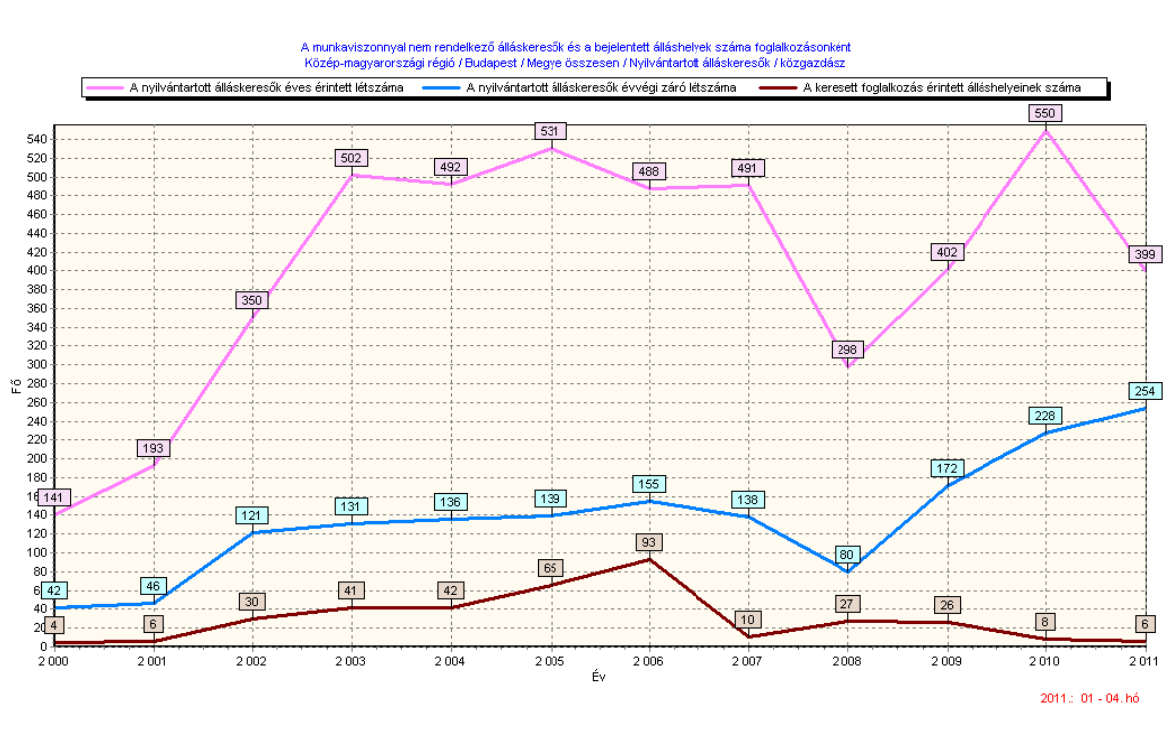
Western Transdanubia Region/Győr-Moson-Sopron County / Győr Branch Office / Registered jobseekers / Economist

Annual number of registered jobseekers concerned / Closing number of registered jobseekers / Number of vacancies in the requested occupation

Example for a county-level query:

Parameters:

- Central Hungary Region,
- Budapest,
- Non-subsidized jobs,
- System of occupations (2511 – Economist),
- Registered jobseekers.



Number of jobseekers without employment and reported vacancies per occupations

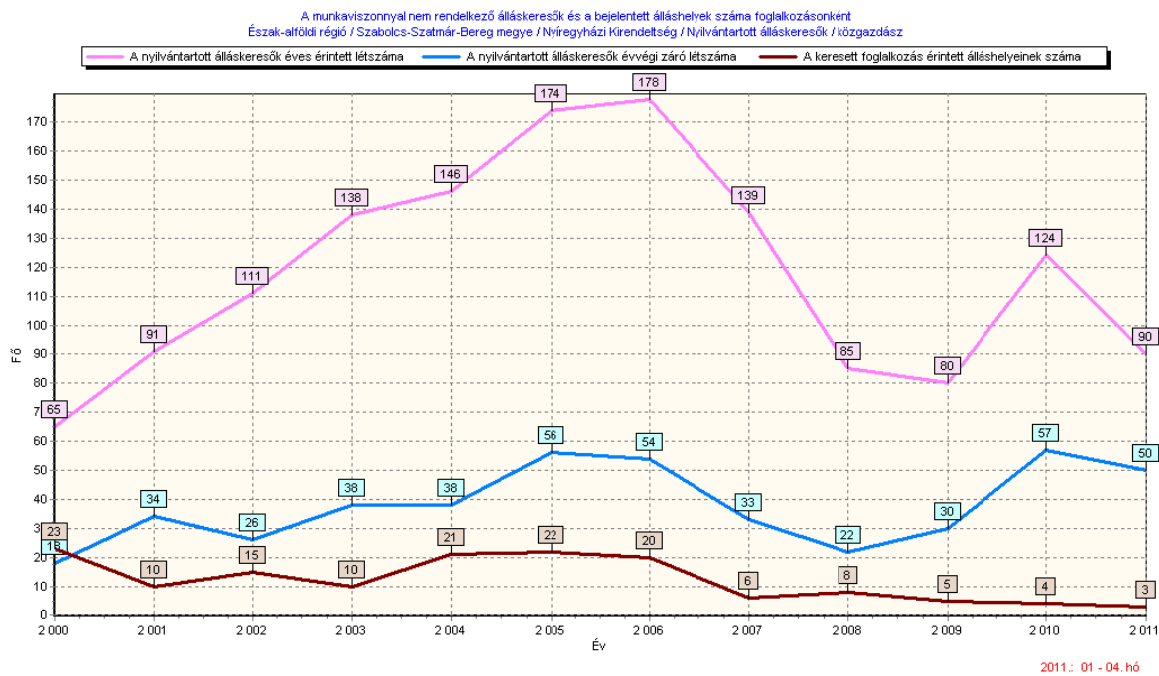
Central Hungary/Budapest / County Total / Registered jobseekers / Economist

Annual number of registered jobseekers concerned / Closing number of registered jobseekers / Number of vacancies in the requested occupation

Example for a micro region-level query:

Parameters:

- Northern Great Plain Region,
- Szabolcs-Szatmár-Bereg County,
- Nyíregyháza Branch Office,
- Non-subsidized jobs,
- System of occupations (2511 – Economist),
- Registered jobseekers.



Number of jobseekers without employment and reported vacancies per occupations

Northern Great Plain Region/Szabolcs-Szatmár-Bereg County / Nyíregyháza Branch Office / Registered jobseekers / Economist

Annual number of registered jobseekers concerned / Closing number of registered jobseekers / Number of vacancies in the requested occupation

The ORIENT Programme

In terms of counselling the programme focuses on labour market and provides information on the demand-supply relation of a secondary school specialization for the last ten years.

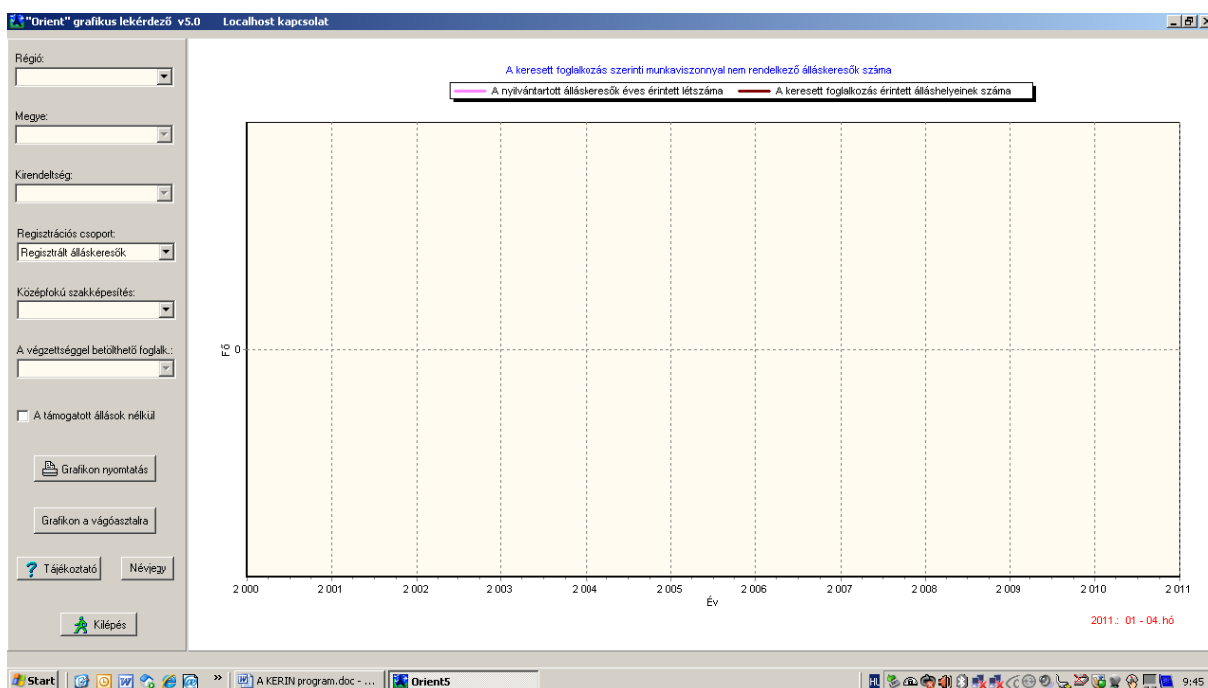
Various positions can be gained with completed high school qualifications.

Parameterization: regarding area queries it is similar to KERIN programme.

Target user jobseekers: registered jobseekers or fresh graduates/young workers.

Occupations: all positions or the number of non-subsidized jobs.

The parameterization of secondary level vocational qualification is a new element, as part of this, vacant positions can be displayed.

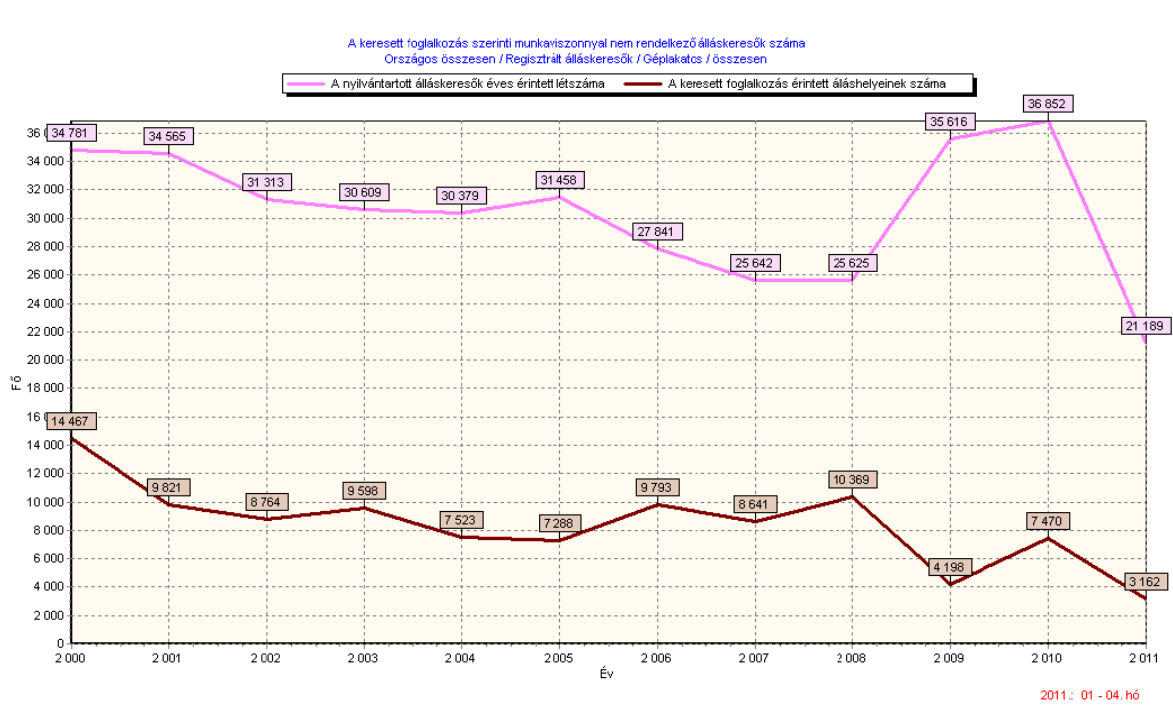


The number of jobseekers without employment by the requested occupation.

The annual number of registered jobseekers concerned. The number of positions of the occupation concerned.

Example for a national query:

Qualification: locksmith



The number of jobseekers without employment by the requested occupation.

National total / Registered jobseekers / Locksmith / Total

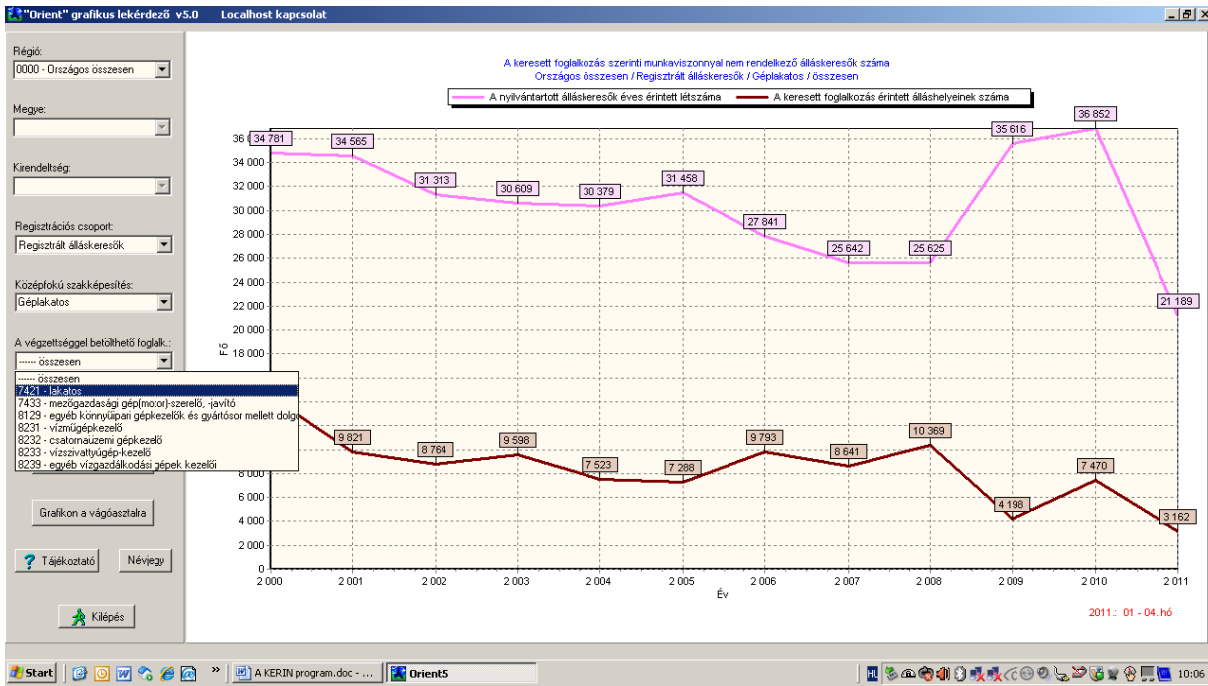
The annual number of registered jobseekers concerned. The number of positions of the occupation concerned.

Example for a national query:

Qualification: locksmith

Occupations to be filled:

- locksmith,
- agricultural machine operator,
- light industry machine operator,
- waterworks machine operator,
- canal industry operator,
- water pump operator,
- water management machine operator.



The number of jobseekers without employment by the requested occupation.

National total / Registered jobseekers / Locksmith / Total

The annual number of registered jobseekers concerned. The number of positions of the occupation concerned.

Specific data related to certain occupations can be performed in KERIN programme.

The PROFILING Programme

The programme displays the chances of long-term unemployment and the effect of interventions.

The programme compares the chances of employment for those who have the same parameters as those who are already employed in a certain occupation.

Parameterization:

- period taken into account: (1990-2011),
- the client's gender,
- the client's age,
- the client's working capacity,
- the client's level of education,

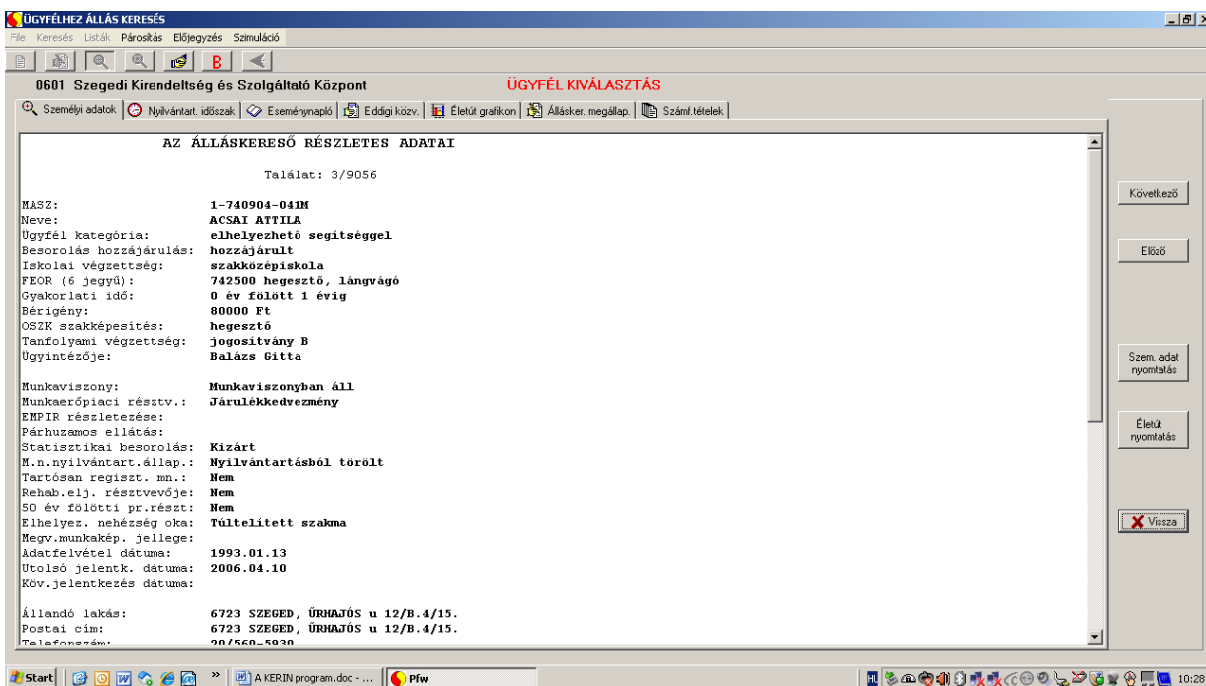
- the client's place of residence,
- the occupation sought.

Simulation (modelling) is possible within the parameterization of the following data:

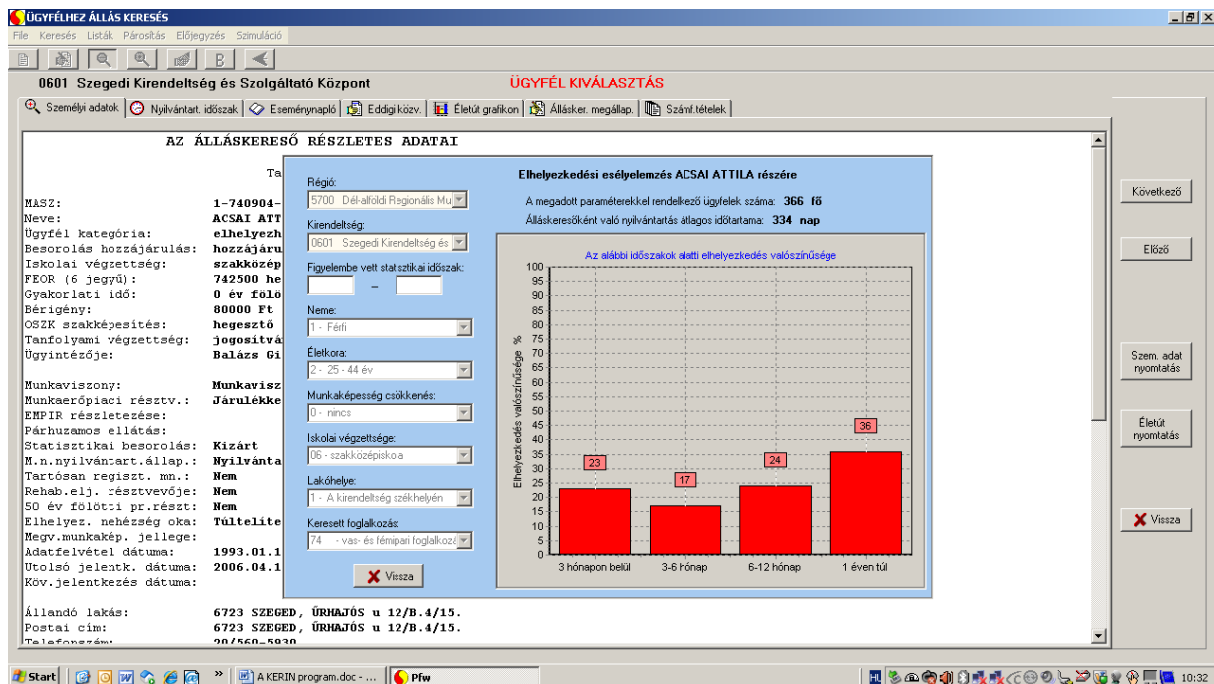
- the client's working capacity,
- the client's level of education,
- the client's place of residence,
- the occupation sought.

Steps:

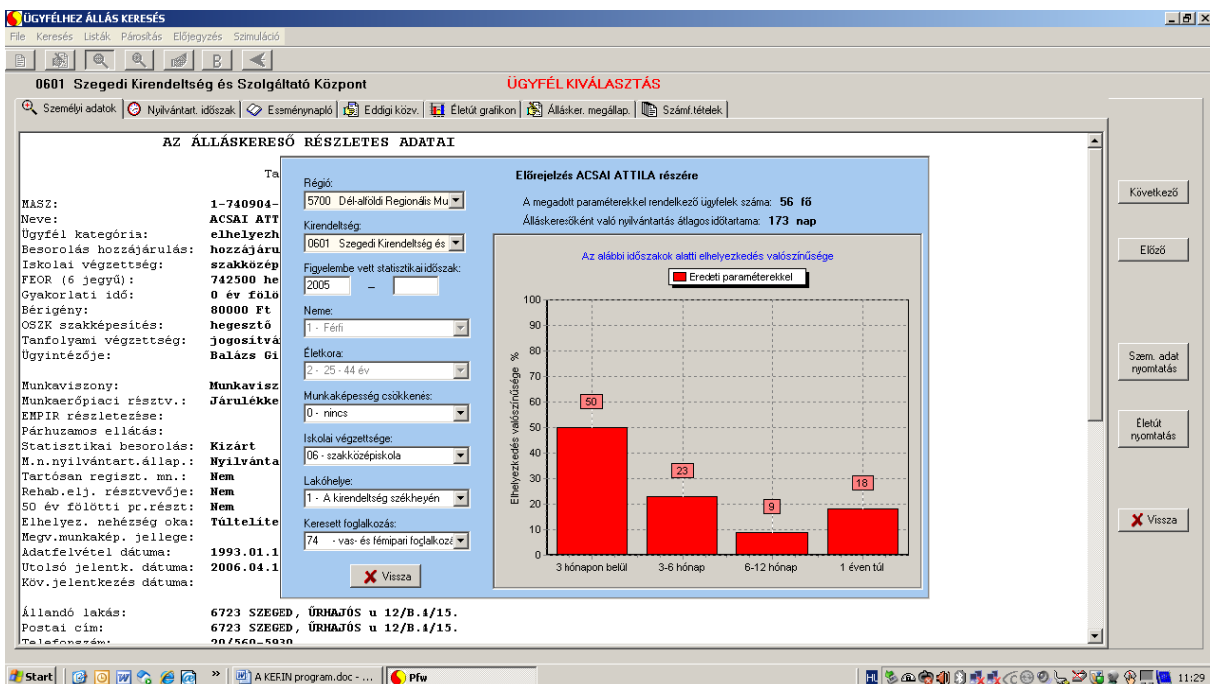
1. Query of the target person's data in the given branch office



2. Query of the target person's employment chances.

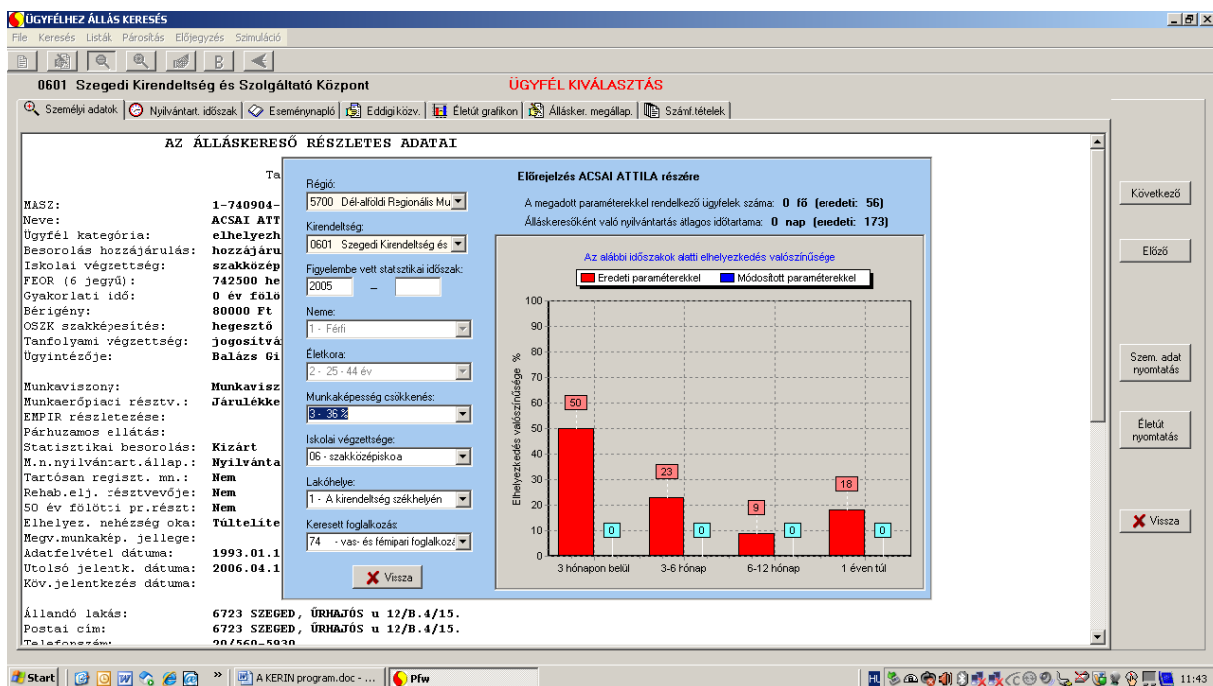


3. Specifying the query period.



Normally the programme takes the whole base-period into account. In the 1990s the economic situation was gradually improving which influenced the number of workplaces too.

4. Forecasting the impact of the intervention in the client's :
 - Modelling: 36% decline in the client's working capacity.

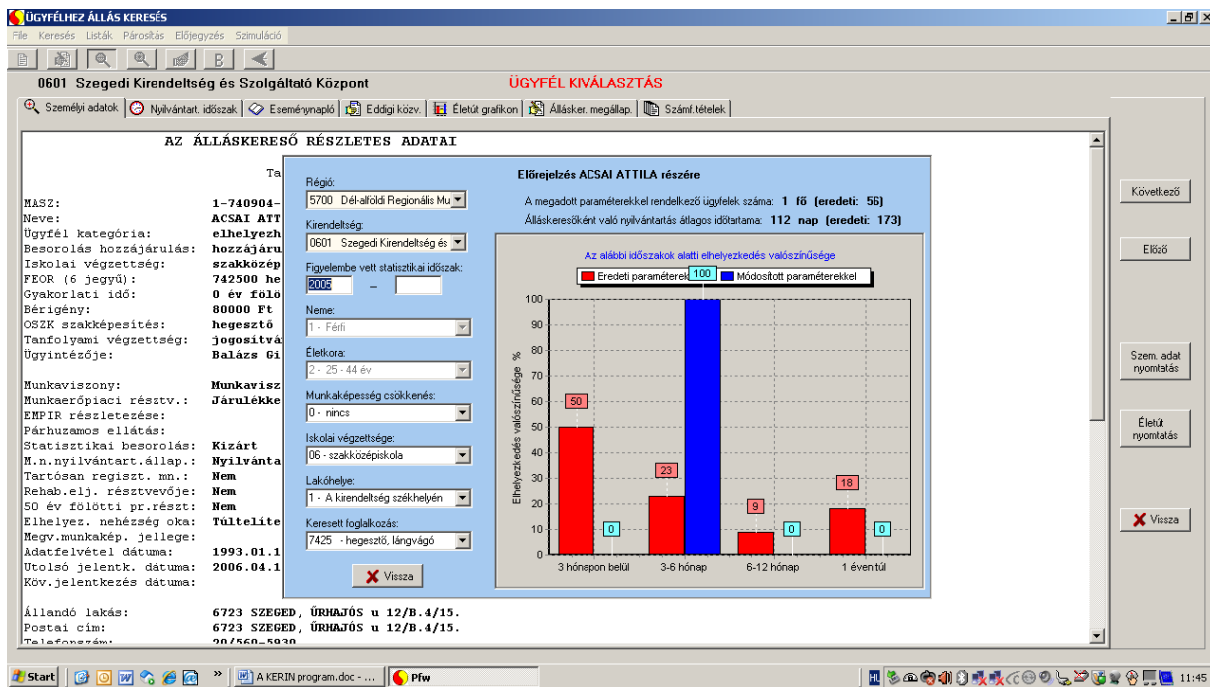


Vladiszavlyev András
Hungary

Result: if the client suffers from any degree of working capacity decline, he has no assessable job offer in the specific occupation.

5. Forecasting the impact of changes in the client's parameters.

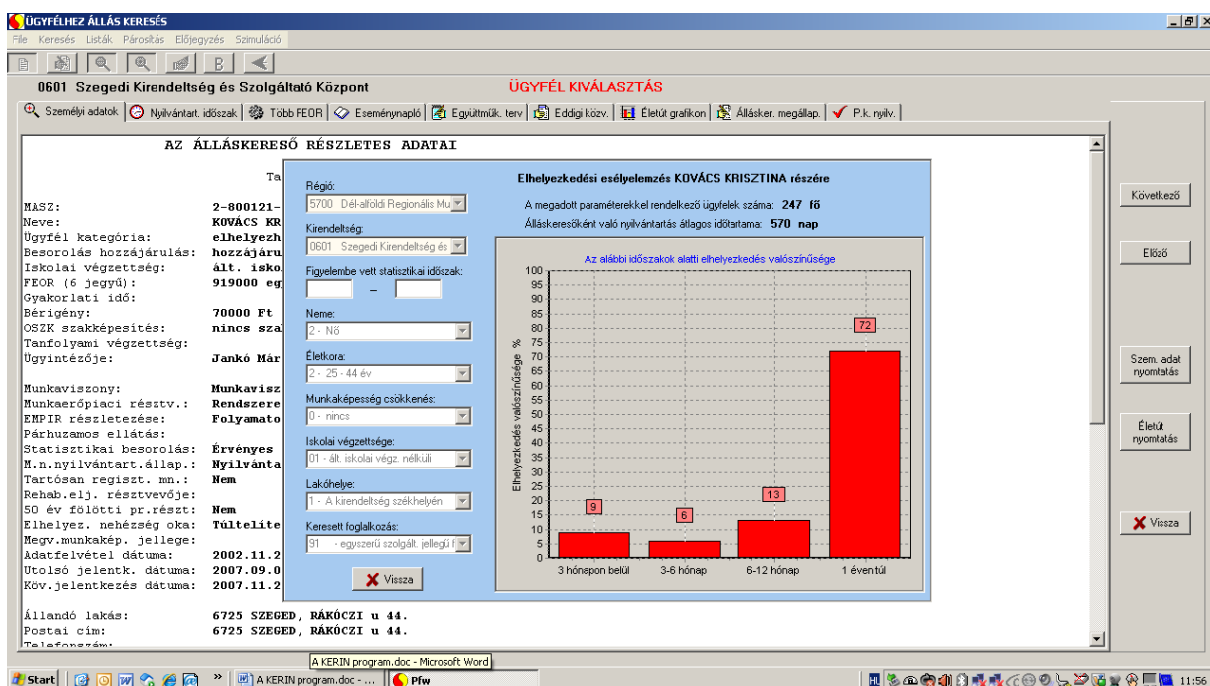
- Indicating the specific occupation.



With the specific occupation (with similar parameters) employment is likely within six months.

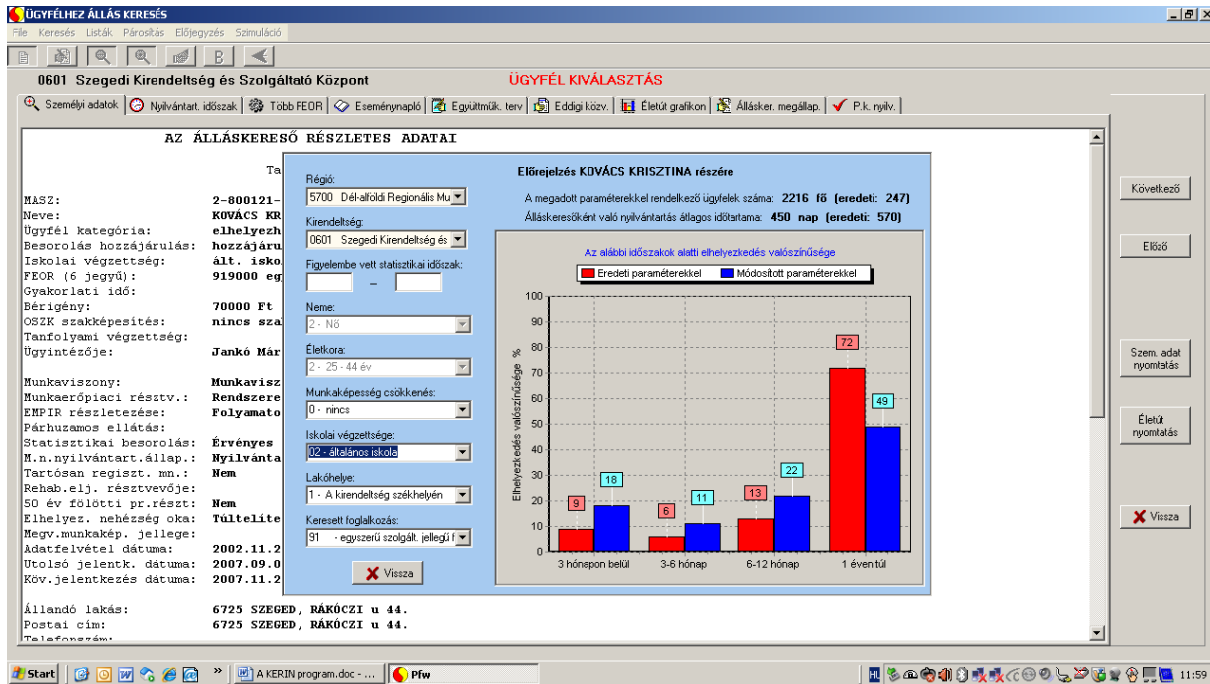
6. Example: Forecasting the impact of changes in the client's parameters.

- Education: qualification (lack of completed elementary school education).



7. Example: Forecasting the impact of changes in the client's parameters.

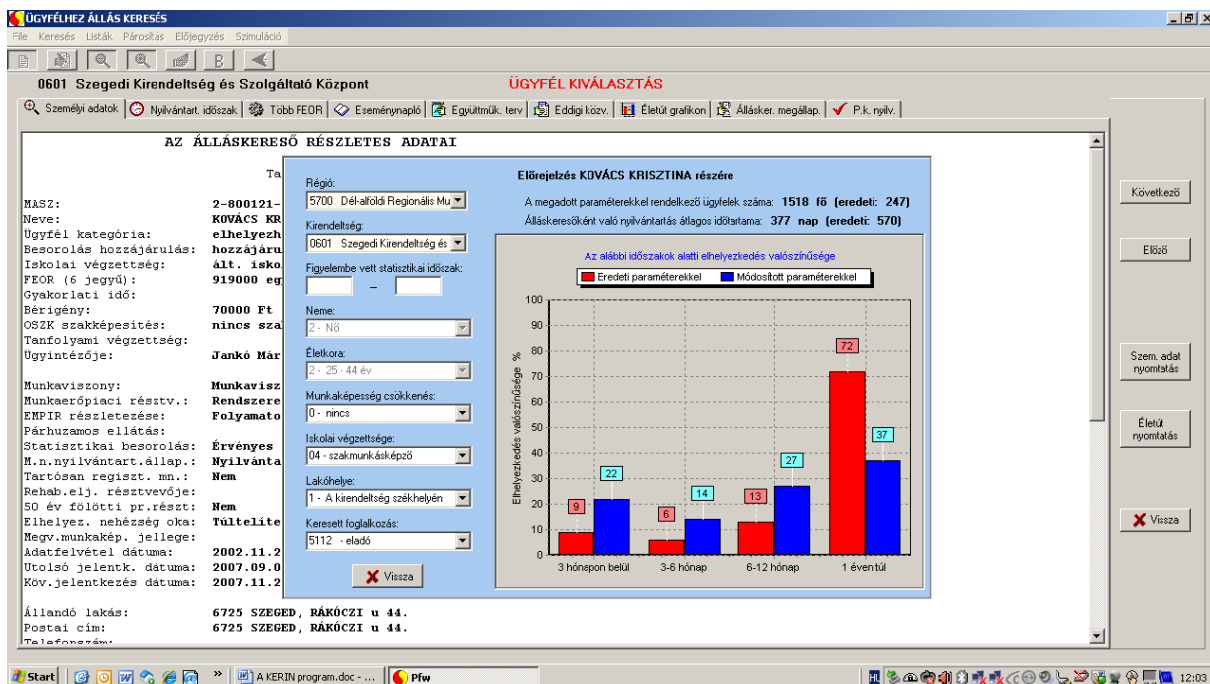
- Aim: acquiring elementary school qualification.



Result: the chances of employment increased to 51%.

8. Example: Forecasting the impact of changes in the client's parameters.

- Aim: acquiring vocational qualification (shop assistant).



Result: chances of employment increased to 63%.

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CZECH REPUBLIC

Mgr. Adéla Vavříková - psychologist

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9. The Power of Colours

Psychodiagnostics in Career Guidance

This article builds on the workshop, which focused on familiarizing the participants with the theme of applying psychodiagnostics in the process of career counselling. One of the projective methods, i.e. the Colour-verbal test, which can help the process very well, was presented in more detail. The advantages and disadvantages of that method were also discussed in comparison with the questionnaires.

What emerged from the discussion was that the diagnostics and overall methodology of career counselling, which is addressed by TAKT, is very demanding both in terms of the requirements for expertise and also in terms of the economic aspects and time demand.

The workshop participants were generally interested in our methodology primarily because of it offers possibilities to find out the job characteristics of clients and their motivation in relation to their career and needs.

The participants displayed concern about the fact that they would have neither the economic means nor the time options necessary for conducting such a form of diagnostics as the one performed by TAKT.

It also resulted from the discussion that TAKT deals with a diametrically opposed type of clients such as unemployed people, immigrants, refugees, etc. as compared to the experience of the remaining participants.

Career counselling can be looked at from several possible viewpoints. Several main trends play an important role in the given type of counselling. Those trends can be divided according to the target groups' career counselling focuses on.

In the past counselling in the Czech Republic was mostly targeting high school and university students in relation to occupational choice. Thus the aim counselling had

set itself was to start up well students' professional development. Another trend offers help to unemployed people as well as to immigrants in order for them to be able to orient themselves in the labour market of a specific country, and to assist those people in choosing a suitable profession. A further trend is career counselling in the field of business, namely for corporate employees. It is exactly the type of counselling I have been engaged in while working for TAKT, i.e. a private, counselling psychological company. TAKT is a company, which has been operating for 21 years now, and provides psychological and counselling services to businesses, companies, and institutions in the Czech Republic, Poland, and Slovakia. The counselling activities of TAKT primarily build on psychological diagnostics, which has been implemented in the course of its operation in the case of some 25,000 employees, most of whom being managers, business people, and other professionals.

Presently, mass media constantly discuss about the global crisis. Although the global crisis receives wide coverage all the time, many people unlike me might see it as something distant and indefinite. Thanks to our activities I have noticed that in the time of global crisis the need for career counselling has significantly increased. Companies have been doing their best to be efficient, and have very carefully been considering whether they have hired the right people for the right positions.

The main pitfalls of the current career counselling can be identified in the fact that a particular case of counselling does not always succeed in targeting precisely in line with a client's dispositions, i.e. according to the wishes and needs he/she is or is not aware of at the moment. Common interviews conducted with clients have shown that clients get into a vicious circle without being able to overcome their limitations. Thus clients limit themselves to the narrow frame of their visions as they have already adopted a certain direction to be followed, and it does not even occur to them to adjust or reassess the direction of their career, and to simply go somewhere else. It is exactly client diagnostics, which I would like to mention here, that can shed better light on the whole process.

Professional psychological diagnostics can render the process of career counselling more effective by suggesting and revealing ways which need not be evident. Thus I apply a counselling approach, which is based on psychodiagnostics, by using a battery of tests and questionnaires whereas emphasizing projective methods where

the extensive experience acquired by the psychologist in administering the test is significant indeed.

Projective techniques involve the use of unstructured stimulus objects or situations in which the subject "projects" his or her personality, attitude, opinions and self-concept to give the situation some structure.

Some of the advantages and disadvantages of using questionnaires and projective methods are:

Advantages of contrast with questionnaires	➤ Reveal more hidden things, thoughts, emotions, motivations, reduction of stylization.
Disadvantage of contrast with questionnaires	➤ Long-term experience required.

Using of The Colour Test as a source for our psychodiagnostic work...

One of the methods I use is Modification of Lüscher’s colour test in a combination with words – called **Colour-Verbal Association Test**. **Psychodiagnostics through colours is not innovative as it results from Lüscher’s theory. An innovative manner in psycho-diagnostics (Max Lüscher used colour couples) is using triples. This test also deals with the association between colours and words.**

How it works is that:

- The process of testing by means of *The Colour-verbal Test* consists of matching colours and ‘tailor-made’ words series.
- The test consists of about 130 words divided in three issues – words describing the personality, proper company and relevant job position.
- Based on association between words and colours *The Colour-verbal Test* shows us client preferences (without their thinking), their motivation, attitudes towards work, corporate reality, work environment...

On the basis of this test a certain word hierarchy comes into being which starts with the most welcome words, and ends up with the least acceptable ones. Thus the



resulting word hierarchy tells us about the client's most preferred inclinations, which in itself is springboard for further work with the client. A key element, of course, is the comparison between the emotional inclinations, and the personality and performance setup which are determined through further diagnostics and interviews.

Target Group

The target group our company works with is adults mostly working as company managers, who have already made quite some career. We are mostly talking managers with a high level of responsibility and performance demands.

The work I have been doing in the field of career counselling is also different in terms of the fact that my clients can at the same time also be a business (business executives) employing a particular individual.. The approach to career counselling and the principles of work must be adjusted accordingly by strictly adhering to the ethical principles of work with clients and to the legal standards of the country. This type of work requires that one take into account namely the viewpoint that the main client is an employer, i.e. a business, a company and not an individual. Many counsellor psychologists working in this area find it difficult to realize that in the beginning. One must always keep in mind that the better quality the manager the more efficient the business/company, which could then possibly employ more people.

Following my professional experience, I can state that career counselling coupled with psychological diagnostics serves the most suitable and effective arrangement of corporate employees, which aims at increasing the efficiency and quality of organization operations so as to achieve mutual satisfaction for both employees and employers. Businesses set themselves the priority of having the right people in the right positions.

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10. BeKo: A new concept for guidance counsellors in the Public Employment Service (PES)

Brief information on the *Bundesagentur für Arbeit*'s counselling concept

The *Bundesagentur für Arbeit* (BA) is currently undertaking a wide-ranging training of all its specialist placement and counselling staff. The objective is to increase their counselling abilities – and thereby the BA's professionalism and quality of counselling. The underlying counselling concept for the SGB III area of jurisdiction (unemployment insurance) has been taking shape since 2008 within a project framework and is now in the implementation phase.

The concept's framework conditions and targets

Counselling is firmly established as a social service in the Social Security Code, SGB III – as it equally was in all previous laws. Counselling thus enjoys a long tradition in the BA's tasks portfolio. Why then a "new" counselling concept from the BA?

The triggering factors include an increasing demand for counselling in a changing working world, labour market policies, the legislature that has been introduced since 2002 as well as the reform and reorganisation of the BA and the experiences gained as a result. Both the "Sustainable Improvement of Counselling and Integration" business policy target and the intention of "further development from a social insurance towards a life-long vocational career guide" (Weise 2008) required a fundamental review and explicit positioning for the future as well as an updated basis for training the specialists in placement and counselling in the BA.

BA's counselling concept is an internal professional concept that takes not only the work of the counselling specialists but also that of the employee oriented placement specialists into account. It analyses the specific framework conditions and describes the theoretical basis of the concept as well as counselling processes and their standards of quality. Most of all, it offers a practical method inventory to support counsellors in their daily work with their clients. Both the existing concepts in the organisation and the expertise of many practitioners were included in its development.

Features of the concept

Specific legal and institutional framework

The analysis of the legal standards, that the BA as provider of social services is subject to, leads to two areas of action. The first one consists of the classical "vocational counselling" - focussing on career questions and support of orientation and decision-making processes. The second area addresses the counselling of those persons in the placement process in employment or training. These differing emphases are taken into account by two so-called "counselling formats".

"Orientation and Decision-making Counselling"(OEB) and "Integration Accompanying Counselling" (IBB)

The differentiation enables different priorities and targets to be considered from a content perspective, and the relevant specific contribution made by counselling in solving the problem to be described. In concrete terms, this means that the OEB in its framework of reference is oriented to "career choice dimensions", such as problem awareness, career self-assessment and ability to make decisions, while the IBB is directed towards the development of the client's profile and the drawing up of concrete integration strategies.

Basic process and general principles

The counselling formats are based on a common basic process taken from „situation analysis“, “targets” and “solution strategies”. The concept thereby positions itself in the problem-oriented approaches by treating counselling as a methodically guided intervention project for problem solving. The client is the central focus in each of the three phases. He is encouraged to contribute his own ideas before specifications take place with the help of the counsellor and the specific starting points are finally agreed on for further processing. The underlying counselling approach is reflected not least in so-called “general principles”, which shape the entire counselling process and can only be described here in key words: openness to the concerns of the customer and providing the best possible support, the client as an active partner, resource orientation, transparency, result orientation, commitment through agreement and arrangements. These general principles supplement the principles already fixed by SGB I and SGB III for the BA’s work – confidentiality, individuality and impartiality to give a few examples.

Standard sequences

They are a key structural element of the counselling process. They describe the typical tasks of the OEB and IBB and illustrate suitable methodical approaches and strategies, media or resources. There are by no means any “mechanistic processing” of predefined steps intended by this concept! Each sequence opens up a variety of options for action – which of them are suitable is decided by the counsellor and his client. In addition, the sequences involve quality standards which have to be taken into account by the implementation. The BA thereby possesses for the first time specifically formulated process standards, by which all counselling staff can orient themselves and which represent the common benchmarks for training and specialist supervisors.

Organising specific work areas

The basic concept and constituent elements apply as a whole to employee-oriented counselling at the BA. For working with young people, adults and disabled

persons, however, sequences are developed separately in each case – this provided the opportunity to incorporate typical case constellations and procedures thus enabling the demand of practical orientation to be satisfied.

Background materials

The development of the counselling process is supplemented by a reference book which provides methods, work equipment and background texts on selected issues.

Open to development (upward compatible)

The concept is open to development – the repertoire of methods, in particular, can and should be expanded as a result of successful practice as well as by the expertise and skills of our qualified personnel.

Implementation

The key element of the implementation is the training process referred to at the beginning of this article. This process started in 2010 and is scheduled to be completed at the beginning of 2012. It incorporates the principle of blended learning and, in addition, contains training programmes for the supervisors. For the first time in the history of the BA, all the placement and counselling specialist staff working at the employee-oriented vocational level as well as their immediate supervisors are incorporated into a qualification process to increase the quality of counselling for their clients? The total of 16.000 participants in this process provides impressive testimony to the scale of investment made in the “quality of counselling” as well as giving a fair idea of the challenges emerging – particularly in the field of training – for the BA.

Additional information (*in the German language*):

Rübner Matthias (2009): Berufsberatung weiter stärken. Zielsetzungen und Perspektiven der Bundesagentur für Arbeit (*Further strengthening of vocational counselling. Objectives and perspectives of the Bundesagentur für Arbeit*). In: Berufsbildung in Wissenschaft und Praxis (*Vocational Training in Science and Practice*), 4/2009, p. 14-18.

Rübner Matthias (2010a): Wirksame Beratung für Berufswähler und Ausbildungssuchende (*Effective Counselling for Persons choosing Careers and Seeking Training*). In: U. Sauer-Schiffer /T. Brüggemann (ed.): Der Übergang Schule-Beruf: Beratung als pädagogische Intervention (*Transition from School to Career: Counselling as Pedagogic Intervention*). Münster: Waxmann, p. 79-100.

Rübner Matthias. (2010b): Das Beratungskonzept der Bundesagentur für Arbeit. Rahmenbedingungen, Leitlinien und Forschungsperspektiven (*The Bundesagentur für Arbeit's Counselling Concept. Guidelines and Research Perspectives*). In: G. Bender, B.-J. Ertelt (ed.): Forschungsprojekte, Forschungskonzepte, Entwicklungsarbeiten – Werkstattberichte aus der HdBA (*Research Projects, Research Concepts, Development Works – Workshop Reports from the BA Training College*). HdBA-Report No. 3. Mannheim, p. 157-168.