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Career Counseling
AND THE Global LABOR MARKET
May 31st – June 2nd 2005

“Petru Maior” University, Târgu - Mures, România

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PREFACE

On behalf of the Senate of Petru Maior University from Targu Mures I wish you the warmest welcome to the beautiful realm of the county of Mures. We are happy to be together and share these moments full of intellectual significance and utmost interest for the contemporary scientific world.

The fact that we have succeeded in initiating and managing an international debate on career counselling and orientation shows our interest and the university's ability to answer the challenges posed by the profound changes of contemporary civilization.

Since its foundation in the year 1960, securing for itself an institutional continuity and cultural permanence in spite of several obstacles and constraints, Petru Maior University has presented itself in its full maturity and fame as an authentic and generous "university for the community". Throughout time, Petru Maior University has known a complex evolution, marked by the events of the historical periods it lived through, but in the meantime *it has played an important role as a nucleus* of spirituality and culture in the Mures area.

Beginning with 1990-91 Petru Maior University has known a strong institutional dynamics which can be seen in the setting up of new faculties and specializations, in the increase of the number of students and teaching staff. The openness to the social and economic medium, the ability to answer properly to exterior challenges and provocations, the collaborations and partnerships with many institutions and businesses place the university in the position of a real integrator in the formation and development of professional competences and higher qualifications.

We have more than 6,000 students and 135 members of the teaching staff within the three faculties (engineering, sciences and letters, economic and administrative sciences), the college, and post graduate studies, the MAs, day and long distance courses. The structure of the scientific fields and specializations, beginning with the academic year 2005-2006 and according to the Bologna treaty and the Berlin agreement, is changing into modules which will allow better performance of the formative-educational activities, offering the graduates larger perspectives and better chances on the labour market.

At present our university has as partners 37 universities all over the world. Since 2002 it has been a member of the International Association of the Universities (I. A. U.). We have been participating in many European programs: TEMPUS, SOCRATE, LEONARDO DA VINCI, CEEPUS, within which there are activities of funding the implementation of the system of transferable credits, students mobility and visiting teaching staff.

The process of globalization, in its multiple shapes, strongly influences the future development of the academic institutions. Suffice it to say that a graduate will face a unique and global labour market, in which multiculturalism and national identity will have gained new values, with paramount influences: international qualification, long-distance education, virtual libraries, teaching in international languages, educational offer adapted to the needs of the society, modern institutional management, compatible with the international performance standards.

The integration of Romania into the European Union means the necessity of profound economic, political, social, cultural and behavioural changes, and also new attitudes towards values and norms shared in common. This process demands from universities special efforts to become

active agents, in order to facilitate the compatibility with the formative standards which already exist in other countries.

Thus the International Conference on Career Counseling under the conditions of globalization perfectly places itself within this context.

The problematic under discussion in this conference on career choosing within globalization answers, in our opinion, to an urgent need generated by the complex and rapid changes made by the different situations observed at the level of professions and qualifications.

Counselling as a communication act is an offer opened to those who, under certain circumstances of life, feel the need to be advised by a qualified person with professional experience. It is a process which involves cognitive aspects, that is, providing information, acquiring techniques for job hunting. The affective aspect of counselling is important as well, because it contributes to improving the self-esteem and clarifying a positive attitude towards someone's work and profession. The role of career counselling and guidance is to offer information, moral and emotional support to those undecided about their educational and professional future, guiding them carefully to identifying solutions and alternatives.

Career counselling, integral part of career management as a process of designing and implementing roles, strategies and plans, allows the organization to satisfy its necessities for human resources, and the individuals to achieve the scope of their career. In the last decades new models in career counselling (socio-cognitive, development of vocational personality, processing career-connected information) have been created and implemented.

On the impulse of these new social and individual needs, stimulated by real progress in the methodology and practice of career counselling, even since the year 1998, Petru Maior University has implemented the project of a Centre for Information and Professional Counselling, the initiator and organizer of this scientific event. Without going into details, I mention that the activity of this important academic structure is oriented to providing information about jobs, occupational alternatives, interesting offers concerning education and professional development, to shaping interests and motivation, activities of individual and group counselling.

We are sure that the valuable theoretical and methodological gains, as well as your experience concerning career counselling constitute a remarkable premise which contributes to the development of preoccupations in this important field of knowledge and action.

Tg. Mureş, 2005 may 31

Prof.univ.dr.eng. Liviu MARIAN

RECTOR

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PLENARY SESSION

ADJUSTING CAREER COUNSELING METHODS TO FIT WITH A CHANGING LABOR MARKET

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University of British Columbia, Canada
2005**

There is little doubt that we are living in a time of escalating social and economic changes. These changes have come as a result of increasing globalization, advances in technology and information, and significant demographic shifts. Many authors (Feller, 2003; Herr, 1999; Amundson, To & Jang, 2004) have described some of the ways in which working life has been affected by the changes. Amundson (2004a, p.2) has summarized the changes as follows:

- Greater competition and pressure for productivity
- Less defined and predictable career pathways—both within organizations and in looking for work
- Organizational change being driven by mergers, joint ventures and work alliances
- More opportunities for work in different parts of the world
- Greater reliance on temporary or contract positions
- Greater need to consider self employment options
- Increased diversity (racial, gender) in the workplace
- Greater emphasis on technological skills
- More tasks and greater work/life complexity
- More need for dual career planning / pressure on families
- Increased emphasis on interpersonal skills i.e. teamwork, networking
- Need for continuous learning
- Need for ongoing innovation
- Fewer opportunities for upward mobility
- Greater income disparity between workers and managers

Career guidance within a context of rapid change requires a very different orientation. Many of the traditional assumptions about guidance need to be reconsidered. It is the purpose of this paper to explore some of the ways in which guidance is shifting in response to a changing labor market. Seven different trends have been identified and each of these will be briefly discussed.

Trend One: Lifelong Career Guidance

There is growing recognition that guidance is something that will be required throughout one's life. People will be making career choices at every stage of development and this implies a different approach to guidance. There is a need here for preparation and the learning of exploration and decision making skills that can be applied in different contexts.

To achieve a more integrated guidance approach there will be a need to break down some of the barriers between the various fields of guidance. As it stands now there are groups of school counselors, post secondary counselors, employment counselors, organizational counselors and so on. There is little professional overlap among the various groups and no real attempt to build bridges that can allow for a more seamless guidance strategies. There needs to be a fusion of occupational and organizational guidance at both theoretical and practical levels (Amundson, 2004b; Amundson, Parker & Arthur, 2002).

As part of an integrated guidance methodology there needs to be greater emphasis on helping people to learn skills so that they can better understand themselves and the labor market. This is where one can apply the old adage, “give a person a fish and they won’t be hungry for a day, teach them how to fish and they won’t be hungry for a life time”. It is no longer simply a matter of making a career choice, there is a need to learn how to identify life/career patterns and then to learn how to apply this knowledge in a variety of different contexts. I have used the concept of “psychological DNA” to explain this process. I have also focused on the development of particular guidance exercises such as the pattern identification exercise (Amundson, 2003a) to bring out a wide array of patterns. The pattern identification exercise involves an in-depth exploration, usually starting with interests and then expanding to other areas. The analysis is collaborative and the focus is always on the ways in which patterns can be identified and applied across different aspects of life. People are usually surprised to see the way in which life/career patterns show themselves in all aspects of living.

In addition to specific exercises there also is a need for guiding frameworks that help people to organize personal and labor market information. I have used a wheel diagram to help with this process (Amundson, 1989). This wheel has been incorporated into a variety of guidance workbooks that have been developed for various ages and for different cultural groups (Amundson, Poehnell and Pattern, 2005; Amundson & Poehnell, 2003; McCormick, Amundson & Poehnell, 2002).

Trend Two: Broader Mandates for Career Guidance

In the new economic milieu career counselors are being called upon to expand their services to a greater range of clientele. This expansion has included increasing numbers of multi-barriered clients. Life issues such as addictions, poverty, and mental illness have become part of the challenge in providing career services. Globalization and greater diversity in the work force has also meant that counselors must be ready to work with clients from different cultural backgrounds. Other changes include gender issues and changing family structures, all of which contribute to a more complex context for career counseling.

To cope with this complexity it is important that counselors create a “mattering” climate (a place where people feel significant – that they matter) and take the time to build relationships (Schlossberg, Lynch & Chickering, 1989; Connolly and Myers, 2003). These relationships need to extend beyond the specific focus of the problem. A more holistic understanding is necessary where there is an exploration of connection at many different levels. The “Favorite Things” activity from the career workbook *Guiding Circles* is an illustration of one way of creating this type of connection.

Bringing culture and diversity into counseling practice impacts counseling practice at more than just the relationship building level. For example, one common cultural difference is the importance of family and community in career decision making. The traditional career counseling approach often stresses individual understanding and action and provides little opportunity for input from others. In a more diverse context it is imperative that counselors learn ways of inviting and including feedback from significant others.

In general, counselors need to have a better understanding of cultural differences and some of the specifics related to various cultural groups. This means becoming better aware of one’s own culture as well as learning more about the values and practices of others from different cultures.

Trend Three: Dynamic Career Counseling

There are many traditions and conventions associated with career counseling that are being challenged by a more active and dynamic counseling approach. Some of these traditions include the physical space that is available for counseling, the standard way that time is organized, the

exclusive focus on the individual, the artificial separation of personal and career issues, and the over reliance on verbal methods of inquiry (Amundson, 2002). Many clients come to counseling because in some way they feel “stuck”, they are dealing with a “crisis of imagination”. To create new perspectives counselors must be prepared to be more imaginative and innovative in their counseling approach.

Some theorists such as Gelatt (1989) and Mitchell, Levin & Krumboltz (1999) have introduced concepts such as “positive uncertainty” and “planned happenstance” to explain processes of career decision making. These paradoxical notions suggest very different ways of working with career exploration and problem solving. There is a movement here to move away from “either-or” thinking to an approach that acknowledges and accepts ambivalence and flexibility i.e. a “both-and” approach. Chaos theory also fits well here and places an emphasis on understanding how patterns and new forms of order emerge from environments where there is disorder and unpredictability (Pryor & Bright, 2003, 2004; Bloch, 2005). Pryor and Bright (2004, p.2) indicate that “in human terms this equates ultimately to spiritual values such as purpose, meaning, balance, harmony, mission, commitment, contribution and integrity”.

There are many dynamic counseling approaches that can be utilized. Some of the possibilities include focused questioning methods such as the pattern identification exercise, metaphors, story telling, card sorts, values exercises, achievement profiling, walking the problem, task analysis, and so on (Amundson, 2003b). These methods all focus on different ways of changing perspective so that people can develop new ways of seeing themselves and their problems. They provide better ways for people to build new possibilities and to realistically assess the viability of various options.

Trend Four: Holistic Career Guidance

As problems become more complex there is a growing awareness that a more holistic focus needs to be incorporated into career counseling. Authors such as Hansen, 1996, Plant, 1999, Amundson, 2003b, Gockel, 2004, and Gardner, Csikszentmihalyi and Damon, 2001 suggest that working life needs to be better connected with balanced living, community involvement, ecology, and spirituality.

A holistic view of work takes account of all aspects of life and there is a broader exploration of problems. It is not just a matter of finding a “job”, questions must also be asked about what type of job one is undertaking. How does one’s work relate to values, social responsibility, life style, and life patterns.

In order to engage in a broader exploration of issues counselors must be prepared to facilitate a more wide ranging discussion. Counselors are often reluctant to bring up issues related to family life or to spirituality. While there certainly are some privacy limits to discussion, I have found that counselors are far more conservative in their approach than the clients they are serving.

Savickas (1997) uses story telling and life dramas to help people examine major life themes. People are asked to think about themselves as the central character in a life drama. How has their life unfolded thus far and how might future scenes develop? The focus here is on the identification of life themes by “comprehending how clients try to actively master what they have passively suffered” (p.11).

Trend Five: Using Technology in Career Guidance

Information technology has become an integral part of career guidance. Career development professionals such as Sampson, Shahnasarian & Reardon (1987) were quick to realize the potential of the computer to enhance service delivery. Since then there has been rapid growth in

the use of the computer for information, assessment, and exploration (Kirk, 2000, Amundson, Harris-Bowlsbey & Niles, 2005).

Some of the challenges have been to integrate internet-based guidance with services provided in career centers (Sampson, 1999). An integrated web site in a career center can help to: 1. Provide educational and employment information; 2. Supplement some services such as resume writing, career exploration, and assessment; 3. Provide up-to-date operational information about the running of the center; and 4. Provide links to commercial and noncommercial resources and services.

Hambley and Magnusson (2001) conducted a study looking at the receptivity of career practitioners toward career development resources on the Internet. Their results indicated that while career practitioners are generally receptive to the Internet they still had concerns about how to use the resource in a time efficient manner. The practitioners who made most use of the Internet were those who had a higher level of education and were comfortable with using the Internet in their personal lives. There was also a tendency for rural practitioners to use the Internet more frequently than their urban counterparts.

Trend Six: Short Term and Evidence Based Career Guidance

Cutbacks in funding and an increased focus on concrete results has led to a growing emphasis on the links between career practice and economic efficiency, social equity and sustainability (Hiebert, 1994; Herr, 2003; Watts, 2003; Magnusson, 2004). Some policy makers are asking questions about the viability of career counseling. These questions focus on how interventions are chosen and the extent to which the impact of these interventions has been assessed. Magnusson (2004), in a review of the literature, indicated that much of the career intervention efficacy research is “piecemeal, fragmented and unsystematic” (p.8). He goes on to say that most of the research is based on the traditional assumption that “career planning is largely a cognitive process, and that once a decision is made, it can and will be implemented” (p.9). The one encouraging finding he reports is that most interventions or programs seem to have a positive effect on participant satisfaction. Given the current situation, it is clear that there is a need for better research about the efficacy of career guidance methods and programs. The research, however, needs to follow a new paradigm where there is greater emphasis on relevance and current realities. This will require innovation and greater collaboration between academics and practitioners at each step.

There also is a desire to find career methods that are less resource intensive. With this in mind there has been a growing interest in career coaching, brief counseling methods and web based guidance. There also has been some preliminary work on counseling methods that can be applied in different contexts within a shorter time framework. Second order questioning is an example of a technique that takes about ten minutes and can be applied in any conversation (Amundson, 2003a). There is a need for more development of counseling methods that can be applied outside of the traditional counseling office. These shorter forms of counseling are growing in importance within the career development field. At the same time, while these methods offer a greater range of possibilities, they also need to be understood and implemented in an appropriate manner. For some clients who are multi-barriered there is a definite need for longer interventions.

Trend Seven: Counsellor Accreditation and Standards

Starting in 1982 the American Counseling Association established the National Board for Certified Counselors and Affiliates (NBCC), an independent not-for-profit credentialing body for counselors. The NBCC was mandated to establish a certification system for counselors. At this point over 38,000 counselors have been certified and these counselors live and work in the United States and in over 40 other countries. Recently, as part of NBCC, the International Vanguard of Counselors was established. This web-based coalition of counselors was established to provide up-to-date information on international developments in counseling. The primary aim was to share information and to provide a forum for ongoing communication.

Since 1996 career counselors in Canada have been working on the development of a framework for the creation of national guidelines and standards for career development. Through an open process of collaboration and consultation the goal was to build a set of guidelines that would recognize existing best practices and the diverse roles and skill sets of practitioners in the field. These standards have been developed and there has been a move to move the standards and guidelines to an international platform. Recently, the International Center for Career Development and Public Policy (ICCDPP) was established in Brussels, Belgium. The mission for the Center was: to promote and support international transfer of knowledge and best practice in order to strengthen public policies, systems and services for career development, and to promote methods and resources for evidence-based policy-making in the field of career development through international collaboration. The Center is intended as a resource for policy developers and researchers, in association with career development practitioners and employers, in improving career development systems which support lifelong learning and workforce development goals. The Center has the support of the OECD, World Bank and European Commission.

These efforts and the work of many other organizations including the International Association of Educational and Vocational Guidance (IAEVG), the National Career Development Association (NCDA) and the National Employment Counseling Association (NECA) all support career guidance standards and guidelines. There is little doubt that there is a growing interest in the ongoing development of career counseling as a profession.

Concluding Comment

As we look ahead to the 21st century there is little doubt that career guidance is changing. The seven trends that have been described illustrate a “profession on the move”. There are new challenges and new demands for greater integration and purpose. In response to this changing economic and social landscape career counselors must reach beyond themselves for greater professionalism and training.

There is a call here for personal commitment and learning from counselors, but also a call for greater support from government, universities, and private organizations. Greater challenges can only be addressed if there is a corresponding increase in support at all levels.

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CAREER COUNSELLING IN A MODERN GLOBAL CONTEXT: NEW REALITIES AND CHALLENGES

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Abstract

The last 20 years have produced significant changes in national and worldwide economic, social and political systems. These changes have resulted in modified concepts about work and career. This keynote address will firstly seek to more precisely define jobs, occupations and careers within modern career thought. Then I will discuss some of the contemporary theory that seeks to describe today's work environments. Lastly, I will briefly review three models of career counselling that were constructed to recognise and respond to issues intrinsic in present day career realities.

Greetings from the Land of the Long White Cloud, New Zealand. I am genuinely pleased to be with you today at the First Romanian Career Counselling conference. My congratulations to the organizers of the conference for undertaking the hard work that is involved in putting together a meeting like this. Also my congratulations to each of you for attending. Your attendance is evidence of your professionalism, your interest in career issues and your commitment to professional development. This conference is a significant event that will promote the importance of career counselling in Romania and elsewhere. I understand that career counselling is a relatively new concept in Romania and many other eastern European countries. Although career counselling has been established in North America and Europe for many years, career counselling there and throughout the world is undergoing profound changes. Social, economic and political changes are also changing how people work and our understandings about careers. As career professionals, our literature and our practice must keep pace in order to reflect the changing world to best assist our clients. These are truly interesting times to be a career counsellor.

There is an ancient Chinese curse that says "May you be doomed to live in interesting times". I don't know what career counsellors have done to deserve such a fate. But, as career counsellors, we are indeed living in interesting times as we face the challenges of assisting our clients with their careers at a time in which many of the conventional and accepted concepts about career are transforming.

In my time with you, I hope to address three issues. First, I will discuss some of the terminology we use in career work and provide some distinctions that I hope will be useful for framing the types and scope of career services that we provide. Second, I wish to briefly discuss some of the changing "rules" within the workplace. Finally, I will present some recently developed models of career counselling that I believe suggest relevant approaches for addressing our clients' career issues.

Defining our core terminology

Modern theoretical reconceptualisations of career have profoundly changed the way we view the notion of career and the terminology that we use to describe career. Previously, only professionals

were thought to have careers. Other workers had jobs and these were viewed as less complex, more limiting and less noble. As career professionals, however, we now appreciate that everyone has a career, and that jobs are elements within the career. Once we explore and agree on definitions that are at the core of our own work, we can better create and deliver services that address the differential needs of our clients in modern times.

Career is a holistic and integrative concept that describes all the life roles in which we are engaged and the relationships among them. Thanks to Donald Super (1984), we have come to understand that each of us has one career that is unitary throughout our lives and is constructed from the unique combination of purposeful roles and relationships among life roles. Career is a continuous, inclusive and evolving concept. Our career may look very different at different points in our lives as we emphasise or de-emphasise life roles such as parent, son or daughter, volunteer, leisurite, and employee (among others). The relative importance that we place on each life role and the impact that life role has on other life roles is the essence of career. Once we accept career as a holistic and organic concept, we can begin to conceptualise that some of our clients can be conflicted about the relationships among their various life roles. One of our roles as career counsellors, then, is to assist our clients identify their life roles, their priorities, and relative relationships among those life roles. This is a very different understanding about the goals of career counselling when compared to assisting clients only with employment issues. If we promote ourselves as career counsellors, we must possess the willingness to assist our clients to understand their employment in relationship to their other life roles. Otherwise, our function is not truly career oriented.

We can then consider occupations, which are the categories of work that we do. Occupations are designated by titles such as accountant, teacher or machine operator. Our work as career professionals can include assisting clients to consider which occupations are of interest to them and how to go about training for that occupation. When focusing on occupational issues, we may assist clients identify interests, values, aptitudes and needs. However, as career counsellors, we should recognise that a straight-forward matching process is no longer viable in our complex contemporary environment. We know that occupational decisions are much more complex than can be addressed by a few hours of assessments. While assessment can provide useful information about a client's attributes, assessment by itself is an inadequate basis for clients to make critical life decisions. Our role should be to help clients consider their occupational options and choices in light of their overall career context.

We should also be aware that modern times have added complexity to the use of occupational titles. The reality is that occupational titles are often ambiguous and not exacting for describing the work that is actually performed. Singular titles such as accountant, for instance, do not adequately convey the diversity of environments, personalities, skills and responsibilities performed by people who occupy accounting roles. It is also likely that many of our clients (and many of us) will have occupational "portfolios". The concept of occupational portfolios recognises that many workers will simultaneously fulfill more than one occupational role. For example, in New Zealand I have an acquaintance who practices law, grows grapes for a local winery and also has a bed and breakfast lodge on his property. I think you can see that identifying his occupation is not possible by applying conventional classification systems, nor would it be likely that an assessment would accurately identify the combination of interests, aptitudes, values and needs he is expressing in his portfolio. Our approach to occupations, then, must allow for the variation that exists in contemporary work environments. Rather than assisting to reduce their options by assessing their "best fit", we should be assisting clients to expand their options that lead to personally satisfying choices.

Jobs are linked to an occupation in that they are the particular employment situation within the occupational category. For example, an individual may engage in the occupational role of teacher and be employed by a specific school, which defines the job. As career counsellors, one of our services can be to assist clients with job seeking. Traditionally, this often meant linking job

candidates with prospective employers. However, we need to recognise that modern conditions are redefining this aspect of our work as well. The goal now is for clients to become “employable”. Employable is defined by a set of skills that results in clients understanding the world of work, acquiring the skills, knowledge and attributes that are valued by employers, developing the capability for sound decision making, acquiring skills for personal marketing, developing skills for researching, and developing the capability to “network”. Successful acquisition of these skills results in on-going capacity within our clients to successfully gain employment in the future without reliance upon us. It should be recognised that the clients must actively learn how to find employment rather than be passive recipients of services. The proverb comes to mind that if you give a hungry man a fish, he will not be hungry for a day, but if you teach him to fish, he will never be hungry again.

New realities in the workplace

With our expanded understanding of career in the modern world comes new career concepts that help us fathom how careers are enacted. The “rules” of career have changed and new principles define career patterns. In the past, organizational literature emphasised the progression of an individual within one organization. Now, however, the expectation of a “job for life” is gone. We now speak of boundaryless careers (Arthur, 1994) that develop across many employers. A new career paradigm (Arthur, Claman & DiFelippi, 1993) has replaced the old paradigm. The old paradigm outlined that workers within an organization deferred immediate rewards for the expectation of future promotion and development within the organization. The reality of the new paradigm now states that workers should expect job rewards based on the current market value of the work being performed. Workers can no longer expect loyalty from an employer in the form of on-going employment, nor should employers assume loyalty from workers. Every worker is best seen as an independent contractor who temporarily offers services to an employer who needs the worker’s skills to fulfill a time-limited project.

Shifts in the economy can result in frequent and rapid changes in employers’ workforce needs. In the new paradigm, patterns of employment are likely interspersed with temporary absences from work. These absences from the workforce may be involuntary, as occur when the employment market shrinks, but they can also be voluntary, as may occur during periods of further education, reflection and reorientation, or time away from employment to raise children (Carpenter & Inkson, 1999). The modern career is likely to therefore be self-defined as individuals assess and reassess priorities in their lives. Hall (1976) has labelled the self-defining nature of modern career as “protean”. Protean career concepts acknowledge that individuals, not organisations, drive career decisions. Further, individuals define their careers not only through paid employment, but also through the pursuit of hobbies, volunteer work and other life roles.

Carpenter and Inkson (1999) describe the successful modern career. For them, a successful career is based more on inner-directed choice factors than the conventional external factors of increases in status or salary. This definition of success emphasises intrinsic rather than extrinsic rewards. Career progression is more likely to be observed by the accumulation of skills within an occupation that can then be “marketed” to employers who have need for those skills. Progress in career cannot be limited to hierarchical advancement. Lateral moves may provide opportunities to engage in work that is attractive because of its flexibility and novelty. The new paradigm places a great deal of emphasis on individual self-understanding for subjectively defining success. Career counsellors can play a vital role for helping our clients with these issues.

New models for career counselling

Savickas (1997) suggests that adaptability is the most useful integrative concept for understanding modern career pattern. Adaptability is “the quality of being able to change, without great difficulty, to fit new or changed circumstances” (p. 251). Indeed, helping our clients to develop the competencies necessary to adapt to the inevitable changes in their careers should be an essential goal for our work.

Three recently developed approaches to seem to be particularly useful for addressing issues that are central to modern careers. One of these is the Planned Happenstance model described by Krumboltz and Levin (2004). The seemingly self-contradictory phrase Planned Happenstance acknowledges that we can develop strategies to maximize the positive outcomes of seemingly unplanned events in our lives. Planned Happenstance proposes that our clients can create their own luck by adopting a mind set that creates career opportunities from what might be seen as unforeseen events in our lives. Some of the principles that Krumboltz and Levin propose for creating fortunate career events is to recognise that goals are always subject to change, so we should keep an open mind to new opportunities rather than rigidly following goals. We know that unplanned events will inevitably have an impact on our careers so we should be alert and be ready to take advantage of them. Reality may be offering better options than dreams if we recognise the opportunities in reality. We should encourage our clients to engage in a variety of activities in a variety of situations. This will help them empirically discover what they really like and creates the possibility that they will come across an opportunity to do what they really like. We should counsel our clients to expect to make mistakes, but view mistakes as opportunities to learn and look for opportunities that may still come from failure. Clients create their own unplanned lucky events by actively engaging in life. Desirable opportunity will emerge from a chance conversation with a stranger or from a contact developed from volunteering. Clients should be encouraged to see every experience as a way to learn. We all learn on the job, so clients need not be afraid to try a new opportunity even if they are not confident in our abilities. Clients can discover satisfying activities in many aspects of their careers, not just employment. Beliefs that keep them open to new ideas and experiences will help them overcome internal obstacles.

A second model that seems useful in the modern career context is Positive Uncertainty (Gelatt & Gelatt, 2003). Positive Uncertainty is a philosophy for career decision making when we don't know what the future will be. Of course we can never know what the future holds, so positive uncertainty is applicable virtually all the time. Positive uncertainty urges us to accept the uncertainty of the future and yet be positive in our approaches for coping with uncertainty.

Positive Uncertainty is founded on four paradoxical principles. Principle One is to be “focused yet flexible about what you want”. This principle urges us to develop goals, or desirable futures, but also to recognise that goals are likely to change as we and our environment change. An objective for counselling is to assist our clients to distinguish between the “big things” (the essentials) and “little things” (the expendables) so that energy can be appropriately allocated.

Principle Two is to be “aware and wary of what you know (or what you think you know)”. This principle acknowledges that often the information that we use when making decisions is incomplete or inaccurate. We therefore can help our clients to evaluate the information that they are using when making decisions, but also to seek additional information and to keep an open mind. Potential decisions should be evaluated on the basis of not only possible outcomes or consequences of the decision but also on the basis of the probability and desirability of each possible outcome.

Principle Three states that you should “be realistic and optimistic about what you believe”. This principle promotes the concept of using our beliefs as prophecies. This concept suggests that we can influence our future with positive images of what we want the future to be.

Principle Four asserts that you should be “practical and magical about what you do”. Using both our head and our heart underpins this principle. Clients have different decision making styles and they should be aware of the basis of their decisions. Decisions may be made on rational, intuitive, cultural, or spiritual grounds. There are advantages and disadvantages attached to each style. Clients should

take advantage of the positives and avoid the negatives attached to each strategy. Yet clients should also recognise that non-preferred decision making styles can also lead to legitimate options.

The third model that seems particularly relevant for modern career issues is Systems Theory Framework developed by Patton and McMahon (1999). This model represents a metatheoretical account of career development that represents three interconnected systems: the individual system, the social system and the environmental/societal system (McMahon, Patton & Watson, 2004). Intrapersonal variables such as gender, values, sexual orientation, ability, disability, interests, skills, age, knowledge, physical attributes, aptitudes, ethnicity, self-concept, personality, beliefs and health are relevant. Also relevant are contextual variables such as family, geographical location, political decisions, historical trends, globalization, socio-economic status and the employment market are relevant. Systems Theory Framework assists career clients to construct their career stories by taking into account a variety of relevant influences. Subjective meaning is authored in the career story by clients. Through the development of a collaborative relationship with clients, counselors assist clients to explore meaning and to co-author with counselors new meaning. Through this process, the next chapters of clients' career stories are written through their actions (McMahon, Patton & Watson, 2004). Systems Theory Framework thus deals with both the external realities that influence clients' career decisions, but recognises that the subjective reality created by the client is essential to the career development.

Conclusion

Career issues are among the most important and most complex in our societies. I have intended to provide you with some concepts for framing your thinking about careers, some contemporary theories that describe modern career patterns and some career counselling models that attempt to address the issues of likely concern to your clients. Some of the concepts may be familiar to you, but hopefully there are at least a few ideas that may add to your resources. I trust that the workshops and informal discussions over the next three days will further add to your resources by stimulating your thinking, expanding your knowledge and energising your spirit for career counselling.

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THE STATUS OF COUNSELING PROFESSION IN ROMANIA

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Abstract:

The author explores the dimensions of the counseling profession in Romania. Is counseling a distinct profession among the other helping professions? Are the counselors well prepared and ready to face the realities of a changing society? What is the status of the Romanian counselor? Educational programs for counselors, employment opportunities, professional associations, development possibilities are analyzed – in an effort to project possible ways for enhancing the profession in a country conditioned by European and global constraints.

Speaking about *counseling* as a distinct profession in Romania seemed to be a dream ten years ago when, besides a new Law of Education that established the foundation of *Centers of psycho-pedagogical assistance for students, teachers and parents*, there was not much information about this.

This paper is intended to be less the result of a certain scientific labor and more a consideration about a journey that started for me in 1995, when, as a fresh Sciences of Education graduate, I was looking for a program that could help me to learn more about counseling. I first learned about this new domain in my last university year, in a one-semester class called “School Counseling” – the first one with this name, implemented in Romania by Professor Gheorghe Tomsa, at University of Bucharest (Faculty of Sociology, Psychology and Pedagogy).

There was no master’s program at that moment, so I was accepted by “Al.I.Cuza” University of Iasi, with a Counseling theme – the first project of this kind in Romania. My doctoral supervisor was Professor George Vaideanu – the one that put me in contact with his international friends, that helped me to get the necessary documentation to finish my thesis.

Basically, my thesis was finished thanks to the foreign literature that was donated to me by American counselors and counselor educators. This was my only source of information at that time.

Things have evolved very much since then. We have counselors in schools, non-governmental agencies, foundations and in the labor market. We have them in private practice, for families, groups and individuals.

The question is: is counseling a distinct profession or it is still difficult to make a difference between the counseling specialists and the other helping professions (psychologists, social workers)? Is counseling a profession or only a job or a professional position in some organizations?

There is a very clear distinction in the specialized literature between *guidance*, *counseling* and *therapy*. However, there are educators today that consider *counseling* as being an “imported

word” for *guidance* or *counseling* and *guidance* as being tasks that any psychologists could perform, besides *therapy*.

Guidance is the process of helping people make important choices that affect their lives, such as choosing a preferred lifestyle. An important distinction between guidance and counseling is that guidance is focused on helping individuals to choose what they value most, while counseling is focused on helping them make changes in their lives. Guidance is a very frequent process in schools and in career settings.

Psychotherapy is traditionally considered to deal with serious problems associated with intrapsychic, internal, and personal issues and conflicts. Unlike counseling, therapy emphasizes the *past*, not the present or the future; is looking for insight, more than change.

According to American Counseling Association, the practice of professional counseling is the application of mental health, psychological or human development principles, through cognitive, affective, behavioral or systemic interventions, strategies that address wellness, personal growth, or career development, as well as pathology (Gladding, 2004, p. 4-7)

A profession is defined by having a specific body of knowledge, accredited training programs, a professional organization of peers, credentialing of practitioners such as licensure, a code of ethics, and legal recognition (Myers and Sweeny, 2001). If we take this way to analyze the counseling profession in Romania, it is very clear that we are just in the beginning of the process.

Romania, through the Educational Law offers legal recognition to the school counseling profession. The Ministry of Education and Research made also clear some efforts to enhance the profession.

Speaking about the credentialing process, I would say Romania does not have a national counseling certification yet. Counseling is still one task among others some specialists (in Social Sciences, for example) can perform. School counselors are required to have a bachelor's degree in Social Sciences (Psychology, Sciences of Education, Social Work, and Sociology). Unfortunately, they have only one or two classes (of one-two semesters) during their university studies focused on school counseling or career counseling and not much practical experience. The Ministry of Education now prepares a framework for the credentialing process for counselors who work in the school counseling network.

For the labor market part, the career counselors are allowed to have a bachelor degree in any field; however, a master's degree in Career Counseling is a requirement - but usually they have completed a master's program in some other fields (like "Public Policies", for example - with only one class for Career Counseling). We should also take into consideration some accredited counseling programs (school counseling, psychological counseling, guidance and career counseling) in various universities (postgraduate level): University of Bucharest, “Babes Bolyai” University of Cluj Napoca, “Lucian Blaga” University of Sibiu, “Petre Andrei” University of Iasi etc. The educational programs usually do not have a strong component of supervision; the focus is generally on theory and the practical activities are organized in classes, where the skills are practiced with the peers and the professors. Romania does not hold yet a supervision certification in counseling.

There were few attempts for organizing professional organizations (like National Association for Educational and Vocational Guidance or and association for career practitioners in the universities), but none of them could get through nationally.

Last year, The Institute for Sciences of Education came with a Code of Ethics and Quality Standards for Career Counseling. Very good adaptation of the foreign ethical models to the Romanian realities, the Code seems to address though only the situation of the career practitioners with a degree in Social Sciences.

Beyond any limitation that can be found, it is very clear that efforts are made to shape the profession of counseling in Romania. The promoters seem to be institutions like Ministry of

Education (together with the Institute of Educational Sciences), the Ministry of Labor and the Ministry of Youth, that started the main research contracts in the field. They have their own counseling offices but they also guide the school and the career counseling services in schools or in the labor market. Very interesting and valuable projects were developed in the field:

- Leonardo da Vinci pilot project OSP-ZD: *Educational and vocational guidance of youths resident in socio-economic and culturally disadvantaged areas*. Promoter: Romania; partners - France, Belgium, Hungary. Target group: teachers in disadvantaged areas; indirect beneficiaries: youths resident in such areas. Outputs: 27 continuous self-training modules set for teachers and school counselors (see <http://ospzd.ise.ro>).
- *Distance Counseling* - coordinator: Bundesanstalt für Arbeit, Germany.
- *Guide to the World of Occupations (GWO)* - developing a database on occupations and multiple procedures for selecting information on the Internet, available in English and in the languages of the partners; the project is targeted at youths needing assistance in identifying a suitable profession.
- *ACADEMIA* - mobility of counselors within the European space.
- *ESTIA* - European platform with information on education, labor market, world of professions (see <http://www.estia.educ.goteborg.se>)
- EUROSTAGE (see <http://www.eurostage.org/ro>)
- "Information and Career Guidance" implemented with a World Bank loan taken by the Ministry of Labor in 1995 with the aim of establish a network of career counseling centers within the beneficiary institutions (National Agency for Employment - 227 centers, Ministry of Education - 500 centers and Ministry of Youth - 47 centers).
- "Career Counseling for Disabled Persons" - a project implemented by National Agency for Employment with a loan taken by Ministry of Labor from the World Bank, with the aim of establish eight pilot career counseling centers for disabled people in order to raise the employment rate of this target group.

A very interesting aspect in Romania is that the counselor's status is *contextual*. For example, as we discussed previously, a Psychologist, a Sociologist, or an Education Specialist can perform school counseling activities in a school. However, if that specialist leaves that school, she or he loses the counselor's status and become, again, a Social Sciences specialist. Counseling is still one of the *professional tasks* for many Romanian specialists that struggle for their professional identity. Counselors have difficulties to consider their position in the helping professions group, besides the other specialists (psychologists or social workers, for example). For some of them (and for some of us, that identify ourselves as being counselor educators), it is not very clear what "powers" and "rights" such a specialist could have – either if we consider the counseling process per se (what kind of assessment techniques a counselor is allowed to use?) or if we consider the counselors' interaction with their own institutions.

The counselor educators do not know each other. The universities do not know each other's programs in counseling. In addition, there are very valuable articles that are published in local professional magazines or university annals, without being promoted at the national level.

The counseling community in Romania is definitely on its way to find a professional identity. Romania is in the process of creating its own standards for counseling. This is a response to some internal social and educational needs, but also to some external pressures (like the European unification or globalization requirements).

Romania is also in the middle of a learning process. Some important counseling books from countries with a strong counseling tradition have started to be translated. Foreign theories are adapted to the country specific requirements and so. Educational programs are running; foreign

specialists are invited for lecturing; Romanian students go to universities abroad to gain new specializations.

Probably, the majority of the problems that the counseling community is facing now could be solved by introducing a national certification in counseling. A strong and clear educational program, incorporating a necessary amount of experience, assessment and supervision, in the presence of a code of ethics for the counseling profession and followed by a continuing education could be a solution for integrating at the national level the counseling education programs existing in various universities. With a clear national certificate in counseling, the specialists could call themselves “counselors” no matter what is the professional environment they perform afterwards.

Even if the need for counseling in Romania is at a high rate (for educational and economic reasons), some institutions that should be in charge with promoting counseling services or counselor education programs are still very reluctant, very slow, unable to take risks or to invest in something still considered to be a luxury - in a society marked by the economic transition from the communist regime to the post-communist/western type of society. Political difficulties, unemployment or some other economic deficits seem to be priorities in governmental programs, but I strongly believe that a smart investment in a national career and school counseling program could solve, in the long run, some of those issues.

These are only some of the reasons for me to salute this initiative – the first Romanian Career Counseling conference, as a real opportunity for the community to get together, to share experiences, projects and to welcome the international guests that accepted to come.

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MAKING USE OF PROFILING TOOLS IN CAREER COUNSELLING & JOB COACHING – EXPERIENCES FROM GERMANY

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Abstract

During the last few years, profiling tools have been introduced into the career counseling and job coaching process in Germany. Often these instruments are used in a mechanical way and with the intention rather to pre-assess the chances of an individual at the labor market or to identify formal training deficits than to find out his or her strengths that could be developed further on the job. So they have become an instrument to legitimate the deficit-orientated approach of the employment agencies. We have gathered some experience with these tools and learned that we have to make use of them in a dynamic process. This means that the tools have to be adapted to the reactions of the client and their goals that may change during the counselling process. So the tools should be used to make the clients aware of their strengths, and to show them possibilities of highlighting these strengths and the necessity of readjusting their profiles in the application process.

Germany has experienced a lot of changes in the labour market legislation since 2001. The so-called “Job-aqtiv” Law has provided a lot of tools to make the placement process more efficient while later laws (mainly the so-called “Hartz IV” from January 2005) have increased the economic pressure on each healthy unemployed person to accept nearly every job that is offered to her or him. The main idea of “Job-aqtiv” is that an individual placement agreement has to be met between the agency and the unemployed. This contract includes at least in theory a consensual statement on the individual placement strategy. Whether this strategy is kept or not, will be frequently controlled. The whole placement process and the individual application strategy shall be based on the results of an individual profiling. The aim of the profiling is to fix a comprehensive individual skill profile of the job seeker which is stored in a big database. The expectation was that the search for a vacancy with an appropriate profile could be supported by a computer-based alignment strategy (Bundestagsdrucksache 14/6944 S. 24-29) which would be cheaper and more time-effective. Private agencies cooperating with the local offices of the Federal Agency for Labour (Bundesanstalt für Arbeit) are expected to make use of profiling tools and to feed the results into the nation-wide data base. At that point the problems started because the software writers have provided only three lines for the complete profiling results on the screen. Moreover, a lot of data cannot be introduced into the data base because of data protection reasons, and the data base breaks down when more than some thousands of users want to have access to it at the same time.

But my contribution deals with the more general problems that are deeply rooted in the new understanding of the profiling process that has been established by legislation and the Federal Agency. Within the traditional legal framework, the placement process at least theoretically aimed at “the increase of the individual employability”. The agents should avoid a downgrading of the jobs seekers and take their motivation into account. However, the actual practice of profiling is

focused on the detection of the *deficiencies* in skills and motivation of the job seekers. The unemployed would be forced to recognize their deficiencies and lack of achievement orientation; thus they would accept low wage jobs or withdraw completely from the labour market to live from welfare funds instead of unemployment insurance.

From Januar 2002 on, the local labour office has to find out the “vocational and personal characteristics of the unemployed” and to check whether the “integration process is impeded”, and which circumstances contribute to this problem (§ SGB III, § 6). The profiling is not defined positively; only a summary of possible elements are given like “knowledge, skills, work experience, their relevance to the present, ability and motivation for further education” and fitness “with regard to the requirements of the segment of the labour market which is relevant for the placement process”. Because of this extensive definition, we can already expect that the profiling is purely done out of a sense of duty.

But the whole procedure as it is fixed in SGB III § 6 may not only be superficial but really dangerous. At this point I have to mention the potential conflict with the role and the self-image of the career consultant or GCDF who has become an important link in the administrative chain: At the very beginning of the counselling process, the consultant or case manager or job agent has to assess the “risk of long-term unemployment with the aim to avoid it. For this purpose, her has to assess the strengths and weaknesses of the unemployed...” (ibid.).

So the profiling method which is new for Germany has at once become an “obligatory individual risk assessment” method (Bundestagsdrucksache 14/1743) at a very early point of the relation building process to the client. Instead of an intake interview, an intake check is made the results of which have to be fed into the database. Thus, the career consultant becomes a career forecaster in a very early stage of his relation to the client whom he has to sort into four or five categories. Sometimes a job prognose may be valid, but in the case of Germany it will often become a self-fulfilling prophecy. This risk is increased by the big number of profiles a single agency has to work out within a short period, based on a questionnaire containing questions like “Do you have a driving license?”, “What is the maximum distance over which you would commute a day?”, “What do you expect to earn?”, “Would you accept a job on which you would earn less than before?” etc. Nearly no questions were included covering skills that have developed outside the job sphere, hobbies, motivation, or other personal competences. I know such a the third party agency, a private training provider, who made 800 profilings a day based on a questionnaire.

German labour market experts and politicians should have known the objections to this method before. A pilote project in three big German cities came to very critical conclusions with regard to profiling. The experts who had to test profiling methods and also to review experiences from other countries found out that

- “the placement agent is not able to establish a profile directly after the unemployment registration (of the client)... A profile could be worked out even after 3 to 6 months when more information about the client and his search strategies are available”
- „a common understanding of the profile sheet could hardly be achieved”
- “all experience in the United Kingdom has shown that accidental events are more important for the successful placement than the criteria used for the prognose. Therefore in the UK the idea of profiling has been given up”.

Why has the profiling been introduced in spite of all criticism? The main purpose of the initial check is to select the unemployed and to sort them into different categories. There is only one groups without any deficiency and obstacle to the placement process. By sorting the unemployed into the other categories, they are attested deficiencies in social behaviour, lack of aptitude for training, mental problems etc. There is no group attesting that the individual skills are okay but the placement will take

longer due to lack of jobs. So the unemployed are provided with a data shadow that follows them to every interview and has the tendency to grow and to become critical to their employability. If the employment agency sees obstacles to the placement process, or if the unemployed has not found a job within 6 months, a third party can be charged with the placement process (SGB III, § 37,2). The unemployed cannot reject this third party without a "relevant reason" (SGB III, § 37a). This private agency then will test the abilities in an assessment procedure with psychological tests to find out "where the unemployed can be placed or how he can be trained" (SGB III, § 35, 3; § 49, 1). Sometimes this way will lead to more training, but often this method will be used to reduce the expectations of the unemployed and to shift them from the responsibility of the labour agency to social welfare funds.

Also in the case of private placement and training agencies, a contract on training or placement shall be closed that will be valid up to 6 months. According to § 3 SGB, the unemployed and the agency have to cooperate. Whether this contract can be fair and whether the agency can substantially support to the client or will only asking him to accept any job offered, is an open question that has to be analysed empirically.

But the degressive problem shift of the German unemployment problem has got tragicomic aspects since on January 1st, 2005 German cities and districts have no longer to pay welfare benefits for all unemployed who are able to work. So a competition has started to shift clients from one fund to another. Communities try to show that their welfare clients are able and willing to work, while the local offices of the labour agency act in order to reduce the number of people able to work on the paper. In an East German city, of more than 1.000 welfare receivers only 29 seemed not to be able to work after the first profiling. Even coma patients and people paralysed from the neck were declared to be able to work. Of course the labour agency developed a roll-back strategy, but they have to administer 500.000 unemployed more than before the Hartz IV law.

What do we learn from this? Apart from the problem of the appropriateness of the profiling tools and methods, the first question is who does profiling on behalf of whom and with what intention. In Germany the GCDF or career consultant can be a link in diverse consultancy or placement chains for which particular role conflicts are typical. He or she can be:

- a "first contactor" for some hundred clients at the public labor agency, necessarily doing a "quick and dirty" profiling based on a questionnaire
- a case manager at the labor agency, caring for "only" about 80 or 100 clients, thus being able to deal more thoroughly with any of them but always under pressure to reduce their number by demonstrating them that they are not skilled or fit enough for the labour market, and with the intention to save the public insurance money
- a case manager for a city or district trying intensively to bring people in work in order to save the money of the community
- a case manager in the so-called working cooperations ("Arbeitsgemeinschaften") that are formed by employees of the labour agency and of the city or district: while the former employee of the agency usually would try to develop close relations to local employers, the former employee from the social office of the city rather would continue to act like a social worker, tending to protect his clients from the impositions of the rough labour market
- a case manager or training expert in a private assessment & training agency, trying to make the clients accept also bad working conditions
- a private job agent, "fishing" for the best clients in order to develop good relations to employers

It is not vulgar Marxism to state that the role of the career consultant or GCDF depends on his or her position in the chain of placement activities (or for Germany: in the administration of the unemployment pool), and that the function of the profiling depends on this position, too.

Let's have a look at the roles that better chances for their owners as well as for their clients. How can a professional profiling strategy be built up? It should not only or not mainly lay the base for a prognose of career chances but is also essential for a realistic self-estimation of the clients and for the development of strategic action. The process of profiling is an ongoing process because (at least in the best cases) it causes changes in skills, behavior, job search and application strategies and has to be renewed from time to time. Let's consider the profiling of a specialised female employee in a non-leading position. She has got her vocational training in a bank, then went to a University of Applied Sciences where she did Financial Studies. More or less by hazard, she got a job in a Frankfurt bank as a tester of software applications for mass payment transactions in which position she worked for two years. After this, she had to go to unemployment due to the crisis of banking and software companies in 2002/04. She came to us in 2003. The consultancy process can be divided in four phases:

1. Motivation phase
2. Aim definition and contracting phase, time planning
3. Assessment, profiling, training and ongoing readjustment of the profile
4. Application and aftercare

In this case the first phase was very short. The motivation was given by the unemployment situation. We came quickly to phase two. We found out that she wished to be self-employed because she hated big companies, had made bad experiences with banks, but wanted to continue a similar type of job as before. We agreed a common working phase of about ½ year during which period we would meet about 6 times to develop the new profile and to test it.

Then we came to phase number three. We started with a profiling based on a method we had developed and tested before, and with an assessment centre for future project managers. The profiling method starts with a broad overview and gradually comes to more particular questions which focus the client's skills, self-estimation, job motivation, and the need to change the job situation. The assessment center gave us some insight in the working style, planning, decision making and organizational skills. We let the client even draw her actual working situation and her "dream job".

Feature	Strength (+) or weakness (-)?	Importance for future job finding strategy: positive (+) or negative (-) or neutral (0)
Good knowledge of the financial sector	+	++
Two years of job experience in the software testing field	+	++
No programming or database skills	-	-
Speaks only Basic English	-	-
Has contacts to clients	+	+
Active communication and customer orientation	+	++
Unstructured (if not chaotic) working style	-	---
No time keeping capacities, often misses deadlines	-	---
Flexible with regard to working location	+	0 to +
Accepting self-employment	+	++

I have to explain some of the ratings. The lack of programming skills is not so important if you are a tester of application software. You won't have to do with the code. The same for the limited knowledge of the English language: As application tester, you haven't to do with international software companies, and the surface of the programmes is in German. The local flexibility does not count so much because most banks have their software departments in Frankfurt and environments. A decisive negative factor could be the lack of time keeping capacities and the chaotic workstyle. At this point we were very open to her, in spite of the rule not to judge. But we felt that we had to deal with a future self-employed person another way than with let's say a long-term unemployed who suffered from a broken self-confidence.

Of course our client was not pleased to hear all this. We looked for an instrument which would have no negative impact on her self-image but could give her some feedback about herself acting in groups. You can take the Haug team type test (1998) or any other similar instrument. They do not really judge but are just mirroring the personal style. We found that our client was

- rather extrovert than introvert
- rather creative than practical
- rather flexible than structures
- rather emotional than analytic

This fitted to the results of the profiling but did not cause so many problems for her self-image. Now we felt that she was ready to discuss in which direction the profile should be changed in order to find the job she wanted.

Feature	Strength (+) or weakness (-)?	To be underlined in the profile (+); no need to do anything (0); to be compensated by additional efforts (-)
Good knowledge of the financial sector	+	++
Two years of job experience in the software testing field	+	++
No programming or database skills	-	weakness that has to be turned to a strength
Speaks only Basic English	-	conversation course
Has contacts to clients	+	0
Active communication and customer orientation	+	0
Unstructured (if not chaotic) working style	-	-- self management course, self-discipline
No time keeping capacities, often misses deadlines	-	-- time management course, self-discipline
Flexible with regard to working location	+	0
Accepting self-employment	+	++ must be brought to knowledge by PR strategy

Again we have to explain how you can transform a weakness like the lack of database know-how into a strength. As any programmer knows and as you may know by your own experience, a non-professional user can rather find the bugs in a program than a programmer.

So it has to be made clear that a person coming from the application side maybe a very good potential tester.

Then we asked for the new goal, and for factors encouraging or obstructing the new strategy of reaching the goal. For this we made use of the GROW analysis:

GOALS: self-employed project manager for testing application software in finance companies, working also in house, being available for long-term projects	REALITY: specialized employee working in mass tests and at final inspections of software as a specialized employee
WRAP-UPS: qualifying within one year, being on the market after 2 years, trying to get small projects until then; but concentrate on the start-up process and on the development of the profile in order to avoid future stress and diffusion of activities	OPTIONS: 1. a new financial tool of the German Government to support unemployed while making up their own business (payment for 2 to 3 years) was available; 2. qualification and adjustment of the new profile

Meanwhile the client had experienced that to neglect the long-term strategy due to too much stress would only cause more stress in the future. So the wrap-ups included the statement on the concentration on the profile. The last task was to develop a flyer in which the new profile was resumed .

I hope that it has become clear how a profiling process could look at least under positive circumstances. If I had more time, I would have pointed out how it can look for people with lower formal qualification. Often this will be more difficult. But whoever the client will be, the GCDF or career consultant has to reflect carefully his or her position if the institutional circumstances of the placement process are so complicated as they are in many countries of “Old” Europe. A conflict with the ethical code of the GCDF will often be included.

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SECTION 1

THE NEED FOR CERTIFICATION IN A GLOBAL LABOR MARKET – THE GCDF PROJECT

PSYCHO-SOCIOLOGICAL ASPECTS OF COUNSELING AND CAREER COUNSELING

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Abstract

The profound and accelerated changes brought on by the process of globalization have a strong impact on human resources, especially regarding the issues of quality. Socio-professional performance and competition, success nor failure in playing the roles imposed by a certain socio-professional status are defining features of the scope of training and socializing. The dynamics of social development generally and its direct effects on human beings generate quick and interesting mutations at professional level. In these terms, from a psycho-sociological point of view, globalization determines the accelerated dynamics of professions, modifying socio-professional status. Thus, a special phenomenon arises which is the socio-professional mobility. Some professions are long lasting, which means stability of the status, but nowadays these are more and more threatened by change.

These elements raise the question of the ability to administer the mobility in socio-professional and occupational status, closely related to the dynamics of the labor market in the “geography” of professions, aggressively challenged by the growing demands of a mobile global market.

1. Careers and professional status mobility

The boom in preoccupations for careers and career counseling is understandable as an effect of the dynamics of change in content of professions and professional status. These effects influence professional competencies for competition and performance, as well as the destiny of the people involved in this process. Career orientation is a social, organizational and institutional necessity. Career building and development are intrinsically linked to the pressures and challenges of the socio-economic, technical and professional environment. It is these exogenous challenges that rush people to re-think their perceptions and representations of their careers. The essence of the notion of career is connected to what happens on professional level. Professional background and context signal to individuals, determining their behavior and self involvement. As a result of postmodern evolution (changes in labor market, technological innovation, globalization and development of organizations) the classical, traditional comprehension as regards profession imposes a new way of thinking and analysis. The career becomes a holistic process in human development. The target is vocational training, a process which leads to manifestation of skills, strengths and abilities. This process and its effects touches human lives as it permits concretization and actualization of the potential of vocational aptitudes, as well as the organization, through professional feedback to performance expectations. .

The multitude of professional and personal experiences (social, cultural, behavioral) of an individual lead to the integration of different status positions in the careers, from a socio-

professional point of view, together with the derived roles, contexts and situational aspects that challenge human subjects.

Some authors believe that the job or profession is only part of a person's career. Still, we believe that the nucleus or reference centre of our careers is our profession. In fact, our career becomes a holistic process only if professional dynamics, professional itineraries create effects on the personality. The career is not just an external frame which fits the individual, but it is the personalization of professional life with all the links to the social, economic, cultural and organizational environments. Occupations and life roles combine to express commitment for self development, leading to the centering of the career on the person. . Careers are not only summative and cumulative in expectations and professional chances, but especially acquisitive including acquired things and capitalizing on professional itineraries as fundamental experiences of active life. We strongly believe that change that affects the evolution of careers stems from the profound changes at the level of professional matrix. The immediate victim of the shock of technological, scientific, informational change is the matrix or pattern of the profession, this being the first that falls apart or is rebuilt. Innovations in system, methods, technology or products affect cognitive – operational contents of professional patterns, thus the professional status is emptied of instrumental capabilities which are deactivated as they become redundant.

This operational – instrumental redundancy of the professional pattern is related to the loss of competencies. We have a conflict at professional status level, which in turn triggers the conflict in professional roles, with serious consequences on performance, endangering competitive skills of the subject.

Professional socialization, firstly the anticipative one plays an important part in career development. As Wilbert Moore remarked, professional socialization occurs in four stages: choosing a career, professionalization, assuming the profession and professional involvement. These stages (vocational/optional, formative/professional, assuming/active) define the career content and thus set the path of development. Career evolution and/or development have an open character in the process of professional socialization, as a result of the mobility of professions. Furthermore, career development, strategies of assisting and counseling are subjected to numerous constraints induced by the need of professional socialization. Anticipative professional socialization is intrinsically linked to the process of learning roles, its importance increasing in a society where the change was completed from hereditary transmission of status by attributing roles to learning the status and acquisition of roles by own training and social action.

In the structural – fundamentalist conception of American psychologist Robert Merton, anticipative socialization is functional for the individual only within the frame of social structures, which are relatively open and support mobility. Only in such a structure can the training of attitudes and behavior for changing the product be changed in order for the status to change in a graspable manner.

2. The role of professional competencies in career development

Professional competence is an essential variable in defining career success. It determines the open, dynamic and complex process of personal career development. Competence is a personality feature, which reflects an acquired skill (by training, education, socialization and cultural growth) of the human being for a professional status and the social role imposed by the requirements of that status. It is generated by the continuous change of the system of acquired skills and vocation. Evaluation of professional competencies must take note of the dynamic character in the professional evolution, which goes through certain stages: professional competence for employment, intermediary professional competence, and professional mastery.

Professional success is a system of acquisitions at the level of knowledge and work skills and is achieved in time. Its dynamic character, closely related to the quality of evolution also comes from the evidence of it being a distinctive feature of professional success for a given period. Thus,

as a dynamic career component, it evolves on an ascending path, but only up to a certain limit, influenced by unforeseeable events, such as physical, physiological and psychic failure or age.

Loss or lessening of competence is caused by the radical change of technology. This is one of the reasons why certain positions or professional status holders can be overwhelmed and outdated in their roles, as set of new expectations induced by the modification of the professional matrix. Innovation and technological development bring about profound alterations of professional status and the role defined by the position.

In relation to the source that generates the change of the professional matrix, we can identify the main forms of losing competence. According to Gellerman (1971) the most active forms of losing or lessening competence are: a). Obsolescence caused by technology b). repetition of the same activity after introducing a new work methodology c). natural decline in physical, mental and psychic.

In the case of loss of competencies caused by technological or methodological innovations we are faced with the problem of transfer of competencies. This is a response to the challenge generated by the change of technologies and the methodologies in the system of work. The transfer of competencies is conditioned by the similarities of the new position to the old one and the familiarization with the changes of technology, which is a highly important phenomenon in career evolution.

In defining professional competencies an important role is played by individual and situational variables. Before analyzing the variables we must emphasize that professional competency is a quality requirement in the evaluation process.

a). The set of individual variables defines the personality of the human subject with its bio-psycho-social structure. Among the individual variables of professional competency the following can be mentioned: abilities (as general and special psychic features), personality traits, values, physical qualities, motivation, interests, demographics, schooling, cultural horizon (norms and values), social skills.

b). Situational variables are determined by the organizational and work environment and mean: physical and ergonomic variables (design of the social and technical environment, design of the organization) as well as socio – organizational variables (training systems, professional control and conversion, professional development, organizational norms and axioms). The interrelations of individual (psychological) and situational (sociological) variables define the features of professional competency and its role in career development dynamics.

The methodology and technology of career aid, counseling as such cannot make abstraction of psychological contents, endogenous and exogenous career determinants as central element of careers, where training and development of competencies hold a place of reference.

3. Career – science and method

Theoretical, methodological acquisitions and experiences in career counseling together with the needs for intervention and aid in building and developing careers allow the establishment of a multidisciplinary scientific field destined for investigation and rational comprehension of careers, in the context of the growing mobility of professions and roles.

In this context, career science is welcome and necessary, as science and method. The object must be clearly defined, as well as the approach, epistemology, methodology and instruments. As an object of study, the career constitutes itself in the cognitive field of career science and contains the following topics:

- definition of contexts, on national level
- highlighting the principal theories of career development (model of vocational personality or RIASEC – realistic, investigative, artistic, social, entrepreneur, conventional, the theory of vocational development study, socio-cognitive analysis, the model of processing information related to the career),

- career management (elaboration and decision – making)
- occupational exploration
- status analysis and professional roles, professional mobility
- professional competency and anticipative socialization
- careers and the labor market
- career counseling processes
- cognitive – behavioral interventions in career counseling

In tackling the repertoire of themes, career science makes cognitive – informational and methodological connections with other socio-humanistic sciences, such as: psychology, sociology, educational science, management of human resources, communication science, etc.

Career science, as a specialized field in career analysis promotes a holistic vision, an inter – and multidisciplinary one, synthesizing the capital of knowledge and information elaborated from related sciences. It tackles career and career counseling as a communication and mentoring process in a systemic manner.

The thematic repertoire of career science has a unitary character and follows an evolution in time, the dynamics of the career, intrinsically linked to the vocational personality and socio-cultural, educational professional background. With a focus on personal development, career science sees career as a continuous process over a life cycle, Super (1990). The career of a person goes through a series of stages: growth, exploration, stabilization, persistence and disengagement.

Analyzing careers as processes involve knowledge of psychology of ages, sociology and educational sciences, as any stage of development has its particularities and specificity.

Inspired by the socio-cognitive theory elaborated by Albert Bandura (1997), the socio-cognitive career theory starts from the premises that the behavior of a person depends on the dynamic interaction between their system of beliefs and the characteristics of their living environment. In the context of the negotiation between the individual and the environment, beliefs related to oneself, capacities and expectations play an essential role. The mechanism of career choice from a socio-cognitive perspective follows the coming logic. Personal characteristics (potential or internal resources, endogenous) and the context (external resources, environment, exogenous) allow exposure to learning experiences that will influence personal efficiency and beliefs regarding the expected outcomes. In their turn, interests that will generate setting some decisional goals, implementation of these decisions and performances in the chosen field. The career science model inspired by the theory of vocational development studies is associated with socializing processes, starting with primary socialization (in childhood) to secondary socialization (teenage years). Here starts the tight relation between career science and sociology, respectively psycho-sociology – sciences that tackle socialization processes, mechanisms and socializing instances. At the same time, the theory of development stages is associated with the psycho-sociology of life projects and adaptation modes as well as social integration of human subjects.

4. Career counseling and orientation

Career counseling is an important and essential component of career pragmatics (career science method deals with putting intervention and action models into practice as regards career building and development).

In the specialty literature, counseling is seen as a process, as a dynamic series of operations with the goal of transforming matters or information. Career counseling and orientation have the following process features:

- a). a series of operations (distinctive activities, clearly defined stages, specific approach);
- b). a logical chain (operations are presented as logically connected)

- c). a movement (dynamical, active)
- d). a transformation (scope oriented)

So, any intervention is a process, meaning a series of operations or stages lead by a consultant for transforming a situation or problem into a new, more adequate and desirable one. It tries to distinguish and define the different stages and highlight the dynamic links among the stages, giving individual stakes for each operation. The conceptual frame is not the only one envisaged, but the true methodology for intervention in order to achieved the desired results. One of the responsibilities of the consultant, respectively counselor is to lead the following operations:

- a). Planning the process as a whole, and the individual stages
- b). Choosing and using adequate instruments to support the unfolding of the process
- c). decision making to ensure that the process has the expected results
- d). coordination of activities and resources in the process
- e). evaluation and activity control (achieving the objectives in each stage, evaluation of opportunity to move on to another stage, applying corrective measures)

Numerous specialists in the field of counseling are fond of a pragmatic and process based approach. Kidd (1996) proposes what he calls a “flexible model” of the counseling process, which presupposes going through a number of stages in the evolution of the relation between counselor and subject (client). The partnership relation is the last method of specific communication, implying logical steps in the construction and development of counseling. The communicational strategy implies:

1. establishing some cooperation “alliances” between counselor and client. The need to motivate the client to make him/her work and participate effectively and actively is especially important in this stage. A series of individual psychological variables like age, sex, social and cultural status, become factors the counselor must take account of in the construction of the counselor-subject relation. In this stage of the counseling process are identified and selected the counseling needs of the client by analyzing the educational and professional chapter (knowledge, skills, aptitudes, experience). It also deals with identifying if the subject has formulated his options and operated educational and professional decisions. This allows aid objectives to be set for counseling, a course to be established (stages, specific tasks, parties involved, expected results).
2. Exploration of personal characteristics and coherent organization of knowledge about the self is an important stage in counseling. It presupposes diagnosis and evaluation of some personality traits, which are significant and relevant for the chosen career, as well as for familiarizing the client with efficient means to explore professional development potential. Skills, personality traits are evaluated. This helps to identify professional interests, aspirations, personal values, life-projects. An efficient evaluation technique for self-potential and skills is known as “systemic experience reflection” (Kidd), which aim as the client identifying transferable skills from the analysis of performance in different professional or social situations. Analysis of success allows assisted identification of strengths. Systemic reflection generates motivation as it develops self-confidence and self esteem.
3. Exploration of new perspectives on identified problems is a stage in which counseling helps the client to make a realist evaluation of expectations, aspirations, having in view the analysis of discrepancies between convictions and expectations. Remodeling some dysfunctional beliefs and career myths implies identification of inadptive assumptions induced by educational and occupational opportunities. These items of information induce the operation of selection of professional and educational alternatives, which will be explored in a process of exploration and evaluation (consequences of choices, benefits and costs, impact on the way of life, responsibility, undesirable effects, etc.)
4. The counseling strategy and implementation of the action plan establishes the goals and targets to reach. These have to be clear, specific, realistic and quantifiable. Counselors must establish a system of evaluation of the progress of the individual, according to which corrections and adjustment can be made.

These stages have in view: exploration, decision making, and action. The unity and coherence of these stages ensures the quality of the counseling process and its effects. The process character of career counseling helps in organization of counseling and orientation services. As an act of communication, counseling is an offer, which is open to those who may need professional support for career orientation or for making certain personal decisions.

Counseling is about cognitive informational aspects, i.e. the information offered, assuming and assimilating some techniques to search for jobs. The affective component is very important for improving self-image, crystallizing some positive attitudes to work and profession. The final goal of counseling is decision – making, planning and putting plans into practice.

From this point of view, professional counseling is a “process of searching a favorable solution for the individual” (Jigau, 2001). According to Holland (1981), the components of counseling are:

- a). giving information to clients about professions
- b). supplying some data about occupational alternatives (educational offer and professional training)
- c). information and personal documentation by consulting the occupational profiles, guides, specialty papers, films about occupations and professions
- d). offering materials and methods for evaluation of capabilities of clients to build a realistic image of personal resources and professional potential
- e). counseling (individual, in group) to give shape to the plan of career development or to solve personal problems
- f). educating interests (forming and stimulating positive attitudes towards a profession)
- g). organizing personal activities oriented towards putting into practice the techniques for searching a work place (writing a CV, career development project, letters of intent, etc.)
- h).organizing special activities initiated by counselors in profile institutions (dialogues, psychotherapy, psycho-diagnosis, professional anamneses, interview, inquiries, etc.)

The role of career orientation and counseling is to offer information, moral and emotional support to those in states of indecision regarding their educational or professional future, at a loss as regards the social system, looking for alternatives.

Choosing a career is an option, a decision to be made. There are several stages to go through (exploring alternatives and accepting a sequence of investigative decisions, accepting exogenous factors, which influence decision making). The internal conflict caused by the external factors and determinants puts the individual in front of making a decision, torn by personal aspirations and external determinants. Generally, difficulties in decision-making incite the counselor into adopting a strategy to determine the decisional answer. The difficulty in making a decision according to Cramer (1974) lies with a series of dysfunctional factors, such as: lack of reliable information, of faith, hesitation and delay, self comprehension difficulties, professional anxiety, psychological immaturity for change. In his turn, Forner (1982) appreciates indecision to be the effect of a state of inadaptation, both personal and social, determined by some disturbing factors. These would be: lack of development, indecision, lack of information, external obstacles, pessimistic anticipation, lack of motivation for work, decisional or emotional anxiety. Knowing the causes for indecision is important for the career counselor to elaborate and implement some strategies with specific scope for every individual: educating for making choices, decisions, for gathering information. Education for the career is very important in counseling as it helps reduce indecision and anxiety. Cognitive approaches have the merit of proposing ways to know and intervene efficiently. They are a must in any effort for education in careers. (Lemeni, Miclea 2004).

5. The Career Center of “Petru Maior” University, Tg. Mures, Romania. Experience and projects.

The constitution of a structure for the information, orientation and counseling within “Petru Maior” University meant an important step in institutionalizing of preoccupation in the field of

organized, methodical and professional counseling. The design and implementation of such a professional structure was necessary and beneficial due to the development of the institution as an academic organization by setting up new faculties, diversifying domains and specialization, introducing new educational services. The increase in the number of students, as a result of the consolidation of the formative capacity and the growing demand from the youth, generated a more constant preoccupation of the university management to ensure quality. This leads to a selection based on criteria of competitiveness, motivation and vocation.

Assumed as a priority objective in the university's managerial strategy, career counseling as part of the quality management became institutionalized after the re-organization in April 2005 of the Career Center, on basis of the Order from the Ministry of Education nr. 3617/16.03.2005 regarding generalized application of the ECTS as well as the Law of Education nr. 84/1995 – republished.

The final goal of this educational decision is the professionalization of career counseling by specialized presence in the field of psychology, sociology, educational marketing in the structure of the counseling services.

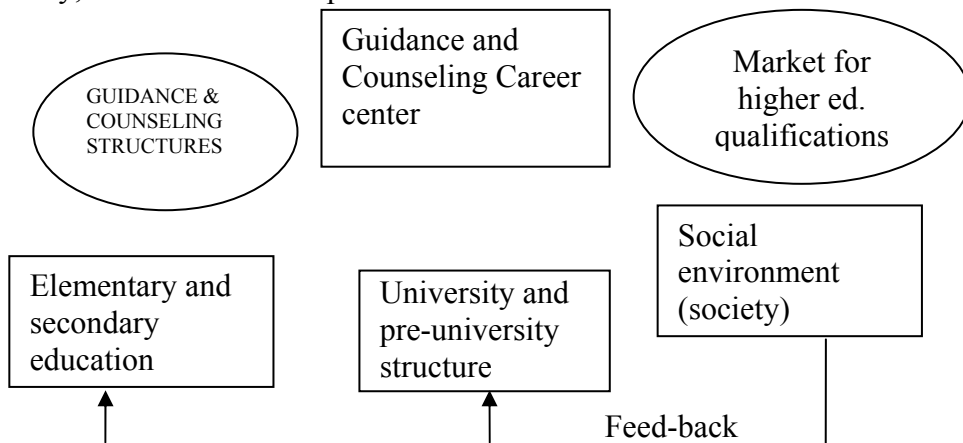
From its constitution an there has been a strong accent on establishing precise and practical objectives, such as:

- a). elaboration and promotion of the educational offer by diverse means (brochures, leaflets, posters, direct contact with seekers of information)
- b). psychological counseling activities – individual or group sessions – at the university or at high schools in the local and regional recruitment pool
- c). elaboration and application of instruments and methods of educational marketing
- d). doing studies and sociological questionnaires with potential candidates for admission and students
- e). establishing some contacts and partnerships with organizations, firms and institutions from the socio-economic environment that need human resources with higher education background
- f). continuous cooperation with school – and professional orientation services in the pre-university sector as well as other educational, institutional and professional structures for career guidance.

The informational and guidance function constitutes only one of the objectives of the activity of the counseling structure. A priority lies with aiding students in choosing their path in their study and career. The systemic approach of the career imposes the entire circuit to be followed, from professional (vocational) guidance to the decision for an alternative and then career training and development. Starting from the holistic conception of career and its process character the specialists from the Career Center emphasize the following aspects:

- a). process unity of school guidance stage in pre – university education and counseling in the student years
- b). the close connection between the university guidance structure and the labor market.

Formally, this triad can be represented as follows:



According to the principle of connection and feedback, between the pre-university environment and university there is a complex communicational/informational process. This is why for the counseling structures in universities it is imperative that educational needs, skills be known

and thus in the professional and school guidance they become a methodological principle and a referential component in career management.

Starting with these considerations in 2004 the Career Center within “Petru Maior” University, Tg Mures conducted a sociological study on a sample of 604 (52%) of candidates for admission. Realized on the basis of a questionnaire, the study followed the responses to the following items:

- a). information sources on domains, specialties and admission requirements
- b). reasons for the choosing “Petru Maior” University
- c). reasons for choosing a specialization

As regards sources of information on domains and specialties the data from the following table highlights the usage degree of the main informational channels:

INFORMATION RESOURCES

INFORMATION RESOURCES	TOTAL	FACULTY			
		ENGINEERING	SCIENCES AND LETTERS	ECONOMICS AND ADMINISTRATIVE SCIENCES	UNIVERSITY COLLEGE
CAREER GUIDANCE CENTER	51	42	54	62	50
PMU STUDENTS ACQUAINTANCES AND FRIENDS	39	40	39	41	36
INTERNET	11	24	9	12	1
MASS-MEDIA	12	14	8	15	7
TOTAL (PLOT)	604	170	150	263	21
	100,00	34,00	42,00	54,00	21,00

The answers were varied.

The role of the Center of giving information and offering consulting and guidance is obvious if we take into account that more than 51% of the candidates in the session in July 2004 benefited from the informational services of this professional structure. Almost 95% of the candidates received information from products of the center (leaflets, brochures, etc) and the services provided.

The psychological guidance professional service was present all through the year in high-schools in the city, in the county and offered information and individual counseling, as well as group counseling. More than 60% of the candidates benefited from direct counseling (individual or group counseling) at the university or in high schools, which gave amplitude and quality for counseling and career guidance.

The study that was carried out captures the motivation to apply in July 2004. See table below:

THE REASONS FOR CHOOSING “PMU”

THE REASONS FOR CHOOSING “PMU”	TOTAL	FACULTY			
		ENGINEERING	SCIENCES AND LETTERS	ECONOMICS AND ADMINISTRATIVE SCIENCES	UNIVERSITY COLLEGE
The university reputation	57	59	52	58	57
Home proximity	62	59	61	65	52
PMU students and friends and acquaintances advice	31	27	21	28	30
Teachers advice	12	14	14	9	11
Parents advice	29	30	31	28	19
Lower costs	16	18	17	16	5
Total	100	100	100	100	100

The subjects could mention more than one reason.

We can imply that the prestige of the university in the eyes of the candidates constitutes one of the most relevant reasons for their choice. The proximity to their domicile is another important reason in their orientation.

The reasons for choosing a certain specialization reflect the intrinsic aspects of vocation or future employment possibilities. The table below presents the distribution of the answers regarding the reasons for choosing a specialization.

THE REASONS FOR CHOOSING THE SPECIALIZATION

THE REASONS FOR CHOOSING THE SPECIALIZATION	TOTAL	FACULTY		
		ENGINEERING	SCIENCES AND LETTERS	ECONOMICS AND ADMINISTRATIVE SCIENCES
The passion for the field	30	39	39	18
The perspectives as a specialist	12	18	10	10
The labor market perspectives	25	10	15	40
Learning desire	21	25	24	18
Matching with own aptitudes	12	8	12	14
TOTAL	100	100	100	100

The passion for a specialty is stronger (39 %) in Engineering and Science and Letters and weaker (18%) in Economics and Administrative sciences. Higher values are reached in the specialties: Computers (50%), IT (48%), History (42%) and Philology (38%).

Generally, vocational guidance of candidates is weaker as compared to other motivation factors, as their majority is of extra-vocational nature. This deficit can generate difficulties in career development.

Given the importance of vocational choice in career evolution, the Career Center would like to elaborate and implement some strategies aimed at studying the skills, aspirations and preoccupations of the young. These are intended to offer them support in deciding according to their vocational potential. With this end in view, a system of collaboration in partnership will be developed. This partnership will bring together institutions from the pre-university sector and the university for gaining a better knowledge of the vocational potential and motivation of the youth.

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THE NEED FOR QUALITATIVE CAREER COUNSELLING SERVICES IN THE ROMANIAN LABOUR MARKET

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National Agency for Employment
2005

Aedh Wishes For The Clothes Of Heaven

Had I the heavens' embroidered cloths,
Enwrought with golden and silver light,
The blue and the dim and the dark cloths
Of night and light and the half light,
I would spread the cloths under your feet:
But I, being poor, have only my dreams;
I have spread my dreams under your feet;
Tread softly because you tread on my dreams.

W.B. Yeats

Abstract

Optimizing the quality of career guidance services has already become increasingly important in almost all over the world. However, there are some countries where there is still some resistance in making investments in career guidance system. Government policy-makers responsible for financing and developing career guidance policy have often least understanding of the impact and the benefits of career guidance.

This paper intends to raise the awareness among the romanian policy-makers to stimulate the stakeholders and the professionals to provide views on how to develop an optimal system of quality standards and guidelines in order to assure and maintaining a certain level of quality in providing guidance and counselling services.

It is suggested that, if we are to persuade more adults to participate to lifelong learning and productive work-related learning, help them to make appropriate choices relative to their interests and capabilities and support them to persist and succeed, this will require a wide set of capabilities within future adult guidance provision. This offers real challenges to policy-makers and guidance practitioners to find inovative ways to motivate individuals and employers to invest in learning and personal development also through guidance and counselling.

Foreword

In the past, people usually needed assistance with their career only at major decision points, such as leaving school, graduating from post-secondary institution or changing jobs. Now, in a

fundamentally different age, massive changes in the labour market (the structure of opportunity, globalization and the very nature of employment) are leaving our working lives in a state of permanent flux. Career change is constant and the demand for services has changed. This is why career guidance and counselling services are to be given stronger recognition by policy makers, and also career guidance and counseling sector needs to give more attention to ways of influencing the policy-making process.

A quality assurance system in providing career services should be the target for each society being aware of the key contribution this type of services can make to achieve essential public policy goals, such as: lifelong learning, social inclusion, labour market efficiency and economic development.

1. Defining quality

1.1 The *Quality* concept has always been about improving processes, products and services. All Quality methodologies are focused on eliminating defects and the root causes of those defects. Quality involves products and/or services that satisfy customers, running processes at greater efficiencies, producing less waste and increasing business productivity.

There are many ways to appreciate quality. The concept of quality cannot be developed appropriately if it doesn't contribute in a decisive way within the organization.

Generally speaking, we should take into account 2 important areas we should keep at a certain level of performance in providing quality services:

- the environment of the **infrastructures** is to take special care in the facilities where these services are provided, otherwise it will be very difficult to carry out the commended activities correctly
- the environment of the **human resources**: a strategy for assessment and recruitment of the personnel, a strategy for permanent training/continuous learning, mechanisms of labor motivation, possibilities of geographical mobility toward the place that is wanted, economic incentives, etc.

Quality assurance is no longer just a government function but a professional responsibility.

1.2. Standard:

The introduction of the operational Standards and Guidelines is to be the principal reference source on delivering services. It will include services provided through the career center professional(s), public employment sector, educational sector, the employer service sector, or other providers in this system.

The standards and guidelines are presented to give the center professional throughout the workforce area consistent methods in managing the centers, to have a common identity and to efficiently serve the citizen and employer customers.

They will be used to help determine the career center's designation as a full service career center and in maintaining an ongoing quality system.

Sometimes the quality standards used to steer career guidance are general industrial standards such as ISO 9000, or part of broader quality standards applying to the sectors (of education, or of employment services) that career guidance services are part of. However examples exist of quality standards that have been developed specifically for career guidance services. In most cases these are voluntary, but they can also be linked to the provision of funds. Generally the link between quality standards and the provision of funds is weak. Career guidance quality standards seem more likely to be effective if they are developed in co-operation with key stakeholders, and are used for continual quality improvement. Quality standards can also be linked to the types of outcomes expected of career guidance services.

2. The present context

2.1 Labor market and the need for counseling

In the countries in transition, it is considered that the guidance and career counseling services are not important for the social and economical development. The governments don't have enough justification to invest in this kind of services aiming just to inform people and lead them to the existing training opportunities, without having a direct effect on creating new additional jobs.

Indeed, the career information and counseling services cannot create employment opportunities, but they represent a very important tool in order to diminish the qualification deficit, an excessive personnel flow, attitude and motivational deficiencies, thus representing a measure against the low working productivity and it is useful for the efficient administration of the human resources. Thus, any career information, guidance and counselling approach should start from the current and future requirements of the labour market. Proceeding this way, the career guidance and counseling services contribute directly to the development of a favorable economical framework to create new jobs. These services represent a necessary condition, but it is not enough to create new jobs.

Out of all services supplied on the labour market, the career counselling activity has an essential role. It is previous to all the other services that are offered, whose success depend on the informational management efficiency about the labour market (supply and demand), on which this activity is based on.

2.2 Meeting the client's expectations

In the EU countries the general public is becoming more informed about what to expect from career counselling service providers and, as a consequence, more critical. Funders also are becoming more insistent about quality assurance. These actors are increasing the pressure on counseling agencies to have ***policies, standards, and benchmarks*** for service which "customers" can understand so that they can make comparisons and judgments as to which services to select.

The situation in Romania is appreciably different. The general public is not yet aware about the crucial role that information, guidance and counselling play both in facilitating access to learning and developing a successful career. There are not very many career guidance and counseling providers and very few organizations have specific guidelines for the delivery of career counseling and very few practical tools exist to help organizations who want to pay attention to creating better standards in career counseling.

However, some governmental institutions (e.g. National Agency for Employment) started the process of creating their own standards for counseling as a response to some internal social and educational needs, but also to some external pressures (as the European unification or the globalization requirements). We consider that it is extremely important as a policy priority to introduce **a set of quality guidelines and standards for the career guidance and counselling services** provided in both educational and employment sector, taking into account that these two sectors are strongly linked together. By quality guidelines and standards we understand ***carefully defined targets for separate aspects of service delivery or professional practice, in a form that allows performance to be assessed***, the aim being quality assurance of career guidance and counselling services.

3. Developing a framework to ensure quality in career guidance and counselling in public employment sector, in the context of our adhering to EU

3.1 Types of quality assurance system

The Council (Education/Youth) *Resolution on Enhanced Co-operation in Vocational Education and Training*, adopted on 12 November 2002, gave a mandate to work towards the following priority:

« strengthening policies, systems and practices that support information, guidance and counselling in the Member States, at all levels of education, training and employment, particularly on issues concerning access to learning, vocational education and training, and the transferability and recognition of competences and qualifications, in order to support occupational and geographical mobility of citizens in Europe ».

In this context CEDEFOP has commissioned a project on behalf of the European Commission Lifelong Guidance Expert Group to look at the possibility of developing a European framework

to ensure quality in careers guidance. After a close scrutiny of the quality assurance systems described in the recent OECD, CEDEFOP, ETF and World Bank surveys of guidance provision in the member states and accession countries it was concluded that:

- it would be impossible to devise a single quality assurance system that would suit all;
- many countries already have good systems in place and others are in the process of developing their own.

However, it would be possible to identify the *features* of quality assurance system that should be in position to ensure that citizens in all European countries are offered the best services, and that the services are consistently good across borders. These ‘meta-criteria’ are not meant to be applied to career guidance provision itself, but to the *quality assurance system or systems* that are in place to regulate it. Thus, a country may have adopted an EFQM (Excellence Model of the European Foundation for Quality Management) or an ISO9000 system for its guidance work, or another of its own; but they should ask themselves *if that system addresses satisfactorily a number of ‘meta-criteria’*.

The CEDEFOP research has concluded that no country has one single quality assurance system for all sectors of guidance. It supposed that if all sectors inside a country work to meet these meta-criteria in relation to the system most appropriate for them, then gradually any country will achieve more internal coherence, and the countries of the European Union will achieve coherence between them. The aim is that the beneficiaries develop a clear sense of what to expect from a good guidance service wherever it is in Europe.

Thinking from a wider perspective, no matter where in the world the counselling services are provided, *the elements of quality assurance* should include:

- 1) Standards for the **location** where the counselling services will take place.
- 2) Existing staffing pattern and the organizational chart of the Counselling Center staff.
- 3) Standards for **training**. In some countries state recognition of institutions is well developed while others are in seminal stages. A global view of training program recognition must include a review of university-level training and private-training institutes as well. Good training should meet high standards no matter where the training is housed.
- 4) Standards of **practice**. All clients or recipients of the work of career guidance practitioners deserve the best service possible. Delineating sound standards of practice to be followed by all practitioners in all countries is essential. Thus, we should develop a matrix of fundamental competencies used within global standards of practice.
- 5) **Ethical code** of practice and **Professional behavior** standards. Perhaps the most difficult area of globalizing professionals is to create ethical standards that are acceptable in different cultures. Within cultures, debate of ethical practice is extensive. Across cultures (and laws of the states) the formulation of ethical conduct standards will be difficult. Simplicity is recommended first.
- 6) **Certification**. The public should have assurance that all practitioners of career guidance meet minimum standards of training, supervision, ethical practice and ongoing assurance of competent practice. A certification will assure the public that the profession cares first about standards of good practice.

3.2 The role of well organised career information, guidance and counselling services

Well-organised career information, guidance and counselling services are important both to education systems and to the labour market, as well as to their interface. Many arguments in support of this assertion are long-standing, but have been strengthened or refined by more recent developments within education systems and labour markets: both by trends in the ways that these are organised and operate; and by thinking within public-policy and other fora on how they might be organised and operate more effectively. There are analogies between the importance that well-organised systems of information and advice play in improving the efficiency of education systems and labour markets, and the role that they play in improving the efficiency of financial or other markets.

Within the labour market, well-organised career information, guidance and counselling can:

- a) Improve the accuracy and accessibility of the information available to individuals about short - and long-term job opportunities. In turn this can improve individual decision making about jobs and about job training opportunities, and improve the allocation of human talents within the labour market. In particular, well-organised career information, guidance and counselling can help to:
 - Achieve a better match between skills, interests and qualifications on the one hand and available job opportunities on the other; and
 - Unearth the talents of those who are not favoured by life's circumstances, thus improving the social and intergenerational mobility of talent.
- b) Help to improve the allocation of labour across regions, industries and occupations in the face of labour supply and demand fluctuations resulting from technological and structural change;
- c) Make a key difference between the successful and unsuccessful implementation of active labour market programmes and active welfare-to-work programmes (together with other support services).

These roles for career information, guidance and counselling services become increasingly relevant as human knowledge and skill come to play an increased role, compared to capital and labour, in national economic performance. They become still more important in the context of discussions about new concepts of careers that emphasize individual responsibility for career management, and individual and corporate responsibility for developing employability skills, often as a substitute for long-term commitment or loyalty.

3.3 Does it matter how it is provided?

The argument thus far implies that well-organised career information, guidance and counselling services need to be high on national public-policy agendas. The emphasis on lifelong learning and sustaining employability also has implications for how such services should be provided. It is necessary that career information, guidance and counselling services need to:

- Be provided in a variety of settings: not only educational institutions and employment offices but also workplaces and community settings;
- Be provided in a variety of sectors; not only the public sector but also the private and community sectors;
- Allocate an important role to informal and non-professional sources of information and guidance such as alumni, local employers, community members, parents and peers as well as to formal professional sources;
- Achieve a balance between universal access and the targeting of public resources to those who most need them.

3.4 How might we know if key public policy objectives are carried out in order to assure a certain quality level in providing career services?

There are a number of questions that governments might ask to assess the extent to which career information, guidance and counselling services are meeting the key public policy objectives. For example:

- What is the extent of access to career information and guidance provision?
- What mechanisms are used for assuring the quality of such provision?
- To what extent is ICT used to widen access and increase cost-effectiveness?
- What range of individuals and organisations are involved in service delivery, and how adequate are arrangements for the training of guidance practitioners?
- How and to what extent is the diverse provision of services effectively co-ordinated?
- How adequate are arrangements for developing an evidence base to support service delivery?

4. Conclusions

The need for lifelong career development is becoming increasingly evident as more and more people switch jobs because of new forms of work organization, economic downturns, or

technological changes. Many workers will become "portfolio people," frequently moving from one individual contract to another.

Quality of service in career counseling presents the experiences of the consumers of career counselling services, as well as the experiences of the staff when attending to their own career development needs. Organizations must be encouraged to consider that quality career counselling services are best delivered by staff who see their own careers as personally meaningful and important to the organization. It is for the organization's best interest to attend to both dimensions of service (consumer and staff).

Career guidance and counselling services have often in the past been viewed as marginal services in terms of public policy. Reviews by three influential international bodies¹ have affirmed that this view is no longer adequate. Such services need now to be brought into the mainstream of policy formation. A key challenge for each of us is to determine how this can be accomplished.

- *We have to continue to dream our dreams.*
- *We have to demonstrate our passion in ways that honour our profession.*
- *We have to stay engaged regardless of the world around us.*

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¹ Three co-ordinated reviews of national career guidance policies have recently been carried out by OECD, the European Commission and the World Bank, covering 36 countries in total.

CAREER DEVELOPMENT IN BULGARIA: UNIVERSITIES AND THE BUSINESS TOGETHER ON THE ROAD TO UNITED EUROPE

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Abstract

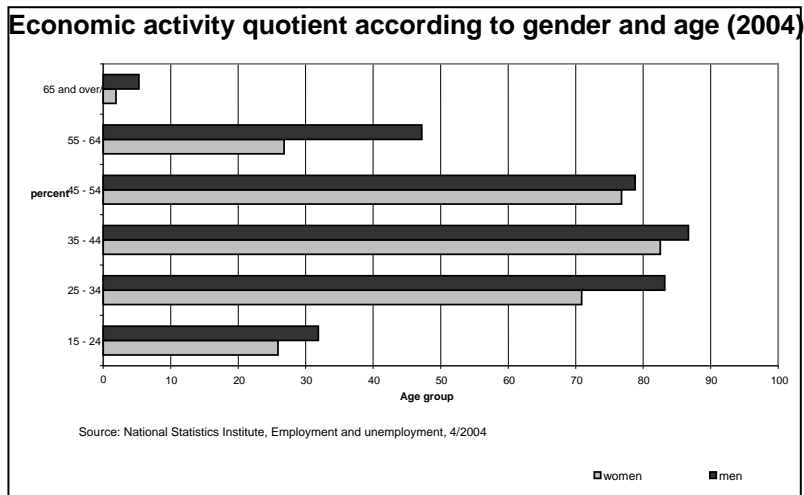
In the Bulgarian society there is an increased awareness regarding the need for career guidance and development. For that purpose an overall policy needs to be drafted and implemented in this field as soon as possible. Not only the business and the educational establishments but also the government and the NGOs need to take part in this process. The statistics shows that with an average unemployment rate for the country in 2004 of 12.64%, approximately 40% of the unemployed are up to 30 years-of-age. Young university graduates rarely find work related to their university major because employers continue to seek workers/employees with work experience but fail to provide adequate internship or other programs. Over the last few years various donor programs and private institutions have been working hard for the purpose of creating better opportunities for career and professional guidance. One of the best examples in this respect is the company JobTiger LTD (www.jobtiger.bg). For the last six months the efforts of the USAID Labor Market Project are also oriented in this direction.

The report will present the experience of the two above mentioned institutions with respect to career development in Bulgaria as well as their current and future initiatives related to the creation of career centers, the organization of internship programs, career and internship days, maintenance and administration of on-line portals for seeking/offering of internships and jobs. To better illustrate the current situation in Bulgaria a brief presentation will be made of the major labor market indicators of the country as well as the results of a research carried out in the first half of 2004 by initiative of J.E. Austin Associates (www.jeaustin.com) and the Center for Education Development on the topic of 'Ten bridges on the way to labor force competitiveness (Input of the private sector to the education reform)'. In conclusion we would review the measures that the universities and the business need to undertake in order to improve the status quo by means of creation of sustainable career guidance mechanisms in universities.

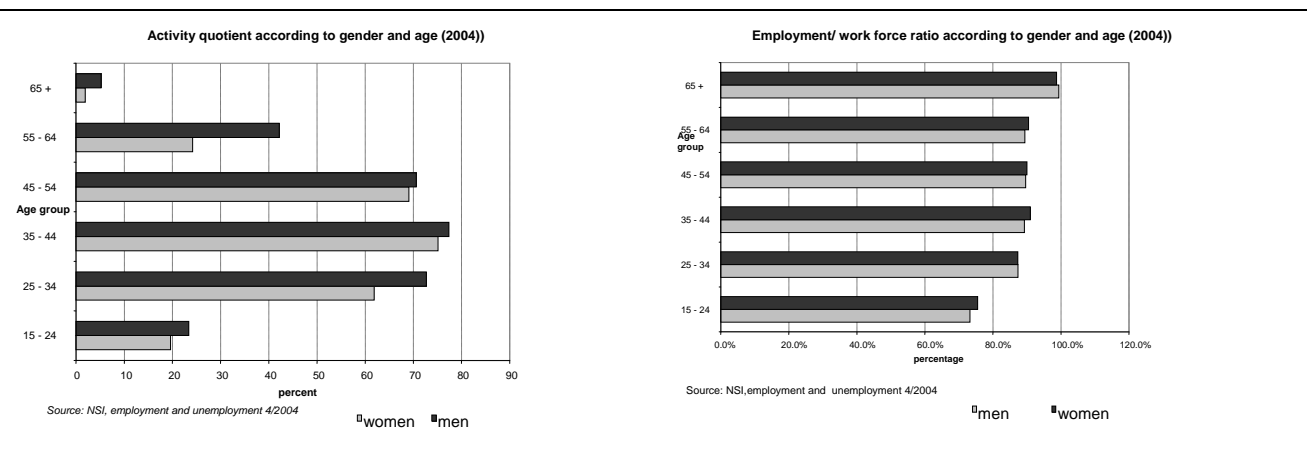
Background

In recent years the labor market in the country has taken a positive turn with the number of economically active people¹ increasing and the level of unemployment decreasing. In 2004 the work force amounted to 3 322 people and respectively the economic activity quotient reached 49.7 per cent against 49.2 percent in 2003. The average annual level of unemployment slumped to 12% as compared to 13.7% in 2003. A closer study of the structure of economically active people shows that in Bulgaria there are considerable differences in men's and women's economic activity among the 15-24, 25-34 and 55-64 year-olds.

¹ People above 15 years of age, working or willing to work, are considered as economically active population



In the first two groups the main reason for the difference could be women's special role connected with the bearing and upbringing of children. In these age groups women are apparently dedicated to maternity and cannot offer labor. In the 35-44 and 45-54 age groups the differences in the economic activity smooth away and appear in the 55-64 age range because of the different retirement conditions for men and women, as the economic activity among retired people is considerably lower. Employment rates also reveal some interesting trends in the labor market development. Looking at the employment rate, calculated in the standard way¹, a very low employment level is noticeable among young people (the 15-24 and 24-34 age groups). Although this result is predictable in view of the low economic activity among young people, comparing the number of employed with the economically active people of the same age and gender group shows that unemployment among younger people (15-24 year-olds) is considerably higher than the average unemployment level for the country (and respectively higher than that in other age groups). It is interesting to point out that women who stay on the labor market (that is, the ones who are economically active) are not subject to discrimination by employers – the employment percentage among economically active women is almost equal to the employment percentage of economically active men.



The economic activity rate, hence the employment one as well, is considerably lower in Bulgaria than that in most developed OECD and EU countries². A comparison of the economic activity in the most active age group - 15-64 shows that for the 15 old EU member countries the rate is 64.8% on average, for all OECD countries it is about 65% and for Bulgaria it is only 61.4 percent. If this age group is broken down into smaller ones and the two genders are considered separately we will notice that Bulgaria has one of the lowest economic activity levels of the male population. In the

¹ The ratio between the number of employed people and the total number of people in the age group
² The data for the OECD and the EU are for 2003. Source: OECD, Employment Outlook, 2004

15-24 age group Slovakia, the Check Republic, Poland and Hungary have rates of respectively 45.2, 42.1, 38.2 and 34.4, while Bulgaria has 31.3%. Among women in the same age group in Bulgaria the economic activity is 27.2% and it is very close to that in Turkey (26.8%), where, for historical and cultural reasons, women have significantly lower participation on the labor market. These results indicate that there is a large number of discouraged young people who consider participation on the labor market as pointless. The high level of unemployment among young people - 20% of the people up to 29 years-of-age, is also supportive of this claim. This fact causes pessimism with regard to finding a job, and hence to labor market participation.

In the 25-54 age-group, among women the level of labor market activity is comparable to that of the OECD and EU member countries and considerably higher than that of Spain, Poland, Greece, Italy, etc. Among men the activity is extremely low – 83.0% - even as compared to countries such as the Check Republic, Slovakia, Poland and Hungary respectively with: 94.5%, 94.1%, 87.7% and 84.8%. The average rate for the OECD is 92% and for the 15 developed EU member countries – 92.2%.

In the third age group - 55-64 years of age, the activity both among men (47%) and women (25.7%), even though it is not higher than the average one for OECD and EU countries, is still much higher as compared to that in some European countries. This is perhaps partly due to the reformed pension system in Bulgaria and the increased retirement age, which obliges more people to stay on the labor market.

In general, the country lags behind the European trends in the population’s economic activity and special efforts are required to encourage people, especially youths and middle-aged men, to be economically active.

In order to address the existing problems of youth unemployment a survey was conducted in 2004¹ studying the possible use of traditional mechanisms operating in a normal social situation, for bringing together education and the needs of the business. Following the survey there have been discussions as to what extent these mechanisms function in the country. The fact that the highest score for a mechanism is 3.5 (out of maximum 6) as well as that in the classification of all “the bridges” the scores vary within the range between 2.7 and 3.5, points to the insufficient use of existing opportunities. The table below shows “the bridges” as well as the average scores given in the focus groups in the course of the discussion.

Classification	Bridge/Link	Average discussion score
1	Job-placement programs for graduates	3.5
1	University courses for company management staff in one or various sectors	3.5
2	Internship programs opportunities	3.3
2	Informal communication between educational establishments and the business class; businessmen as guest lecturers and professors as lecturers in companies; joint participation in social events	3.3
2	The university requires professors to take part in paid consultations (on behalf of the university)	3.3
3	“Revolving door” between universities and the business	3.0
3	Making the business part of education	3.0
4	Posy-graduate programs	2.8
4	Companies financing of research and development	2.8
5	Participation of the business in academic boards, work groups and committees on the preparation of the curriculum	2.7

¹ The survey was conducted at the end of the last half of 2004 by initiative from J. E. Austin Associates, the Center for Education Development and with assistance and participation of BIBA members

In general, the use, or rather the lack of use, of these mechanisms outlines the following picture:

In the first place, the business has no participation whatsoever in academic boards or in any other forms or mechanisms for determining the curriculum. Therefore, graduate students are thoroughly unprepared for the normal business and respectively, employers are forced to invest considerable resources for in-house training.

In the second place, there is practically no funding by companies for research and development, which would actually constitute economic activity for the university and would not only increase funds for universities but would also help academics acquire an understanding with respect to the skills required by the business in the respective field. Similarly, there are no post-graduate programs. The objective of such programs is for former university students to continue being involved in education both as a form of ‘advertisement,’ if they have a successful career, and as a potential “link” between newly graduated students and the respective company and also as a form of incentive for university lecturers to further develop their academic career so that they do not lag behind their former students.

In the third place, there is the lack of participation on the part of the business in the actual process of education via lectures by representatives of the business or other professional organizations. The problem stems not in the lack of practices, but, and this aggravates it even more, in the fact that there are legal obstacles to resolving it as only people with academic degrees can lecture at universities. Further, unfortunately, there is hardly any search for new forms of cooperation between the business and universities and “the revolving” door between the two is practically “closed.”

In the fourth place, there are certain problems related primarily to the activeness of the business with respect to opportunities for participation in the education process. This includes the internships as a way both for staff selection and training as well as for bringing students’ expectations up to date with the actual labor market situation. There is hardly any promotion of ways for formal or informal participation and communication between lecturers and businessmen with the aim of mutual improvement of skills and immediate adaptation of the education process.

In the fifth place, the job-placement programs for graduates and the university courses for company management staff got the highest scores (as far as 3.5 out of maximum 6 can be considered a high score). The explanation of this fact probably lies in the existence of some forms of both mechanisms, even though not in their purest form. University courses are practically substituted by vocational courses outside of universities in which academics also take part. Regarding job-placement programs for graduates in universities exists the distorted understanding that their focus is academic education and the following realization of students on the labor market is no concern of theirs. However, the demographic trends cause decrease in the inflow of students and universities will have to face the need to compete for attracting students. This would contribute to the asserting the understanding that a significant part of every university’s competitive advantages consist in the probability for its students to be placed following their graduation and therefore the educational establishment needs to make respective investments.

Consistent state policy is required in the field not only of education but also of economics and social affairs so that the above-mentioned problems could be overcome and our country could draw closer to the average EU youth employment (respectively unemployment) rates. The Labor Market Project has made it its priority to promote one of these mechanisms, namely - the internship programs. The Labor Market Project of the United States Agency for International Development, which has been functioning in the country since 1998, last year launched initiatives with the aim of stimulating employment levels in the country by providing highly qualified and motivated staff necessary for the development of the economy. To this end, in 2004 a survey was conducted among 160 Bulgarian and foreign companies in the country, which showed misbalance between the demand and supply of well prepared specialists on the labor market. In an attempt to find not a superficial but a strategic solution to the issue we have created the Training and Certification Program as well as the National Internship Program. These initiatives aim at reducing the differences found in the survey between the needs of employers and the qualification of employees as well as at developing a sustained partnership between universities, the young specialists they teach and the business in the country.

Recent development

The National Internship Program combines the goals and interests of the students – as an opportunity for acquiring skills and qualities necessary for a successful career; of the employers -- as an opportunity for active participation in building the future human capital of the country; of the universities – as an opportunity for successful realization of their students, which is one of the most important criteria for good education in the modern world. The program incorporates several components:

- Organization and wide promotion of **Career and Internship Days** for students and young specialists in larger cities of the country with the aim to offer a chance to the students and employers to meet and discuss professional development opportunities.
- Creation of **modern Career Centers in 12 pilot universities** and providing practical training to their staff, including **certification of career specialists** under the internationally-recognized program Global Career Development Facilitator.
- Developing **methodologies for creation and organization of internship programs**. These methodologies are designed for universities and employers interested in developing their own internship programs. Our ambition is to encourage the business to organize internship programs by attracting employers that have already established practices regarding such programs and who could point out the advantages of such programs to other representatives of the business.
- The creation of a **website www.staj.bg** which can serve as a direct link between employers looking for interns and students and recent graduates interested in starting to practice their major. Since it was launched 3 months ago, the site has been visited by 40 000 individuals. As of now over 3000 applications by interns have been published on the site, as well as more than 300 internship positions.
- Encouraging **higher education institutions to include internships in their educational programs and to give academic credits for internships**. Student internships are a natural mechanism for developing a link between academic education and the business by enriching theoretical knowledge with practical skills and experience in operating with the new technologies.

The development of career centers is the most important part of the National Student Internship Program of the USAID Labor Market Project and JobTiger. Our mutual initiative aims at creating WORKING models of LINKS between universities, their product – the students, and employers.

The main reasons why the business supports us are the following:

- Because it can offer direct contact with the students in the major the particular employer is interested in. Companies can use the center to submit a job position for internship making sure that this information will reach the future specialists they need.
- By investing in the creation and development of the career center in the university or universities the employer is interested in, the business will have a direct communication channel with the academic community, thus making it much easier to find common ground. By means of the career center thoughts and ideas can be exchanged finding the common interests of both the academia and the business. I hope that in the more recent or more distant future there will not be logic-defying situations such as lack of students in majors the business needs and is interested in or the other example – too many students in majors which at present are not of particular interest to employers.

The creation of modern career centers is no doubt connected with providing practical education to their staff and certification of the career development consultants – GCDF. It is also related to establishing of local networks for providing permanent support for the career centers' development. Consultants in the career centers should be motivated and positive people with highly developed social skills. They are the image of the Career center – they should advocate its interests and respectively the interests of the academics and indirectly - of employers.

SITUATION OF CAREER COUNSELING EDUCATION IN TURKEY

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Abstract

This presentation is aimed at mentioning the situation of career counseling in Turkey. It is planned to present about career counselor education, counseling education system in Turkey and summarizing a research about career counseling.

1. CAREER COUNSELOR EDUCATION IN THE WORLD AND TURKEY

1.1. Career counselor education in Turkey

Career counseling is the label used most frequently to describe how counselors and psychologists work to help individuals develop self-understanding and articulate a career direction that allow them to achieve their potential and find purpose in their daily activities (Niles, 2003). Using vocational guidance term was common until last almost ten years, now career counseling is generally accepted term among counselor educators and school counselor in Turkey. Actually, there is no career counseling program in Turkey, but all undergraduate and graduate level of counseling education program have at least one career counseling course. Briefly, training in career counseling is typically provided by universities through a few career counseling courses rather than through formal degree-granting programs. Training tends to emphasize a person-environment matching model of career counseling. Most career counseling services are provided in high school settings for university education. Our situation are similar in some aspect with some country as Hong Kong (Leung, 2002), Italy (Soressi, Nota and Lent, 2004). More information about our counseling education system will be given under another subtitle.

1.2. Career counselor education in some countries

It can be accepted that career counseling education is best established in USA. It is a specialized area and career counselor give service along lifelong. The common bond between career counselors begins when students receive introductory career intervention training in graduate counselor education programs. Counselor training programs surround training in career development interventions with a common core of courses defined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The training that career counselors receive is unique among the helping professions and, thus, serves to distinguish career counseling from other counseling-related disciplines such as clinical psychology and social work. Specialized training in career development and in the CACREP core areas reflects an internal strength that career counselors bring to their work. (Niles, 2003). Training issues have been present for most of the last decade; however, the intensity seems to have ratcheted upwards with the increasing neglect of career counselors' training by graduate programs in counseling and psychology. (Dagley and Salter, 2004). Half of the analysts (Pope, 2003; Tang, 2003) identified as a significant weakness the current state of training in career counseling that is provided by counselor education departments across the United States. There is a widespread perception that career

counseling has been marginalized because of disinterest among both faculty and students. Counselor educators seem indifferent to career counseling (Savickas, 2003)

Similar concerns about professional standards and related training issues are apparent around the globe (e.g., in Australia and in the Nordic countries). It is speculated that many practitioners of career counseling in Australia have no formal training other than their own life experiences. Although there are formal postgraduate educational programs in career counseling in universities throughout the country, apparently there is a lack of uniformity in credentials for career counselors (McGregor-Bayne, McIlveen, and Bayne, 2003, Cited in Niles 2003) Likewise the professionalism of career counseling specialists in the Nordic countries (Denmark, Finland, Iceland, Norway, and Sweden) is uneven in terms of training requirements (Plant; Plant, Christiansen, Loven, Vilhjalmsdottir, and Vurorinen, 2003, cited in Niles 2003). Training credentials range from the graduate degrees of work psychologists and guidance teachers to bachelor's degrees in career guidance, to no training for barefoot counselors (guidance staff with no career guidance qualifications). In Sweden, they have used this notion of a sociopolitical perspective in determining the goals for career counseling and the education of career counselors. Since the beginning of the 1970s, the goals for career counseling in Swedish schools have been strongly influenced by sociological and socio-psychological theories, and the Swedish education for career counselors consists of an equal mix of sociological and psychological approaches (Lindh and Dahlin, 2000).

In Japan, there are no professional career counselors in high schools. The government is pushing forward with job creation package plans. However, those plans do not include career counseling or career counselor training (Tatsuno, 2002). Education Department of Hong Kong, in collaboration with some local universities, provides initial training for career guidance teachers in secondary schools. Counselor training in Hong Kong is still at an early stage of development, and training programs do not offer a specialization in career counseling beyond an introductory course in career development and counseling (Leung, 2002). Although China has a long history of vocational guidance, it is functionally at a beginning stage in career development and counseling because of the historical vagaries of its political leadership. Vocational guidance and career counseling services, as a professional field, are now rapidly being developed to meet the growing need of Chinese society (Xiaolu Hu and Pope, 2002). Career counseling was provided to adults outside the school setting and corporations were organizing their own career counseling services since 1990 in Taiwan (Chang, 2002). Career guidance in Lebanon has long been neglected. However, a handful of schools, usually private, provide some career guidance for high school students to guide them through the laborious and confusing process of applying to college (Oweini and Abdo, 2000).

All these reports show that career counseling and counselor education is already getting important.

2. SOME INFORMATION ABOUT COUNSELING SYSTEM IN TURKEY

2.1. Counselor Education in Turkey

Counseling programs, 27 in total, exist only in public universities. Nineteen programs have undergraduate degrees, 17 have masters and, 9 have doctorate degrees. Turkish counseling undergraduate programs are about school counseling (Dogan, 2001; Yildirim and Ergene, 2001). There are undergraduate degrees in counseling programs because Turkey needs more counselors for schools. Some counselor educators believe that counseling education must be a graduate degree (Kuzgun, 2000), but some of them, because of desperate needs for counselors, advocate undergraduate degrees (Akkoyun, 1995; Dogan, 1996). There are a total of 42,897 special education institutions, primary and secondary schools, and a total of 13,042,247 students in these schools and 12,470 counselors in all Turkey. In addition, 931 counselors work in the total 148 Guidance Research Centers (MONE, 2005). Currently, the counselor- special education students and 1-11 grades student ratio is 1:1,307 across the country, for 2004-2005. But the Ministry of National Education is aiming for at 1:500 (MONE, 2002). American Counseling Association recommended

1:250, but in 1999 the ratio even across the United States averaged 561 students to one professional school counselor (Herr, 2002). Thus, Turkey has a pressing need for more school counselors

There are as yet no legally licensed professional associations in the field of education or guidance in Turkey.: There is also a lack of standardized selection criteria upon which counseling students can be admitted to counselor education programs. There are no formally recognized requirements for certification as a professional counselor; neither are there procedures for and official accreditation of undergraduate and graduate training programs nor an agreed upon specialty title and definition in counseling (Dogan, 1998).

2.2. Career counseling in Turkey

In Turkey, counseling system is different from other countries. As it is mentioned before, the undergraduate and graduate programs about counseling is different from other countries. Almost all counselors work in education system, especially in secondary school. As school counselors, they are often expected to be competent in career and educational guidance, but there is no expertise or graduate program about school counseling or career counseling. It is known that, the school counselor has the skills and knowledge to address the personal, social, educational, and career needs of school-age children. The role of the school counselor has evolved from providing guidance and career information to addressing the developmental needs of students--including their social, personal, educational, and career needs (Bailey et al., 1998). In Turkey, the same evolving happened. It means school counselors in Turkey, often function as vocational guidance or career counselors and assist students in career exploration and choice as in Malasia (Pope, Musa; Singaravelu; Bringaze and Russell, 2002). Especially end of the 8th grade and 11th grade, school counselor works as career counselor to help student preparing entrance exam. Before university entrance exam is seen the most important time for career counseling. It is one held examination and in 2004, 1.728.076 students (741.381female, 986 421male) took this exam and a total of 609,736 passed (Center of Student Selection and Placement, 2004). It means, recently higher education become very important and for this reason especially in that time lots of student need to career counseling. Yet, it is understood, Turkey has not any career counseling program directly, but all counseling departments have at least one career counseling course. Another point about Turkish career counseling is about who the target population. Career counseling is seen for only children and youth. Although, it is taught that it is life long process, in reality it does not work.

2.3. Career Information Guidance and Counseling Services (CIGCS) In Turkey

This sub title is summarized from a report called Country Report In Turkey which is written by Akkök and Watts (2003). CIGC services are carried out in various contexts by MONE, by the Turkish Employment Organization (TEO) which is an affiliated institution of the Ministry of Labor and Social Security (MLSS), by universities, by the private sector, and by trade unions and employer associations. There is a limited number of non-governmental organizations to which MBRD service providers can belong: Turkish Psychological Counseling and Guidance Association, Turkish Psychologists Association; YÖRET Foundation (Foundation for Introducing Guidance and Training Guidance Practitioners in Higher Education).At the same time there are a number of Trade unions which all teaching personnel can join.

These kinds of staff are employed to provide CIGC services in our country. In MONE: Guidance counselors, Class guidance teachers, Occupational training teachers in basic education, Other staff: Guidance counselors working in the school guidance and psychological counseling departments of Guidance Research Center's (GRC) help class guidance teachers at schools which do not have their own guidance counselors. GRC's in cities undertake coordination responsibilities with respect to guidance services, including vocational guidance services. In

higher education institutions: Psychologists, psychological counselors and psychiatrists work at Health and Guidance Centers and in Psychological Counseling and Guidance Units of higher education institutions. Career centers and career planning activities, in the universities where they exist, are staffed with the graduates of psychology and counseling departments, and some graduates of management and statistics departments are also hired. In TEO: Since TEO does not yet have formal approval for the title of career/employment counselor, the staff concerned is currently defined as career and employment counseling services personnel. Draft legislation has however been prepared to give a legal status to TEO's career counselors, employment counselors and labor market officers.

There has been a significant increase in career development services provided by the private sector in Turkey. A large number of consultancy organizations conduct consultancy activities related to career development in large and medium-scale enterprises. Most of these are headhunting companies providing services in relation to career training and job placement. Recently there has been an increase in outplacement services as well. Many organizations make use of some private human resources companies, especially in the placement of higher and medium-rank managers.

There is no center that has fully specialized in CIGC services. The MONE Research and Development Center for Vocational and Technical Education (DCVTE) fulfills this purpose to a certain extent. Some studies, research and projects performed by DCVTE are stored in a computer milieu and converted into a databank for easier access. The computer network that covers the whole center enables data to be compiled in the main computer. A copy of data is stored as printed text. At later stages it is aimed to make the data accessible through the Internet. TEO specializes in collecting and systematizing information about careers. Occupational Standards Commission (OSC) provides a national identity for this work by providing an environment conducive to cooperation between public and private institutions. A research center on Human Resource Management and Career Counseling is currently being set up by Ankara University's Faculty of Political Sciences. Some universities have Career Centers in Turkey and their number is increasing. There are some private places about career counseling, as well. It can be given a long list related to career counseling web pages.

2.4. EU, Turkey and career counseling

After Turkey entered the EU Customs Union in 1996, manufacture and industry exports increased. The need for professional skills required has also increased. At the same time, The Turkish 8th Five-Year Development Plan proposes that the quality of the manpower in Turkey should be improved. Nowadays, because of effort of being a member of European Union, Turkey start to study about career counselor more. Recently Ministry of National Education (MONE) and World Bank started to study a big project about career counseling. Project's final aim is to provide vocational transfer between European countries. Guidance throughout life contributes to the achievement of the European Union goals of economic development, labor market efficiency and occupational and geographical mobility. Guidance is one of the key actions to create open, attractive and accessible learning environments identified in the implementation of the Lisbon Strategy (European Ministers of Education and the Commission of the European Union, 2004)

3. RESEARCH REPORT

For this presentation, it is planned to present a research results too. Understanding what counselors think about career counseling, a research is realized between January-March 2005. As it is seen, in Turkey there is no well established career counseling program, there is only at least one course among counseling program courses. This research report is part of a big research which is aimed to determine of career counseling situation in Turkey. As it is mentioned earlier counselors generally work in schools and especially servicing career counseling is expected from them. For this reason data collected from school counselors.

3.1. METHOD

3.1.1. Questionnaire: A questionnaire is developed and is send to counselors who work around Ankara to fill. Some demographic question and career counseling question are asked to participants. Examples of research questions are given below: Already, who take from you career counseling service?, What you are doing as career counseling,. Who supports you or where you are taking informative support while you are doing career counseling,. Who can take career counseling service?, When is the best time to give career counseling?, Which kind of test are you using? , Which kind of non-test techniques are you using?, What are your needs about career counseling?, What do you think about to know labor market in Turkey?, Is there any differences between counselors according to theirs answers to question which is asked above.

3.1.2. Participants: Total 141 counselors filled the questionnaire. They have been working as counselor in the primary and secondary schools and Guidance Research Centers around Ankara. Some demographic characters of participant can be summarized as below: Most of them (96) are graduated from counseling or related programs (68%) but 45 of them are graduated from different programs (32%). Number of female counselors are 78 (55%), male counselors are 63 (45%). Only three counselors have doctoral degree (2%) and 23 of them have master degree (16%). So, most of counselors (115) have only bachelor degree (82%). These groups can be seen as young group because 114 counselors have been working less than 10 years (81%) and 81 counselors are younger than 30 ages (57%).

3.1.3. Data analysis: Data was given generally as percentage. Some of them analyzed by SPSS and Chi Square tests is used.

3.2. FINDINGS AND DISCUSSIONS

First question is “already, who take from you career counseling service?” Almost 57% of counselors say “students only”. Less than half of them say “students, teacher and parents”. This result is interesting because half of them think that career counseling is for students only. It means in our career counseling education, it is focused more. Second question is “what are you doing as career counseling? Counselors says generally they are using tests (60%), inviting some people who have a career to school (21%), giving information about high schools and universities (64%), using non-test techniques (22%), introducing career by different ways (73%) to students. These responses show us that giving information about universities and careers and using tests are non-test techniques are very common among counselors. So, school counselors are doing some basic things which they should do.

The other question was “who supports you or where you are taking informative support while you are doing career counseling? Interestingly, they are mostly taking support from internet (76%). Secondly publications, articles; books help them (70%). As support source, GRC (37%), university’s web pages (36%), TEO (36%), colleagues (36%), Center of Student Selection and Replacement’s publications and web page (32%), some professional associations (23%) and finally Turkish Psychological Counseling and Guidance Association -TPCGA (6%) can be mentioned. Internet is the most used support source for Turkish counselors. The most different finding is about TPCGA. There are three counseling associations in Turkey but this one is best established and older one. Although this position it is obvious that TPCGA is not enough to give support to counselors for career counseling.

“Who can take career counseling service?” was fourth question. Again most of them said to students (73%), another big group said career counseling can be given to adults who work (42%), only 1of 3 said it can be given life long (38%). Because of our counselor education system and country realities, most of counselors think that only students can take it. But, it is a nice point that they are aware that adults and all people along life long can take this service too. When the best time is to give career counseling is another question. Primary school is considered most important

time to give career counseling (87%), high school is considered almost the same importance by counselors (86%). It is very understandable result due to Turkish education system.

Which kind of test they are using is the other question. Generally counselor are using Academic Self Concept Scale (53%) developed for 8th and 9th grade students to have a clear and realistic concept of their talents and interests (Kuzgun, 1996). Secondly Self-Exploration Questionnaire (30%) is used which is developed to enable students test their talents, interests and career values; can be used by the student him/herself (Kuzgun, 1988). Thirdly, Holland Scale (12%) is used. Later, BILDEMER which is a computer aided career counseling program is used (7%). It is prepared in cooperation with Student Selection and Placement Center, matches extensive self-assessments to educational/career fields for high school students/graduates at the point of choosing a higher education program. Some tests are used less than below. These are Kuder Interest Inventory (7%) which is translated into and adapted to Turkish by Ozoglu (1977), Edwards Edward Inventory of Personal Preference (6%) which is translated into Turkish and adapted to Turkish context by Kuzgun (1989), Thurstone General Aptitude Test (7th-11th grades): adapted to Turkish (6%), Career Maturity Scale (3%). It seems that counselors prefer mostly to use Turkish scales. Which kind of non-test techniques you are using is another question to answer. Answer can be listed as interview (59%), giving information (25%), observation (20%) and drama (18%).

When it is asked, what their needs are about career counseling, answers seems different. Most counselors need to have more materials, scales and programs (45%) and information about labor market and last development about career development in Turkey (32%). Taking new training seminar and conference is the other need (15%). These needs show that counselors need to be trained more. Last question is what they think about to know labor market in Turkey. More than half of them think that knowing labor market is very important (63%). According to one of four of them, giving career counseling service effectively depends on knowing about country's job situation realities (27%). It seems that they need more information about career counseling.

When counselors compared according to their demographic variables, it was found that generally there was no significant difference between or among them. Only a few significant differences were found. When female and male counselors compared with chi-square test, related to what they think about do career counseling with already working people, it found a significant difference between genders ($p < .0001$). Female counselors think that working people can take career counseling service. The same difference found about career counseling is life long service, and it is seen that female counselors think in that way ($p < .0001$).

4. CONCLUSION

According to these results, Turkish counselors seem to have more career counseling information. Due to Turkish education and examination system, most of them think that career counseling is for student. In spite of it is very understandable situation in some aspects, counselors need to know about how they can do career counseling with adults. Findings showed us that counselor need to know more knowledge about career counseling. About career counseling some researches are done in Turkey recently (Bektaş and Demir, 2004; Ozyurek, 1998; Kuzgun, Aydemir-Sevim, and Hamamcı, 1999; Ozyurek, 2002; Özyurek and Kılıç-Atıcı, 2002). As master and doctoral dissertation subject, career counseling issue start to become popular too. But it is necessity to have more research and dissertation.

As counselor educator, I think that we need to rearrange our courses and we need to add some new courses about career counseling. Graduate degree for career counseling would be so helpful. Despite there are some discussions on this idea, on account of legal regulation and education system in Turkey having a career counseling master program is not seen soon. Some Turkish counselor educators are aware career counseling has to be developed. As Pope (2003) said, career counseling is perceived as routine and boring by many counselor educators and counselors-in-training. For this reason career counseling program should be designed and developed carefully and effectively. There are significant opportunities in curriculum design and development, especially for constructing materials, techniques, and other aids to teach career counseling. Such materials as experiential

activities, cases, videos, lesson plans, and syllabi all should provide opportunities for active learning, which is crucial for adult learners, including counselors-in-training (Pope, 2003). The other countries career counseling program can be taken as model and according to our realities new program can be design. Till then some other kind of education would be solution for Turkey. For instance, as in USA career development facilitators (GDF) can be trained. CDF's who complete the curriculum and master these competencies will increase their ability to work with counselors to provide services. Generally, the CDF does basic services. For their education 12 competencies are defined: Helping skills, Labor market information and resources, Assessment. Diverse populations, Ethical and legal issues, Career development models, Employability skills, Training clients and peers, Program management and implementation, Promotion and public relations, Technology, Supervision (Mariani, 1998). Global Career Development Facilitators (GCDF) which is developed by Bryan, Floyd, Goodman, Heise et. al. (1996) is an well developed GCF opportunity. It has four modules of approximately 30 hours each.

As final word it can be said that as Turkish counselor educator we should try to train career counselors and we should design new program about career counseling. Advocacy about career counseling would be very helpful. Counselor educator programs in universities and TPCGA together or alone can arrange new meetings to provide new developments.

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DESIGNING AND IMPLEMENTING A PERFORMANCE APPRAISAL SYSTEM

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Abstract

Developing a performance appraisal system is a complex process involving four major components: obtaining top management support, designing the system and the administrative procedures, implementing the system and instructing the users. In order to obtain the support of top management the most important thing is the ability of the initiators to demonstrate the relationship between improvement of the system and attaining the strategic objectives of the firm. In the stage of designing the system, the implementation team will seek to solve the following issues: establishing the appraisal system objectives, designing the appraisal questionnaire(s), appointing the appraisers, insuring an adequate distribution of ratings and administrative issues. The success of the new performance appraisal system equally depends on its appropriate implementation and its appropriate design. After the system has been created, it has to be introduced and sold to its users, appealing to a series of marketing activities: previous testing, communication and launching, monitoring utilization and instructing the users.

Introduction

Creating a performance appraisal system is one of the most important and at the same time difficult tasks that an organization can engage into. No other organizational system affects so many people like the performance appraisal system.

The performance appraisal system itself and the ways in which its results are managed influence the extent of people's rewards, their relationships with supervisors, promotion and development opportunities, and nonetheless, their quality as an organizational member.

A newly created performance appraisal system will be efficient only if, once designed, implemented, explained, utilized and discussed among all affected individuals, will produce the following results:

- Top management considers that the system helps focus the organizational energy towards attaining the strategic objectives of the business;
- Judiciary counselors of the firm and human resource professionals think that the system provides them with reasonable arguments in case of dissatisfaction manifested by employees;
- Line managers consider that the system eases their interactions with subordinates regarding their performances and facilitates the explanation of decisions taken directly affecting subordinates: promotions, transfers, salary raises, or selections for instruction;
- The appraised individuals discover that, to a greater extent than before, they are aware of the quality of their own performance, of what they have to do in order to improve their performance and increase the chances of a salary raise, they know on what area they should focus their self-improvement efforts, and what career advancement paths are available to them in the organization.

In other words, everywhere throughout the organization there will be a general consent of opinions that the new appraisal system is reasonable and correct.

Developing a performance appraisal system is a complex process involving four major components:

1. Obtaining top management's support;
2. Designing the system and the administrative procedures;
3. Implementing the system;
4. Instructing the users.¹

1. Obtaining top management's support

Creation of a new performance appraisal system or changing an already existing one cannot be initiated without the active support and involvement of top management. Performance appraisal implies strategic policy decisions, and policy comes from the top.

In order to obtain the support of top management the most important thing is the ability of the initiators to demonstrate the relationship between improvement of the system and attaining the strategic objectives of the firm. It is not sufficient to claim that a new system would increase feedback between subordinate and supervisor, that it would lead to the establishment of more efficient relationships, if these aspects do not represent corporate strategic issues. To obtain a solid commitment from top management the new appraisal system must also provide solutions to issues regarding the business as a whole, for example, the contribution of individual performance to the production of better quality products or to gaining a higher market share.

Requesting support from top management for changing the appraisal system must be done before the evidence that attest its justification and incontestability have been gathered. The intention to create a new system always generates apprehension. Regardless of how unsuitable the existing system is, there will always be individuals whose interests are better served by the structure of the existing system or by the lack of a system thereof. Therefore, to assure the success of the new system it is necessary to understand, analyze and relinquish the collective memories regarding the old appraisal system.

The best way to understand the employees' perception of the existing appraisal system and to collect the information supportive of the necessity of change is to survey the employees.

If the survey data justify the need for redesigning the system, the following step is to appoint the implementation team whose tasks will be designing the system (appraisal questionnaires, procedure guide, and appraisal policy) and promoting comprehension and acceptance of the system throughout the entire organization.

In appraisal counselors' opinions there are three distinctive sets of theories regarding the best approach to designing organizational systems: rational, political and participative.²

The rational approach claims that the optimal design of the system can be attained by those who are experts in the field of performance appraisal. If the system is to be efficient, it needs to encompass the knowledge of specialists and the results of research in the field.

The political approach states that regardless of how solid and scientific the basis of an appraisal system is, if it isn't supported by powerful organizational members, it will fail. Political approach followers claim that the critical factor in assuring the success consists in the support of top management. The duty of those assigned to design the new system is, primarily, to establish the type of approach preferred by the top management and to offer them what they want without infringing upon technical restrictions.

The participative approach holds that projects cannot be compellingly imposed upon people who must, ultimately, utilize them. This approach states that the best way to insure the acceptability of a project is to allow its users to participate in its design and building processes.

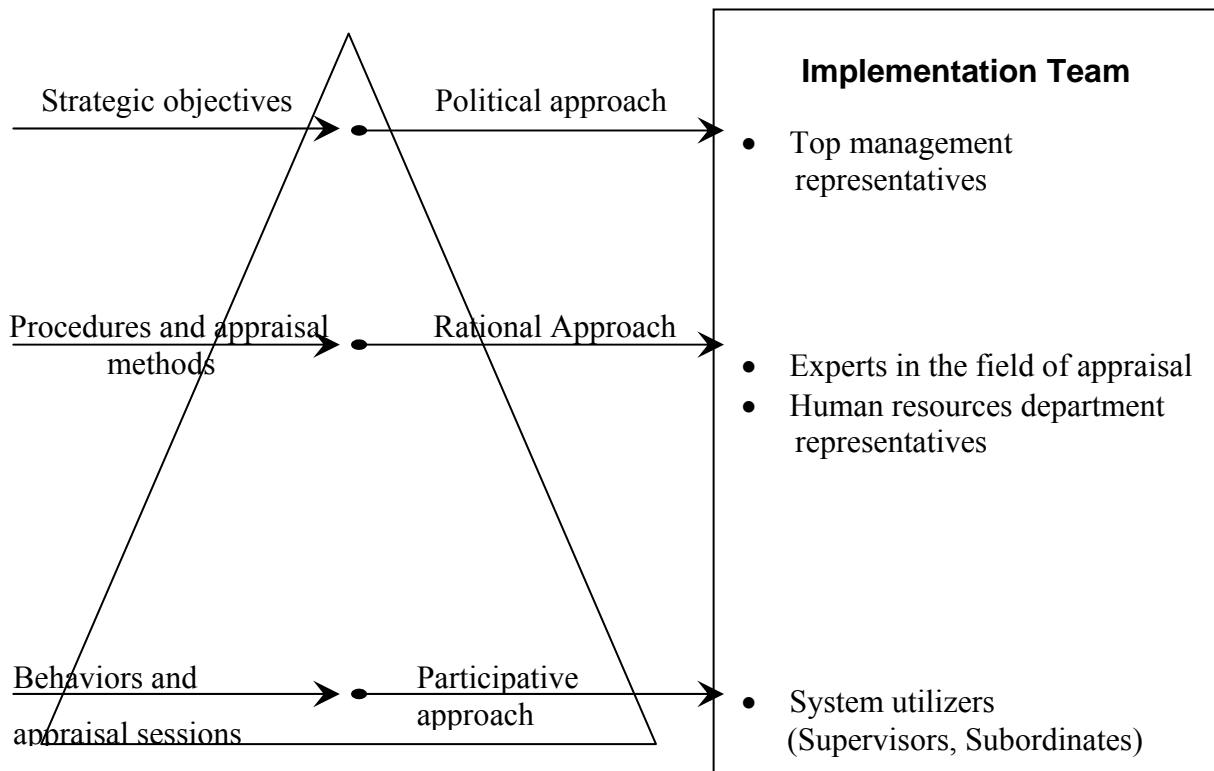
The ideal procedure of designing the performance appraisal system incorporates all three approaches. Thus, creation of a new system involves the participation of the following groups of

¹ D. Grote: *The Complete Guide to Performance Appraisal*, AMACOM, New York, 1996, pg 189

² A.M. Mohrman, Jr., S.M. Resnick-West, E.E. Lawler III: *Designing Performance Appraisal Systems*, Jossey-Bass Publishers, Oxford, 1990, pg 13-14

individuals: top management representatives, consultants or specialists in the field, representatives of the human resources department, and the users of the system.

In other words, the implementation team represents a cross-section of the organizational levels from a demographical point of view (Figure 1).



2. Designing the system and the administrative procedures

In this stage the implementation team will seek to solve the following issues:

- a. Establishing the appraisal system's objectives
- b. Designing the appraisal questionnaire(s)
- c. Appointing the appraisers
- d. Insuring an adequate distribution of ratings
- e. Administrative issues

a. Establishing the appraisal system's objectives

The fundamental problem that an organization has to face when it creates a performance appraisal system of its own is the clarification of the purpose the system will serve within the organization. The elaboration of an entire list of the objectives pursued by the appraisal process is not difficult. The main difficulty consists of choosing realistic and attainable objectives. Most of the time the failure of appraisal systems is caused by the fact that either too many results are expected, or there is a lack of confidence in the benefits that appraisal systems can provide.¹ The questions that need to be answered are: which appraisal objectives have priority and how can they be identified?

In management's conception, objectives with priority can be different from the purposes that employees attribute to the appraisal process: Most often, in management's perception the main objective is performance control and consequently, increased productivity. As far as the employees, they wish for feed-back, are interested in improving performance, and look forward to constructive dialogues with their superiors.

The decision regarding the objectives of appraisal is based on a diagnosis of the current situation and definition of the desired situation. The diagnosis is done by means of personal interviews, lead by

¹ C. Fletcher: *Appraisal – Routes to Improved Performance*, Institute of Personnel Management, London, 1994, pg 5

the members of the implementation team and of focus groups. Presenting both the appraisers and the appraised individuals with the same set of questions regarding their reactions to the existing system and their expectations from an ideal system, both common concerns and significant differences of perception among executives, managers, and appraisal beneficiaries can be emphasized.

b. Designing the appraisal questionnaire(s)

One of the decisions the implementation team will take is the number of distinct questionnaires that have to be made. The decision regarding the number of questionnaires and what exactly they will contain is a function of two factors:

- The number of distinct job types or job categories, which are so different in content that a single questionnaire could not be reasonably used to appraise the performances of the respective job occupants;
- The different results that are expected from the particular system.

In most cases the appraisal questionnaire will need two types of information on the employee's performance:

1. What he or she has accomplished in comparison to the objectives of his or her work?
2. In what way has he or she fulfilled the tasks of the job? (workplace behavior, competencies or performance factors)

The section in the questionnaire referring to the objectives and results of work will emphasize, in one column, the list of objectives established in the appraisal period, to which a blank space is attached where the manager will fill in, at the end of the period, the degree of accomplishment of the objectives. A detail regarding the objectives section is weighing the relative importance of the objectives thereof and the attribution of certain weights of importance to the different objectives.

The task of assessing competencies is more difficult. First, the specific behaviors to be assessed have to be selected. Out of tens of habits, skills, or talents that could be taken into consideration, the implementation team will have to choose a limited number of important items. The fact that work results and work behaviors are correlated will be considered. If the objectives are not accomplished, in a way, the cause is the impossibility of organizational members to engage into the behaviors that insure favorable results.

The competencies that are identified as appraisal criteria will be defined and described in behavioral terms. Defining competency seeks to concentrate, generally in a sentence or two, the knowledge, skills, and behaviors that represent the content of the respective competency. When the appraisal questionnaire presents solely the definition of competency, the appraiser asks him or herself if this is suitable for the person appraised.

Describing the competency implies exemplifying the different levels of competence in behavioral terms and designing a rating scale. If the questionnaire presents such descriptions of the behaviors specific to different levels of competence, the appraised individual has the possibility to distinguish a good performer from a weak or bad one.

The competencies section of the questionnaire also contains a frequency scale, besides behavior descriptions, in order to measure how often those particular behaviors are manifested by the appraised individuals.

Besides appraising an individual's performance from an objectives accomplishment and competencies point of view, the appraisal questionnaire can also include a few other sections: exceptional accomplishments and contributions, attendance status, development plans, employee comments.

Certainly, the questionnaire will also encompass some employee and appraiser identification data.

c. Appointing the appraisers

According to the traditional approach, an employee's direct superior is his or her best appraiser and career guide due to his or her practice and interaction with the subordinate.¹

In the last few years, the prevalence of total quality management principles has determined the reconsideration of the direct superior's role as the unique performance appraiser of his or her

¹ C. Fletcher: *Appraisal. Routes to Improved performance*. Institute of Personnel Management, London, 1994, pg 55

subordinate. The appraisers have to be individuals possessing significant information on the performance of employees to be appraised and from this perspective, besides supervisors, the appraiser role can also be performed by the following categories of people:

- The direct manager of the supervisor;
- Co-workers or collaborators;
- The appraised individual himself;
- Internal or external customers;
- External appraisers or experts.¹

The decision regarding who is to appraise the performance of different employees depends mostly on the structure and predominant managerial style of the organization. In companies with a functional structure the appraisal is most often done along the hierarchical chain by the supervisor and his or her superior. In divisional structure firms and the matrix structured ones, internal and external clients, as well as the employee's colleagues often play an important role in his or her performance appraisal.

The managerial style also influences the selection of appraisers. An authoritarian management style is characteristic of centralized decision making power and emphasis on controlling the way tasks are performed. The control is undertaken by means of several mechanisms, among which performance appraisal. In comparison with the latter, a participative management style implies involvement of employees, as much as possible, in decision making. In this context, the appraisal process turns into an opportunity for employees to find out how well they have worked and what they should do to improve their performances.

d. Insuring an adequate distribution of ratings

An important task for the implementation team is to establish whether the creation of a mechanism to insure the reasonable distribution of appraisal ratings is necessary.

A way of approaching this issue is creating a system of forced distribution, in such a way that the percentage of people from each appraisal level will approximate the forced distribution, in a bell curve. In this case, around 60% of all appraised individuals would be placed within a medium rating range, 30% would be split between the lower and upper limits of the medium rating range, and the remaining 10% would be split between the extremes: excellent and unacceptable.

Although this approach would insure a balanced distribution of ratings from a statistical point of view, the general belief among specialists is that a bell curve would be adequate only in the case of a large random population, and not in the case of a group of organizational members.² The arguments brought by them are as follows: First, regardless of the size of the organization, the population to be appraised by an appraiser is not sufficiently large to insure certainty of the normal distribution of ratings; the second argument, which seems especially convincing, is the fact that the population consisting of the organizational members is not random. The organization does not hire and promote randomly, but rather selects and promotes only the best.

A different variant is to avoid formally setting appraisal instructions or impose restrictions, and allow appraisers to give the ratings that they consider adequate.

e. Administrative issues

Designing a performance appraisal system implies taking into consideration certain administrative issues such as: identifying the appraisal period, establishing the number of meetings throughout a performance management cycle, and dealing with special situations. This last issue refers to newly hired individuals, the ones promoted or transferred during the appraisal period, and assessment of employees of matrix structured firms.

¹ A. M. Mohrman Jr., S.M. Resnick-West, E. E. Lawler: cited work, pg 91

² M. Armstrong: *Performance Management*, Kogan Page, 1997, pg 110

3. Implementing the performance appraisal system

The success of the new performance appraisal system equally depends on its appropriate implementation and its appropriate design. The implementation has to be approached in the same manner a new automobile would be launched on the market, after being conceived as a result of a good market analysis and acknowledgment of demand, but for the acceptance of which it is necessary to inform customers and create a maintenance system thereof.¹ In other words, after the system has been created, it has to be introduced and “sold” to its users, appealing to a series of marketing activities: forehand testing, communication and launching, monitoring utilization, and instructing the appraisers.

The testing of the system will be performed in a few of the organization’s departments and is aimed at obtaining information from its users regarding its practical efficiency.

Communicating the existence of the new system will be done in a manner that insures its understanding, acceptance, and support by all members of the organization. Also, the communication has to provide very clear instructions on how to use the system and how to solve apprehension related issues.

4. Instructing the users

The users of the system are the appraisers and the people appraised. Before anything else, the appraisers need to know the administrative procedures very well. They need to know exactly what they have to do and when they have to do it. Familiarizing oneself with the administrative requirements is not sufficient, though. Negotiation, counseling, motivating skills as well as interpersonal habits to show consideration, to ask questions and to explain are also very important.²

The appraisers must become experts at fulfilling two roles the greatest possible extent: the roles of performance manager and feed-back providers. In order to accomplish this, they will need instruction programs. An instructional course for appraisers needs to contain theoretical lectures as well as interactive practice sessions, aimed at developing the ability to observe the work behavior of appraised individuals, at recognizing performance aspects being measured, and at avoiding errors of the appraisal system.³

The concept of instructing the appraised individuals is a relatively new one and it is a consequence of the introduction of self-assessment elements. If the appraised individuals contribute themselves to the appraisal process, then it is compulsory to instruct them of the procedure.

Instructing the appraised people is done through short lectures, without a practical component, or can be done as part of other instructional courses, with a broader scope. The content of the courses aimed at the appraised can include instruction regarding the method of filling out the self-assessment questionnaire and techniques of coping with apprehension.

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¹ D. Grote: cited work, pg 253 -54

² Jack Zigon: *Performance Appraisal: Lessons from Thirteen Years in the Trench*, July 5, 1994

³ Horia D. Pitariu: *Managementul Resurselor Umane. Evaluarea Performantelor Profesionale*, Editura All Beck, Bucuresti, 2000, pg 186

GENERAL PRINCIPLES OF CAREER COUNSELLING

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Abstract

The growing number of school failures and abandons among students is an indicator of the fact that school must do more about this issue.

Career counseling appeared as a means of responding to social pressures imposed by the beginning of the XX century industrial development and the results of this phenomenon plan: the changing balance between job demand and offer, growing level of imposed competences and demanded efficiency, concern for the quality of student's life.

What is career counseling? Which are the principles of career counseling? There are two questions that I will try to answer herewith.

Career counseling is a social service that initiates a global approach of human beings under all the important aspects of their lives and the parts assumed in school, profession, social and community life, family, spare time and so on, and it materializes itself through out all the means of information, counseling and orientation offered to needed demanding persons by counselors.

The offer specialized support to persons in order to develop personality, a positive image and they give their contribution in forming social abilities, problem solving and decision taking, information management and career planning.

School is the place where children's energy has to face an algorithmic system, developed after an adult model. Having to face this problem, career counseling appears almost as a minor thing both for students and teachers.

The teacher has to see in his student more than the person who receives the information given, that is may the career counseling offer a formal homework where the teacher can work not only with student's reason and intellectual dimension but also with the emotional, social one. By this, I do not want to say that student's forming and developing should be done only in career counseling.

Principles

Informative attitude

Can a counselor change attitudes regarding career counseling? The answer is a positive one when the counselor is a very well informed person. Beside professional knowledge (basic knowledge of psychology, sociology, pedagogy)

- social context of student's background;
- currents of opinion that might influence parents;
- professional climate in the school he/she works in.

In the post – industrial society, to have the information is on important aspect, it is one of the few capacities that gives to modern man charm and it is the base in decision influences when you tell somebody: I know something about you know what might happen to you, the attention of that person is on you and that person will come and ask your opinion when he would like to decide something. How this thing happens? When people think, reason is the base of their decision. To decide something, a person detects the alternative, places them hierarchically, chooses the most real one, forms his decision and verifies it.

Positive attitude

In child psychology there are two possibilities of restoring his behavior:

- to say no to most of the mistakes he could do;
- or to make something for him / her to see his / her mistakes as opened processes that can bring advantages but also unwanted consequences.

Confidentiality

To confess your life in the presence of another person brings:

- vulnerability;
- confidence;
- great expectation.

Confidentiality is part of a special relationship. A specialist who works with confident information must know how to choose and to remain loyal to the person in med. The basis for this special relation is:

- the vulnerable person recognizes the problem
- the vulnerable person asks for help
- the counselor decides to be loyal to that person
- the counselor states his / her loyalty for the vulnerable person to all the people interested in.

Professionalism

To be a counselor is one of the jobs that on analogy with the roles people play every day. Many people without special training consider themselves counselors using their common sense. On the other may, the specialist is forced to clearly define his / her qualities.

Preventive attitude

Student's psychical life is very keen to the present. Young and average student has the capacity to deduce both from his / her memories and his / her dreams in present life using different means.

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LABOR FORCE MOBILITY – FACTOR OF ECONOMIC GROWTH

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Abstract

Within the context of preparing the accession of Romania to EU, estimation of the labor force mobility for the Romanian economy during transition is a very important matter, since the labor potential is an important prerequisite both of the economic growth and for conducting the economic policy. Since the peculiarities of the Romanian economy - the labor force mobility represented a complementary result to privatization and restructuring and not a growth factor in itself - make the elaboration of an "ideal" method of labor force mobility difficult - the study intends to consider not a traditional, but a relatively newer approach - the Markov chains analysis.

It will help estimate the employee mobility in the main sectors of the Romanian economy, as well as within some sectors and between geographical areas, by using indicators such as: sectorized labor productivity, average wage per sector, age and gender of the persons employed in each sector, sectorized investments. Particularly, it will intend to find some appropriate solutions for possible labor force adjustments able to diminish the gap between national labor demand and supply, to identify the main causes/factors of labor mobility and to propose certain adequate measures and policies allowing for a better development of the Romanian labor potential.

1. Introduction

As a country candidate to accession to the EU in 2007, Romania still has many efforts to make in order to diminish the gaps that separate it from the EU countries. The 2004 was the year when the losses due to transition were recovered – GDP had reached the level recorded in 1989. Beginning with 2005, a sustained economic growth rate will allow for the gradual diminution in the gaps, for the continuation of reforms towards a modern, knowledge-based economy and for the fulfillment of the Maastricht performance criteria.

For the European area, the main incentives for an intensified circulation and migration of persons and labor force are the EU enlargement in successive waves, accelerated demographical ageing of the (West) European countries and economic reasons. To these add up the pressures of globalization, which require new migrating attitudes and behaviors, an increased flow of territorial movements, and a peculiar significance attached to the temporary migration. The increased importance of migration/mobility in the EU is already recognized – “free circulation of persons and labor force” is a component of the single market formation, beside free circulation of capitals, goods and services, at the same time being a component of the community acquis regulated by the EU directives, rules and recommendations, and is a component of the files that Romania has to negotiate with the EU with the aim of accession.

Integration of Romania within the EU means, among others, an increase in the EU population by 22 million persons and quite high labor resources, relatively young, but incompletely used and turned to the

best account. To these add up an economy in full transformation/adaptation, which has not yet fully defined its development directions. In such a context, integration of Romania is a true challenge, and labor migration and mobility some of the main problems. Labor force mobility is approached both theoretically and practically in connection with the need of a balanced social and economic development at the sector and regional levels, combining the structural aspects with the functional ones.

The paper has in view to perform a multiple analysis of labor force mobility in Romania, by sectors and areas of activity, professions, skills and qualification levels, with the aim to identify the advantages and disadvantages of the Romanian labor force potential at the moment of accession to the European Union.

The necessity of such an analysis rests in the following:

- in order to face the competitiveness requirements on the enlarged EU market, Romania must be **able to promote an efficient restructuring of sectors and areas of activity**, and this cannot be achieved without an adequate, well-skilled, flexible/fast adapting labor potential;
- **the labor resources that are insufficiently used and/or poorly paid (re)direct themselves temporarily/definitively** towards European areas attractive as concerns the financial advantages and/or allow for career development;
- Romania has a high labor potential, which unfortunately is gradually and increasingly eroding; thus, a large part of the **advantage regarding the ratio of professional training/high-skills to remuneration level was lost**. In addition, acceleration of the technical progress penetration generates the necessity to develop the human resources in accordance with the new jobs – adequate labor relationships, promotion of lifelong education, stimulating/participative forms of remuneration, etc.
- currently, **an important gap still maintains** (and even increases in certain areas) **between the labor supply and the economic environment's demand for labor**. On the one hand, labor (re)training is mainly performed (in its most part or, for some professions, exclusively) “for the needs of the day” and not with the view to face the labor force needs (school curricula are many times obsolete and relatively inflexible to the requirements of the market, and adult education is still a desire and far too less an efficient current practice). On the another hand, due to an unclear perspective of the future development of the national economy, many economic agents have only random and circumstantial preoccupations as regards human resources development and lifelong learning (only if they face major difficulties in their operations or face lack of adequate skills in the labor supply, etc.).

Labor force mobility in Romania represented a complementary result to privatization and restructuring and not a factor of economic development. The labor market was characterized by lack of opportunities for professional development, precarious jobs, weak functioning of the mechanisms/policies active on the labor market, seldom defective (re)allocation of labor force.

The studies performed until today, as well as the promoted policies, were based on the idea that the labor market and labor force were reform complementary/residual components, and the human resources utilization policies were dependent on/subordinated to those of economic reform (at all costs!) and far too little to those of economic recovery oriented towards the sustainable economic growth.

The transition economies experience other functioning “rules”; the “learning by doing” processes prevailed in the infant stages (especially), when the econometric models were seldom only simple theoretical exercises. Currently, the economic recovery and adoption of *acquis communautaire* will ensure a higher coherence to the transformations at work within the economy, and thus the mathematical estimates might be reconsidered as relevant working tools for the elaboration of medium and long-term strategies/policies.

In this respect, but also to emphasize the specific of transition in Romania, we appreciate as suitable and necessary to approach the labor force mobility issue in a systemic and systematic manner, using the known statistical and mathematical instruments, but adapted to the requirements of multi-criteria analysis and to the national peculiarities (labor adjustment and/or modeling cannot ignore a series of qualitative components/features – traditions, attitudes, behaviors, etc.).

2. Methodological approach

A special interest will be granted in the econometric analysis of labor force mobility to the analysis based on Markov chains, considering the most recent developments/approaches¹. Starting from the existing studies on the example of Romania², this paper has in view to make an analysis of the current situation, considering not only the unemployment rate, but also the possibility of temporary migration, of (re)skills, etc., elements that “adjust” the results/effects of privatization/restructuring upon the labor market. Moreover, the practice of money “compensations” determines a different attitude of those laid off towards the will to get back to employment. The population groups disadvantaged on the labor market remain the same (young people, women and people aged over 50 years), but the labor employment structure by age groups has significantly changed (due to continuation of studies, migration for work at young ages, and also due to the demographical transition).

2.1 Models for labor force mobility analysis

Labor mobility - defined as the capability of reaction and adaptation of persons or groups of persons to the challenges posed by the economic and social environment – is thus a social phenomenon that depends on time and space. If one considers an adequate time scale, one may identify that part of labor force that goes through changes from one time interval to the next. It is assumed that at a certain moment, an employee would like to be employed in any of the m economic sectors considered by the proposed analysis. It is also assumed that the number of the employees in the whole system remains the same all over the interval of analysis.

It is assumed that the employed populations numbers recorded at regular time intervals, as well as the numbers of employees that change their jobs within any interval are known. In addition, their distributions are assumed to be recorded.

Assuming that the current competence-skill of the employees in one sector influences the choice of other sectors, the Markov chains model provides a real approximation of the behaviors of the employees in the economic sectors. If one assumes the job change of one employee follows a Poisson model, – the time duration when any employee could be on job has a negative exponential distribution – then the Markov chains model is adequate.

Let it be $\{S_n, n = 0, 1, 2, \dots\}$ the state of employees at a given moment and n the number of observations. The propensity of a certain labor category not to change job for a longer duration determines the division of employed population in two categories: one including the persons that do not change their jobs and the other including the persons that change their jobs.

For the transition probability matrix, \mathbf{P} , the entire mover-stayer model can then be represented by:

$$\mathbf{P} = \begin{pmatrix} s_1 + (1-s_1)R_{11} & (1-s_1)R_{12} & \dots & (1-s_1)R_{1m} \\ (1-s_2)R_{21} & s_2 + (1-s_2)R_{22} & \dots & (1-s_2)R_{2m} \\ \cdot & \cdot & \dots & \cdot \\ \cdot & \cdot & \dots & \cdot \\ (1-s_m)R_{m1} & (1-s_m)R_{m2} & \dots & s_m + (1-s_m)R_{mm} \end{pmatrix} = \mathbf{S} + (\mathbf{I} - \mathbf{S})\mathbf{R} \quad (1)$$

Where \mathbf{R} is the matrix of passing probabilities for the population that changes jobs and \mathbf{S} is the matrix corresponding to the employed population segment that does not change jobs (is a diagonal matrix).

¹ See, for instance, U. G. Erlandsson, „Reconnecting the Markov Switching Model with Economic Fundamentals”, Department of Economics, Lund University, Sweden, March 2004 și A. Constant, C.F. Zimmermann, „The Dynamics of Repeat Migration: A Markov Chain Analysis”, IZA Discussion Paper No. 885, Berlin, Germany, October 2003.

² An analysis of employment dynamics in Romania has been already performed (A Voicu, „Employment Dynamics in the Romanian Labor Market: A Markov Chain Monte Carlo Approach”, IZA Discussion Paper No. 438, Berlin, Germany, February 2002).

If it is assumed that for the first n steps of the passing probabilities no change occurs in the first group of labor force (as defined above), then the passing probabilities matrix over the entire time interval (total matrix) may be written as:

$$\|P_{ij}^{(n)}\| = \mathbf{S} + (\mathbf{I} - \mathbf{S})\mathbf{R}^n \quad (2)$$

with $\lim_{n \rightarrow \infty} \mathbf{R}^n = \mathbf{\Pi}'$, where the elements of matrix $\mathbf{\Pi}'$ represent the limit of the vector: $(\pi'_1, \pi'_2, \dots, \pi'_m)$

for the category of employees that change their jobs.

If it is considered that $\lim_{n \rightarrow \infty} \|P_{ij}^{(n)}\| = \mathbf{\Pi}$, then

$$\mathbf{\Pi} = \mathbf{S} + (\mathbf{I} - \mathbf{S})\mathbf{\Pi}' = \begin{pmatrix} s_1 + (1 - s_1)\pi'_1 & (1 - s_1)\pi'_2 & \dots & (1 - s_1)\pi'_m \\ (1 - s_2)\pi'_1 & s_2 + (1 - s_2)\pi'_2 & \dots & (1 - s_2)\pi'_m \\ \cdot & \cdot & \dots & \cdot \\ \cdot & \cdot & \dots & \cdot \\ (1 - s_m)\pi'_1 & (1 - s_m)\pi'_2 & \dots & s_m + (1 - s_m)\pi'_m \end{pmatrix} \quad (3)$$

which indicates that the labor force in different sectors depends on the initial state.

If $\{p_j^{(n)}\}_{j=1}^m$ is the distribution of employees after n transitions, then, based on the above-presented relationships it is obtained:

$$p^{(n)} = p^{(0)}\mathbf{S} + p^{(0)}(\mathbf{I} - \mathbf{S})\mathbf{R}^n \quad (4)$$

In practice, application of this Markov model requires estimation of elements of the passing matrix \mathbf{R} and of the number of employees in each category in each analyzed sector. If for a given time interval is not possible to determine the numbers of employees that change or not their jobs, it is then necessary to know the overall number of persons that will keep job for another interval and the number of those that will leave. With these elements, the passing matrix may be determined. If n_i is the number of employees in the sector i at a certain moment, of whom $n_{ij}^{(1)}$ move to the sector j ($j = 1, 2, \dots, m$), then the (i, j) element of the \mathbf{P} matrix has the maximum probability estimated by the relationship:

$$[s_i + (1 - s_i)R_{ii}] = \frac{n_{ii}^{(1)}}{n_i} = \hat{P}_{ii} \quad \text{pentru } i = 1, 2, \dots, m \quad (5)$$

$$\text{and } [(1 - s_i)R_{ij}] = \frac{n_{ij}^{(1)}}{n_i} = \hat{P}_{ij} \quad \text{pentru } i \neq j \quad (6)$$

The model also allows for the determination of the fraction of employees in the sector i ($i = 1, 2, \dots, m$), $f_i^{(k)}$, which remain employed in the same sector for the next k time intervals. Then:

$$f_i^{(k)} = [s_i + (1 - s_i)R_{ii}^k] \quad (7)$$

$$\text{or } 1 - f_i^{(k)} = [(1 - s_i)(1 - R_{ii}^k)] \quad (8)$$

2.2 Estimate and forecast of employee mobility on the Romanian labor market in Romania with the help of the Markov chains

Using the relationships in the above-mentioned model we shall attempt to estimate the employee mobility for several main sectors of the national economy (CANE classifications), namely: industry, agriculture, constructions, trade, transport and storage, finance-banking and insurance activities, post and telecommunications, public administration, education, health and social assistance and other activities of the national economy, and also – where possible – for sub-sectors within the sectors and for geographical areas.

A series of indicators will be used to estimate employee mobility on the Romanian labor market (able to better characterize such a process), such as: labor productivity in each considered economic

sector, average wage per sector, age and gender of persons employed in each sector, investment level for each sector. Determining the vector attached to the number of persons employed in each considered sector, the passing probability matrix for the entire active population that changes job, as well as the matrix corresponding to the segment of employed population that does not change job will allow for a short-term forecast of labor mobility, as well as for the estimation of the indicators considered for this analysis for each of the years that will be forecasted.

The envisaged results have in view:

- to identify a real/higher labor market functionality;
- to give shape to possible adjustments (professional, of labor resource allocation by activities and geographical areas/regions) allowing for the diminution in the gap between the labor demand and supply on the national market;
- to estimate the labor potential and the labor force mobility by causes/factors and destinations;
- to draw up certain adequate measures and policies able to attract and stabilize the labor force at national level, allowing for professional acknowledgement and career development, decent and stimulating incomes, etc.

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THE EDUCATION AND THE LIFE ECONOMY

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Abstract

This paper is focused on the educational process during the new period, which determined many changes for our country, not only economic but also educational. We try to create a new mentality, a free human personality in correlation with the new society, based on knowledge and information. The integration of the labor market after January 1, 2007, the day that will confirm the new European status of Romania in accordance with the second wave of European enlargement, will be a challenge for the Romanian human resources in order to answer the demands both of the domestic and the European labor market. In this context, we develop the concept of the life economy as the art of fulfilling life, in accordance with the personality, and as a result of the lifelong education. That means new educational methods based not only on the linear educational process, but also on the non-formal educational systems based on the understanding and the development of the native attributes.

Introduction

In 2000, the U.N. Millennium Declaration was adopted as a declaration of solidarity and determination, in order to open the way for great changes, of whose goals and targets “attacked” the inadequate incomes, widespread hunger, gender inequality, environmental deterioration and lack of education, health care and clean water (The World Human Development Report, 2003, p. 1). Among these goals and targets, education seems to be very important, more and more in the recent years because different economic ideas (as poverty, labour market freedom movements and so on) cannot be adequately understood without taking into consideration the different dimensions of the human life.

Starting with the works of Adam Smith, an important relation between income and human capability via the culture of the people was established. The result of the exclusion of the people from participation in education is the restriction of the possibility to access better employment position or political decision making and less life satisfaction. In the globalized world where we live, under the pressure of the Western culture and the increasing asymmetries between the powerful and rich people and countries and the poor ones, we consider it is important to consider education as the way that can offer support in order to choose the best way to live in accordance with the native human potential.

The transformation of the Romanian economy, from centralized into market oriented, based on demand and supply, has led to significant changes in the socio-economic behaviour that seriously influenced the labour market, and especially employment. ”From the point view of the labour

market, employment seems to become visible not only as a double dimension process, with expectations, prospective character that is addressed either by demand or supply, but also with demographic, educational, professional, motivational characteristics.“ (Steliana Perț, 2002, p.1).

In Romania, during the transition period it became more visible the educational abandonment owing to the increasing the poverty of the people and the migration to the western rich countries (Germany, Italy, United Kingdom, Spain, and so on). For our purpose, the environment of the Romanian economy can be well revealed by the Human Development Index (HDI), which focuses on three measurable dimensions of the human development: living a long and healthy life (measured by the life expectancy at birth), being educated (combined primary, secondary and tertiary gross enrolment ratios) and having a decent standard of living (GDP per capita in PPP US dollars). Thus, whether in 2001, Romania found itself among the medium developed countries, with 72nd HDI rank (after Bulgaria, 57th HDI rank and Russian Federation, 63rd HDI rank); in the most recent Human Development Report (2004), Romania improved this position, by climbing to the 69th HDI rank among the 177 countries reported. However, the HDI is not a comprehensive measure because it does not include important aspects of human development, notably the ability to participate in the decisions that affect one’s life and to enjoy the respect of others in the community, which in our opinion are parts of the “*life economy*”.

The concept of “*life economy*”

A very simple question seems to be asked: what is “the life economy”? Is this a new concept? Is it a quantitative or a qualitative concept?

First, we recognize that our intention was not to create a new concept, called “the life economy” different from the general concept of economy. Our intention was to adopt the classical concept, in order to analyze the personal life with the view to improve the fulfillment degree. Thus, we started from the concept of the “*economy*” as “the control and management of money, resources, etc. of an organization, a society, a country etc.” (The Oxford Dictionary, 1993, p. 147). The wide economic literature is focused on the world economy, regional economy, company economy and so on, and in this context we expanded it to the human life, considering that every one can manage his/hers own resources in order to achieve a fulfilled life.

In this respect, we do not consider the “life economy” as a new concept; we consider it as an art of life at the individual level, which means to expand the economy to the human being level in order to provide the adequate instruments for performing one’s own life management. That means a good knowledge of one’s own resources, starting with his/hers own personality, cultural and geographical environment, traditions, material and financial resources, organizational resources (if the person becomes member of different organization) or society resources (we have in mind the different facilities offered by society in order to educate the people).

Even if the life economy could be measured by different indicators (we consider that a part of the HDI indicators could be calculated for the individual level), we consider this concept more complex and difficult to be captured using a single or a set of indicators, including such aspects as the joy of life, respect of himself and for the other family members, and so on.

The education and the individual personality

The quality and performance of the human life could be influenced by the national soul and individual characteristics, by the educational process (family and institutional education), the national, local, regional or organizational culture, and the access to the financial resources.

Regarding the national soul, Constantin Rădulescu Motru (1999, p.17) wrote that the principal characteristics of the Romanians was the individualism, which differs from the western one because “it is a simply subjective reaction, an egocentrism under the hereditary biological factor”. The low

level of perseverance started in the 19th century, together with the renewal of the Romanian state organizations on the basis of a family system of selection for these jobs, different from other states that usually adopted a selection based on competition criteria. “That begun the professional improvisation period” in Romania, “the political and the civil servant professions were considered as easy jobs, which competed with success with other professions”, said Constantin Rădulescu Motru (1999, p.19).

Such a retrospective view might reveal that this basic psychology of the Romanian people could be found also during the transition period, when the society returned to the traditional family selection not only for the political and administrative jobs but also for the private firms. Using the comparative method we could outline why in such different time periods (the 19th century and the end of the 20th and beginning of the 21st century) we could find similar reactions to the society transformations: *the need to survive*. Is it possible to explain everything through this need? We think that many other behavioral factors led to this but what was really important was that the “wrong institutional life could have changed and pervert the hereditary conservatism, traditionalism and patient character of the Romanian people”, and that different persons from other countries could show by example only the low level of perseverance. The “stop and go” policies, the postponed restructuring and the “originality” of our transition seem to have the same source, the institutional development during this period. In many cases, the imitation of the others’ institutions and laws of other countries and their implementation in the Romanian economy were made without functional connections with the traditional institutions.

Regarding the individual characteristics, these could be revealed and transformed by the educational and self-educating processes. As the statistical data showed, the difficulties (material, financial) became a barrier in the educational process and brought the educational process to its end before its normal completion. This phenomenon became increasingly significant in the last years, and the combined primary, secondary and tertiary gross enrolment ratios in the educational year 2001/2002 reached 68% in Romania, as compared to 144% in Sweden and 133% in the United Kingdom and Australia, the first three positions among the 177 countries registered in the Human Development Report for 2004. This means fewer opportunities to choose the better jobs, and to increase the personal earnings and life satisfaction.

The self-learning process started to be conscious of its own needs and characteristics in order to improve life. Today there are many books regarding the self-learning process, based on the non-linear information that might complete the institutional learning process. Self-learning process is focused on increasing the efficiency of the activity, the life satisfaction, on choosing the opportunities and on how one can manage his/hers life in order to be a successful person.

We consider that the results obtained using a small sample survey offer a better picture about these issues. We had a set of five question and 61 students from different economic faculties that accepted to answer our questions. The questions were:

1. “What shall I like to do if I have all the conditions and resources?”
2. “How will you feel if you can do what you want to?”
3. ” What would be the principal restriction that could stop you to do what you want to?”
4. What I am ready to do in order to fulfill my dream?”
5. “How I shall feel if I do not fulfill my dream?”

After we checked the answers to the first question the result showed as a wide tendency of the students in economics (26.23% of the total answers) to start their own businesses in order to use the economic knowledge and the educational period in connection with the future activities. Another 6.5% of the answers showed the intention to work in large companies (including outside Romania),

because these companies could offer better conditions for improving their own activities, and more attractive promotion and remuneration systems.

More than 16.4% of the subjects considered that investments in other people and helping the other people could be a very good way to spend their lives.

Very interesting was the tendency to travel and the unclear answer (13.11% of the total answers) that showed a significant share of students that had not clear ideas about their potential and how they should use it in order to fulfill it in the long run and be proud of their efforts.

A small share of students (3.3%) considered that to be happy or to live in peace, to have pleasure or to be a good professional person that enjoys others could be a way in which they could use their entire resources.

For another 1.6%, to study broad or go into the fashion industry or other professions, or to be a writer, or to travel in space or to have more and more and never stop were the very interesting answers to this question.

The answers to the second question showed a small area of the satisfactory feelings, more that 40% being concentrated on the fulfilled emotions, and almost 35% on the area of happiness and enthusiasm. However, we mention that 6.55% of the total answers were unclear, and 5% of the students considered the financial satisfaction as the result of their efforts to do what they want. Very interesting was the answer that the feeling could be a continuous challenge for other actions (more that 3%) and the answer that it would be motivating (1.6%). The answer that the activity would determine content (almost 5%) and wellness (more than 3% of the total answers) completed the answers' area.

The answers to the third question had a high dispersion area of the principal restriction, from himself as a restriction (more that 3%) to lack of inspiration (1.6%), or effort and work, or the obsolete technology, the lack of self-control or lack of strong wish, or shyness, or lack of fortune, or lack of resources (as information for example), moral restrictions, undecided ness and so on. We mention the lack of experience (almost 10% of the total answers) and lack of money (almost 38%) as the principal restrictions in implementing the desires. It is interesting that the Romanian mentality (6.56%), juvenile age (3.3%), the time (almost 5%), none (almost 5%) and the education period (more that 3%) were mentioned as principal restrictions by some persons to achieve their dreams.

A great concentration of answers was found in the case of the fourth question, because more that 43% of the answers were that they would be able to do all moral and legal actions in order to achieve their dreams; another 28% of the total answers showed the availability to work and another 15% to learn and get informed. Our attention was caught by the very interesting answers, such as responsibility and conscience (1.6% of the total answers), self-control and education (1.6%), all time and energy (3.3%) ask for help (3.3%). We noticed 3% of non-answers to this question and another answer that was all free time available, which indicated a small attention paid to answer or a low correlation among the answers to the all the questions.

Unhappiness is the dominant answer to the last questions.

We should add the fact that the over the period 1989-2004 from 101896 enrolled students in economics (in the university year 1998/1999) and 172409 (in the university year 2003/2004), the graduates were only 16266 in 1998/1999 and 25968 in 2002/2003, which means more than $\frac{1}{4}$ of the total enrolled students. A comparison with other professions showed that in the medical and pharmaceutical university education the ratio was more than 18% and in technical professions the ratio was more than 20%. If we keep in mind the answer to the main problems that restricted the achievement of the dream, we may find as motivations the financial problems and, maybe the Romanian mentalities.

The abandonment is a presence in the all forms of education, started with pre-school, primary and secondary, vocational and apprenticeship education, and more in the rural area as compared to the

urban one, even if the primary education is an obligation for all persons. Of course, the financial problem could explain a great part of these phenomena but others could be added, such as exploitation of the young people forced to work before the legal work age, some abusing acts and so on. In this context, the measures taken in order to develop an alternative form of education for the adult people and all the measures that could ensure lifelong education could be solutions for the Romanian situation.

Another fact that could be mentioned here was that many people that graduated college wanted to work in different activities that were far away from their educational abilities. For them, a good advice before enrolling in the university would be useful.

Conclusions

The hereditary factors are recognized as important elements of the future human being personality, and the institutional organizations play a very interesting part in the development of the human personality.

The lifelong education could improve the degree of satisfaction for the persons who want to learn, to get informed, and to develop their personalities in order to fulfill their lives. This is a pristine land for many organizations and institutions, and the efforts to change the mentalities as part of the educational process could provide more opportunities to find the jobs that could improve the satisfaction of the people.

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GLOBALIZATION AND INEQUITY. THE NECESSITY OF THE MIGRATION MANAGEMENT FROM A 3 - DIMENSION PERSPECTIVE, AN ECONOMICAL, SOCIAL AND MANAGEMENT ONE

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Abstract

*As a characteristic of the contemporary world, the globalization is a deep source of growing inequities; therefore, the migration from this perspective is considered an answer. On the other side, the migration could be also seen as a dimension of the globalization, as it is nourished and sustained by the increase of mobility at a global level. Whatever the analyzing angle of the migration process is, one thing is clear: the migration is part of the globalization and at the same time, it is a reaction to the deepening of the inequities caused by globalization, but it's also a reaction to the governments' management impotency, and to the low level of life, too. The main objectives of this paper are: a - the explanation of the globalization process by its main characteristics and particularities, from a managerial and economical point of view; b - the concise systematic analysis of the globalization process and the highlighting of the causes and the effects, including the advantaged and disadvantaged parts; c - the explanation of the consequences of the globalization on the labor force; d - the emphasis on the importance of the migration as an instrument to balance the **Active-Passive**.*

Keywords: globalization, fast change, the proportion of inequities, the migration of the labor force.

1. THE GLOBALIZATION. DEFINITIONS AND CHARACTERISTICS

Definitions

The term of “globalization” is used to describe a series of processes that are linked with the extraordinary development of the links at international level. Under this umbrella term, one can find the most important tendency of our time, that is the fast change.

The globalization refers to the transformations brought in peoples' lives, groups, collectivities, organizations, countries, by the tide of change. The proportion of these changes is considered without precedent in human history and the speed of these changes is the highest ever. As it has the full attention of theoreticians, analysts, politicians, journalists and especially that of social-human and economical specialists, the globalization doesn't have a classic definition,

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accepted by everybody. On the contrary, the globalization is a subject on which the reports are often different. Zygmunt Bauman, an attentive analyst of the globalization's social effects synthesized this quarrel: "For some <the globalization> is what we need urgently to do if we want to be happy; others say that the source of our unhappiness is the <globalization>. One thing is sure for everybody though; the globalization is the imminent destiny that rights the world, an irreversible process that affects us all, in the same way"¹.

The globalization's main characteristics

Another author, Joseph Stiglitz, who received the Nobel Prize, preoccupied by the analysis of the globalization and of the economical consequences at a global scale, highlighted recently in his latest work, *the main characteristics of the globalization*²:

- ♦ the stronger integration of the countries and populations;
- ♦ the significant cost cutback of transportation and communication;
- ♦ the facilitation of the free circulation of goods, services, funds, knowledge and (more or less) people among countries, by the disappearing of artificial barriers;
- ♦ the increasing importance of certain inter-governmental and international institutions and the emergence of new institutions meant to solve problems that are over the attributions of the national state institutions;
- ♦ the increasing importance of international corporations;
- ♦ the emergence of new groups within the civil international society.

Therefore, the processes required by the globalization are complex and affect the entire global social system at different levels. The key word expressing the essence of the globalization processes is *change*. The globalization's economical support is first of all given by the *transformations* that took and are still taking place in *the field of transportation*. The cutback of speed and costs in transportation led to significant change also in the other fields of economic activity and through this, it influenced the entire society. Today, more than ever, the cost of the circulation of goods, services, people and data allows the strengthening of connections between different parts of the world. The costs of the transmission of data lowered substantially and the scientific discoveries in the information technology field are foreseeing new changes in favor of the easier, faster and cheaper circulation of the information. The information is already considered a production element and a very important element in obtaining the success of an organization, if it's well and especially correctly exploited.

By the cutbacks in the transportation and communication costs, the distances are melting and the closeness between people, organizations and countries becomes stronger. The geographical borders become more flexible, easier to cross, more fluid. They lose their old meaning and the information destroys barriers that once seemed impossible to overcome.

All these changes affect also the national states. The problems of the states globalize also, and solving them means a more intense cooperation with the other states. The institutions that the state has today, with their known attributions, find it very difficult to meet the new conditions of change brought by the tide of change.

The solution to adapt the new context hasn't always succeeded to solve problems characterized by a global vocation.

¹ Bauman, Zygmunt, *Globalizarea și efectele ei sociale*, Ed. Antet, București, 2002, p. 5;

² Stiglitz, Joseph E., *Globalizarea: speranțe și deziluzii*, Editura Economică, București, 2003, ISBN 973-590-766-6, pp. 37-38;

That's why, the power of the states redefines itself also, and the sovereignty gets transferred partly to new institutions that go over the national frame. To these changes contribute also the international corporations whose ascending power and influence affect the national state's power. There's even talking about a "strategic couple"¹- that of the national state and multi-national companies. Within the states, the power is transferred from a central level to a local level. This process that means the entrustment of competences both ways, from the national state to extra national bodies and from a national state level to the local power, is justified by the need to efficiently solve the additional problems. The national states proved to be "too small to solve the big problems and too big to solve the small problems" because of the rapid changes.

Therefore, the globalization means substance transformations. These transformations take place at a state level, organization level, but also in our daily life. These changes caused by the globalization lead to two opposite tendencies: *homogeneity and differentiation*. Although it is said that we live in a "global village" (McLuhan), in a world more independent each day, it's also true that the differences are getting more and more *obvious*, and *the identity* is a value whose endorsement is expanding. It's a paradox the fact that the globalization "induces a superior placement. When people realize that the state doesn't answer their needs and often cannot act in their behalf, some choose to group at the community level not to gain political control, but to promote their identities"².

As a phenomenon of maximum interest that is going on right now, the globalization is still far from being completely understood. Anyway, a whole series of effects produced by the globalization are easy to notice, at least as a tendency.

2. THE CAUSES OF THE GLOBALIZATION

The economical changes, or to be more precise, the changes in the economical exchanges are considered the most important reasons of the globalization processes. The continuous expansion of the markets, the development of the capitalism and the intensification of the exchange relations lead to a more intense interdependence at a world level. The ideology that supported and still is supporting opening the markets as an opportunity of gain for everybody is specific to the players with the greatest power and influence, whether it's the international corporations or well developed states.

As a consequence, globalization cannot be seen just as a consequence of a natural evolution. On the contrary, the appearance of the globalization must be understood as having a strong link with the direct action of the wealthy states and by their decisions regarding the encouragement of the free commerce and capitalism, as a way to organize the economy and that of democracy as a political system, in as many societies in the world as possible.

The changes brought by 1 – *the intensification of the exchange relations* have had a major role in the emergence of the globalization. These changes didn't act by themselves. The globalization is also the result of the transformations brought by 2 – *the informatics revolution*, by 3 – *the increasing importance of the environmentalist movement* or by 4 – *the strengthening affirmation of local identities and cultures*.

The information and its impact on all the elements of the global social system led to an increased pace of changes, changes that are granting substance to the globalization processes. For instance *the mass communication* led to the attenuation of the space and time differences when transmitting the information, promoting the image of a world that's more and more interconnected and interrelated, where *local problems get global relevance*.

¹ P. Dobrescu, Geopolitica, Editura comunicare.ro, București, 2003, p. 373;

² Stoiciu Gabriel-Ionuț, *Impactul cultural și social al globalizării și transnaționalizării marilor companii asupra statului național* în „Revista Română de Sociologie”, serie nouă, anul XIV, 2003, nr. 1-2, p.60;

The need to build new instruments to answer to new problems, are leading to a sovereignty transfer process and of *political power*. Therefore, as an answer to the apparition and development of the problems whose solution does not depend only on one state, the new structures with over-national influence gained importance, the most appropriate examples being the European Union. The legitimacy of the new political bodies is a confirmation of the need to operate in a unitary way to solve the challenges brought by the globalization of the economy.

There is even a wide embraced opinion that we witness a development of the economy, in the disadvantage of the politics¹, the democracy is depreciating, while “the governments all over the world lose the capacity to be able to intervene in the development of their nations. The system defects of the global integration are becoming obvious in every field: while the flow of goods and assets reaches every corner of the world and everyone has access to it, the regulations and the control have remained a national task. The economy devours the politics”².

3. THE CONSEQUENCES OF THE GLOBALIZATION

The globalization process brings changes that don't mean benefits for everyone. The globalization represents an opportunity and at the same time a favoring factor for new threats to people, organizations and states, for instance, from a structure-functionality point of view.

Not all the participants are benefiting of the opportunities to the same extent, the same way as it happens with the advantages of the globalization. People are trying to take advantage of the changes so that they will be able to live better. The organizations are trying to adapt to the fast pace of the changes just to preserve and expand their profit while the states are trying to deal with the new challenges by developing new institutions and transferring power and sovereignty.

A proven effect of the globalization that is leaving its mark on people, organizations and states is the increasing of inequity at world level.

The gains that the globalization is determining directly or in a roundabout way are not affecting everything in the same way. For instance the price cutback for transport may not produce a real increase of the transportation options for a person who can't lead a decent life and for whom providing the food and primary needs is an absolute priority. Therefore the effects of the globalization are different for people, but for organizations and states, too. Although the globalization is a chance for progress and development, it is also a major source of increased inequities.

The globalization, as any other phenomena of universal evolution, includes *active forces* but also *passive forces*, forces that we can meet in the management of change, in marketing, micro and macro-economics, in the theory of automatic tuning in cybernetics, automations etc. We can find an equivalent of the ACTIVE and the PASSIVE from a religious or philosophical point of view, in the concept of the unity of the opposites.

The fruits of the changes happening nowadays all over the world are picked especially by the strong. That's why, we can consider the globalization a process that brings benefits first of all to those who own the wealth and power of the world. This is because, although the wealth of the world grows with each passing year, at the same time the poverty grows even faster – yet again *the active* and *the passive* interfere. There's a concentration of wealth and power in the hands of a few people, and the others live always in need. In the first stage, the main beneficiaries of the globalization are the multi-national companies, the wealthy states and the citizens that are already wealthy.

For the rich people, the globalization offers more opportunities for them to enlarge their assets, many times in the detriment of the spiritual evolution, and offers them the possibility to expand their power faster, while this means overlook and exclusion for the poor.

¹ Hans-Peter Martin, Harald Schuman, *Capcana globalizării*, Editura Economică, București, 1996;

² Ibidem;

The moment when, in this world, those who have too much will be very few and those who have too little will be even fewer is far, but according to the universal evolution is real and not virtual-if we are thinking from a materialistic perspective and not a spiritual one, where time and space have other dimensions. Surely, the battle between the active and the passive for *a dynamic equilibrium* will remain the basis of universal evolution. It is proven the fact that from an economical point of view, the effects of the globalization are still awaited by those who are already situated at the end of society and at the end of the world. The poor South doesn't get the expected advantages after the promises of the globalization.

Although the world is closer, more connected, it is also much more polarized. This polarization doesn't stick only to economic inequity, but it's also social, cultural, political, religious, institutional, demographical etc. - for example the 15 integrating dimensions of the amphitheatre model¹. The differences affect the people but also the states, while the heterogeneous disappears into the homogenous, but only until the beginning of another evolution process.

The capacity to adapt to change and the ability to anticipate the evolutions become very important in the world we live in². The access to information is available only to the powerful, first of all from an economical perspective.

This way the inequities remain, but they also get more serious each passing year. The natural question is "what is proportion of these inequities?"

4. THE PROPORTION OF INEQUITIES

The president of the World Bank, James Wolfensohn, raised the problem of poverty and its impact on the global stability, during the spring meeting in Washington of the world's biggest financial organizations. The data are critical and of real importance. Therefore, out of the 6 billion inhabitants of the planet, 1 billion has 80% of the world wealth, while another billion struggles to survive with less than a dollar a day"³. The occurrence of these income inequities is the cause of other inequities, therefore their seriousness. Wealth is concentrated on a limited number of people and poverty expands to more and more people. Despite the fact that substantial progress is achieved, this doesn't solve the difficulties of those who are too poor to benefit the advantages brought by development. Out of the income differences immerges the consumption differences.

The statistical data are more than convincing: 86% out of the private consumption is made by 20 % of the world population in wealthy countries and only 1,3% by 20% of the population from poorer countries⁴. The proportion of these inequities is also reflected by the evolution of the incomes of the wealthy fifth of the world, compared to the incomes of the poorest fifth of the world. In 1961 the ratio was 30:1, in 1991 the ratio got to 60:1 and at the end of the '90's got to 81:1.

As a result, not only that the differences are very high, but they are permanently rising from one year to the next one. The states can't involve enough to lead to a more fair distribution of wealth at a world level, because the wealthy states are those who win on short term (at least) out of this situation, and the political power belongs to them, as the resources required for the adjustment of this situation. The voice of the weak is not heard at a world level. Things aren't much different in the internal plan either. The solidarity is neglected and this way, the equity isn't a well-enough sustained governmental principle anymore. This is why the inequities within the states get more serious, too.

¹ M.A.NIȚĂ, *Contributions of marketing and management approach on communication with applications in the field of image and public relations*, International Conference on Economics, Law and Management, Romania, PETRU MAIOR University, 3-5 June 2004, ISB 973-7794-00-1, pp.191-203;

² M.A.NIȚĂ, *Tehnici de negociere*, SNSPA-Școala Națională de Studii Politice și Administrative, Facultatea de Comunicare și Relații Publice, studii postuniversitare 2004, București, ISBN 973-8376-29-7 (2003);

³ Ziarul *Adevărul*, nr. 4304 din 5 mai 2004;

⁴ Apud *State of the World World watch Institute Annual Report*, în *Dilema Veche*, an I, nr. 10;

The augmentation of inequities that happened especially in the last century doesn't have a correspondent in history. As Zygmunt Bauman noticed, the globalization processes "have as a consequence the redistribution of privileges, wealth and poverty, resources and sterility, power and incapacity, freedom and constraints. Nowadays, we witness the process or reorganization where a new world social-cultural hierarchy is formed"¹.

An indicator that reflects the seriousness of inequities is the poverty. Even though within the last decade of the 20th century we had an increase of the world medium income of 2,5% per year, in the same period, the number of poor people rose with almost 100 million.

The conclusion is pretty clear: the economical rise doesn't mean also social development. To this issue, data from south-east Asia prove that the beneficiaries of the economical growth are especially the wealthiest from rich people. We may say that *this growth leads to poverty*. A very serious fact is the great number of young people who are affected by poverty. Half of the world population is under 24 years old, and nine out of ten young people live in poor countries².

One of the causes of the dissatisfaction of those "too poor to claim their rights" is the *unfair division of the world*, and this is also a conflict source that threatens the world security – *international terrorism for instance*. The results of the battle with poverty and inequities are unconvincing. The states' intentions were meant to be generous, but the adopted measures are still faint, incapable to produce significant changes. At the Millennium Summit 2000 that happened in New York, world leaders promised to reduce poverty to half before 2015. Today it is openly admitted that most of the objectives are far from being obtained. A proof of the lack of political will is also the amount of arming expenses compared to those for development. The discrepancy is huge: while 900 billion are spent on weapons each year, the investments for development are only of 50 billion³.

The lack of political will that the states have towards fighting poverty and inequity and the lack of efficiency in this fight, is determining the unhappy to look for alternative rescue solutions. One of these is *the temporary or permanent desertion* of the country of origin for a wealthier country.

Therefore, the growth of mobility at a world level generates encouraging circumstances for the international migration. In this globalizing world "the mobility becomes one of the most coveted values, and the movement freedom - a rare and unequal spread factor – rapidly becomes the main organizing factor in the post modern age we're in"⁴. The growing mobility, due to transportation and communication cost cutbacks is without a doubt an opportunity for those who want to get free from the chains of poverty and go into the world looking for a better life.

5. CONCLUSIONS ON THE NECESSITY OF MIGRATION MANAGEMENT

5.1. Considering the characteristics, the causes and the effects of globalization, the international migration is a way to escape the poverty in a relatively short time, a way that is followed by millions every year.

5.2. People's migration is an answer to the states' incapability to solve the social problems provoked by poverty and inequities.

5.3 Because of the proportion of inequities at a global scale, there's an absolute necessity for the management of the inequities from a minimum three-way perspective that is: managerial, social and economical and a mixed one, too. The results of such an analysis by the awareness of the political factor can lead to the approach of the migration issue and its management.

¹ Bauman, Zygmunt, *Globalizarea și efectele ei sociale*, Ed. Antet, București, 2002, p. 70;

² Ziarul Adevărul, nr. 4304 din 5 mai 2004;

³ Ibidem;

⁴ Bauman, Zygmunt, *Globalizarea și efectele ei sociale*, Ed. Antet, București, 2002, p. 6;

5.4. By the strategic activities of foreseeing the inequities, starting from the main elements that reflect the present evolution of poverty and the discrepancies in the social development, programs and initiatives can be started in order to reduce the inequities.

5.5. The actions against inequities must be organized at different levels (national, continental, global) by the organizations that have an essential role in this matter, especially in the governmental field, business field, civil society etc.

5.6. The purpose of these coordinated actions will be to ensure the equilibrium of the societies' development in a controlled way.

5.7. The migration is a phenomenon that has as an effect also reaching a dynamic social equilibrium between progress and regress, through the changes it generates.

5.8. The multiple relations cause-effect, concentrated in the ACTIV - PASSIVE universal action battle, have to be the grounds of the anticipation in useful time of the disequilibrium against the equilibrium and the other way around

5.9. The transition periods can be controlled if, first of all, the system stability doesn't disappear.

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**MIGRATION - DYNAMIC EQUILIBRIUM
BETWEEN PROGRESS AND REGRESSION**
**(migration, as a natural instrument for a dynamic regulating action
in the states of balance-unbalance and progress-regress)**

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Abstract

The migration of the people represents a constant characteristic of the history. This is a phenomenon that is the result of some disequilibrium and at the same time a factor that contributes at establishing a dynamic equilibrium between progress and `regression both for the senders' societies and for the receiving societies. A historic evolution of the migration is shown, on short. It will be underlined the dimension of the migration phenomena during the latest centuries. The analysis of the causes and effects generated by the migration has the purpose to underline the objective character of the phenomena and the multitude of factors that make it happen. At the same time, the effects of the migration are present in a manner that is trying to be as complete as possible, in order to make clear the purpose and the extremely important role of the migration for the global social system. The objectives of this paper are 1 - to clarify the importance of transnational migration at national and international level, 2 - to show the migration's evolution at international level, 3 - to make a migration's causes and consequences analysis, 4 - to underline the migration's perspectives from 3D perspective-economical, social and managerial perspective .

Key words: migration, the evolution of migration, dynamic equilibrium, progress, regression, causes, effects and perspectives of the transnational migration.

1. ABOUT MIGRATION

According to the Sociology Dictionary, the migration is the phenomenon that ” involves the more or less permanent movement of the individuals and groups, over the symbolic and political limitations towards news communities and residential areas.”²

This study has as an objective the external migration, which means the movement of the people from one country to another. For the receiving country, the person is called *immigrant* and for the sender/origin country, the person is called *emigrant*. As the migration has different characteristics, first of all, characteristics that are related to its nature and it's longevity, we must mention that we will focus on the working migration at international level.

¹ Ph.D., Senior Lecturer has the English/Romanian equivalent degree in academic field “ university ph.d. lecturer/ conferențiar universitar doctor” degree;

² *Oxford Sociology Dictionary*, Editura Univers Enciclopedic, București, 2003:

As a phenomenon that influenced very strongly the human being's history, the migration can be considered "the history's engine"¹. The people's movements always determined deep changes, even if they were peaceful or violent.

The people's traffic attracts a series of changes both for the sender and receiving society. If we undertake a comparative analysis between the migration that took place in the past and the migration that takes place nowadays, one can notice significant changes in the character of this people's movements. As compared to the past, when the leaving of the individuals from one part to another of the world meant, almost every time, the final establishment of those people in the receiving country, the international migration nowadays has a *circular character*. So, for the time being, the relationship with the family and the origin area is still kept strong.

Although definitive migration didn't disappear, *the circulatory migration abroad*, looking for a job, becomes more and more frequent. It is favored essentially by the new communication tools and by the continuous decrease of transportation prices. Being a part of the globalization, the migration is a phenomenon that influences the future. The specialists estimate that at the end of the twentieth century, over 130 million people used to leave outside the countries that they were born in, the migration's annual increase rhythm being around 2%.²

2. THE INTERNATIONAL MIGRATION EVOLUTION

As it was already sustained before, the people's movements are a history's constant that strongly influenced its path. Although the far past presents enough evidence regarding migration movements, we will present the most important steps in human migration, for the last centuries.

This way, we can see the movement from Europe towards America, from the Old Continent to the New World. The figures show that at the end of the 18th century, 8.5 million Europeans invaded America. During the next century, the European migration starts to have the characteristics of mass phenomenon. Almost 60 million people traveled to America between 1840 and 1932, from which 34.2 million people establish in America, 7.1 million in Argentina and Uruguay, 5.2 in Canada, 4.4 million on Brazil, 3.5 in Australia and New Zealand and 0.9 million in Cuba.³

The proportion of this migration was determined by two important factors: *the demographic increase registered in Europe* and *the extraordinary need for labor force of the*

American territories. Also, we must remind that the people's movements were not at all limited.

Only after the Second World War, restrictions start regarding person's movement freedom. Because of bureaucratic obstacles and the restrictive measures adopted by the receiving countries, the migration becomes more and more difficult, after the war. In the United States were registered from 1 million arrivals a year to 162 thousands arrivals a year.⁴

The Second World War brings significant modifications for the migration's character. The destructions provoked by the huge conflagration needed an immense effort of reconstruction. Millions of people are victims of the conflict, especially Europeans. The damages are bared mostly by the European continent, too. Given these conditions, Europe reduced considerably the migration

¹ Huntington P. Samuel – *Civilization shocking and renewing the world order* – Antet Publishing House, Bucharest, 1997;

² Economical problems, *Trends and migration structures in Romanian during 1980–1999*, vol. 32/2000, CIDE, Bucharest, ISSN 1222-5401, p. 37;

³ Bacci Livi, Massimo – *Population in Europe history* – POLIROM Publishing House, Iași, 2003, ISBN 973-681-149-2, p. 184;

⁴ *Ibidem*;

towards United States. If during 1901-1910 towards North America left 8 million Europeans, during 1961-1970 the leavings decreased almost eight times, arriving at 1.1 million.¹

Moreover, Europe transforms itself from a region that used to supply immigrants, importer of labor force. At the bottom of this status modification was the continents' huge desire of rapid reconstruction that also implied receiving labor force. Due to this fact, Europe started to receive immigrants. Workers from North of Africa, Eastern Europe, Turkey were attracted by the promise of a better paid work paid and of a more prosperous life.

The period after the war can be divided in more fazes². So, between 1945-1960 migration is characterized by the returning of the refugee or dislocated `population from the war period. We are talking about the population from the former colonies, but also about the returning of 13 million ethnic Germans in RFG from the Eastern part of the Europe.

The second phase is between 1960-1973, and it corresponds to a vigorous economic relaunch of the Occidental world. A very acute labor force deficit appears. It is covered by inviting workers from the poor countries of the southern Europe (Spain, Italy, Portugal), countries with superior unemployment rates. During the same period, workers from Turkey, Morocco, Yugoslavia arrive in the Occident. Most of those who came to work, benefited of Residence permit and work rights for one-two years.

The third phase takes place between 1973-1985. This is a period when Europe has a decline of the level of economic growth because of the oil crises. The economic recession determined a decreasing need of labor force. Despite all that, immigrants in Occident didn't want to come back in the origin countries. Many of them earned the right to stay in the prosperous states of the European continent. Above all that appears the phenomenon of reuniting the families of those left.

The period of 1986-1993, it is characterized by a new wave of immigrants in the Western Europe, favored by the improvement of the economic environment, by the political changes from the former communist's countries, and by the immigrants' ability to make use of the laws' faults. After 1993, the states adopt politics that discourage the arrival of new immigrants.

At the beginning of the 21st century, Europe registered around 20 million foreign people, a number increased from 15.5 million immigrants found at the first generation in 1990.³ Today, in most of the European developed countries the foreign people represents 8% of the total population.

Germany, for example, registers over 7 million foreign on its own territory.⁴ Also, after the cold war until the beginning of 1996 took place a very numerous returning of the German ethnics in their country (around 2 million people). About Germany, we must also says that it has a very strong Turkish community who has over 1.7 million people. If before 1990 between the countries that provided labor force were Italy, Greece and the ex-Yugoslavia, after 1990 the immigrants were originated more and more in the former communist countries: Poland, Czech Republic, Romania, Ukraine etc.

France is a country were the foreign presence is associated with the immigrants that came from Africa, for example, the Magrebian in France are around 3.6 million people. Italy, Switzerland and The United Kingdom are states that concentrate, every one of them, between 1.2-2.2 million foreign citizens.

¹ Stalker, Peter - *Workers Without Frontiers: The Impact of Globalization on International Migration* - Paperback, Lynne Rienner Publishers, 1999, ISBN 92-2-110854-6;

² Economical problems, *A short history of West-European migration*. CIDE, București, 2003, pp. 5-6;

³ Huntigton P. Samuel – *Civilization shocking and renewing the worl order* – Antet Publishing House, Bucharest, 1997;

⁴ In year 1984, 1,426,000 Turkish, 600,000 Yugoslavian, 545,000 Italians, 287,000 Greek people. Today, Turks community is well enough represented and their aspiration to come and work in Germany is still going on, while the migration's tide coming from Italy and Greece decrease, due to the welfare in Greece and Italy, too ;

Spain, Holland, Austria, Belgium, Portugal are countries that don't lack immigrants. For example, in Portugal are legally registered 112 thousands African immigrants and around 35 thousand Brazilians. During the past ten years, the presence of the workers from East is more and more visible. In 2003, in Portugal had work permits more than 60 thousands Ukrainians, 12 thousands Moldavians, 10 thousand Romanians and 7 thousand Russians. Apart from the legal number, as all over the world, in Portugal, there are also many other people who work without having a legal status.

The presentation of the migration's evolution on the European countries can not be limited only to the western countries. After the ending of the communism in Europe, the movement conditions of the people also changed into more favorable ones, in these countries. It was reported that Hungary, for example, registered in 1994 around 120 thousand Hungarians that leaved abroad, while 200 thousands leaved legally in Hungary, that includes 105 thousand Rumanians.

In Prague, in 1996 were around 100 thousand Ukrainians, hired mostly as site workers. So, the migration in Europe suffered transformations and it is a process in continuous change.

The United states of America remain a very desirable region by the citizens who decide to emigrate. The attraction that the Unites States has, is first of all, economical. Because it is a country formed mostly by immigrants, this tradition is very developed. Also, the integration and assimilation procedures are very well developed in this receiving society. In the United States, the migration also evolved during the time and the state became a very important actor in trying to take control over the phenomenon.

If until the First World War immigration was unrestricted, starting with the 20s the United States politics changed against the immigration. Still in 1965, laws were reviewed in order to coop with immigrants and this way during the 70-80s an increasing number of foreigners arrived in the "country of all the possibilities". In 1990, a number of 20 million immigrants were in the United States if America. In 1994, 8.7 % of this country's population was formed from immigrants, a double percentage compared to 1970. Only in New York, the immigrants represented 16 % of the population, while in California the percentage was of 25% of the total population¹.

Structural change of migration

Although the Europeans are still a great number of the immigrants, their number is visibly decreased. On the other hand, the Asians and the Latin Americans became more and more interested in the Unites States.

The most developed state of the modern civilization was always a major attraction point on the world's migration map. The USA interest is focused on attracting the worlds' brightest minds and this politics is successful.

In 1990, for example, 62% of the Ph.D. engineers were foreign students, especially Asians.² Also, the United States of America are a target for the seasonal workers, especially Mexicans.

Conclusions

- The temporary migration is better represented nowadays, as compared to the past migration.
- Migration is a global phenomenon that can be found all over the world, from Europe to

America, from Asia to the Latin America, from Canada to Australia, from China to Middle Orient. Of course, proportions are different because we have many factors involved in this process. The most important factors that influence migration are geographical and economical.

¹ Huntigton, Samuel P. - *Political order of changing societies* - POLIROM Publishing House, Iași, 1999, ISBN 973-683-342-9, p.p. 290-303;

² M., A., NIȚĂ – *Economical sciences. Marketing and management* – NSPSA Publishing House, Communication and Public Relations Department, București, 2003, ISBN 973-8376 -26-2;

3. CAUSES AND FACTORS OF INTERNATIONAL MIGRATION

As any social phenomenon, the migration is, at its turn, conditioned by more economic, social, demographical, geopolitical or cultural factors – see the marketing factors, by the amphitheater model designed by the author.^{1, 14} In this chapter we decided to present the theories that try to explain the existence of the international migration and to underline the main factors that contribute to the increase of the migrations phenomenon. Some studies refer to some famous theories in the field, which presentation needs to be done below.²

- **The neoclassical approach** has as a basis the differences between the regions, especially the differences of income, as main factor of migration. The individuals' motivation being maximizing their incomes, they will choose to emigrate in regions where the salaries are higher and they are deficient on the labor market. This way, in the sending regions the salaries will have the tendency to increase, because the labor force increases and in the receiving regions the tendency is exactly the opposite. Finally, an equilibrium must be obtained. Following the same logic, we will explain the commercial relations between the regions. Taking into consideration the specialized regions in producing certain products, see Silicon Valley, the commerce will lead to the following tendencies: **a** - in the developed regions, the salaries of the qualified labor force increase while **b** - the salaries of the non qualified personnel decrease. *In the less developed countries*, the effects are exactly the opposite. Such, the qualified personnel migrates towards the developed areas - phenomenon called the “brain drain” – and the non-qualified force labor starts to do the “dirty jobs” (that involve heavy work and physical force), jobs that are although enough attractive.

- From this approach derived *the unisectorial neoclassical model*. It introduces in the migration's explanatory equation, *the capitals' free circulation*. It will start from the idea that the commercial changes between different economical systems (regions, states) that it is not justified, because *every economical system makes the same merchandise*. So, in the regions that have big capitals and a lack of labor force, institutions offer bigger salaries and investments will be reduced. On the contrary, the regions that are very poor in capital and have labor force are willing to attract capital and to increase investments. In these conditions, appears the capital's migration towards the economies with less expensive labor force, but more available labor force and, on the contrary, the labor force migration from the economies without much capital towards the big salaries economies, but not enough available labor force. Such the state we reach is one of *equilibrium*, but this doesn't always happen.

The bisector classical model shows that *between the capitals migration and the labor force there is not an equilibrium relation*. The capitals, as it was already proved will continue to migrate towards the rich regions with big salaries. The poor regions provide only labor force for the reach countries that have capitals and the benefits of the capitals entries are waited by these regions that need investments. *This waiting phase is long enough and stimulating unbalanced state*.

- **The human capital theory** treats the migration like an investment that the individual makes for his/hers future. The migration appears like a decision taken on the basis on a comparison between the costs and benefits that the migration supposes. These costs include both psychological and not only economical costs. The human capital theory underlines that the individual, according to his characteristics such as age, gender, education level, profession evaluates in a personal manner the costs and the gains of the migration.

It is considered that, generally:

- the probability that a person migrates decreases once he/she gets old;
- a superior preparation increases the migration chances;

¹ M.A.NIȚĂ - *Contributions of marketing and management approach on communication with applications in the field of image and public relations* – International Conference on Economics, Law and Management, Romania, PETRU MAIOR University, 3-5 June 2004, ISBN 973-7794-00-1, pag.191-203;

² Probleme economice, *Impactul preaderării asupra circulației forței de muncă în România: procese și tendințe contradictorii*, vol.76/2003, CIDE, București, ISSN 1222-5401;

- the costs and risks of the migration increase if the distance towards the receiving region increases.

The new element introduced by this theory is to put the accent on the particularities of every individual and on the social-economic characteristics of the potential immigrants.

- **Asymmetric information regarding the classifications** is a theory that starts from the premises that the patron and the immigrant relate differently to migration. This way, the patrons from the receiving countries offer salaries that reflect the medium productivity of an immigrant, fact that produces two different situations: **a** - either the salary is not motivating for the immigrant; **b** - either the salary is superior to the one in the origin country. Once the information is done on a more appropriate level for the patron and the immigrant, the immigrants' distribution will take shape of the U, the extremes having the biggest percentage, of which are the non qualified labor force and those with a superior education.

- **The family's migration theory** is the theory that concentrates on underlining the importance of the family in the decision to migrate. It is not the isolated individual that takes the decision to migrate, but the entire family. The entire family's revenue is appreciated in comparison with other families' revenue.

- **The migratory networks** enforce the contagious role of the migration on long term. Due to the information networks, the newly created social networks are diminishing the risks of the migrations and are facilitating the integration of the immigrants in the destination country. In these circumstances, *the migration becomes a phenomenon that sustains itself* – auto sustainability is the term used in management.

- **The pull factors and push factors** that are operating in the migration field are a more wide theory that tries to include in the explanation of the migration phenomenon, the economic factors but also the non-economic factors. *The push factors* are active in the country of origin and *the pull factors* are active in the country of destination.

It can be noticed that theory of universal evolution, seen as an integrating one, has a correspondent in universal forces of evolution, known as *The Active* and *The Passive*.¹

Out of the exposition of these theories that eventually can be considered minimal explanation models, comes the multi-factorial understanding of the migration.

Conclusion

In our opinion, we must speak about a mixed theory with a cumulative effect.

Causes and migration factors

Now, it will be highlight the main causes and factors that are in favor of the migration phenomenon.

3.1. Even though the influence of the non-economic factors can't be neglected when it comes to the decision to migrate, the main cause for which people are leaving their country of origin (temporary or indefinitely) is **the difference of incomes between the origin country and the destination country**. The salary inequities at international level are extremely high and they are almost sufficient to explain the migration from the poor areas of the world towards the rich ones. A Mexican is making in the USA approximately 9 times the salary in Mexico. A Polish earns in Germany 4 times the salary in Poland² and a Romanian earns in Italy 7 times the salary in Romania.

¹ M.A.NIȚĂ - *Image negotiation - specific type of management communication* - International Conference on Economics, Law and Management, Romania, PETRU MAIOR University, 3-5 June 2004, ISBN 973-7794-00-1, pag. 204-214;

² Stalker, Peter - *Workers Without Frontiers: The Impact of Globalization on International Migration* - Paperback, Lynne Rienner Publishers, 1999, ISBN 92-2-110854-6, Cap.3;

By their amplitude, these differences between the levels of the incomes are the main cause of the migration over the borders.

3.2. The unfavorable social conditions in the countries providing immigrants seriously affect the dimension of the migration phenomenon, such as: **a** - the unemployment rate, **b** – poverty, **c** - the economical growth, **d** - the investment level, **e** - the corruption, **f** - the level of trust in the state institutions, **g** - the political regime and **h** - its capacity to solve in an optimal way people's problems etc.

This way it was proved by history that during the periods of regression crossed by a state, the intention of its citizens to migrate grows (for instance the situation from Romania during the economical fall after 1990).

Also in the totalitarian political regimes (such as the communism), the people's migration was fed also by political reasons. The conflict or war situations make the people search for safer countries - for instance during the war from the former Yugoslavia many Albanians left the area, or the same situation created by the war in Angola etc.)

3.3. The need for labor force for certain sectors, a problem that concerns especially the developed states. This cause remains one of the most important, maybe is the primary one, because searching for a job is the main purpose of the immigrants - this means the tender. In the growth periods deficits emerge and they can't be always neutralized by the native labor force. That's why the immigrants are needed to maintain the pace of the economical growth, productivity and profit in a very competitive world.

3.4. The policies of the developed states in order to attract immigrants represent an important factor in favor of the migration. These policies are economically justified (as proven above) and they're channeled on covering certain deficits on the labor market. These policies have the intention of attracting especially high-skilled immigrants (brain-drain), but also the immigrants who are working in fields that are refused by native citizens. The efficiency of this type of policy was tested especially in the USA, Canada, Australia, countries that can afford also the recruitment through universities in order to ease the integration of the newcomers. The new technologies and medicine remain the most protected field through the policies adopted by the stated developed in this direction.

As a result of this fact, the poor states are losing "grey cells" they've invested in, thus losing the competition for development in favor of the rich countries. This way the migration produces itself – this is auto-sustainability.

3.5. The cutback of the transportation and communication costs is obviously favoring the migration over the borders. The people's circulation is stimulated not only by the decrease of the transportation and communication costs, but also by the increasing speed of the information's transmission, the speed of the connection between two different places in the world. The immigrant's connection with its family becomes easier. *A new culture of mobility* is emerging endorsed by the new communication means (mobile phones, e-mail etc.) and thus *the concept of "trans-national community"* gets more real substance. The links between people amplify, the borders get more flexible and the transportation is much faster and cheaper than it used to be. That's why the migration has favorable conditions in these processes brought with the informatics revolution by the tide of change.

3.6. The removal of the artificial barriers standing in front of the free circulation encourages international circulation. The example of the Schengen space is relevant. Now, the citizens of the states who signed the Schengen agreement can move around freely in Europe. The removal of the necessity of visas for the states that are negotiating their integration in the EU (such as Bulgaria and Romania) led to an amplification of the circulation of citizens belonging to these states towards Western Europe. The migration of the labor force was stimulated from East to West and the communication between these spaces got amplified. Also, in other parts of the world and at

a regional level, where integration processes appear (NAFTA, ASEAN) the people's circulation becomes more permissive and, by this, the migration amplifies.

3.7. The geographical proximity between the states is another factor that influences the dimension and the particularities of the migration. This factor is more influential if the development differences between the states are bigger and the circulation is less restricted. The geographical factor is playing an important role, especially in the support of the seasonal migration such as, the one between Mexico and USA, Morocco and Spain, Romania and Hungary or Moldavia and Romania. The geographical proximity is an element that stimulates rather the *circulatory migration* rather than the indefinite migration. At European level, the distances between the states that have substantial differences in development are getting easier to cross and the geographical factor brings its contribution to the strengthening of the communication connections, especially through the circulation of the people.

3.8. The demographical ageing is a structural cause that feeds the migration at a world level. The rich states are the most affected by this phenomenon while the less developed states have a larger number of young people – as a matter of fact, this is a natural part of developing materialistic society.. As the migration is linked to young people, it's obvious that this demographical ageing, typical to the rich West finds its answer in the migration of the young people from the poor countries. The increase of the aged population percentage involves many consequences, **a** - starting with *the need for replacement labor force* and **b** - ending up with the *formation of new social assistance work places*.

Conclusions

- Therefore the demographical ageing is a phenomenon that highly supports the migration over the borders, including new private, state or mixed jobs for social assistance, exactly for these persons.
- Out of the few factors above are resulting the multitude of sources that form the migration phenomenon. At the same time, I would like to highlight their coagulated contribution, their mutual support in the continuance of the migration at a global level.
- From the general perspective, all the factors above feed the migration within some concrete aspects and particularities linked with origin and destination place.

4. THE EFFECTS GENERATED BY THE INTERNATIONAL MIGRATION

Let us make a brief presentation of the main consequences of the people's migration at a global level. The consequences caused by the migration can be seen at different levels in the country of origin, but also in the country of destination. The result of these alterations produced or influenced by the migration, can be analyzed on *the universal evolution force of active and passive approach*, on short ACTIV-PASSIV, named sometimes as *positive and the negative perspective* and *on inductive and deductive relations approach* between GENERAL-CONCRETE-PARTICULAR, both ways.

Further on, it will be present the main migration effects on:

- the immigrant and its family;
- the country of destination;
- the country of origin.

For the immigrant and its family, the migration means first of all a way to improve their life conditions, of the life level. This is the main reason for the decision to migrate. Finding a job in

another country has as final purpose a better income than in the country of origin. The economical benefits of the migration are actually the first consequences wanted by the immigrant and its family. A better income means the possibility to consume more, to live better – this is obviously from the *materialistic perspective of an occidental society* based on consuming goods. But the advantages of the migration aren't just economical and social.

At the same time *the cultural gains* produced by the migration are significant and must be not neglected.

The contact with different people, a different language and a different culture offers a useful experience for the immigrant and, that is more important than everything, the chance in looking better for the real truth of life, known as an Ultimate Truth but from the Oriental perspective of having the *scope of improving spiritual knowledge*.

Hence the information on the destination country and the capacity to communicate in a foreign language are becoming a - resources, b - *assets* for the immigrant and c - differentiation advantages on marketing and management approach and d – *the chance for finding the equilibrium between two ways o life, the Occidental and Oriental*. This last point belongs to intangible objectives of an individual, or *spiritual objectives*.

The immigrant's family in its turn shows a growing interest for the destination country, its culture and language, for everything that means information that would facilitate the knowledge and adjustment to the specific conditions from abroad.

Conclusions

- Migration can be a useful way for increasing the degree of tolerance and communication abilities, too.
- Migration can help the consciousness of the cultural and religious differences and at disappearing of communication barriers.
- Migration can help not only from the consumer society approach, but from the spiritual evolution in the intangible field of Maslow's fifth self-development level.
- Migration can help people and states in understanding that there is only ONE NATURE that must be protected – pollution and ecological perspective is the materialistic one, but the full of health thoughts, attitudes and behaviors must be taken into consideration, too, in order to develop spiritual evolution based on self-knowledge inside and external knowledge of human relations.
- Migration can help people to find that there must be only one essence of improving self development, that must not be linked with the difference of sex, religion, color etc., even differentiation exists and is exploited by marketing and other sciences.

There are disadvantages and they refer first of all to psychological costs, the separation from the family, friends and a cultural environment. *The risk of the family relations to grow colder* amplifies. Also *the age when people start their own families gets more and more mature* and the *presence of children is no longer a priority* for the immigrant families. *The cultural model of the traditional family doesn't have in migration a supporting factor*, because the integrity and robustness of the inner family relations is neglected because of it. But, on the other hand, even this new way of life versus the old one is nothing else than *an action of Active and Passive*.

The difficulties generated by the migration are also at the work place, because of the a - tough conditions of work, b - the hostility generated by racist mentalities.

Conclusion

- Consequently the new environment could be hostile for the immigrant and thus the social integration is slower and more difficult.

- From this perspective, the management of migration by a specialized authority, for example by state, should be a priority instead of letting on its way the amplifying of a disaster; it is better to prevent social conflicts and not only, the crisis too.

For the destination country the benefits of the migration can be found in recruiting a young population that is already educated, qualified to cover the work market deficit. The competition between factories grows because the payment of the immigrants is less expensive. The immigrants are at the same time *a mass of consumers* and the state benefits from the taxes they pay. Among the people who pay for the state budget are also the immigrants. The immigrants are not only people who work but they're also factors that influence the formation of new workplaces in the destination-society.

The presence of the immigrants feeds a series of negative processes. Hostility is manifested towards the immigrants from the native population. This reaction is caused by *the intensification of the competition on the work market* and by *the decrease of the salaries*. *The sentiment of repugnance towards the immigrants* is valued at a political scale and by this their dismissal amplifies within the host-society.

The costs of the foreign work force import also include the requirements concerning that the immigrants should know the language for an easier adjustment to the host-country. Through these expenses, the migration might be considered inconvenient. In the inconvenient category might also enter the reduction of the technological investments' pace (these expenses are made to pay the foreign work force). Another disadvantage induced by the migration is the loss of currency, by the transfers made by the immigrants into their native country. These transfers affect in a negative way the host-country, but the positive impact of these sums is much bigger for the society that supplies the immigrants.

For the society of origin the migration might be a way to surpass the economical cyclic difficulties. The currency sent into the country by the citizens that work abroad is influencing the consummation and the economical growth. Through the investments made from these sources new workplaces are created in the country of origin. The state is gaining through the payments generated by a rising consume.

Certain economy sectors, transportation, tourism, constructions, and communications are the first to profit from the migration.

At a large social scale, the migration has powerful effects on the unemployment rate decrease, on poverty and contributes to the improvement of the general situation, through the positive effect chain reaction.

The intercultural communication has a powerful bridge in the immigrant. Transnational communities emerge and develop due to migration. These transnational communities represent a sign or even a brand of the globalization and they are a *factor that favors the development of the relations between states* and it works at the same time for the processes of regional integration (like EU).

The immigrant providing society suffers a few losses due to emigrational circulation of its citizens. Qualified work force is lost, this means a social investment and a private one inhuman resources - young population, highly educated, through the "brain drain" is such an example. In the origin society, *the emigrational culture* develops and this way *the migration becomes a perpetual process*, a long-term phenomenon despite the improvement of the situation in the area where they leave from – once again we can speak about an auto-sustainability process.

Another disadvantage would be the negative impact the immigrants reflect on their native country, according with the fact that what is full of negative it becomes quickly and generally spread. This happens especially in the case of the immigrants who work illegally or those who break the law – but these kind of immigrants, many times are not at all representative for a whole country. *The cannot express the General, they are only a Concrete experience with Particularity inside, a small part of a people.*

Conclusion

1 - Migration is a phenomenon with multiple consequences at individual level, but also at a society level.

2 - The migration generates changes within the society structure.

3 – The migration supports the social change processes brought by the globalization tide.

The high importance of the international migration was shown by conclusions above.

5. THE PROSPECTS OF INTERNATIONAL MIGRATION

As a phenomenon, migration is marking 1 - the continuity of humankind universal evolution, 2 – the general development in concrete shapes, with specificities of time and space and, at a global level, 3 - will continue to influence world history.

The main characteristic of this universal phenomenon does not refer only to humankind, but animal and vegetal kingdom, too.

So, for ever, 1 - General is inside Concrete and Specific (Particular), 2 – Concrete can be found inside General and Particular, 3 – Particular contains inside General and Concrete. To underline this idea is enough to think about the influence of Fund and Shape, in their own dynamic.

Even in this case of migration, using analogy or similitude, as methods, we can feel and accept by logics, everywhere in this world the presence of Active and Passive forces, Motion as a result of their relation, and finally Equilibrium, as a state, but a dynamic state of evolutions in cycles. We can see the whole inside History as an argument of developing in cycles.

The migration, as a phenomenon, will continue to influence the world history.

Migration is 1 - a concrete part of globalization, 2 - has some regional and local particularities, 3 - is a general phenomenon not only of globalization, but 4 - globalization started to be a general process of human evolution and a running one.

Hence, the conditions favoring the migration will act in the future.

The important causes that generate the population movements in the world are hard to suppress. The poverty, the inequities, the lack of opportunities in your own country are the roots of migration. The tendencies of poverty and inequity are amplifying.

But, by helping governments and not only, also international and national bodies to become more consciousness, at a global level, both negative and positive aspects can be foreseen in order to keep a dynamic equilibrium state, that can assure the controllability and predictability of migration.

Therefore the migration will have encouraging growth conditions in the next few years. In addition, the state policies to diminish the importance of the causes that lead to migration still don't have convincing results, and the prospects aren't too good.

The seriousness of the inequities at global level is given by data that are very convincing: "the fortunes of the 385 billionaires in the world sums up the 45% income of the poorest people on the globe - 2, 3 billion."¹

This inequity above feeds the dissatisfaction of the citizens from poor countries and favors the will to immigrate in more prosperous regions of the globe. If these inequities persist, the migration has all the chances to amplify and polarization will go on.

But the existence of the migration isn't influenced just by poverty and inequities. The countries that receive immigrants are confronting a process of demographical ageing like never before. The developed countries' need for work force to cover the deficits on the work market means to attract immigrants. Concerning this, it will be illustrated the evolution of the demographical ageing process in Europe, such as:

¹ James Gustave Speth în Nathan Gardels - *Schimbarea ordinii globale*, p. 156;

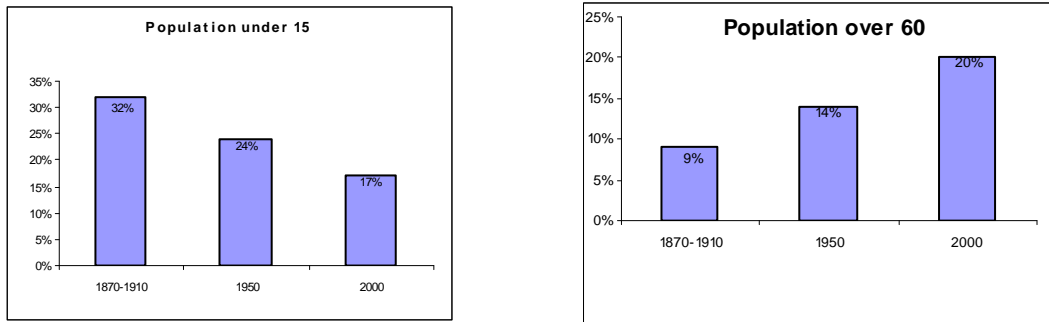


Fig. 1 - Dynamics of the ageing process in Europe (1870-2000)¹

The intensification of communication at a global level, of assets flow, cash flow, ideas will act in favor of the increase of the people's circulation. The globalization consequences are in favor of maintaining the migration process at a global level. The wealthy countries will go on being attractive for the poor and the migration for work will influence many factors of the social life. The illegal migration will grow despite of the bigger control efforts and measures taken by the developed countries, as far as the intensity of the causes chain will increase.

So, a proposal of using value chain in management by comparison with cause chain, in order to determine the key growing factors can be done.

6. Conclusions

6.1. The changes produced by the migration can be noticed at all the levels of the social system.

6.2. Progress appears at the economic and social level, but a progress unbalanced for both parts – origin and destination societies. There's a possible regression at political, demographical, cultural, for the origin society. Reciprocity is also available, even in other combinations.

6.3. Positive effects appear for short term at the economical level, but regression in the political and cultural plan through hostility towards the immigrants and political forces that exploit them.

6.4. Through the effects generated, the migration will continue to have a powerful influence on the development.

6.5. The migration will be a process that will be an international indicator of the differences between the wealthy North and the poor South.

6.6. *The migration as the globalization has winners and losers.* For some it's a way to enforce the development, for others a regression factor.

6.7. A fact is that the *migration operates as a dynamical equilibrium between progress and regression at a world level, between active and passive forces or against and pro forces.*

6.8. Migration is for sure a natural instrument for producing change, in order to make the rebalanced of development as a process and to assure the continuity of evolution.

6.9. Europe will remain a territory coveted by the immigrants, and the Eastern Europe countries will act accordingly.

6.10. For Romania, a country with many social difficulties, with a population relatively young, with a rich migratory experience, situated near the wealthy West, the migration will be a phenomenon that will influence profoundly the society.

6.11. Intercultural communication, together with intercultural negotiation become peaceful ways or means of migration management, both for macro or micro level and can prevent deep lack of poise.^{2,3}

¹ Bacci Livi, Massimo - *Populația în istoria Europei* - Editura Polirom, Iași., 2003, ISBN 973-681-149-2, p. 199;

² M., A., NIȚĂ - *Tehnici de negociere* - Editura SNSPA-FCRP, București, ISBN 973-99986-8-2, reeditat în anii 2002 și 2003 cu ISBN 973-8309-13-0, respectiv ISBN 973-8376-29-7;

³ M.,A., NIȚĂ - *Comunicare managerială. Strategii și tehnici* - Editura SNSPA-FCRP, București, 2003, ISBN 973-8376-39-4;

6.12. Migration could be managed so that to be possible to assure a systemically development process for main levels, such as main 15 dimensions from amphitheater model, which could be synchronized and integrated within a vision and strategy.

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NEW APPROACH OF THE LABOR FORCE HOLDING – GLOBALIZATION

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Abstract

The strategic target of UE established at the summit that took place at Lisbon is to re – establish the full holding of labor force by carrying out a new global strategy, the economical reform and social cohesion as integrating part of the society based on knowledge.

The full, optimal, balance labor force holding, process with three major, inter-correlative dimensions – economical, educational and social – can be achieved only by taking certain different measures and using correlative methods, and in the way the history of socio – economical development attests, the combination between them may vary.

The UE objective established at the summit in Lisbon is “...to become the most competitive and dynamic economy in the world capable of a lasting economical increase accompanied by the quantitative and qualitative improvement of the labor force holding and a higher social cohesion. The achievement of this objective will allow the Union the full recovery of the holding” (Decision du Conseil sur les lignes directrices pour la politique de l’emploi dans des Etats membres eu 2001)

Anna Diamintopoulou, commissary of the European Committee dealing with “labor force holding and social policy” said: “ No reason justifies a high rate of unemployment to be still considered as a normal one in an European country. We wish the European citizens had the benefit of an increased number of better quality work places. We determine new ambitious aims such as: illiteracy eradication, the offer addressed to everybody to take part at education actions and professional training during the whole life, by stopping the poorness trap. We will not tolerate a class of “poor worker” in Europe. Quality work places for a quality work force, this is our objective”.

The European Council in Lisbon decided to carry out a new global strategy in the favor of work force holding, economical reform and social cohesion.

Implicitly there was imposed the requirement of the full holding by professional education and training during the whole life by a social partnership and dialogue structured on the new dimensions of the industrial relationship, emphasizing the work organization up – dating, permanent education and training, the increase holding rate, especially for the women. These topics were discussed at Santa Maria d Feiva (June 19-20, 2000) and UE Summit accepted them in December 2000 with prospective finalities in 2010/2012.

The specialists call these opinions of the European commissary as “the new European construction” or “European socio – economical union”.

The labor force holding represent not only an economical priority but also social – cultural and political one.

In Social Charta at Osnabruk (November 1998), there were emphasized the causes of the European social crisis due to the neo-liberal policy practiced by many governments belonging to U.E. Only a few countries in U.E had positive results, decreasing the unemployment by their policy. In the other countries there were not changes on the labor market, the full holding was not performed while the fiscal and monetary policy prevented the development. The crisis of the labor place amplified the unemployment, diminished the trade union power and the term of social security was blotted out. As a consequence of the Agreement from Amsterdam and the summit in Luxemburg (Dec, 1987) a new strategy of long term holding occurs starting from the existent conditions.

“Luxemburg process” or European Strategy of Holding (ESH) is set up by the resolution of the European Council in Dec 1997.

The work labor reform leads to socio-economical reforms, the fiscal macro-economical, monetary, credit, interest, continuous professional education and training, and social security policies will not be neglected.

The labor force holding is a problem not only for the labor market but also for all the markets, the national security and for the behavior on the labor market. It is a complex, dynamic process of major interest for all the economic agents and social partners, for the present and the future society with various economical, psycho – social, educational, cultural and political involvements. The increase of degree of the labor force holding and the decrease of the unemployment are important objectives of the economical policy of all the countries, which may be achieved by balancing the demand and the offer of the labor force on the labor market.

The labor market is the confrontation frame between the demand and the offer within a certain period of time and space, which is completed by the labor force sale – buying for a price called wage working in every country, in different groups of countries, on the world scale. As subsystem of the general system of the national economy, the work market represents the frame within which the labor-the most important factor of production is turned to profit by means of labor force

In its turn, the labor market is a different system by means of the economical relationship assembly regarding the work force employment and use as well as regarding the insurance of the social protection and assistance. (Niculescu, 1995, p 23, chapter “labor market content, features and correlations)

The labor force market or the labor market can also be defined as the “ economical space where the demand for labor force (capital owner as Users) and the offer (labor force owners) meet, confront and negotiate freely. (Cretoiu Cernescu, 1992, p. 319)The labor market in every country can refer to a locality, a larger or smaller area or the whole economy having two distinctive phases:

1. in case of unqualified or low qualified labor force, the ray is small, the demand for labor force being able to be satisfied at the level of a locality.
2. As well as the level of qualification of the labor force improves, the high-qualified labor force is more rare, and the requirement of extinguish the labor market ray occurs in larger areas or even in the whole country.

The labor market is a heterogeneous assembly composed by individualized labor market up to each profession or specialty, which distinctively function and which can influence each other by professional re – qualification.

Deficit of labor force, lack of young labor force in high complexity professions and competence, or medium competence professions in services and industries have occurred on the internal market of UE. This deficit of labor force is especially felt seasonally in professions without qualification or with low qualification against which the local labor force has reserves. Thus, the

phenomenon of temporary or definitive migration occurs from the candidate countries sustained by specialized companies in the domain, governmental agreements or even directly by means of Internet, selectively enrolling the labor force.

The people chosen as main actors have visible advantages (career development, professional training, life quality), however they also have a discriminative treatment related to the equality in work.

Migration also occurred out of control from the candidate countries towards those that are members in UE and even between the candidate ones; this phenomenon is sustained by certain companies on behalf of the government, however it is met by a protectionist position of self-protection by preventing them (the emigrants) to enter the country and sending them back in their countries of origin when they are found.

In our country, due to the existent inheritance (deficit in labor force under regional, occupational and educational – professional, frustrated segmentation), the human resource was marginalized. The human capital was not advantaged in transition unlike other economical mediums.

During the reform, competent, intelligent people were needed, especially from the reason that the human capital was the most abundant production factor. For this specialty training, funds were imposed which either were badly allocated or were not entirely used in the case of external resources from which Romania had benefit. Consequently, the efficiency was under expectations, the connections between the labor markets and the continuous professional training and education had to suffer.

There has been contoured an idea related to the Romanian transition namely that the durable success can not be obtained in performing the economical reform, the functional market economy and the democratic society by unemployment, non-performance, insecurity of incomes and social insecurity, by polarizing and extinguish the poorness.

Labor force holding has an economical dimension and, in Steliana Part's opinion, this is the feature, which determines its place and functions as an economical balancing mechanism and macro economical stabilization.

“The labor places are not natural phenomena. We do not come across with them as we do with torrents, s it happens with the gold, we do not find them under ground as diamonds; they do not grow in the garden as the couch grass. They are artificial products, because their existence is due to the people who knew how to create them, and the method they were created with is one of the most risky and complicate that can exist. It requires a high capital of intelligence, ability, ambition, well-sense and a bit of that old-fashion notion called chance” (H.Mayer)

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THE NEED FOR SUPERVISION IN THE COUNSELING PROGRAMS

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Abstract

The authors present the concept of supervision and its dimensions, from the point of view of counselor education in the United States. Some conceptual considerations are presented; a brief introduction of the supervision relationship and ethical and legal considerations is presented. Finally the relationship between these principles and Romanian career counseling is presented.

Introduction

In considering the topic of supervision it is important to understand the many meanings associated with the word *supervision* (Goodyear & Bernard, 2004). In the broadest sense, supervision represents one of the core components of a profession and is one of the features distinguishing a profession from an occupation (Bernard & Goodyear, 2004; Klatt, 1967; Wilensky, 1964). A profession is distinguished by quality assurance measures where members practice the unique development and use of a specific body of knowledge. Such efforts date back to the earliest professions where an aspirant entered as an apprentice and based on the demonstration of specific skills advanced to the master level of practice (Bernard & Goodyear, 2004; Pilalis, 1984). In the United States, counselors have developed structures with different supervisory functions and have operationalized the broad definition of supervision into more specific ones.

As an example of a more specific use of the word *supervision*, in United States counseling, the term supervision has come to mean the process of clinical supervision or oversight of a new professional's work by a more experienced professional. Bernard and Goodyear write that supervision is mainly aimed to foster the supervisee's professional development as well as to ensure the client's welfare. They define supervision as being "an intervention provided by a more senior member of a profession to a more junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to the clients that she, he or they see, and serving as a gatekeeper for those who are to enter the particular profession (Bernard & Goodyear, 2004, page 8)."

Despite the fact that supervision is characterized by some skills that are common to other areas of counseling practice (such as teaching, counseling and mental health consultation), supervision is a very unique intervention, with clear characteristics. Special phenomena (*parallel or*

reciprocal processes), working relationship dynamics and techniques, ethical and legal considerations, and curricular organization help distinguish supervision from other interventions.

Supervision relationship

In 1979, Bernard described the supervisor's roles according to three levels of interaction between the supervisor and the supervisee: teacher, counselor and consultant. The relationship between the supervisor in these three roles and the supervisee can be organized as an individual interaction, as a group process, or live supervision process.

Individual supervision still seems to be the most used. Among the most used techniques are *self-report* (the supervisee may express their own point of view related to the interaction during the counseling session and about their personal and their clients' thoughts, feelings, responses), *audio and video tapes review*, *microtraining* (where particular skills are isolated, taught and practiced one at the time), *interpersonal process recall* (where the recollection of thoughts and feelings during the counseling session it is stimulated in the supervision session), *modeling*, *role-playing*, and *live observation*.

Group supervision is defined by Bernard and Goodyear (2004) as a regular meeting of a group of supervisees with a designated supervisor or supervisors to monitor the quality of their work and to further their understanding of themselves as clinicians, of the clients with whom they work, and of service delivery in general. These supervisees are aided in achieving their professional development goals by their supervisor(s) and by their feedback from and interactions with each other (Bernard & Goodyear, 2004, page 235).

Live supervision processes embody a distinct strategy that combines direct observation of the session with methods that help the supervisor to communicate (and thereby to influence his/her/their work) with the supervisee(s). Techniques used include *bug-in-the-ear*, *in vivo*, *walk-in*, *phone-in*, *monitoring* and *consultation*. Computer and interactive television technology can be also used to communicate with the supervisee as they conduct counseling.

Supervision method selection is usually influenced by many factors. The most important are "the supervisee's learning goals, the supervisee's experience level and developmental issues, the supervisee's learning style, the supervisor's goals for the supervisee, the supervisor's theoretical orientation, and the supervisor's own learning goals for the supervisory experience" (Borders&Leddick, 1987, page 28).

Ethical and legal considerations

Various themes have been identified in the theoretical and empirical research on supervision practice in the United States. These include dual relationships (with a variety of iterations involving client, counselor/supervisee, and supervisor), informed consent (with clients, regarding supervision, with trainees), due process, competence, and confidentiality. All of these aspects could have implications for the relationship between the supervisee and the supervisor, for the relationship between the counselor and the client, for the relationship between the supervisor and the profession, or for all of them simultaneously. A complete review of the research on each of these themes is beyond to scope of this article, yet readers may wish to refer to the Association for Counselor Education and Supervision Ethical Guidelines for Supervisors to explore the U.S. counseling profession's stance on some of these themes.

Counselor Training in US

Supervision takes place with the expectation that the supervisee is able to mobilize a fundamental body of knowledge into practice. This fund of knowledge is theoretically acquired in training curricula. In the United States, unified training standards were not formalized for counseling or psychology until after the Second World War (Baker & Benjamin, 2000; Hill & Green, 1960; Sweeney, 1992; Tarvydas & Leahy, 1993). Adherence to these unified training standards can be acknowledged by the profession through a process called *accreditation*.

The preeminent body accrediting counselor preparation programs in the U.S. is the Council for the Accreditation of Counseling and Related Educational Programs (CACREP; www.cacrep.org). CACREP provides the profession a supervisory function by creating a means of identifying programs that have a shared philosophy for what knowledge and skill competencies are minimally needed by aspirants to enter the counseling profession. Detailed information about the

CACREP accreditation of training programs and the content of standards may be obtained by visiting their website.

Clinical supervision developments

Clinical supervision can be defined as the process whereby a professional with superior experience provides feedback to a junior practitioner and is in a position to intervene such that clients are better served (Magnuson, Norem, & Wilcoxon, 2002). This work is in many ways an extension of the research conducted by Carl Rogers throughout his career, but especially in his pioneering work of the 1940's and 1950's incorporating audio recording of counseling sessions into the counselor training process. Particular emphasis was placed on the use of technology to provide feedback to the clinician on their use of particular skills (Rogers, 1951).

Along with the seminal work in the area of counseling skill application and conceptualization conducted by Rogers and others since then, other developments have advanced clinical supervision in the U.S. Examples of these include the development of theories for the process of supervision and for conceptualizing counselor development (Bernard, 1979; Blocker, 1983; Loganbill, Hardy, & Delworth, 1982; Stoltenberg, 1981). Holloway (1987) and Worthington (1987) provide reviews which are available to learn more about these theories. Other developments include the development of rating forms for supervisors to quantify the skills of supervisees such as the Counseling Skills Scale (CSS; Eriksen & McAuliffe, 2003), and the Cross-Cultural Counseling Inventory-Revised (CCCI-R; LaFramboise, Coleman, & Hernandez, 1991). The field continues to develop, particularly as the impact of cross-cultural working relationships is explored and methods for quantifying clinical skills continue to evolve.

“Code of Ethics and Quality Standards in Career Counselling” in Romania

In 2004, the Institute of Educational Sciences from Bucharest came with a remarkable project: the first Code of Ethics and Quality Standards in Career Counselling in Romania. It was the first document that tried to regulate the activities in the area of career counseling (and in the entire counseling domain in Romania, so far).

Under Section C (“Evaluation of Counsellors”), besides “Terms of Activity” (a. Areas of competence and b. Use of resources) and “Evaluating and monitoring the activity of the counselor” (a. Types of professional evaluation; b. Instruments for evaluation; c. Evaluation results; d. Monitoring) it is detailed “Supervising and consultancy”:

- a. Levels of supervision/consultancy;
- b. Relationship of supervision/consultancy.

The terms “supervision” and “consultancy” are used interchangeably, but there exists an explanation about the level of competence of the supervisee, that can be considered a beginner, a medium experienced and an advanced one. For the first two levels, the Code recommends the supervision intervention. For the last level, the highest one, the consultancy relationship is recommended.

The distinction between the expertise levels is very interesting – they actually require teacher/counselor/consultant actions from the supervisor.

This is the first and therefore a very valuable document for this first stage of defining the counseling profession in Romania. Even if the Code does not address the needs of all career counselors (because it is specifically addressed to those specialists with a background in Social Sciences – Psychology, Education, Sociology, Social Work), it offers a necessary outline for all the counseling practitioners.

Conclusions

Supervision is a necessary experience for any counselor. Besides a serious theoretical training and the practice of the therapeutic and the case management skills, the professional needs support from a supervisors, that usually is a senior counselor (a scholar or/and a practitioner). A very important aspect presented in the literature is the preserving and the enhancing the professional identity of the supervisee, through the association with a member (supervisor) of the same profession. In this case, the involvement of the senior counselors in counseling education programs could represent an answer to the need for better counseling programs, and can represent a change

from theory-based programs, with little practical activities, to programs that emphasize the skills and the student's ability to manage an effective counseling relationship.

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SOME CONSIDERATIONS ABOUT THE MENTOR’S ROLE IN CAREER COUNSELING

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Abstract

This study presents some aspects regarding the role and functions of the mentor in a career. It emphasizes the conclusion reached by researchers in the field, namely the importance of finding a mentor at the beginning of a career. The study also focuses on the relationship between the mentor and his disciple. Finally, the study presents the various roles performed by the mentor and the situation of the mentoring institution in Romania today.

First of all we are going to need some clarifying of the terms mentor and mentoring and what better source than the good old Macmillan English Dictionary: “mentor – an experienced person who helps someone who has less experience, especially in their job”, “mentoring – the use of mentors to teach less experienced people about their job or a particular subject”.

But what is the history behind this word? The term “mentor” has its origin in the mythical figure of Mentor, Ulysses’ friend. Ulysses leaves his son into Mentor’s care to give him advice and provide guidance. (M.Zlate, 2004, p.378)

Traditionally, the mentor is an experienced person, who embodies the guide, advocate and teacher for a younger, less experienced person.

Many studies performed at the level of various organizations have proved the importance of finding a mentor at the beginning of a career: “an older person with a higher rank in the organization, a person who could pay special attention to a younger member, giving him advice, providing opportunities for him” (G.Jones, 1998, p.570). The disciple or the protégé finds himself in a situation in which he is testing his occupational identity, he comes to maturity, he leaves high school or university or even his home and, therefore, he confronts himself with the so/called shock of reality. More often than not, his expectations do not coincide with the reality of his first job. Consequently, his lack of experience, together with the negative emotional reactions will affect him (the first experience in one’s career is a persistent memory) as well as the organization he works for.

On the other hand, the relationship between the mentor and his disciple brings satisfaction to both of them. They enjoy a warm, interpersonal relationship; the protégé has the opportunity to learn new things while the mentor feels himself useful in sharing his experience and building up a new future.

The highly individualized society in which “making it on your own” was valued the most, re-oriented itself, as proved by the large number of coaching, mentoring and counseling programs.

The need for models, for guidance from a mentor is felt in various fields of work and levels of society, from organizations to the young students in high schools and universities in search for models in career as well as personal life.

Learning by oneself, being a self - educated person may be useful in a world that evolves and changes by every second, but at the same time it is a unilateral approach and, therefore not so productive. In addition, it can bring about a deficit in interpersonal communication.

The mentor has always been the main means of passing on information from one generation to another, Plato was Socrates' disciple, Aristotle, Plato's disciple, whereas Alexander the Great was, for a while, Aristotle's disciple. In the same way, Jung was, for a while Freud's protégé and although he ended up opposing the theories of his former mentor, he had only to gain from the experience of mentoring with Freud. He detached once he considered he had learned enough

In the same way, in which the "apprentice" used "to steal" professional secrets from his master, today the protégé learns and grows by his mentor's side. It is true, however, that in a lifetime one has more than just one mentor, depending on one's needs and age. A study from 2003 presented the option of composite mentors as a way to solve the "perfection" criteria that few human mentors fill for their student disciples. "Composite mentors may be configured in different ways, and students can be counseled as to how to strategically select a composite set that will fit their future aspirations"(B.Wai – Ling Packard, 2003, p.9).

A relationship of mentoring usually lasts from one to five years (in the case of organizations) and has three stages: **the initiation stage** (lasts approx. 6 months, both participants become acquainted), **the growth stage** (the mentor guides, counsels and teaches his disciple), **the separation stage** (the protégé has acquired the knowledge and skills he needs), the mentor chooses another disciple or is chosen by him. (M.Zlate, 2004, p.379)

At present, the guiding activity of a mentor is a real fact in the life of organizations that develop successful programs of training and mentoring. It is also used on a large scale in the educational field. Here the need for models is acutely felt, models that would give a direction in the tumultuous world that we live in. Numerous parent associations get involved into programs that would help them become coach or mentor for their children, realizing the need for this kind of counseling. The popularity such groups enjoy is a proof of their usefulness, but at the same time it shows the need for significant interpersonal relationships among all age groups.

Teaching, guiding and helping choose a career are the core of such relationships. In our contemporary society, a person spends most of his time at work, not only because he needs to earn his living, but also because one's professional activity is an extremely important component of the image one has of oneself. This image, in its turn is a great influence that increases self-esteem. That is why retirement can cause so many problems at a personal level, because it influences the occupational component of one's image of oneself.

There are many elderly persons who have reached a certain level in their hierarchy of their profession, so there is little or no chance of promotion left for them. It is particularly for this category of persons that the perspective of becoming a mentor is extremely attractive. Mentoring is providing a new opportunity for them to make use of their knowledge, competence and skills. It is also a challenge, a chance to begin a challenging period in their own career.

As far as the term "career" is concerned, there have been many operational definitions given to this word. We have chosen the following: "Career is the succession of professions, occupations, positions, activities experiences and roles performed by an individual throughout his professional life" (G.Jones, 1998, p.560).

Some specialists in the field of mentoring have raised the question of the formal or informal character of the relationship between the mentor and his disciple, but regardless of this factor, the results are always benefic. The disciple who initiates the mentoring relationship, who is also the

main beneficiary of it, should be concerned with maintaining and developing the relationship, if he is to obtain the results he wants in his career.

According to Kram, the mentor can perform the following roles: **support** (the mentor can support his disciple for a transfer or a promotion); **display and visibility** (the mentor can help his protégé get acquainted with key members and departments); **training and feed-back** (the mentor establishes the weak/ strong points of the protégé and presents different working strategies); **the development of the disciple's professional capacity** (the mentor gives his protégé various tasks to perform in order to help improve his skills and acquire new information).

The above mentioned roles are career related. Subsequently, Kram presented a second category of roles performed by the mentor, psycho-social roles: **the moulding** of the disciple (attitudes, values, behaviors that can be assimilated by the protégé); **counseling** (possible fears related to his career, personal problems or work/ family conflicts); **acceptance and friendship** (encouragement, support, self-esteem) (K.Kram, 1985).

At present, there is a growing interest in schools and universities for mentoring programs. Studies in this field have shown that the mentoring process can have a positive influence in helping students pursue their educational goals (A.M.Gloria et al., 1999).

The relationship between a mentor and his disciple may be somewhat special in the case of women seeking a mentor. They perceive as being more difficult to establish mentoring relationships than men do (R.A.Noë, 1988), mainly because of they search for same sex mentors, women who accomplished "breaking the glass ceiling" and they are still not so numerous. On the other hand, such a relationship involves a certain amount of free time the two parties have to spend together, a degree of intimacy that can be misinterpreted from outside. Many women seek guidance for how to successfully maintain a balance between family and career.

During the first quarter of 2003 an on-line survey was conducted by the Center for Coaching & Mentoring, Inc. When asked about the main purpose of their most effective mentoring relationship the group results were: Skill Development - 36%, Career Advancement - 24%, Job Performance - 20%. The Characteristics of the Most Effective Mentors" on-line survey established 10 behaviors that set that specific mentor apart: 1) empathetic, non judgmental listening; 2) an unselfish commitment of time; 3) provided insightful feedback; 4) concerned and cared about me on a personal level; 5) provided encouragement, and helped set stretch goals; 6) was very supportive; 7) sincere, open and honest; 8) A partner; 9) saw potential, believed in and had confidence in me; 10) was patient. (M.M Starcevich., 2003).

The mentor can play a significant part in helping his disciple find a new job and this option is commonly disregarded by the job hunters. While employers prefer to fill vacancies from within or with the recommendation of a trusted professional, people in search of a job disvalue the importance of contacts. (M.M Starcevich., 2003) And who can help you more with knowledge, contacts and recommendations than your mentor?

Career counseling becomes more important nowadays owing to the socio-economic changes that have directly influenced people's career. The dynamics of the labor market is even more intense due to the rapid globalization, the high level of mobility, discontinuity, need for constant training etc. U.S, China, E.U have the same problem: the job market. The expanding of E.U. comes along with many problems in the labor market (a well prepared, skilled and cheaper labor force migrates from the East to the West) and China has to meet the working needs of 3.8 million college graduates only this year. While the number of college graduates it's rising every year (1.5 million in 2002, 2,8 million in 2004), the Chinese labor market prefers masters degree over college and man over women. In the E.U. liberating the service sector is critical in order to meet the goals of prosperity and more jobs (as it did in U.S.A), but increases the competition and makes career counseling and mentoring a "must" all over the world.

In Romania there are certain professions today that have integrated a period of apprenticeship in the first years of work, period that could very well be considered as a mentoring period. We refer here to the professions such as lawyer (two years), doctor (three years of residency), psychotherapist (the young professional must work under the supervision of a more experienced therapist for a period of two years), teacher (The Romanian Ministry of Education and Research voted a program that states that every new professor must benefit of the experience of a mentor professor from the same school for a period of two years).

Although in Romania the mentoring programs are in their early stages as implementing, the informal mentoring was always a part of our tradition. Now things are changing: the multinationals brought the idea of formal mentoring programs, the Government took some measures concerning the mentoring for young professor, the NGO-s used mentoring of volunteers from early beginning of the '90, the University of Bucharest recently launched an Educational Mentoring Master program. So there is hope but still plenty to be done.

A famous quote sometimes attributed to Eleanor Roosevelt other times to Alvin Toffler (the importance is slim due to the fact that it is now so commonly used) said "the future belongs to those who prepare for it". So let's prepare for our future using the powerful tool of career counseling and the rewarding relationship with a special mentor. We have only to gain from it.

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CAREER ADVANCEMENT AND ADULT EDUCATION

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Summary

*Education and learning can become active instruments of economic and human progress only to the extent in which they are linked to society's and individuals needs, respectively integrated into a global development strategy. **The logical sequence harmonised with labour world, with current and especially future needs of labour market are requirements that change education and VET in medium- and long term constraints of career advancement.** In addition it a shift of concerns is necessary with respect to continuing learning towards local communities, companies and individual, and the social actors' responsibility increases considerably.*

1. The transition to market economy is associated (interfered) with globalisation speed up, with creating/developing the knowledge and information-based economy and society generating high-amplitude shifts and challenges with respect to labour content, occupational patterns, labour migration, and human resources management, in general. In this brief reminding context, **career, competencies and skills** system mobility impose themselves as global issues, **as priorities of the education and lifelong learning processes**. The key words are “excellence” with respect to occupational compatibility to participate to the economic-social life, to society's life, as well as to the life of the community, and from economic-social perspective “performance, competitiveness, innovation and anticipation” of future demands are key words in equal share considering the competencies system and the economic-social efficiency one. If, about 10 years ago, the ‘stock’ of labour qualifications in the EU-15 countries was annually renewed with 10 %, and in the USA – according to the Bureau of Labour Statistics – also 10% of labour used to practice job switch on an yearly basis, nowadays these evolutions are more swift. Additionally, although difficult to demonstrate statistically, in Central and East-European Countries due to various reasons, during the transition process, these shifts have been even more accelerated. Nevertheless, if we consider Romania – in accordance with a study of the World Bank – before 1989, **in order to be closer to the occupation structure of EU-15**, 30% of the **labour force should have changed qualification**, profession or job, whereas in 2001 under the new circumstances, the share exceeds 40% (Daniel Daianu, et. al., 2004). Currently we are speaking of **a required change share of about 50%**. The six key messages launched by EC in October 2000 represent a milestone in creating a *new paradigm of learning from the perspective of active European citizenship*.
2. On the background of a general consensus regarding the necessity, the functions and multi-dimensionality of the **syntagm "career advancement"**, of restructuring, and of a new basic

competencies hierarchy for all, and of the relation between initial education and the subsequent one during the entire active life and even beyond, that is during the post-active stage, within the academic environment as in the business one, viewpoints with more or less particular traits face each other with respect to **the concept and pursuance of a career/careers at the beginning of the third millennium**. Factors that impose/require/demand **career mobility** are developed and disseminated rapidly, success practices are capitalised on a large scale at high performance standards, and **new elements and competencies turn into component elements of a career**. It is true that this effervescence doesn't have the same intensity in all countries, or companies, that in large economic – social areas the **necessary critical mass** has not been yet created for pursuing career advancement. Just as true is that **in developing countries “excellence islands” emerge, and developed countries already face a lack of competencies** in high-specialised fields and certain ‘apathy’ if we refer to the learning demand against the above.

3. The traditional career trends, dominant for almost two centuries vanish faced **with different career pattern and career advancement**. In our opinion, **career advancement**, depending on its particularities and, respectively, of the labour **force is theoretically circumscribed to three basic tenures**. The first, that is the so-called **vertical shift from level to level**. Obviously, it is subjected to some conditions. To a large extent, the system is today already outdated since **proven competency** irrespective of age, gender, race or religion becomes the advancement axis. **The second is the lateral shift by adding new and newer competencies, and skills**, by means of formal learning or non- and informal learning, which in various moments leads to superior competency. Even if the job denomination stays the same, the skills, aptitudes of the individual are superior to the previous ones. Similarly, we can talk about his/her economic and social performances. **The third shift resides in switching – based on key basic knowledge for all – from a profession to another**, obviously by means of learning. This represents the so-called **cross-sectional** shift. The new profession could be a **related** one that might be retrieved in the studies' area of the bearer, or to the contrary a completely new one.
4. But, beyond the form and/or career/careers mobility shifts what presents major interest with immediate or potential practical finality, if learning takes longer time, are the answers to a series of questions such as:

Career advancement is a **necessity** for **whom**?

Which are the **functions** that career mobility must fulfil?

Which are, if any, the behaviours of various demographic cohorts against career advancement? a.s.o. We shall attempt to answer in order to these questions.

a) Under the circumstances of the new economy, of LLL and career advancement, career mobility is a **necessity**, a requirement of sustainable economic growth and of human development. Usually, career mobility – understood mainly as a process of acquiring new competencies, skills, attitudes – is an issue of **general interest** with implications at internal level, as well as at the level of achieving *convergence* for the competencies' and qualifications' system between countries. Therefore, the political power should be receptive with respect to such a vital issue.

b) Career advancement is *par excellence* – from the viewpoint of tackling it at the optimum moment – an issue of **each company, locality, etc.** The human resource is a strategic resource, and if high-trained and well-managed it creates added value, representing primordial factor of increasing company competitiveness on the internal and/or external market, of maintaining or entering on new market segments. But, in order to be so, at the mentioned levels it is necessary to dispose of anticipative, **prospective thinking, of greater availability to invest in the company's human resource**, as well as of the knowledge in **capitalising** the new

competencies, in **rewarding** performances, and in showing a certain **social responsibility** towards the company's human resources. "In the workplace, companies can help their employees toward career growth communicating opportunities that are available to them, mapping a course of action, facilitating employee training and education, offering an opportunity for employees to try out their new skills, and providing feedback and assessment to guide career planning (Kaufmann, 1998).

c) At last, career advancement is a necessity for each individual. In a functional, competitive economy, the ones disposing of high, excellence competencies are also the ones most sought after on the labour market, 'their market value' growing by acquiring new knowledge. **Individual motivation to learn** might be supported by the wish to be of use to the company, to be useful and, respectively, satisfied by his/her results, by the job relations, etc. In this case there is achieved a **convergence between the company's interest in investing for new competencies, the so-called organisational career and the individual's interest in self-improvement, in advancement**. But, very often the interest of the individual with respect to self-improvement, to learning either has as starting point its advancement wishes, being ready to pay therefore, and knowing that later on he/she will be able to 'charge' the reward for his/her efforts, or a certain dissatisfaction with the job, the team, the company, thus feeling compelled to invest in training in view of acceding to a new job, etc. "From the individual's perspective...it helps you see where you fit in the large scheme of things...and helps you develop a better sense of direction and central planning in your life's work and future" (Farren, 1998). Hence, the motivations are varied, just as the opportunities, but **all** are immediately related to the employment process, to greater flexibility and adaptability on the internal and external labour market. Which are, in brief, **the functions** of competencies', careers' mobility?

- **Employability**, a higher occupation rate at global level, reintegrating more rapidly on labour market, involvement and responsibility: "Career development practices must reflect employment trends and practices of the workplace and support individuals in their efforts to develop the knowledge, skills and behaviours that will enable them to be successful".
- Economic **performances improvement** of the company; productivity; competitiveness;
- Increased **responsibility**;
- **Matching** individual career to organisational career;
- **Matching** job life to family life;
- **Increasing** job motivation and satisfaction;
- Companies' and employees' flexibility and **adaptability to economic-social life dynamics**;
- Development, at individual, team and company level of **anticipative, prospective thinking** with respect to the company's future and the professional future of the individuals. "Continued employment is tied to lifelong learning and ongoing skill development, practices that enhance career growth and the potential for career advancement and mobility. This trend toward career independence is reflected in the new breed of independent contractor and temporary workers who move from job to job and project to project, marketing themselves for temporary assignments in a variety of organisations rather than seeking permanent job" (Pink, 1997). The behaviour of labour force – especially depending on age, but not only – is very differing. Thus, the **highest rate of occupational mobility**, of advancement, of readiness to learn during the career is **shown by the youth** with differences depending on education level, and the lowest is shown by persons aged 50. If the young generation is permanently seeking for jobs where it can put to good use its competencies, creativity, managerial qualities, etc., elderly persons, are less ready to change occupation, workplace, etc. Nevertheless, within EU, and also in Romania, there are special programmes

for workers aged 50 and over (SEO, JAP, PNAO). Similarly, there are EU and/or Romanian programmes dedicated to the youth.

5. The responsibility with respect to **career development** does not pertain to a single institution or person. During the “lifelong learning process” there are involved several institutions, several decision-makers. Otherwise said, *career development is a shared responsibility*. Indeed, one of the cross-sectional axes of EES and, respectively, of NEP, just as one of the key messages of the Memorandum regarding lifelong learning aims the involvement of social partners in their area of incidence in this process. What is characteristically for responsibility allocation with respect to career advancement is **multi-partnership**, which is the expression of stakeholders’ concerns regarding the development of human resources.

If at company level, respectively at sectorial level there’s mainly talk of bipartitism, at regional and community level the key to success resides in **multi-partnership which can take many shapes** (public-private, private-private, public-public, etc.), including here the participation of foreign partners.

6. Lifelong learning accompanied by **occupational guidance and counselling of adults** and, respectively **by ensuring the trainers’ corps for adults** are the main instruments of human resources development a step ahead of the demand emergence for new competencies and qualifications. The lifelong learning process must go before the one of integrating into activity the individual who one way or another, gains new competencies and qualifications.

From this perspective, a particular significance is gained by the **ways/methods of capitalising career/careers mobility**. We begin from the idea, confirmed in social practice, according to which: “...Career awareness is not a pre-employment activity, but rather one that must be ongoing throughout employment. In a knowledge based economy, the new coin of the realm is learning” (Reich, 1998). In fact, employees are confronted with the situation of searching for new ways of learning, of gaining new qualifications and competencies to facilitate continuing employment, etc. “...flexibility, creativity, self-resilience, interpersonal communication skills, computer and information technology skills, readiness and capacity of continuing learning, the aptitude to match job, time and income are just as many qualifications/competencies types that might be acquired during the learning process, just as many steps to career development for each individual and/or organisation”. But, the success of these actions is given by the ability – which has been also been shaped by learning – to capitalise newly acquired knowledge and skills. What should be done therefore?

→ Guidance and positive **attitude oriented on future** that is to identify the future demand of competencies and to send it in a timely manner to education and training systems. This means, firstly and lastly incorporating a permanent link, based on a **feedback system between** “employment world and education/learning world”; it means efficient marketing of labour market and of education market”;

→ Developing **new skills and competencies** in accordance with the needs imposed by the knowledge and information technology economy and society: “skill enhancement through continuing education and training can open new doors to workers in transition” (Feller, 1996);

→ **career exploration**: “career exploration and self-assessment are an area of focus for workers in transition, who may be young adults between the ages of 28 – 35, who are promoted to move from an existing job to learn if there is something more satisfying out there; mid-career adults, 40 – 55 years old, who are searching for work that they deem worthwhile; and early retirees (55 years and beyond) who want to build careers in new directions”;

→ **quality and performance-oriented occupational guidance and counselling**, so as to answer to the expectations and skills of the individual who wishes to learn in connection with the ones of the company, or with the characteristics of the job he/she seeks;

→ **Developing creativity, teamwork skills**, self-resilience, responsibility and solidarity.

“Career mobility is a trend that is likely to continue as workers assume more and more responsibility for their career development and advancement”. Obviously, the factors “demanding” career/careers mobility might change, vary in time and space, but the more **complete, efficient use of competencies** is the **basic mechanism of capitalising** them, of **increasing the place and role dynamics of lifelong learning** in developing more completely the individual and in his/her active participation to community life.

7. Even with the made progress, Romania, unfortunately, **still situates itself on a dishonourable position with respect to lifelong learning, the relationship between learning and work world, the investment in the human resource**. Beyond the explanations of one sort or another, more or less credible, *we believe it is time that the development of human resources, including career advancement should hold its due place in the global, sectorial, regional, local and at company level development strategy*. To what extent this is possible, it is shown by the good practice examples encountered in each county/region. But, these examples should be disseminated on a wider scale.
8. Delayed reforms in education and VET field, inadequate correlation between labour world and the continuing learning one, the weak anticipative character of educational supply are just a few of the obstacles that slow down/restrict performance achievement, and accomplishing a career route that answers to society’s needs, and to personal aspirations.

The interest for career advancement is pliable on and sustains those economic and social evolutions (restructuring and technological renewal) required to change counter-performance into performance. A series of evolutions at education level of updating and adapting knowledge underscores the poor concern for putting to good use the human capital for attracting and keeping a competent and performing labour force on long term, flexible and motivated for change and improvement. As an example we would like to remind:

- *The education system reform is delayed and shows many implementation bottlenecks* (vocational and higher education find themselves in various implementation stages of new regulations, continuing training is faced with lack of knowledge about the education demand on medium – and long-term, just as some examples);

The population share aged 25-64 years with higher education in Romania is two times smaller than the EU-25 average (10% as compared to 20.7%) closer to the situation in Italy (10.4%), and Slovakia (10.8 %) and higher than in Malta (8.8) and Portugal (9.4%).

- *ITC infrastructure volume and quality is relatively low* and its use is strongly differentiated on age groups, in general, being weakly represented in association with various education forms.
- *The VET market in Romania is underdeveloped* (even if on this market there are operating various public and private suppliers) and poorly oriented on supporting sustainable economic growth and social inclusion;

The number of VET hours to 1000 labour hours is for Romania third times smaller than the EU-25 average (2 hours as compared to 7 hours) per total enterprises and more reduced for companies supplying VET (5 hours as against 8 hours). Recent estimates have highlighted that at EU level “VET is currently the weakest link in lifelong learning” the number of companies supplying continuing training being extremely low. The situation is similar in Romania, here

being added also a relatively lower quality of continuing training (formalism is yet present, especially with respect to periodical improvement of own employees).

- *Companies' interest* for continuing learning, save for some exceptions, is *reduced* (residual approach; marginal; bottlenecks and dysfunction; predictability deficit);

In average at EU level 70% from the **companies ensured VET for employees'**, whereas in Romania the share is of just 11%. From this viewpoint, the gaps are not only very significant but also hard to diminish, taking into account the financial difficulties of the companies, and the current behaviour with respect to ensuring the necessary labour force supply (preference is given to attracting it from the labour market, even if temporary, instead of providing for VET).

- Individuals' interest in continuing learning (mainly with respect to those with secondary and higher education) even though greater than the one of the companies' (11% as compared to 18.1% from the population aged 15 and over, 31.7% from the active population, and 34.1% from employed persons) is far from satisfying the need of new knowledge, the orientation on training being more grounded on ensuring financial comfort and less on developing a career into a profession of the future;

If we refer to the entire potentially active population, **aged 25-64** and take into consideration **its participation to a form of vocational training** (in the last 4 weeks before the survey) we notice that for Romania the indicators' values, on levels of training are sensibly smaller (0.1% for those with lower training – ISCED 0-2 comparatively to 2.5% in EU-25, and for those with higher training – ISCED 5-6 3.7%, as against 18.2%, 2004 data). The target set in Lisbon is of 12.5% as average for the entire population aged 25-64 years (in 2004 the EU-25 average was of 9.4%, and the one of Romania was 1.1%).

Education and vocational training are meant to supply what is most desired by European citizens – personal and professional (career) accomplishment, workplaces, prosperity, greater social cohesion and a cleaner environment. Without first rank education and training systems, without a flexible, and qualified labour force, in the absence of a cohesive, participative society, without research activities for high tech products and in the field of top technologies, it would be impossible to achieve the goals set in Lisbon.

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GCDF PROGRAM IN CHINA: A BRIEF REVIEW AND OUTLOOK

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Abstract

Since China's economy had undergone a constantly structural change during the last two decades, Chinese people confronted numerous problems relating to their career issues. This article focuses on this particular social transition period, analyzes current status of career development in China, challenges that GCDF will encounter, and how we develop GCDF project in China. It consists of the following three parts.

In part I, we illustrate the rationale of introducing GCDF to China. In part II, some specific difficulties we had in GCDF localization are carefully examined. In part III, we aim to introduce you some strategies we designed to develop GCDF project in China.

Introduction

Fields of sociology, psychology, economics, and education have studied intensively about how people involve into their career development since Parsons first introduced the concept of vocational guidance 100 years ago. However, each field views career development differently. From sociological perspective, studies focus on meanings brought by social division, and how social mobility impacts people's career choice (Zhen, 1994). From economics' perspective, the relationship of economic development and people's employment becomes the centre of numerous researches (Lu, 1997). In the field of education, studies shift their focus on how people utilize their own traits, thoroughly explore the world of work and thus make good career, and educational decision (Zhu, 1996). Whereas, from psychological perspective, theorists concern more about people's understanding of self, the knowledge of work, with a particular emphasis on how people manage their own career development to better adjust to the changing feature of today's work (You, 1993). Drawing together all those four fields mentioned above, we tried to more comprehensively describe the current status of career development in today's China.

During the past two decades, China's economy had undergone a constantly structural change. In the field of education, policy shifted from government allocating work placement for university graduates to university graduates pursuing their career goals freely and individually. In organizations, life-long employment was abolished and people's job transition encouraged. Chinese had to carefully consider their career development for the first time and ever since.

In this article, we will present you the rationale of introducing GCDF to China, challenges that GCDF will encounter, and how we plan to develop GCDF project in China.

Background

In the year of 2001, almost every Chinese university experienced the time of “expanding recruitment”. According to a recent survey, the number of university undergraduates increased to 2.75 million in 2001, with 105.2% more than that of 1998. The number of university postgraduates increased 97.7% and college graduates increased 76.6% more than that of 1998 (Shanghai education Research&Development Center, 2001). The “elite” higher education in China is gradually transforming to “public”. However, along with this change of pattern, discriminations toward some certain jobs, district areas or school subjects also took their shape. For example, most graduates were hoping to stay in major big cities; most undergraduates took the courses of economics, accounting or computing, which inevitably caused the serious shortage of skilled manufacturing workers (Liu, 2005).

Further, on one hand, China’s economic reform created large number of job opportunities, on the other hand, more job options can also constrain individual’s career development. Under the old economic system, only factory worker, farmer and soldier were regarded as real occupations. Nowadays, people are getting to know more occupations, and they have the free wills to choose whatever occupations if they want. However, governed by a simplified monetary orientation, people tend to narrow their exploration to some occupations which can be easily get financial rewards. Regardless of their own personal traits, some Chinese pursue an occupation that does not match their personal interests, values or skills, which may lead to a long-term dissatisfaction on their work. According to a web-based survey, about 70% people in Chinese workplace have experienced various job stress relating with “work burn out” (Luo, 2005).

Therefore, being lack of systematic knowledge of career planning, lots of Chinese get totally lost in the great economic change. Their randomly-made career decisions can cause further destructive problems in their lives.

Lastly, the delivery of career service in China is still in low-quality. Some career advisors are not well trained and the trade itself is not legislatively regulated yet. In addition, the small amount of qualified career counselors cannot meet huge demand of the market. Take, university career service, as an example, the majority of university teachers criticized that career service was just a emperor’s clothes and students actually benefited very little from it (Cao, 2001). About 2/3 university students ranked the effectiveness of career services provided by schools, government, and other organizations as “not satisfying” (Beijing HR testing, 2005). Another factor that cumpers the development of career service in China is the missing of relative legal and ethical governing.

Analyzing all the factors mentioned above, we hereby concluded that the introducing of GCDF to China can be great significance in this particular period of time. The characteristics of GCDF can meet the major requirement of various organizations in China. Most important of all, it can be a powerful complementary component of Chinese career services, whether professionally, academically, or ethically.

Challenges

The localization of GCDF was never an easy task. Firstly, we are in need of qualified professionals. Those professionals should be well trained both in psychology counseling and career counseling. However, people with those qualifications can be hardly found in mainland China. We have found that some researchers who conducted their research on university basis actually knew the world of work very little; some career counselors working for organizations had adequate experiences in practice but know little about the basic psychological or career development theories. Therefore, we solve this problem by combining those two kinds of career practitioners together.

Secondly, this is no one systematic and comprehensive database of labor market information. The issue of labor market information depends largely on local web sites because information provided by government is comparatively simple and out of date. All those factors make the analysis of occupation status and outlook very difficult. Thus we have to borrow some mature approach from foreign countries.

Thirdly, the public still have misconceptions on career planning. In a study we conducted among 337 clients, about 92% people thought career planning was getting-a-job oriented. In another interview with 56 university students in Beijing, about 72% considered career planning very important but did not have any idea of how to plan their future careers.

Our Strategies to develop GCDF in China

Based on the relative research on China's current situation of career development, we proposed the following strategies to better promote GCDF program in China.

1. Developing On-line Career Planning System

On-line career planning system is a new born baby in China. We consider a comprehensive system be great help to the work of GCDF. As mentioned early, China's career service is largely constrained by the number of well-trained professionals. By developing online career planning system, the workload of China's GCDF can be effectively decreased and the knowledge and skills required can be rapidly promoted. This system is now under developing. We plan to construct a system on the basis of career theories and it will consist of the following components: Developing rational career planning thoughts; assessments on interests, values, personalities and abilities; setting career goals and taking action; making career plan; getting to know successful people in workplaces; and learning to revise your career plan.

2. Setting up an effective supervision system

Considering the difficulty caused by the limited number of well-trained professionals, we set out to solve the problem by creating a internet-based platform—www.gcdf.cn. In so doing, qualified career counselors can provide supervision to GCDFs from all around country. GCDFs submit their own case studies and they can get appropriate guidance from their supervisor by communicating via internet.

3. Establishing comprehensive database of labor market information

A comprehensive database has been completed by our technicians. Such database can provide valuable information to all Chinese. It consists of 5 components: Occupation classification, job search, employment news, occupation resources, and university majors.

Conclusion

This article tries to carefully describe current status of career development in China, examines factors that influence Chinese people's career decision making. It attempts to find problems and challenges that undermine our promotion of GCDF program In China and proposes appropriate solutions to those problems. It aims to draw you a more vivid picture about what is happening in China. There will be a long way to go, but we are not afraid because we have a beautiful dream. We hold a faith that the dream will finally come true.

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SECTION 2

CAREER COUNSELING & THE GLOBAL LABOR MARKET

PUBLIC PENSION – PERCEPTION, RESTRICTIONS AND PERSPECTIVES REGARDING CAREER

Drd. Ștefana Aghergheloaici

Abstract

Currently, it is globally admitted that all states' social insurance systems are faced with a situation of "crisis", mainly determined by population ageing phenomenon and by the redistributive schemes consolidation.

In the above mentioned circumstances, most of the systems are subject to parametric reforms and in some cases to a systemic reform.

Romania is one of the countries that initially has opted for a parametric reform, but subsequently has admitted the necessity to accelerate the real reform of the system.

A distorted perception related to retirement is noticed among young generations, who should be concerned about their future, especially about the "inactive" periods and this is the reason why, throughout this document are mentioned the public pension system's "bounds", „perspectives" and „specific elements" that should be taken into account when choosing a certain professional career.

Assuming that the public systems provide a minimal level of protection, the option relative to stimulation of personal savings, the optional insurances etc. is proves quite useful.

All over the world, **the financial difficulties** that the social insurance systems face with, are mostly generated by **population ageing phenomenon**, and for the purpose of balancing the budget, are adopted measures aimed at increasing the contributions' amount or at decreasing benefits' amount, or a combination of these.

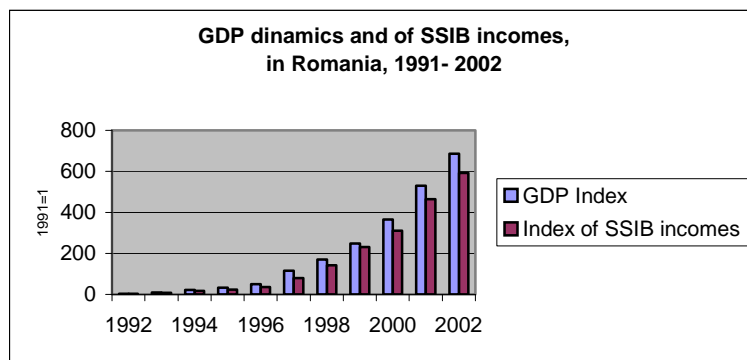
The reforms implemented in recent years in **CDEO (OECD) countries**, aimed at establishing a certain ceiling for public pensions systems contributions, by extending the contributory basis and restraining the eligibility criteria, but these measures proved insufficient for facing the population ageing¹ phenomenon. At the same time, the demographic trends are not optimistic, firm decisions being required for balancing CDEO states' systems.

As concerns **Romania**, the transition to market economy, has generated both significant economic and social advantages but, at the same time, negative social consequences, facts which have resulted in a continuous compliance of public pension system with the economic, social and political conditions of the last 15 years.

¹ Robert Holzmann – “Note de reflexion sur la couverture des regimes de pension publics” – Rapports presentes a la 27-e Assemblee generale de l’AISS – 2001.

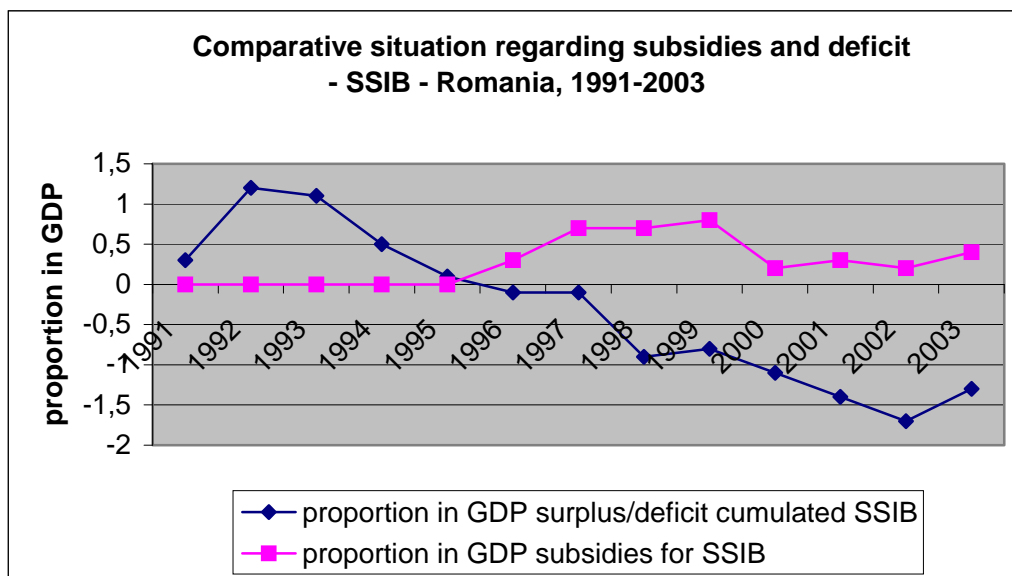
The state social insurance budget (SSIB) is the main budget in social insurances area and represents the 2nd national budget in size, and its resources are strongly influenced by demographic and economic factors.

Throughout the period 1991-2002, **the state social insurance budget incomes** have increased of almost 600 times, compared with the dynamics of GDP over the same period (686 times), fact which reveals the fact that the macroeconomic redistribution process was not favourable for covering the special needs of the elderly.



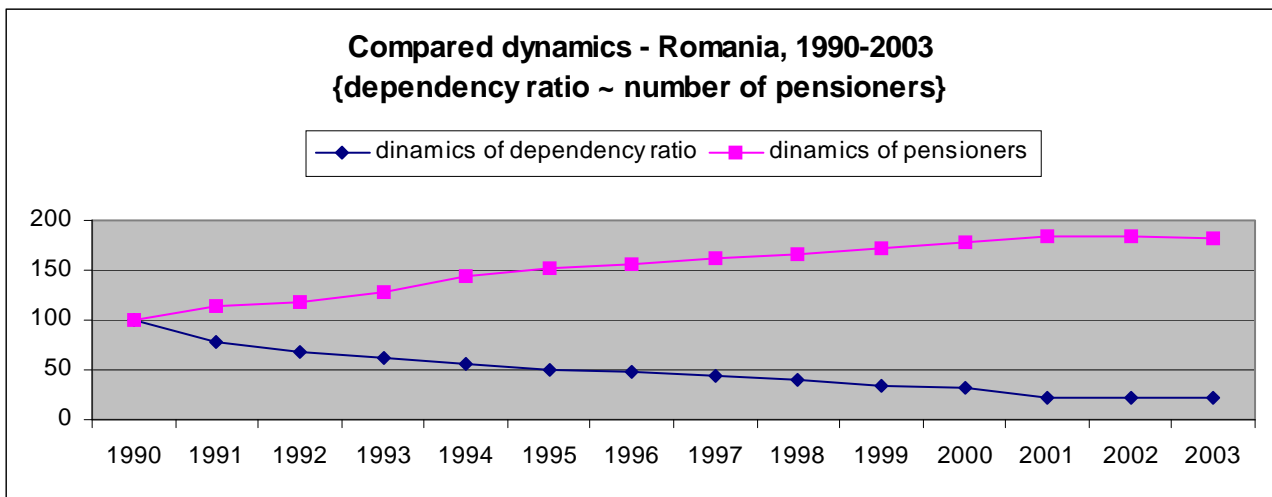
Source: the statistical January of NIS 2003.

Throughout the period 1990-2002, **the execution of state social insurances budget faced great difficulties**, recording continuous deficits after 1995. The deficiencies of budgetary executions were predictable in the circumstances when the economic sector faced a certain decrease, unemployment and inflation reached a critical level, the amount of incomes accounted as calculation basis continuously decreased and the number of covered persons considerably raised, all these being correlated with a “limited” financial-fiscal discipline. At the same time, the evolution of **social insurances expenses** closely complied with the evolution of Romanian economy, the syncope registered by some indexes being generated by the measures implemented at certain steps.



Source: INS – the statistical January 2003; operational data for 2003.

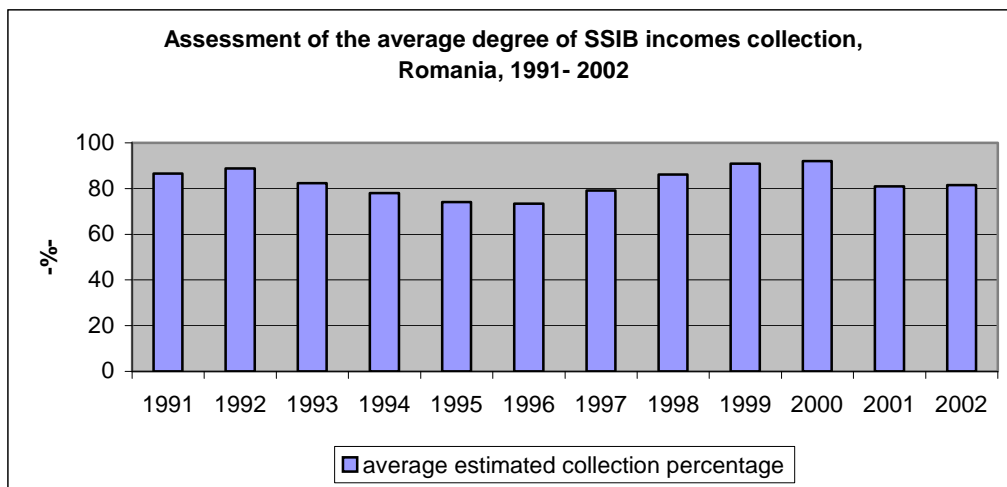
In the conditions of a raise beyond 80% of the number of pensioners throughout the period 1990-2003 and of the decrease with almost 50% of the number of contributors, the SSIB could be balanced only by means of **subsidies**.



Source: own calculations based on data provided by NIS, NHPSI; operational data for 2003.

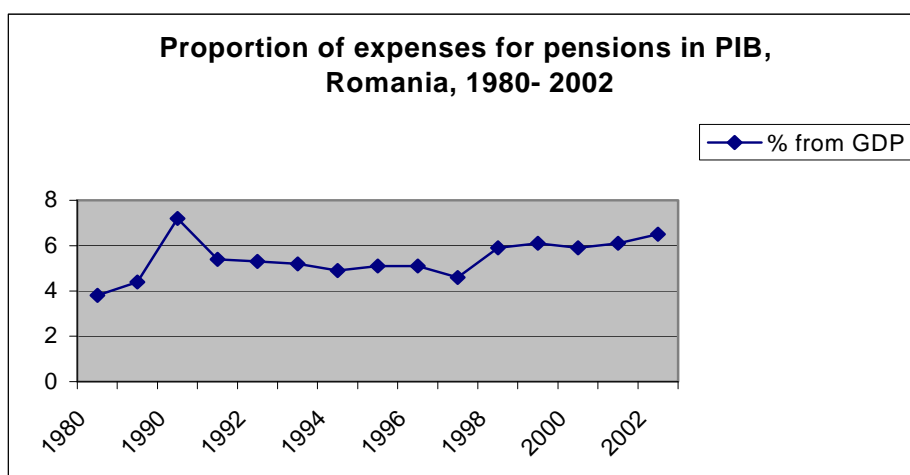
The adverse trends of the **dependency ratio** over the period 1990-2003 (from 3, 43 contributors versus one pensioner to 0, 79, compared with an “optimum” ratio defined in some specialized surveys of 2. 6/1) and of the **number of pensioners** (from 8.2 millions to 4.9 millions pensioners), are well reflecting a “void” of incomes, which meant deficits of SSIB.

An important problem of SSIB over the period 1991-2002, has been the **incomplete capacity of collecting the foreseen incomes**, the assessments revealing an average degree of collection framed between 73-92% which proves a certain “potential” to collect the budgetary incomes so as to ensure a larger coverage of pensioners’ needs of protection.



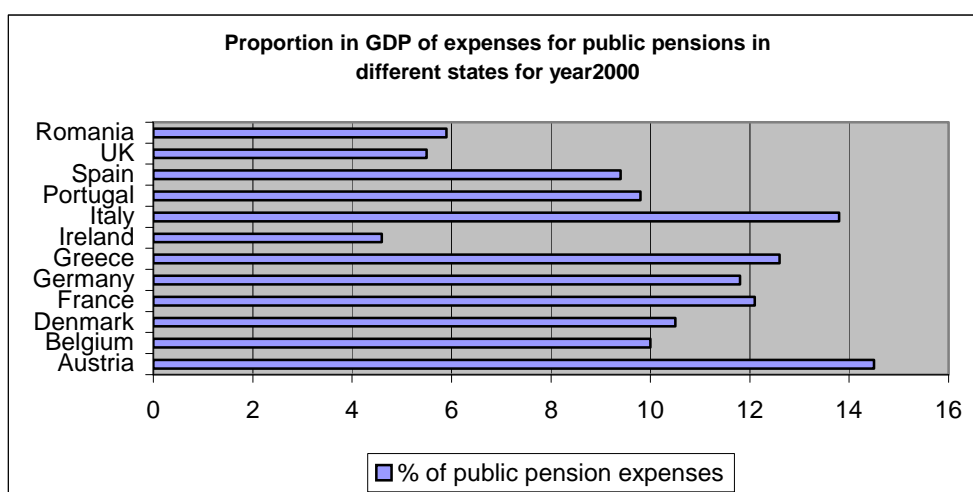
Source: own calculations based on statistical data NIS, NHPSI AND MLSSF.

As regards the proportion of **expenses for pensions from GDP**, it is worth to mention that this evolved from the maximum level of 7, 2% in 1990, when a compensatory policy was promoted, to 6, 5% in 2002, compared with years 1980 and 1985, when the proportion of pensions in GDP was of 3, 8%, respectively 4, 4%, the situation in the '80s being generated by the austerity policy promoted by the communist regime.



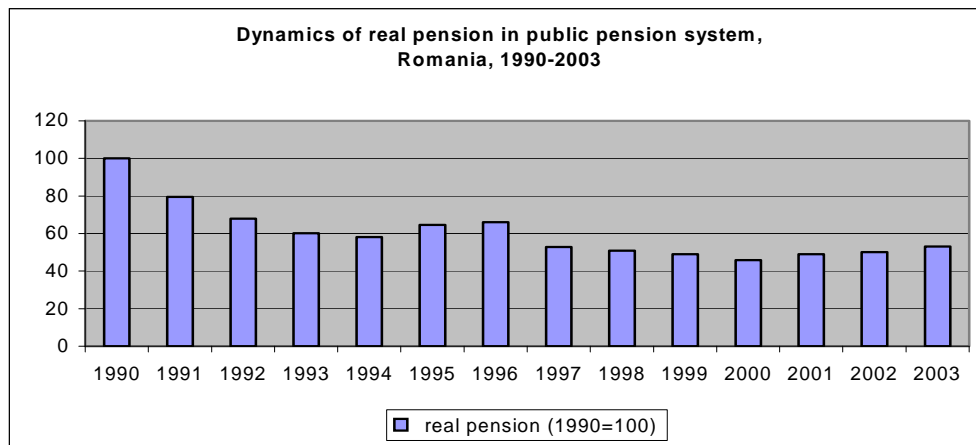
Source: NIS annual statistical publication 2003; for 1980-1990, data taken over from “The social protection in Romania”. Bulletin no. 1 – Romanian Government, 1993, page 10.

Compared with similar international data regarding the proportion of expenses for pensions in GDP, it can be asserted that in 2002 **Romania** was only close to the average international level recorded in 1996 (6.6%), that is much under the European average for the same year (12.1%). On the other hand, in 2000, the proportion in GDP of expenses with pensions for Romanian public system was still under the level of other European similar systems.



Source: European Commission (2001); for Romania, statistical data provided by INS.

Although in Romania expenses with pensions represent an important share from the total amount of social security expenses and from GDP, **the living standard of pensioners** did not improve, the approximate average decrease of pensioners’ purchasing power throughout the period 1990-2003 being of about 50%.



Source: NIS and MLSSF; own calculations; data relative to year 2003 are operational; data regarding pensions do not include HSIC (health social insurance contributions) paid over the period 1999-2002; for the purpose of making comparable the data relative to period 1990-2001 with those data valid on the date of public pension system's implementation, we have included the supplementary pension, at the level of public system, taking into account a weighted average.

Under these circumstances, since 2005, **double-aimed emergency measures needed to be adopted for supporting the sustainability of public pension system.** On one hand, these measures aimed at a greater efficiency of SSIB and, on the other hand, to the improvement of living standard of pensioners. Some of the implemented measures are: funding of costs related to farmers pensioners from the state budget (since 2005); funding of short term benefits from other sources (actually, this measure exists in the form of a draft law); the reassessment of pensions at the beginning of each budgetary year by the complete coverage of foreseen inflation rate (for 2005); the re-calculation of pensions established on the basis of former legislation (this process is actually in progress and its deadline is established at the end of 2005).

Otherwise, at global scale, **social insurance systems are in a continuous process of adaptation, re-definition, reform, such as to become sustainable from financial point of view – taken into account the following issues that have caused the so-called "crisis" of these systems:**

- ❑ The initial systems or social-economic conditions became out of date;
- ❑ The occurrence or aggravation of financial problems, due to the economic-demographic trends;
- ❑ Political inconveniences caused by great incentives and/or a high level of taxes.

The basic global tendencies, in social insurance area, at the end of the past century and at the beginning of this century were oriented towards:

- ❑ **comprehension** – extension of beneficiaries coverage;
- ❑ **adjustment** – reassessment and/or reduction of benefits' amount;
- ❑ **decentralization** – re-design of organizational framework and transfer of responsibilities;
- ❑ **completion principle** – complementary programmes or mixed funding;
- ❑ **privatization** – restriction of role of state in the process of organization and/or funding.

In general, I appreciate that there is no direct and implicit concern at individual or collective level with regard to the profound understanding of legal provisions regulating pension's area, **before taking a decision relative to a certain professional career.**

At the same time, it is difficult to assert or sustain that a high level of knowledge of law provisions in pensions area could have a strong impact upon the option for a certain professional career.

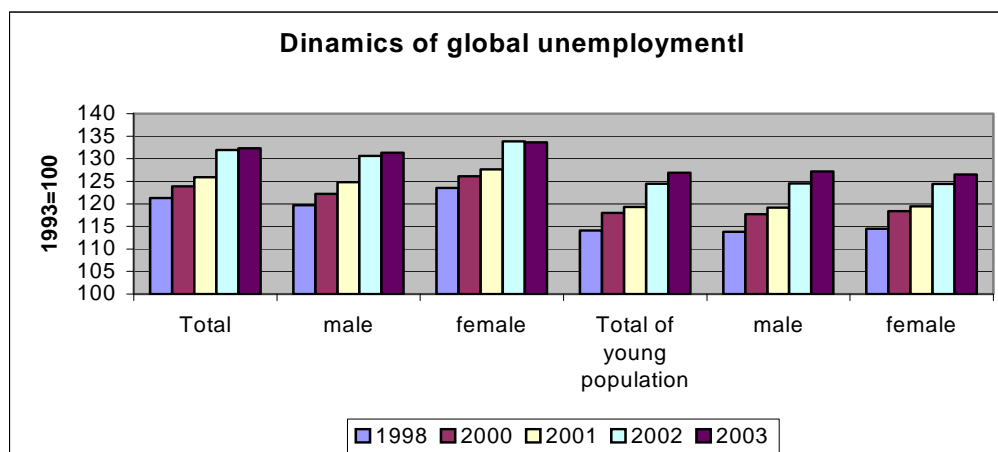
In general, the young generations perceive the retirement time as a too far „perspective”. This is the most frequent reason that makes them to accept:

- ✓ *the partial or gradual participation to labour market*, during their active life, fact which restricts their entitlement to benefits or provides social insurance benefits in a quite low amount;
- ✓ *the status of "self-employed persons"* which provides some benefits related to mandatory social insurance contributions that have been paid – according to some national data, only 7% from the potential number of self-employed contributors are covered by Romanian public pension system;
- ✓ *the work outside the national borders*, without benefiting an adequate social protection – in 2004, in Romania, despite the legal regulation of optional insurance possibility and of the official estimated assessments which highlight a raised level of migration (1.5 - 2 millions persons), the total number of social insurance contracts for this category was under 1000;
- ✓ *the status of persons working in the informal economy*, which leads to massive decreases of the proportion of population's wages in the total amount of national incomes and, consequently a decrease of social incomes allocated to social protection systems. Official statistics ¹ reveal that the non-agrarian labour force working in the informal sector represents more than 50% in some geographic areas – even though for Romania there is no official assessment of this informal phenomenon which at macro- and micro-economic level makes felt;
- ✓ *wages below the level of education or below the average wage for a certain social-professional category – fact that initially impacts the earned incomes, the amount of social contributions paid and, subsequently the amount of pension benefits acquired in the public pension system;*
- ✓ *a legal form of employment, however with a minimum wage (fact that already became a frequent practice), the amount of wage being often supplemented by an illegal form of paying wage – cases when the retirement protection is made at a minimum level;*
- ✓ *the status of unemployed person* – fact that is not a major disadvantage as concerns the insurance within the Romanian public pension system (the unemployment period counts as assimilated contribution period), but its basic inconvenient is a decrease of pension's amount.

Based on the information above, the young generations should understand and restrict the risks derived from the acceptance of a different status but the one they have trained for.

It is greatly important for young generations not to accept to work without being guaranteed the coverage from the point of view of social insurances.

The structural adjustments of national economies, including the privatization of some economic sectors, led to a raise of **unemployment rate at international scale**, with more than 30% over the period 1993-2003 and also led to important transformations of labour market – as it happened in former socialist countries –the young labour force included.

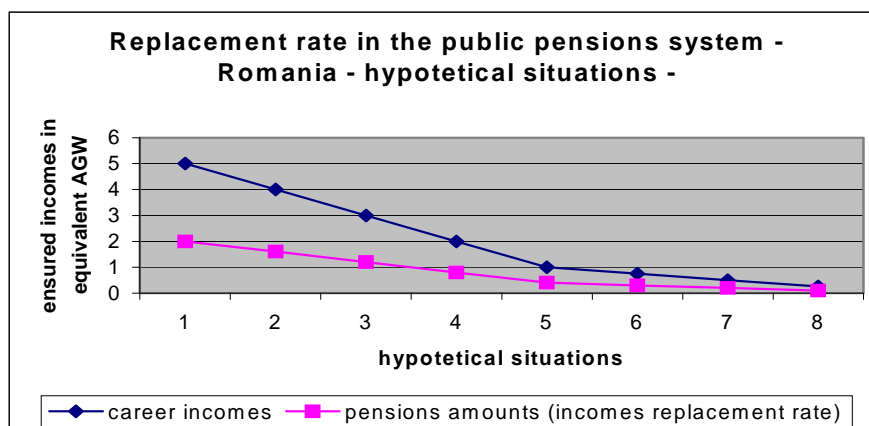


¹ Rapport: Travail decent et l'économie informelle – Conference, BIT, 2002

I personally consider as a worrying issue the under - utilisation of skills of young labour force, fact that could compromise the future both at individual and global scale, the social security regimes included.

The right to social insurance benefits derives from the amount of contributions and insured incomes. The greater insured incomes are (over the entire professional career), the more favourable are the amounts of pensions than can be acquired.

In mentioned circumstances, taken into account the ideal situations when a person is insured at an average or quite maximum level within the public pension system, based on new scenarios used, a series of hypothetical situations could be illustrated when due to some decisions relative to options for a certain professional career or decisions taken over the exercise of this, some great "losses" can be registered over the professionally "inactive" periods.



Note: the 8 hypothetical situations are established in accordance with wages earned over the entire career {AGW = national average gross wage}; the following variables were considered as **constancies**: the value of a pension point = 40% from AGW and the period of contribution = 30 years.

In their option for a certain career, the young people must be aware of the basic elements of insurance on which depends the living standard over the "inactive" period:

- The minimum and maximum insurable income ($\frac{1}{4}$ of the average gross wage, respectively 5 times the amount of national average gross wage);
- The amount of mandatory social insurance contributions and their evolution - *in 2004 the mandatory social insurance contributions' quota was of 49,5% (31,5% for the public pension system), compared to the maximum level of 55.0%, recorded in 2001 - 2002, when Romania was situated on the first position in Europe*);
- The average replacement rate of wages by pensions (viewed as ratio between the average public pension and the national average net wage) – in Romania, over the period 1991 – 2003 – has constantly decreased (from 43,95% to 30,61%), which reflects a **great inequity between generations**. *The rate of replacement of wages by pensions in developed countries varies between 50 – 75%, but these percentages could be even greater, mostly in counties with multi-pillar pension systems, while private pension systems also operate onto market*

The pessimistic scenarios for improving the dependency ratio and the recent policy aimed at decreased quotas mandatory social insurance contributions, generate the logic question whether the generations of potential beneficiaries would not be influenced, on average- and long-term by the continuous decrease of the replacement rate – which means a decrease of the amount of benefits provided by system compared to paid contributions.

At the same time, some empirical data are in favour of the thesis¹ that asserts a **direct proportional ratio** between the level of development of national economy, respectively population's incomes and its coverage by social security programmes, due to reasons that support the participation to contribution-based systems or due to reasons related to the financial support granted by state to some

¹ **Robert Holzmann** – Note de reflexion sur la couverture des regimes de pension publics, Banque mondiale, 2001.

social security programmes. *A low level of the economic progress draws a stagnation or reduction of social possibilities and therefore a special attention should be paid to economic progress.*

Starting from the assumption that social insurance systems provide, in most cases, a minimum protection, each nation took, in some certain periods, the decision of stimulating private insurances, individual savings, respectively of granting fiscal incentives, aimed at providing a higher level of social protection. For a certain period such a concern has existed in Romania, too. At the same time it is desirable to act in the direction of transforming the mentality according to which we are only interested about the „present” moment.

With a view to the conversion of the far forthcoming perception relative to pensions, I consider that strong public campaigns are required, starting from the educational level able to reveal, on one hand, the risks that the young people are faced with, in the circumstances when no concern is directed to the provision of an adequate social protection and, on the other hand, the advantages and disadvantages of a public pension system, as well as of some other supplementary or complementary retirement programs.

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A DYNAMIC MODEL TO ESTIMATE POTENTIAL GDP

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Abstract

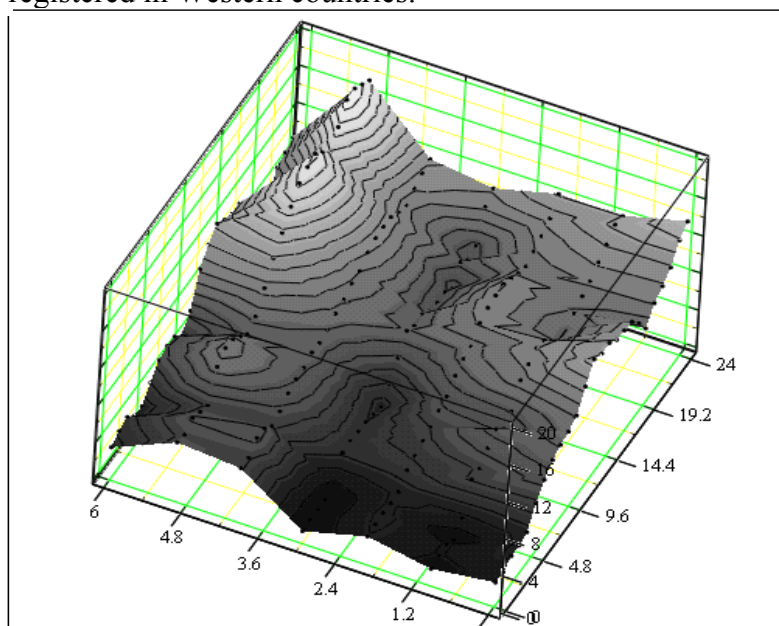
After a short review of trends in specialised literature, we present synthetically few results regarding changes in the inflation-unemployment relationship in western countries during last decades. Then, coming from a general standard model for estimating natural unemployment and using several smoothing filters, we estimate some possible trajectories for the potential GDP in Romania. As in standard literature is asserted there is an implicit circular relationship between productivity growth and potential level of production (and consequently the estimation of natural rate of unemployment is also altered). In order to avoid such emerging impediment in any estimating macroeconomic model, an autonomous dynamic model to estimate the trend of productivity growth must be used. Moreover, taking into account that current level of productivity is implicitly influenced by the actual unemployment rate, usually it is recommended as a more accurate solution to try to obtain firstly an estimate for the “pure” productivity. This must be neutral relating to short-run changes in employment, but in long-run it is affected by factors such as general technological progress, rising of education level, growth of R&D system, extending of the “new economy”, etc. We use a simple dynamic model to estimate the growth of pure productivity independently from the actual level of employment and implicitly of unemployment rate. Then estimated changes in pure productivity level are compared with potential production trend in case of Romanian economy during transition period.

The first systematic time series study of business cycles was published in 1946 (Burns and Mitchell), characterising the typical cycle by the mean lengths of expansion and contraction and focussing on asymmetries between recessions and expansions. Then most macroeconometricians proceeded, instead, under the assumption that variables follow linear stochastic processes with constant coefficients (only in the period of last two decades some authors abandoned the hypothesis of linearity). In the same time, economists used various methods to estimate business cycles and potential GDP based on natural unemployment rate. The traditional business cycle approach considers the economy as growing along a smooth trend path from which it is disturbed by cyclical fluctuations. Certain methods tried to define the trend; the simplest being an exponential growth path that best fits the historical data. However, there appear to be long-run changes in productivity growth that are badly captured by such a trend. A first alternative approach to capture such changes was developed by Okun (1962), by defining the trend or “potential output” as that level of output that would prevail if the unemployment rate was equal to a fixed (but estimated) value (4% in case of Okun’s study) instead of its actual value. In order to derive the relation between actual output and unemployment required to get from actual to potential output, many alternative methods were examined. One consisted of regressing first differences of output on first differences of unemployment. Okun found that a 1% decrease in the unemployment rate corresponds to a 3% increase in output (this rule of 3 to 1 is now known as Okun’s law). Many other decompositions of output between trend and cycle followed. Some construct the trend by fitting a piecewise linear trend through the logarithm of GDP in years with similar level of unemployment. Some use a smoothed version of the potential output series built using Okun’s law. Then analysis was extended to study comovements of output and other variables

(components of GDP, relative prices, nominal variables). Comparing to the behaviour in real dynamic series, many problems emerged: equilibrium theories based on supply shocks have to confront the weak correlations between real wages and GDP (as well as the positive correlation between nominal variables and activity); theories in which the cycle is driven by demand shocks have to give convincing explanations for the behaviour of real wages; theories that emphasize money shocks have to confront the correlation among interest rates, money, and output, etc. A resulted conclusion was that the productivity growth in long-term has to be estimated within an independent model.

Firstly we present synthetically few results regarding changes in the inflation-unemployment relationship in West European countries during last three decades. Then, coming from a general standard model for estimating natural unemployment (Ball and Mankiw, 2002) and using four smoothing filters, we shall estimate some possible trajectories for potential GDP in Romania. Moreover, in order to identify the type of correlation between the trend of natural rate of unemployment and changes in productivity in long-term, we used an outside independent model to estimate the dynamics of so-called pure productivity.

Empirical studies demonstrate, on the background of business cycles, several major changes in economies of West European countries during last three decades (Dăianu and Albu, 1996; Albu, 1998 and 2001). Among trends it can be noted an impressive decrease in inflation followed by a continuing growth of unemployment and general diminution of the yearly growth rate of production (GDP). An important result of investigation is that of a smaller volume in 3D map (estimated by including the variation of the three macroeconomic indicators), which represents a greater economic stability and consequently less strain in economic system. In Figure 1 it is shown a graphical representation of the evolution during last three decades (1970-2000) in the three-dimensional space (unemployment rate, $u\%$ - annual growth rate, $y\%$ - inflation, $\pi\%$), including ten EU countries (Belgium, Denmark, England, France, Germany, Italy, Ireland, Holland, Portugal, and Spain). The trend was from a period in which high inflation predominated toward one in which unemployment plays the main role. This evolution could mean that on the unemployment-side occurred a relaxation, higher levels of unemployment being viewed as normal but is not the case for the inflation level. A deeper analysis showed the possibility of some persistent trends and long-run attractors. On the other hand, in East European countries there was an opposite situation at least during the first years of transition; open inflation rose rapidly in the region whereas unemployment did also rise but at a smaller pace. There are evidences demonstrating that the long-run trends tend to be similar to those registered in Western countries.



$u\%, y\%, \pi\%$

Figure 1.

In case of each individual Eastern economy the most important question is how long the transition period will be. Despite of a relatively short period since 1989, in case of Eastern countries it seems to emerge a convergence process relating the natural rate of unemployment. The main problem continues to be a relatively high inflation comparing with the EU standards (especially in case of Romania where the annual inflation will decrease below 10% only since this year).

Following some studies existing in literature (Staiger et al., 2001; Ball and Moffitt, 2001; Ball and Mankiw, 2002), in order to estimate natural rate of employment we used aside the simple linear trend (Y_e) other four trends based on the following filters: *regress* (Y_{TR}), *loess* (Y_L), *ksmooth* (Y_{TL}), and *Hodrick-Prescott* (Y_{HP}). On the base of simulations, we can also see the unfavourable impact of positive difference between the effective unemployment rate and its natural rate on inflation dynamics ($\Delta\pi$). In case of linear trend the unemployment gap is $\Delta U=U-Y_e$, but in case of the four selected filters it is noted $\Delta UR=U-Y_{TR}$, $\Delta UL=U-Y_{TL}$, $\Delta UK=U-Y_{TK}$, and respectively $\Delta UH=U-Y_{HP}$. As we can see from the Figure 2, as general rule, the points in 2D space, $\Delta U-\Delta\pi$, are distributed in sectors II and IV (in trigonometric sense) over the right line transcending the origin of coordination axes. Eventual differences (the evading from two mentioned sectors) can be attributed to the short run supply shocks.

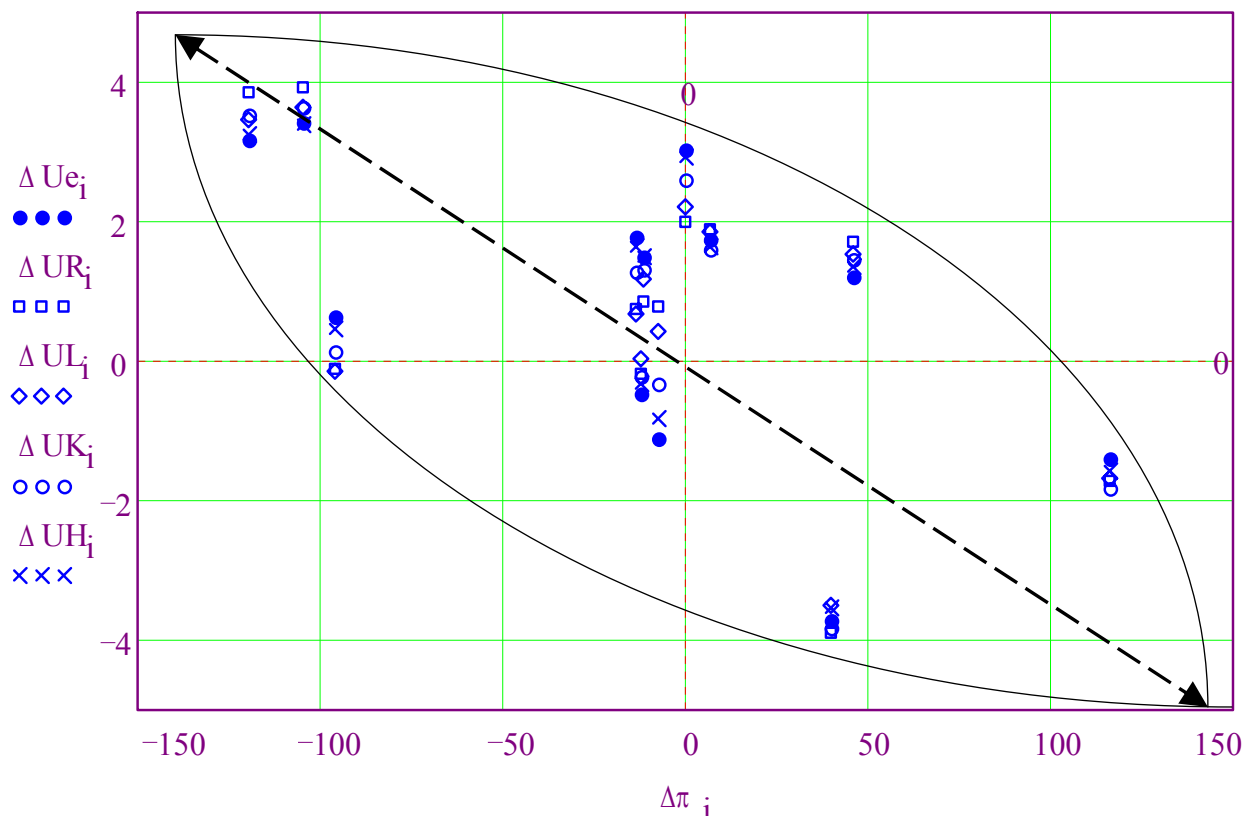


Figure 2.

Also, corresponding to the four used filters, we computed the natural (or potential) level of GDP, the output gap, and respectively the correlation coefficient between it and inflation variation. The general level of correlation coefficient between output gap and variance of inflation ($\Delta\pi$), for the period 1992-2003, was positive (between +0.616 and +0.644). From Figure 3, we can see that in the first part of transition period (before 1998) the inflation is accentuated procyclical relating to output gap (correlation coefficient between +0.669 in case of TL filter and +0.714 in case of HP filter). However, after 1998 it is countercyclical (correlation coefficient between -0.420 in case of HP filter and -0.836 in case of TR filter), that could mean a favourable temporary situation when a growth in output may be accompanied by a negative change in inflation. More explanation could be extracted in case of considering the dynamic process of real reforming and restructuring of the national economy: a prolonged and hesitant restructuring process of economy in first part of transition (before 1998); and a more determinate and accelerated process of it during last years (after 1998).

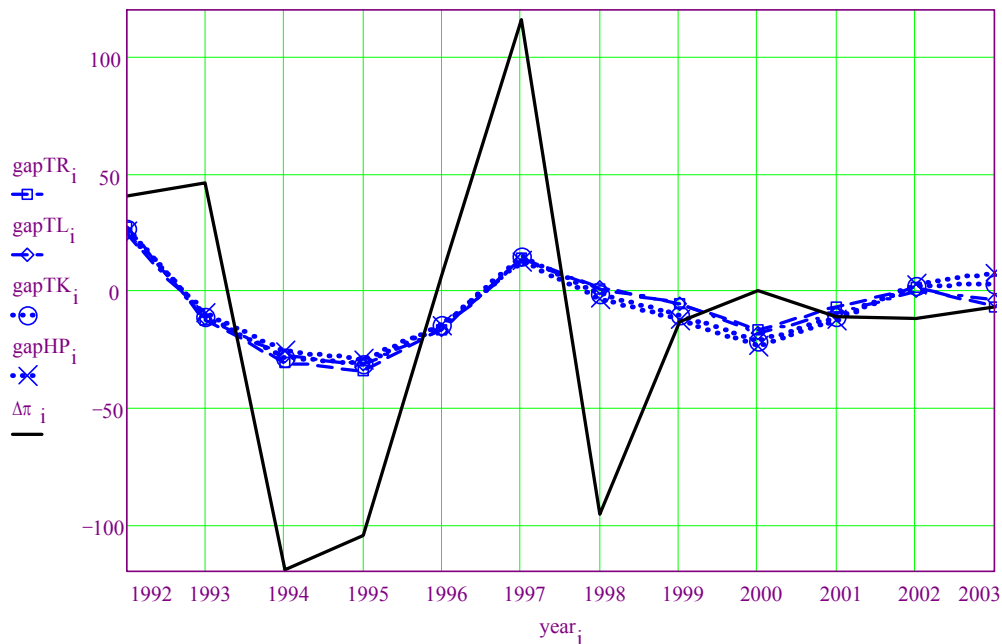


Figure 3.

In order to estimate the level of pure productivity and its trend in case of Romanian economy, we conceived a simple particular model having as hypotheses the following two equations (the time subscript, i , being omitted):

$$q = A L a^\alpha = A L^\alpha \mu^\alpha = q_{\max} \mu^\alpha$$

$$s = s_0 L a$$

where q and s are production (GDP) and respectively all costs implied by its achievement (taking into account that the production function has an alone factor, so the active labour force); $L a$ and L are employment and respectively labour force; q_{\max} and s_0 are production under the hypothesis of an integral utilization of labour force ($L a=L$) and unitary cost (indeed including also salary) per person in active labour force, $L a$, respectively; α is a positive and sub-unitary coefficient, which determinates how look the production curve function of employment share, μ , in total labour force, L ($\mu=L a/L$). For the moment all considered variables are evaluated in real terms, therefore under the hypothesis of constant prices (of one year selected as base).

The difference between q and s can be interpreted as being the profit or net accumulation, therefore the quantity that stimulates entrepreneurs to make future investments and to develop their affaires. It mainly depends on two factors: employment degree, μ , and respectively coefficient α . Since the evaluation of the employment share in total available labour force is not a problem, to estimate α is an extremely difficult issue, as well as its economic interpretation. Economists generally accept the sub-unitary restriction, as it ensures the concavity of production function. The explanation is: as employment share grows, tending to value one, the average level of labour productivity tends to decrease (as well as the adapting possibilities of entrepreneurs to some permanent moving markets). In order to solve the problem of estimating the production function curvature, we took into account also the long-run price evolution. The hypothesis that we adopted, however very restrictive, is referring to the absence of some pertinent information on the future evolution of prices (as it is the case of an economic system functioning in high inflation, as well as that of Romanian economy in transition period). The remained solution is to compute maximization of the future profit by reporting to actual level of unitary costs (although knowing that in reality this is not the case for the future period). It would be reasonable that even such decision (founded on a highly restrictive hypothesis, like that of basing the maximization of the future profit on maintaining unchanged the specific costs) could yield sweet fruit in the future, in any way larger than in case of no evaluation

calculus. The real adjustment to be operated (indeed instantaneously conforming to the “new wave” theory of rational expectations) then when the pressures on cost (such as for instance the trade unions’ pressures) will not confirm the effective pre-evaluation. The implicit hypothesis of this “backward dynamics” mode of interpretation is that the effective change of unemployment rate in current period from precedent period corresponds even to the solution of profit maximization under the hypothesis of maintaining unchanged cost between the two consecutive periods, but also to the modification of total price of production exactly at the value effectively registered. So, the actual level of unemployment rate means even its optimal level, however computed previously on the base of total cost in precedent period together with the index of prices in current period. Since we accept this interpretation, the maximization function will be:

$$Be(\mu) = Q - s = q p - s$$

where Be is the anticipated profit (despite of knowing that the planned benefit will not be integrally obtained), Q is value of production in current prices, p . This function admits a maximum given by the solution of the following equation:

$$p = (\mu^{1-\alpha}) / \alpha$$

The restriction imposed by this equation allowed us to estimate, only by using a special numeric procedure, the values of α coefficient for the period 1990-2003. The model permitted to estimate also other synthetic indicators characterizing the evolution of the Romanian economy during the transition period, such as:

- Coefficient of using capacity (or the degree of using potential GDP, noted here as q_{max})

$$k = q / q_{max} = \mu^\alpha$$

- Share of profit

$$b = B / Q = (Q - s p) / Q = (q - s) / q = 1 - \mu^{1-\alpha}$$

In following Table are shown the estimated values of some indicators in the period 1991-2003. Their signification is as follows: qe_{90} and q_{max} are actual GDP in constant prices (prices of year 1990) and respectively potential GDP (it is viewed here as the maximum level of GDP obtained in case of no unemployment, $u\%=0$, and differs from natural level of GDP corresponding to the natural rate of unemployment as it was computed previously); w_{90} and w_{L90} are the effective productivity and respectively “pure” productivity (corresponding to the case of integrally using of existing labour force, $\mu\%=100$); k is the coefficient of using capacity (in the theoretic case of potential GDP $k=1$); and b is the proportion of estimated profit in actual GDP.

Estimated level of certain indicators in transition period

	qe90	qmax	w90	wL90	k	b
	(10 ⁹ ROL)	(10 ⁹ ROL)	(10 ³ ROL)	(10 ³ ROL)	(%)	(%)
1991	747.2	752.7	68.8	67.8	99.3	1.4
1992	681.2	694.0	64.7	62.2	98.1	3.9
1993	691.5	711.2	68.6	63.9	97.2	6.8
1994	719.8	752.9	71.9	67.1	95.6	6.8
1995	771.3	832.2	76.8	74.5	92.7	2.9
1996	802.1	847.9	83.4	81.1	94.6	2.7
1997	753.2	776.0	81.3	77.6	97.1	4.6
1998	717.2	761.5	79.7	76.8	94.2	3.6
1999	708.6	765.8	80.9	77.6	92.5	4.1
2000	723.2	782.6	85.1	81.8	92.4	3.9
2001	764.4	817.7	89.7	87.2	93.5	2.8
2002	803.0	873.6	95.6	93.5	91.9	2.2
2003	841.6	898.5	100.3	98.9	93.7	1.4

In order to identify the type of relation between unemployment and productivity, we examined the estimated data supplied by the above two models (model of natural rate of unemployment and respectively the “pure” productivity model) together. Many times the authors are using for the productivity growth an inverted scale to reflect better the two supposed inverse movements: the long-run unemployment trend and productivity growth trend. In case of our application on Romanian economy in transition period, we maintained the original scales, but used a calibrating procedure to force the two trends to come in a closer region of their co-joint space. In Figure 4 we are presenting the natural rate trends and the growth rate of “pure” productivity (noted as y_{wL90}) together. On the graph, time, t , means the years in period 1992-2003, noted as 2...13 (the estimated levels of natural rate are here considered at the beginning of each year). From this graphical representation it is an evident inverse correlation between the estimated natural rate of unemployment and productivity growth. So, we could conclude that, at least in case of transition period, the productivity acceleration is accompanied by a decrease in the natural rate and when the productivity decreases the natural rate increases rapidly.

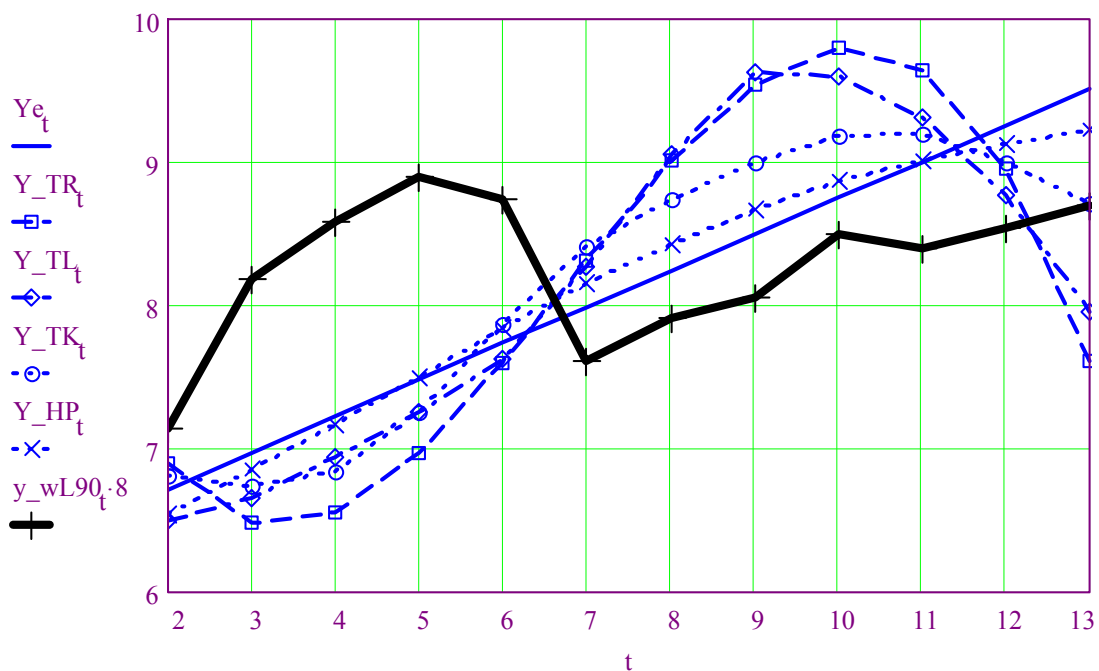


Figure 4.

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MANAGER'S COUNSELING IN LOCAL PUBLIC ADMINISTRATION

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Abstract

The authors intend in this work to define the necessity of managerial counseling, presenting an example of practise in local public administration.

The counseling process must respect the following stages: identification of citizens's problems, their classification on criteria and their resolutions.

A good counseling of the manager is the fundament of the measures subsequently taken for a competent working out of citizens's problems for each category.

The adjustments revealed in this work are based on the local public administration's experience in Campulung Municipality, Arges County.

THE NECESSITY OF MANAGERIAL COUNSELING IN LOCAL PUBLIC ADMINISTRATION

The process of Romania's integration in the European structures, the economic transformations towards a market based economy have speeded on the reform process also in local public administration.

More and more types of activity, not long ago belonging to central and county administration, have gone into local administration's competence.

The decentralization phenomenon has appeared out of an obvious necessity of creating the frame and optimal conditions, so that the decisional process should rest on local public authorities.

The number of issues emerging in such conditions is continuously growing, thus, local authorities and especially the executive authority must approach citizens' problems in a different manner.

The best approach method that can stand this challenge is the one of a good counseling - based management. The mayor must turn into a real manager, identify citizens' problems, set a hierarchy of issues and solve them. He must be counseled by the very system he must create. There is no school to issue "Mayoralty Diplomas", but all depends on his abilities, his will to fulfill his mission and on the way the civil servants in the city hall are counseling him on their turn. Where the system has deficiencies, it must be improved and brought to the level of demands.

EXAMPLE OF THE COUNSELING PROCESS

Taking into account the importance of the counselling activity, the authors intend to present in this paper a working method that would comprise all the citizens' issues, starting with their identification and up to their resolution.

Within the counselling process, the following steps must be considered:

- a. Identification of citizens' problems;
- b. Establishing the classification criteria for citizens' problems;
- c. Classification of problems;
- d. Definition of the methods to solve citizens' problems.

a. Identification of citizens' problems [2]

Out of the entire range of methods we note: programmed audiences in the city hall, held by the mayor, the vicemayor and chiefs of specialty departments (weekly); direct meetings with citizens in their neighbourhoods and at their jobs, allowing a better knowledge of issues for a group or social structure (accordingly); public hearings of given topics (annually); participation in talk-shows „Dialogue with the Citizens” on local radio and TV broadcasts (monthly); opinion polls on various issues of public interest (annually); meetings – round tables – with businessmen (trimestrially); meetings with local mass media (weekly press conferences); „citizen's box and telephone”.

Using this methods of getting to know the issues we have already formed a system of obtaining information and have achieved a number of 23,500 contacts, distributed on methods according to the graph in figure 1.

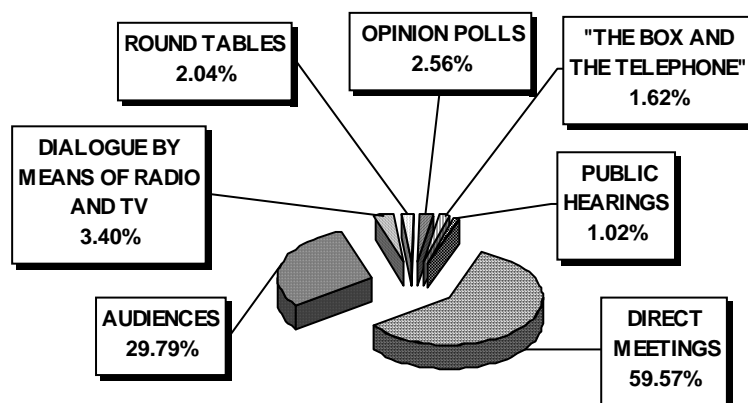


Fig.1 Distribution of contacts on methods of awareness

b. Establishing the classification criteria for citizens' problems [2]

Analysing the problems that were signaled, we have identified three classification criteria:

- **According to the way the resolution of problems is financed;** (from the local budget or other resources);
- **According to the method of resolution** (entering local administration's competence, not of public administration's competence or tangent to local administration);
- **According to citizen's degree of satisfaction** (strictly personal, of area or neighborhood interest, of general interest).

c. Classification of problems [2]

Based on arguments related to local administration's competences, on citizens' wishes and attracting financial sources as a priority, we have elaborated the following main classification:

- **General interest problems** (rehabilitation and extension of water networks, modernization of roads, gas supply and modernization of central heating systems, urban rehabilitation: parking lots, parks and green spaces, playing grounds for children, multifunctional sports hall, sports halls for schools, public illumination, urban transport, rehabilitation of Kretzulescu Park, promotion of city's image and development of tourism related activities);
- **Area or neighborhood problems** (water supply of Marcus district; extension of gas networks in Grui district and on a series of municipality's streets; rehabilitation of sidewalks in Grui, Visoi districts and in the center of the city; modernization and gas supply for some central heating systems in Grui, Vişoi, Pictor Grigorescu, Center and Rahova districts; extension of sewage system in different areas of the municipality).
- **Problems tangent to local administration, on topics:**

- **economic** (activity support for the ARO and Mining Exploitation commercial companies, creation of new employment opportunities)
 - **army** (creating the branching conditions of garrisons to the street derived gas network, setting up a cemetery for war veterans and military staff, provision of housing for the military staff);
 - **religion** (building up a church in Visoi district, a church within the Municipality Hospital, a chapel in Marcus district);
 - **sports** (support to the ARO Câmpulung football team and for the local sporting activities);
- **Strictly personal problems** (water supply – billing system -, means for paying local taxes and duties, obtaining information on social assistance, information related to owners’ or dwellers’ associations, urban related information, information on how to obtain housing, civil information, legal related information);
- **Problems that do not enter into the competence of local administration** (gas supply services, electric energy supply service, mediation with other competent institutions in solving problems of different private companies).

d. Definition of the methods to solve citizens’ problems

Up to this point, the counseling solved a part of the issues, namely getting acquainted with the objectives. The methods of solving citizens’ issues (the objectives) were separated into two categories, that is:

- d₁- **solving strictly personal problems**; their structure is referring to the identification presented in “c” paragraph and in figure 2.

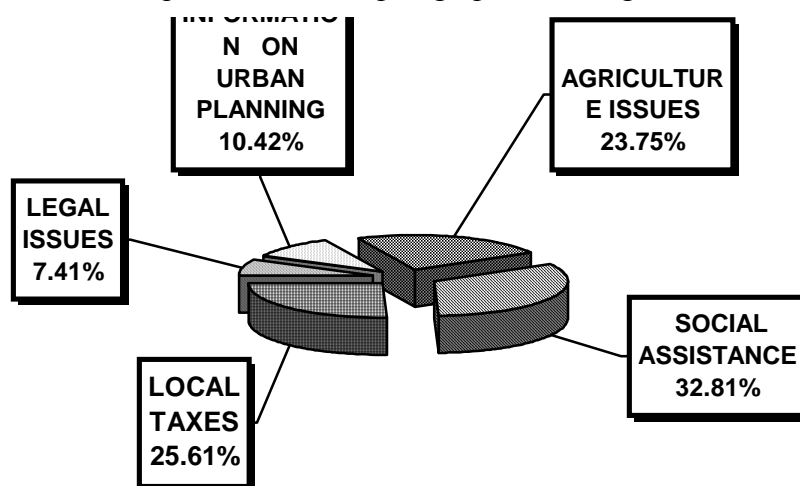


Fig.2 Structure of personal issues

Analyzing the percentages of requests as in the graph, we notice that the most numerous are of a social assistance nature, followed by those related to local taxes and duties.

As to shortcut the circuit of documents until their resolution and to simplify citizens’ circulation inside the city hall, we need:

- to establish documents’ circuit;
- to set up a Citizens’ Information center (C.I.C.), according to figure no. 3, where citizens can receive the information they need from the representatives of city hall’s specialty departments;
- to organize the European Integration Center, having the role of informing citizens on Romania’s Program of Adhesion to the European Union;
- to bring together, on the same floor, some departments that are most solicited (figure 4), such as Social Assistance and Income–Taxation of Legal Persons and Individuals Departments.

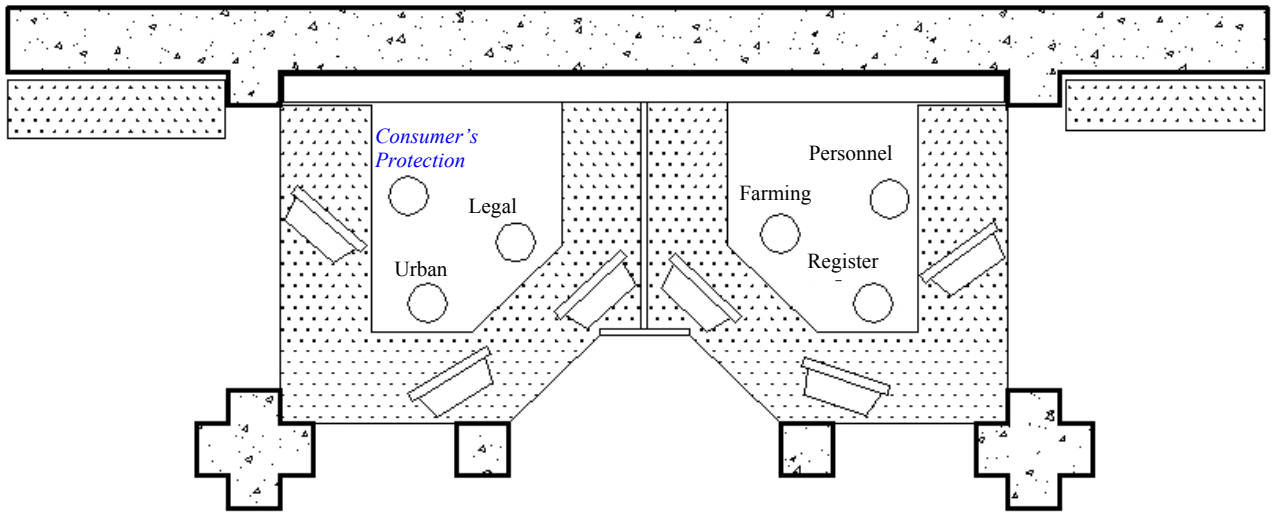


Fig.3 C.I.C. Location Design in the City Hall

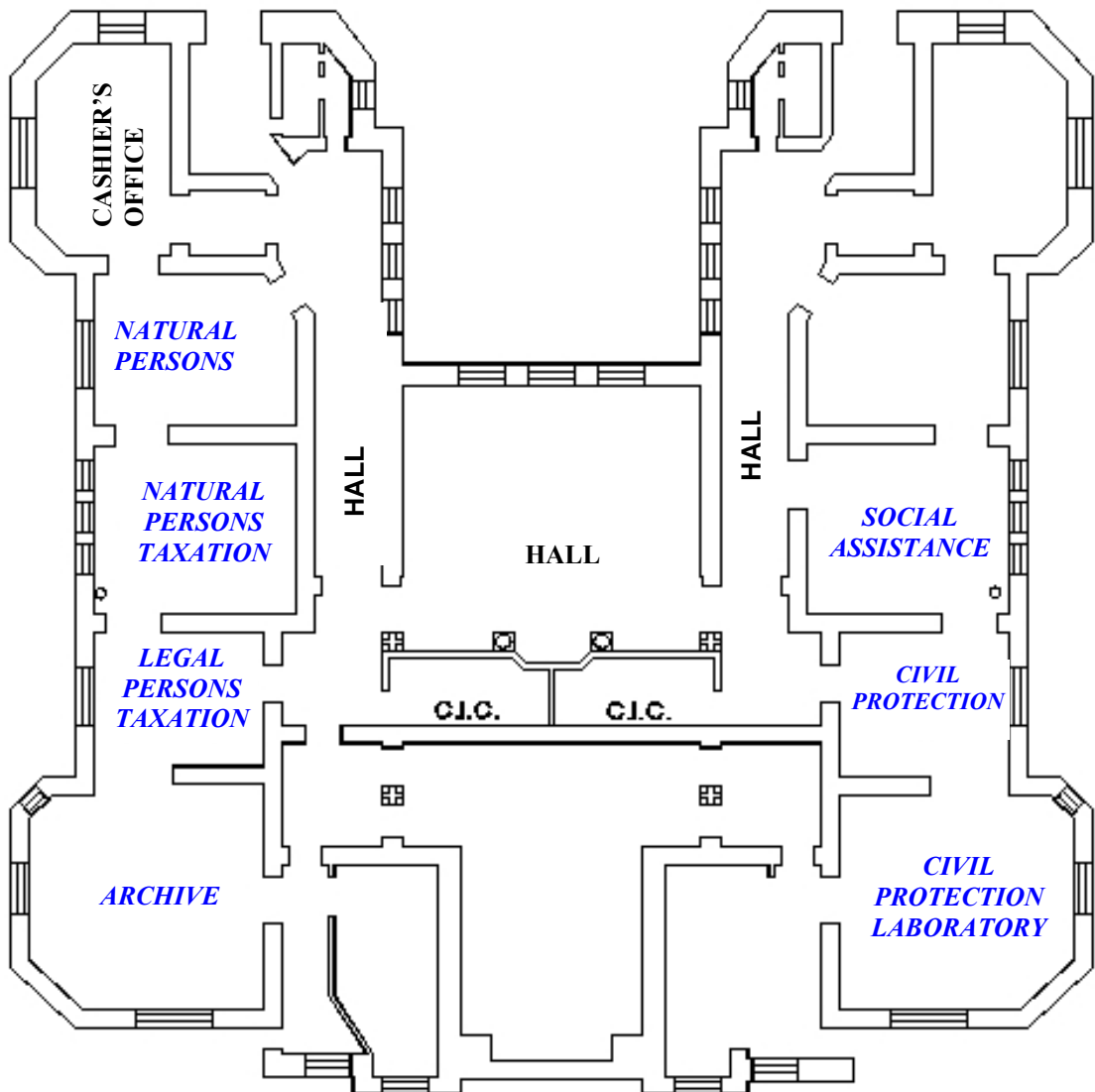


Fig.4. Bringing together the most solicited departments

d₂ Resolutions on general or neighborhood problems

In order to solve these problems, several stages have been taken into consideration:

- Establishing a “minimal standard” hierarchy of problems, to the benefit of each member in the community. For Campulung, this one comprises: electric energy, water supply, sewage system, household waste management, modernized roads, public illumination, gas supply, urban rehabilitation. This “minimal standard” is completed according to the degree in fulfilling the objectives and the historical stage of the community.
- Elaboration of a medium term activity strategy, for at least four years, that would comprise financing at least 90% of the objectives included in the „minimal standard”, according to figure no.5;

OBJECTIVE	2001				2002				2003				2004			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
Water supply																
Water treatment plant																
Modernization of roads																
Waste management																
Public illumination																
Gas supply																
Urban planning																
Central heating system																
Investments in education																

Fig.5 Medium Term Strategy

- Elaboration of annual programs. These would comprise as major objectives the same as foreseen in the medium term strategy, their adaptation being made according to the financial capacity of the moment and emergencies that might occur.

In order to solve the problems tangent to local administration, and to the proceedings made, financial resources identified, a graph such as figure no. 5 will be drawn.

CONCLUSIONS

The quality of services offered to citizens must raise to the level of European Union's standards.

In the present work, we have intended to define the necessity of manager's counselling in local public administration, based on the experience gathered in Câmpulung Municipality, Argeş County, where one of the authors, George Bălan, held the position of Mayor between 2000 – 2004.

Along the four mandate years, the manager should fulfil the electoral commitments in the realistic conditions of community's issues. Thus, we have created a working method that would comprise the entire area of citizens' problems, from identification to resolution.

The yield of managers activity, in the direction of accomplishing the commitments taken, also depends on the way the civil servants in his staff are counselling him. Therefore, the manager should form an action team made of experienced civil servants, who are devoted to him as well as to the idea of reform in local public administration. If he doesn't have them from the start, he should train them or find new professional ones.

Covering the counselling stages that were proposed in this paper, that is:

- Identification of citizens' problems;
- Setting up the classification criteria for their problems;
- Classification of citizens' problems;
- Definition of resolution methods,

the manager will always take the needed measures in order to competently solve citizens' problems for each given category.

Regarding the working method that we have exposed, we do not expect it to be the best possible, but by using it, one will benefit from the relevance of permanent corrections that reality imposes on the personal working strategy of a manager.

As to conclude, a final recommendation: the law compels to correctly spend the public finances, but the efficiency of this expenditure resides in the „good, common sense” of the manager.

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CAREER MANAGEMENT. THE CAREER OF THE CIVIL SERVANT IN LOCAL PUBLIC ADMINISTRATION

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Abstract

In this paper the authors present some aspects related to the career of the civil servant in local public administration.

It approaches the methods of career development in public administration, generally speaking, and how it takes life in local public administration.

The conclusions reveal the necessity of solving the issues highlighted, which are considered as an obstacle in the civil servant's career management.

OVERVIEW

In the past few years, Romania has undergone important political, economic and social transformation. The process of Romania's integration into the European structures has determined qualitative and quantitative changes in public administration, generally speaking.

The entire activity in central and local public administration is regulated by law and is undertaken mainly by the civil servants.

At the moment when the reform process has started, there already has been a body of employees in local public administration. According to the law, their majority have received the quality of a civil servant, with the rights and obligations deriving from this new quality.

A basic request for fulfilling the new demands is represented by the existence of a team of civil servants of upper professional training and moral probity, devoted to local administration and willing to be acting in the direction of reforming the system.

THE CIVIL SERVANT AND CAREER

1.1. The civil servant. In specialty literature, the civil servant is „a person that is appointed, according to regulations in force, by the competent public authority or is chosen and invested, according to the law, with the attributions of his/hers function, permanently performing an activity, to the purpose of ensuring a continuous functioning of a public service”. [1]

The principles that stand to the fundament of performing the public function are [4]:

- Compliance with the law, impartiality and objectivity;
- Transparency;
- Efficiency;
- Responsibility, according to the legal regulations in force;
- Orientation towards the citizen;
- Stability in performing public function;
- Hierarchic subordination.

In order to apply in reality these principles of public function we need:

- Competent human resources;
- Performant management;
- Achievement of modern communication and information processing techniques.

1.2 Career. Each person should built up a personal career evolution, that must be an objective to achieve by own efforts and with the help of the organisation.

It is worth defining the fundamental elements in the career developing process [3], their relation being presented in figure 1:

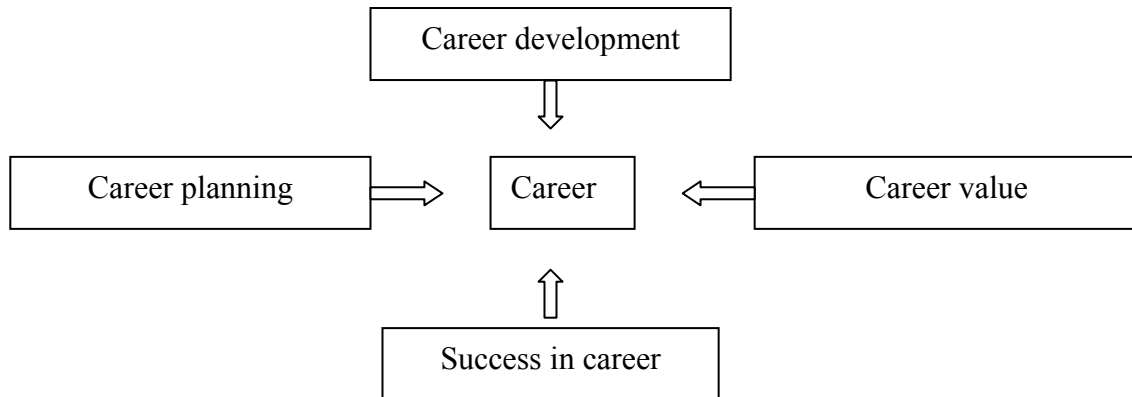


Fig.1 Fundamental elements of career

Career – the succession of activities and functions that a person follows during his/hers professional evolution;

Career Planning – the process undertaken by individuals for analysing their own interests, abilities and personal values and that they are continuously trying to harmonise;

Career Development– set of actions resulting from the individual’s career objectives and helping in achieving the objectives;

Career value – experience accumulated at a certain moment that ensures the ascension on a new hierarchic level;

Success in career – process by which an organisation succeeds in harmonising the individual’s professional interests with the organisational and managerial demands, that are continuously changing.

It is obvious that, in career evolution there will always exist, in a lower or higher ratio, conditions and restrictions that may after all be surpassed.

CAREER MANAGEMENT

2.1 The civil servant’s career. It is legally provisioned by the Government Decision no. 1209 / 2003 regarding the organisation and development of civil servants. According to this Decision, the career in a public function comprises „the ensemble of legal situations and effects produced, that intervene from the date the service report is issued up to the moment when it ceases, according to the law”.

Career management in public function is ensured by [5] :

- The National Agency of Civil Servants, that elaborates the legal frame needed to organising and developing the public function career;

- The public authorities and institutions, by applying the principle of equal chances and motivation;
- The civil servant himself, by consistent implementation of competence and professionalism principles, for individual professional development.

Among the objectives of civil servant's career management in local public administration there is also subscribed the human resources planning, that should give answers to certain questions, like:

- How can we establish the number of civil servants, in order to fulfill the demands relying on local public administration?
- Are public workers able to fulfill their duties at the required standards?
- What are the objectives that civil servants should achieve?
- Do we have the financial resources to raise their level of training at the level of demands?

2.2 Methods of career development in local public administration. In the following lines we will present a practical example of how the civil servant in local public administration can achieve his/hers career.

According to legal provisions, the methods of career development in a public function are [5]:

- Promotion in a superior public function;
- Promotion on salary levels.

As to benefit of these two advantages, the civil servant should basically fulfill the following demands:

- To accomplish his job tasks;
- To prove a decent, civilised behaviour and by his job performance bring no moral or material prejudices to citizens or other civil servants;
- To permanently improve his/hers professional and legislative knowledge, according to the specificity of his/hers activity;
- To obtain, subsequent to individual performance assessment, at least the „very well” qualificative.

In what we have exposed above, we have identified two possible impediments in developing a civil servant's career, depending on the executive authority, that is:

- The lack in an improvement training programme in the city hall;
- The assessment of professional performances for the entire staff may not be done in time or may not be objective.

We state this fact being convinced that the assessment procedure of individual professional performances has the purposes of [4] :

- Advancing in salary levels;
- Relegation in salary levels;
- Promotion in a public function;
- Release from a public function;
- Establishing the professional training demands for civil servants.

Let's assume that the assessment of professional competencies has been objectively achieved and there is a training programme for civil servants within the city hall.

In this situation, as to promote or advance on a superior salary level, the civil servant needs two more favourable conditions, that is:

- the position should be vacant in the salary grating;
- this position should not be assigned to any other civil servant in the National Agency for Civil Servant's database.

If the civil servant benefits from these two chances, then he/she can apply for the competition organised by the executive authority for occupying the given position.

At present, on the level of local public administration, in order to pay salaries for all possible functions, there are three classes, each of them having four degrees and each degree with three levels.

These existing condition in local public administration leads us to notice how „fast” a civil servant can accomplish his/hers career.

Beside the presentation above, we should not forget to point also:

- the lack of a methodology of standardisation for the number of civil servants and their percentage in specialty departments, according to the number and volume of activities in the city hall;
- the salaries grating for civil servants does not fulfill their needs, does not motivate them and neither represents an attraction for well prepared individuals, willing to enter the system;
- In order to increase revenues, they don't have the possibility to perform another activity without generating a conflict of interests.

Taking into account our presentation, we express our opinion that the option for a civil servant's career is not sufficiently motivating at the moment.

CONCLUSIONS

The achievement of civil servant's career development techniques in local public administration is difficult and uncertain, independent of the civil servant's own will.

The current salary level does not provide a corresponding motivation to the civil servant in the system, neither an attraction for those very well trained individuals that would like to attend a civil servant's career in local administration.

We have presented these aspects hoping that some measures will be undertaken, so that the reform in local public administration could be successfully applied and the career of the civil servant should not remain just an ideal.

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- 4 *** Law no. 188 / 1999 republished, regarding the Statute of the Civil Servants
- 5 *** Governmental Decision no.1209 / 14.10.2003, regarding the organisation and development of the career of civil servants.

ANALYSIS OF COUNSELING NEEDS AND CAREER ORIENTATION

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Abstract

In order to identify the counseling needs and career orientation of school population we have achieved an investigation regarding the future students of "1 Decembrie 1918" University, when they registered to the specialization they managed/succeeded. Besides that objective we tried to establish the motivation level that determined the choice of one specialization or another, the information sources, the connection between the favorite subject and the content of the chosen specialization.

Hypotheses

The hypotheses that support this investigation are:

1. The youth who make their option for the specialization of "1 Decembrie 1918" University of Alba Iulia were not beforehand assisted to orientate educationally and professionally.
2. The youth who do not manage to the first 2 specializations they choose, register to a specialization with a less motivation.

Methodology

The methods used in this preliminary research were the sociologic inquiry and documentation analyses.

The questionnaire was worked out viewing the following indicators and variables:

1. Specialization/specializations initially chosen, at the moment of registration to the faculty;
2. The information sources that contributed to the choice of the specialization
 - mass media;
 - university booklet;
 - friends;
 - parents;
 - teachers;
 - form master;
 - counselors, school psychologists;
3. The specialization he registered / matriculate;
4. The information level regarding the specialization he registered;
5. The motivation degree to graduate the specialization;
6. The connection between the favorite subjects and the school range chosen to be followed;
7. The school leavers' participation to some counseling services and career orientation;
8. The need to follow a counseling modulus and career orientation;
9. Identification data:
 - studies;
 - sex;
 - age.

Sampler

The research was achieved upon a sample of 45 future students, with the age between 18 and 60 years old. The subjects were chosen proportionally, depending on the number of places for each specialization of “1 Decembrie 1918” University of Alba Iulia.

The presentation and the interpretation of the results

The results of this research reveal the fact that 78.2% of those 450 questioned subjects did not benefit from counseling services and career orientation (figure 1). The results obtained after processing of the data regarding the information sources come to support this view, the information assisting the young school leavers to gather the information about the specialization /specializations they initially made their option.

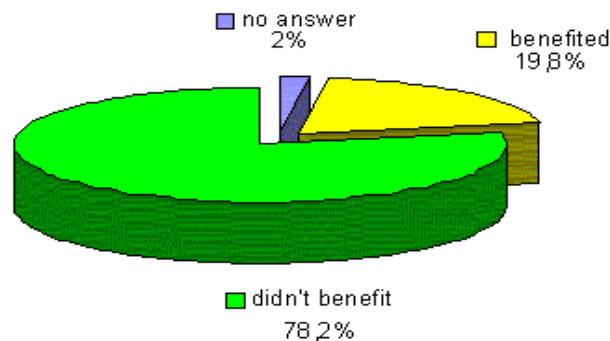


Figure 1. Beneficiaries of some orientation and counseling services

If the young school leavers had benefited from the orientation and counseling services regarding career, the main information sources should have been the teachers, the form masters and the school orientation and professional counselors and school psychologists. Yet, the results reveal the following:

- only 4.7% of school leavers got information about the specialization/specializations they made their option, from SOP counselors and school psychologists;
- 19.2% got their information from teachers and form master – so we may conclude that the teachers' involvement in school and professional orientation is rather low;
- the main information source was “ the booklet about matriculation to “ 1 Decembrie 1918” University of Alba Iulia, 70.9% of the subjects drawing upon this;
- a rather important role in spreading information among the young school leavers is played by friends: 27.3% of the subjects getting the information from these;
- the parents are chosen as information source by 19.3% and mass media by 18% - the later result allow us to assert that the educational offer of University is too less interceded (Figure 2).

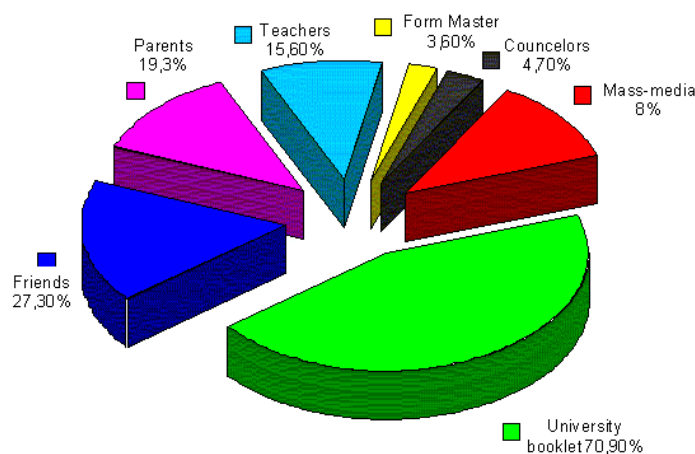


Figure 2. Information sources

The identification level of the knowledge of specialization where the future students registered, allow us to draw the following conclusions:

- 57.6 % of the students knew a few things about the specialization they registered, but not enough – these data reveal the fact that the choice of the specialization is not without knowing, the school leavers gathering some pieces of information about it;
- 27.8% had little information or none and only 9.3 % knew very much about the field they wanted to work in (Figure 3)

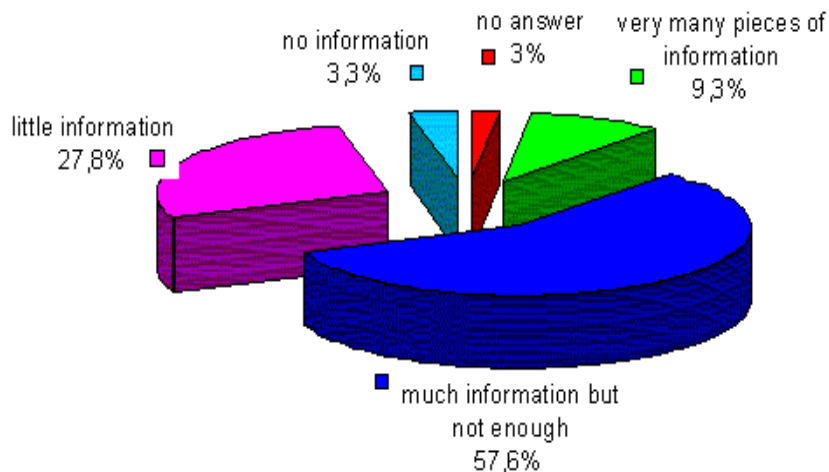


Figure 3. The level of knowledge of specialization

To support this idea come the results that reflect the connection between the school favorite subject and the specialization, which was chosen:

- 55.6 % find a tight connection between their favorite subjects and the specialization
- 16.95 consider that there is no connection between their favorite school subjects and the specialization (Figure 4). Among these a great number answered “I do not know” from the survey specialization, where the motivation level to follow this specialization is lower – likely as a outcome of lack of information about the content of this profession.

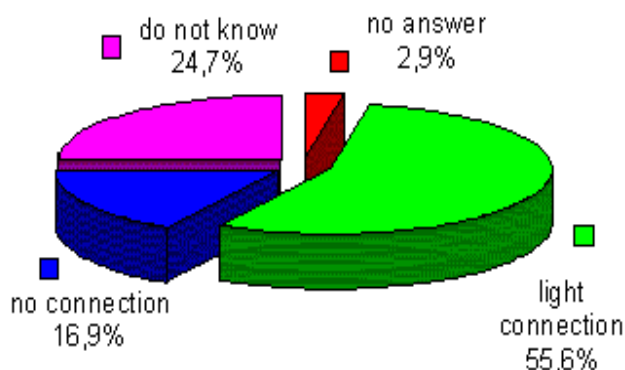


Figure 4 The connection between favorite subjects and the chosen specialization

Allowing for these results, we can confirm the assumption that “the youth who make their option for the specialization of "1 Decembrie 1918" University were not beforehand assisted to orientate themselves educationally and professionally”.

The matriculation, based on files examination, gives the chance to choose more specializations. The possibility of choosing for more specialization and the lack of an action plan regarding the future career, leads to the existence of a variety and numerous specializations.

The examination of the files allows us to compare the outcome of the registration files with the answers from the questionnaires, noticing the following:

- 81.65 of the questioned subjects made their option for the second specialization as well;
- 53.8 of them chose the specialization 1, 2, and 3;

Analyzing the intensity of the motivation to follow the specialization somebody has chosen, we can establish the following:

- 13.7 % of the questioned subjects find themselves among the first 5 levels of motivation, namely being very low and low motivated, a small percentage comparing it with the motivated and high motivated subjects (70.9 %) – that is level 8,9 and 10 (Figure 5)

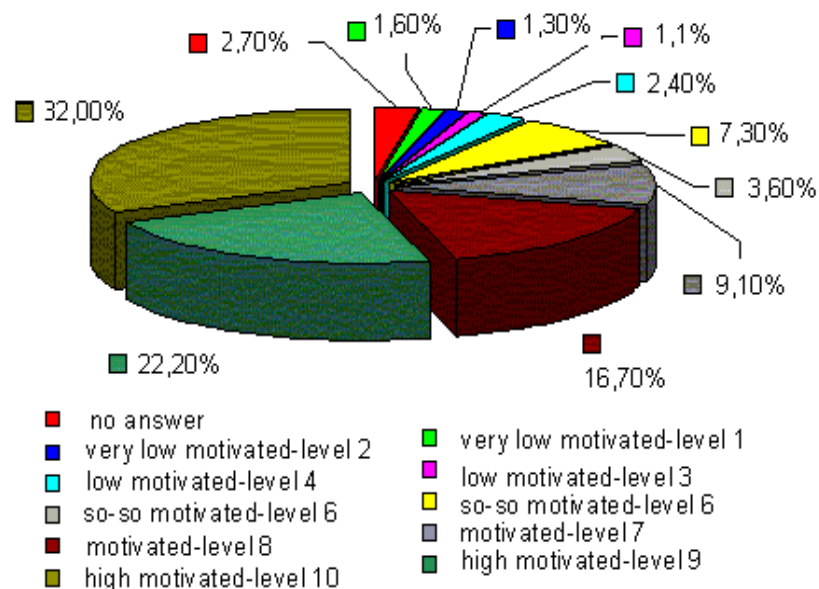


Figure 5 Intensity of the motivation to follow the specialization

The comparison among the specializations chosen initially by the questioned subjects, the specialization they registered and the motivation level of following the specialization reveals the fact that the subjects that applied for the first chosen specialization when they registered are high motivated (level 9, 10 of motivation):

- 46.9 % of the subjects enlisted initially to economics specialization and matriculated are high motivated
- 60.7 % of the subjects enlisted initially to informatics and matriculation here are high motivated
- 22.7 % of the subjects enlisted initially to survey and matriculated here are high motivated, 27.3 % find themselves at level 8 of motivation and 22.7 % being at level 5 (so-so)
- 60.7 % of the subjects enlisted initially to law specialization and matriculated here are high motivated
- 38.4 % of the students enlisted initially to social assistance and matriculated are high motivated; 26.8 % of them find themselves at level 7 and 8 of motivation

- 46.2 % of the students enlisted initially to sociology and matriculated here are high motivated; 23.5 of them situated themselves at level 8 of motivation
- 49 % of the students enlisted initially to philology and matriculated here are high motivated; 13.2 % of them being at level 8 of motivation
- 62.1 % of the students enlisted initially to History and matriculated here are high motivated

The results mentioned above reveal the fact that generally more than 50 % of the questioned subjects were admitted to the first specialization for which they made their option, being high motivated in following the chosen specialization (excepting the ones from survey and social assistance).

Regarding these results we can deny the assumption that “the youth, who do not manage to the first 2 specializations they opted, they choose the specialization where they are low motivated”.

Also, we propose ourselves the identification of the beneficiaries of some counseling and career orientation services. The results confirm the fact that:

- 78.2 % of the students did not benefit from school and professional orientation services during educational time; 56.5 of them are between 18-20 years old and 10.2 % are between 21-23 years old;
- 19.8 % of the students leavers – 14 % are between 18 – 20 years old – benefit from other services.

Analyzing the school leavers’ answers regarding their desire of following counseling program and career orientation, we can assert the following:

- 37.6 % expressed their willingness to follow such a program (28.9 % of ones who have never benefited from orientation and counseling career agree to follow the program);
- 49.1% are irresolute regarding such a program (Figure 6).



Figure 6 The willingness of following an orientation and counseling program in career

The indecision of the most subjects generally can be explained by the lack of information about the content of a counseling program, and specially, about this program (40.7 % of ones who have never benefited from orientation services and counseling career are irresolute), or by lack of need, translated by the fact that the choice of a faculty is the first step in beginning a career, in a specialized field.

Allowing for the history of counseling activity and school and professional orientation, in school, which was intense until 1980 and not very much promoted after this period, we can explain the lack of information about this activity. After 1990, the attempts of promoting these kinds of services in school or in privacy have not managed to materialize themselves, the school and professional orientation being made unsystematically or in some school entirely missing.

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EDUCATIONAL COUNSELING FOR THE DEVELOPMENT OF A TEACHING CAREER

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Abstract

The paper presents our experience in adjusting the formal program of the teacher staff initial formation to study group specificity. This group includes teachers with superior educational grade. It's a new approach in redefining the activity in order to increase the acceptance of the students. The initial formation program becomes a program of career development when: we are involving students in realizing the final form of the project; we are increasing the autonomy in studying and also to increase the access to the individual concealing; we are realizing the activity through the elaboration of a scientific article and to assure the candidates about its publication.

Introduction

The “Educational Counseling for the Development of Teaching Career” program is the answer of Department of Teacher Education (DTE) to the request of a considerable number of technical teachers with 1st didactic degree of the secondary education system for pursuing a national curriculum of teachers’ initial formation. Currently, applicants have significantly different group particularities from those that are regularly addressed by the initial formation framework of teachers; therefore, in principle, an adapted educational project needs to be designed. Such group particularities concern: a) the long-time educational experience of students (at least ten years of teaching work), b) the professional status awarded by the successful promotion of the formal stages of teaching training: educational tenure, 2nd and 1st degree, c) holding some administrative positions in the secondary educational system with important assignments: inspectors, directors, department heads, method specialists, project managers. To these, some individual particularities are added: a) a significant number of persons is involved into educational competency extension programs to new curricular areas (technological education, computer courses), b) many of them are involved in international programs with long-term pre-established schedule, c) most students are known and renowned with the DTE for excellent teaching competence thanks to which they are appointed as student teaching coordinators.

In a larger approach, the educational counseling is considered to be a formative activity realized both in formal or informal context.

Career counseling – a thematic concretization of the educational concealing – is seen in a continuous development, in different parts: the formation, the consolidation, the development. Considering the teacher career, the formation is based on initial teacher formation in educational activity; the consolidation is oriented by the training programs connected to the educational grades process. The career development is oriented to the thematic alternatives of the continuous teacher

education programs - every five years needed to be done. The program project was made by consulting the representatives appointed by the initiative group that requested the program.

The curricular documents based on which the project was drafted are: the Framework Plan of Initial Training of Teachers (1), the Operational Regulations of DTE – UT (2), the Program of Educational Consulting of the Continuous Training Center of DTE (newsletter), course aids, means that instrument the autonomous strategy of institutionally assisted training (3), books and other means of the documentation site of DTE, www.dppd.tuiasi.ro.

1. The Education Project

1.1. Program Objectives

The formal purpose of the national program of initial training of teachers consists in the structuring of the educational competencies at the level of the personality of the future teacher at the standards provided for the debut in the teaching career of the specialists in various scientific areas, either fundamental or applied.

Correlated with the group particularities of the potential beneficiaries of the program, the framework objective of the project is defined, that is to strengthen the teacher's self-respect by developing the competence of using at a theoretical level the previous and current teaching and the educational expertise of the students.

The reference objectives will be:

1. To update and to enrich the knowledge afferent to the performed curriculum, the experience in grounding the personal training projects, the experience in presenting and debating on the effects generated by the application of such projects.
2. The theoretical and methodological instrumentation at a creative level of the educational competence against a thematic background defined by a priority agreed upon by all students.
3. The cultivation of the responsibility attitude of the 1st didactic degree teachers for the enrichment of the educational theory inductively, for the use of the didactic and educational experience.

The thematic priority proposed to the student focuses the preoccupations of the educational group on the affective-motivational component of the training activity in the vocational educational system. The main arguments claimed in supporting this priority are: a) the relative poverty of the specialized literature in tackling the affective objectives of training and instruction, b) the deficiencies of deriving the affective objectives ascertained in the didactic technology projects, c) the frequency of the consulting requested by students generally in issues related to affective objectives compared to issues related to cognitive objectives.

1.2. Curriculum and Training Strategy

The content of the training program is structured on the framework of the national curriculum for initial teacher training (1).

The particularities of the group under study require the admission of some alternative strategies of training, the possibility of choosing being eliminated.

A. *The Formal Strategy* – in the full-time organization form – consists in the participation of the students to the teaching activities organized for full-time students. We have to mention that DTE organizes the performance of the theoretical component of teaching as follows: Psychology of Education – 2 course series, 30 seminar groups; Pedagogy I – 4 course series, 20 seminar groups; Pedagogy II – 4 course series, 20 seminar groups; Specialty Didactics – 6 course series, 20 seminar groups; Psychological Pedagogy elective – 5 courses, 20 seminar groups; Psychological Pedagogy elective – 5 courses, 20 seminar groups.

The choice of this strategy involves that the students assumed the training in one of the study formations above, with the monitoring conditions, the criteria and the assessment standards characteristic for full-time students.

B. The Autonomous Strategy of Institutionally Assisted Training – ASIAT – (3) as low-attendance organization form – is an educational procedure meant for adult education. As the activity is meant for beneficiaries with good theoretical knowledge and rich experience in the field, the project is particularized on the specificity of the training programs. The essential elements of the strategy are:

- a. The high degree of autonomy of the students in assimilating theoretical knowledge;
- b. The possibility of unmonitored participation into the formal courses of TU;
- c. The practically unlimited access to individualized tutorials, either direct or mediated by IT;
- d. The availability of the classical or computerized course supports adapted to autonomous learning, specifying the assessment and promotion criteria of every course;
- e. The participation to scheduled group meetings (see 1.3) for discussions, debates and tackling issues related to every course;
- f. The recognition of the practical competencies based on the documents that attest them: “The Protocol of the Special Inspection for Obtaining the 1st Didactic Degree”;
- g. Good understanding of the general algorithm of course related knowledge assessment.

The strategy stimulates and strengthens the self-respect of the students by adequate discourse sequences at individual or group meetings, by inserting into the course handbook of certain messages – in principle, guidelines regarding the use of the course aiding handbooks and the course presentation page.

1.3. Result’s assessment

The assessment activity is made in two sequences: Knowledge assessment on structuring courses of the initial training program for teaching and Portfolio assessment, final thesis and its defense by the candidate

The knowledge assessment on structuring courses is a summing procedure according to the following algorithm agreed within TTD: Thematic notes from course and bibliography – 40%; Report with a given theme/Educational project – 30%; Multiple choice test – 30% .

The educational project concerns the elective course, where the students are assigned to draft the project of an educational activity on a theme specific to the chosen course, project that is to be applied within the activity of integrated student teaching.

The integrated student teaching is held in the school unit where the student operates, the performance being confirmed and assessed by the school principal.

The assessment of the final thesis and of its defense shows in essence the degree of achievement of the reference objectives at the level. The assessment algorithm involves:

- *Drafting a final thesis* that contains an educational project and the results of its application on a theme adequate to the agreed priority of the program. This criterion is admitted as a measure of the integrated theoretical and methodological knowledge operation, of the creative plan of the educational competence against a defined thematic background. The work is noted based on the self-assessment achieved by the author by means of a tool made available via the program. The percentage of this criterion is of 60% of the final grade.

- *Presentation of the final thesis* is the act that enables the enrichment of the experience in grounding a personal training project, in presenting and debating the effects generated by the application of such project. The defense is marked by the examining board and is 40% of the final grade.

The drafting of a scientific article according to the standards characteristic for such a thesis, that should present and analyze the results of an educational project conceived and applied by the student. This criterion enables the appreciation of the fulfillment of the objective related to the cultivation of the attitude of responsibility of the 1st degree teachers for the enrichment of the educational theory. The typed, printed and saved-on-disk article is assessed by a consultant. This drafting is considered to be the criterion of the excellent success for completing the program.

2. Results presentation and interpretation

All students chose the autonomous strategy of institutionally assisted formation.

A good participation was ascertained with all scheduled group activities. At every meeting, about 90% of the students gathered, absences being unavoidable, as the 1st degree teachers have many duties in the educational system. Inspections, promotion boards, programs per projects, school competitions etc. two meetings at which the participation was under 50%, were held again for those who could not attend the initial one.

As to individual consulting, at the first courses, the Psychology of Education and Pedagogy, the number of persons and the number of individual meetings (consulting, tutorials) were very low; only 9 students out of 45, the same with every course, so 20% took advantage of the possibility of being guided during study, from 1 to 4 times, depending on the course. With the elective courses, the frequency of individual consulting raised considerably, 80% (36 persons) and the average per course was from 2.5 to 3 meetings.

The program was successfully completed by 43 students out of 45 enrolled, which is a percentage of success of more than 96%. The required courses were completed by all students; 97.8% of the candidates obtained grades of more than 8, recording only one 7 at the course Pedagogy I.

The average results obtained per course show better performances with Pedagogy and especially with the Specialty Didactics than with Psychology.

The performance difference is attributed by the students to the initial technical specialization. The group analysis of results outlines other explanations as well. The first regards an institutional perspective, that is the *trainers' training programs* organized by various institutions or nongovernmental organizations where students participated frequently in the past ten years *lay great stress on the training dimension of the school education rather than on the educational one*. A second explanation regards a psychological, individual perspective, with respect to the fact that *in the act of training the teachers' attention is focused on the expected results according to the syllabuses prescriptions rather than on the authentic needs and on the legitimate expectations of the pupils in their entire complexity*. The conclusions outlined in the group analysis constitute hypotheses of some later research studies. We may appreciate that the course Psychology of Education is approached by teachers that have a reserved attitude, as it is considered a much too abstract theory for the school reality – a system of “luxury” principles, reserved only for those who work with classes made up of 10 – 12 pupils, if possible “ideal” pupils, who want to train in the specialty chosen, come “willingly” to school and are stimulated by a harmonious family and a good social-economic status.

The most liked courses of the elective package of psychological pedagogy were: Counseling and School and Vocational Orientation; 17 students chose this course, option influenced also by the duties that devolve upon the class masters on this theme; two students chose their final thesis on this theme. The course Prevention of the Failure to Adapt to School was preferred by 15 students, only one student chose his final thesis on such topic. Ten students chose the course Computer Aided Training, one of them making his final thesis on such topic.

As to the optional package of social pedagogy, the course Management of Informal Education was chosen by 34 students and the Management of the Pupils Class by 7 students.

Most final theses related to the electives studied were made on the topics afferent to the social pedagogy package. 16 students chose the topic of the management of informal education and one course student worked on the topic of the management of the pupils' class.

As the choice of some elective-related topics for the final thesis was encouraged and after they were done with very good results, almost half the students chose the Specialty Didactics as support course for the final assessment. The discussions held in relation to topic choice emphasized the fact that teachers feel more confident with training than with complex formation, that is with education.

3. Project Self-Assessment

The value of the project resides in the fact that its drafting created new orientation and assessment tools that can be used in various programs of teachers' training, that is: a structure of the model topics for final theses; a model of drafting a practical-application presentation document, that is the integrated practice report; a self-assessment model of the integrated student teaching; an orientation model of final thesis structure.

The performance of the program also created the premises for a good cooperation between the institutions TU – Schools Department, educational units, VET specialists and led to the publication of a book.

We recall that the project limits certain aspects linked to the size of the studio group and the preliminary estimation of the teacher's competence of learning autonomously.

The group gathered was too big. The structural tendencies and/or induced by the formal status of some participants (inspector, principal, method specialist) intimidated the other participants and were difficult to compensate by the course manager. In the future to come, meetings of subgroups of no more than 25 persons will be organized.

The initial competence of autonomous learning of 1st degree teachers was overestimated. We relied on their theoretical knowledge and neglected the fact that the practical experience of individual authentic study of students may be deficient. In later applications of the program, we undertake to reserve the first meetings of the group for the presentation and the debate of the topic: “Adult Education. Issues. Principles. Methods”.

CONCLUSIONS

1. With regards to the organization status, we may appreciate that the “Autonomous Strategy of Institutionally Assisted Training” is adequate to continuous-training programs of teachers, as it generated the forecast results. The changes to be made for enhancing the efficiency in later applications are as follows:
 - to provide the basic knowledge on adult education before actually starting the program;
 - to stimulate the intrinsic motives of getting involved into the study work;
 - to include in the system of the individual criteria of every course the lowest number of participations in individual tutorials.
2. With regards to results:
 - 2.1. The course performances were better than expected: 97.8% of the students obtained grades of more than 7, which means that they made at least 80% of the tasks with every course.
 - 2.2. A larger rate of students than forecast (96%) completed the training successfully. The lowest final grade was 9 and almost 85% of the students achieved a higher grade.
 - 2.3. More than 30% of the graduates achieved the criterion of excellence of the program, drafting a scientific thesis or a publishable essay.
3. Regarding the effects:
 - 3.1. The informal educational activity in technological educational units was enriched further to the integrated course-student teaching related to the elective, enriching the learning experience of the pupils in Iasi. We hope such experience to last for a very long time.
 - 3.2. The repeated inter-assessments and the self-assessment generated self-training judgments for the later approach of the students work.

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CHARACTERISTICS OF THE MANAGERIAL CAREERS IN THE ROMANIAN ORGANIZATIONS

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Abstract

The purpose of this study is to analyse the managerial behaviours in Romanian organizations and to emphasize the possible managerial careers and variables that influence them.

We started from the statement that in Romania the managerial behaviour suffers from the influence of the macro-political and economical environment, which grants it a series of characteristics. We memorized especially those studies considered interesting because of the following reasons: their temporary location, the continuity of the researchers' team, the financing of the studies by institutions recognized and accepted in the world of management (FIMAN, CEEMAN, European Training Foundation etc.).

Further, we tried to evaluate the information furnished by those studies by reporting them to a group of Romanian managers (N = 120). Several managerial profiles have resulted, in fact more possible managerial careers, depending on several variables: age, length of service, professional route, the perception of the organizational culture etc.

Several studies assert that in Romania the managerial behaviour suffers from the influence of the macro-political and economic environment, which grants it a series of characteristics (Zamfir, Mățăuan, Lotreanu, 1994; Mățăuan, 2003).

First, it is stated that the existence of an enterprising spirit materialized in the tendency almost irresistible to modify, to change here and there and to adapt. If before 1989 this attitude of passive resistance is meant to make life in the organization bearable, now it manifests itself in the neutralization of the programs of organizational change.

The tendencies of the Romanian managers to realise businesses is situated most frequently in between two extremes: they either go toward survival (which in the end results in the disappearance of the firm), or they rush for businesses with great benefits, in high-risk conditions. The appeal for less profitable businesses, but constant, in reasonable risk conditions, is perceived as being low enough for Romanian managers.

This phenomenon is in fact seen at the level of the entire population, which is strongly attracted to the rapid modalities, spectacular in producing lots of money, in a short time, sometimes ignoring some appeals to prudence. Even at the level of vocational orientation this need of rapid enrichment can be identified.

In the Romanian organizational reality the importance of the relationships of power is considered huge, which generates a degradation of the authority and also a disturbance of the appreciation grid and the recognition of personal values (Zamfir, Mățăuan, Lotreanu, 1994;

Mereuță, 2003) The manager is perceived and perceives himself as a leader and not as a professional with a certain position in an organization.

The personal relations are put practically in the same plan with the personal managerial preparation, the importance of personal relationships being directly proportional with the hierarchical level in the organization. We come to that the superior level of personal relationships is considered more important than the personal managerial training.

In the relationship with the state institutions it develops a chronic mistrust, due to the fact that the office workers develop rather manipulative abilities than resolvable ones. In this context the manager must face some very strong pressures, generated by the macro-social stopping and by the survival problems of the organization.

The incertitude, the need to survive, the lack of stability of the environment and the malleability of the state institutions, create the conditions of a paralleled economy, in which we can speculate lucratively the conditions of chaos. From here devolve several consequences: the necessity of maintaining the chaos, the changing of the evaluation criteria of the personal efficiency, the promotion as successful firms of some organizations which ignore the modern managerial orientations, the diminishing of the interest for the personal managerial training etc.

The managers have a low interest in the cognitive component of the managerial culture: they do not value the approaches of managerial development and they have an attitude of self – sufficiency, more too confident toward their current knowledge.

In the interior of the managerial population is underlined an “inter-generational cleavage”, as for the valuable options on the plan of the managerial culture (Zamfir, Mățăuan, Lotreanu, 1994, pp.2). Young managers have a tendency of over-technicality of their role in the organization and they reach to transform the instruments of the managerial activity from means to purposes. In exchange, the middle-aged managers simulate the modern managerial role, in their solidary effort to preserve the present situation (Zamfir, Mățăuan, Lotreanu, 1994).

As to the analysis of the leading styles adopted by the Romanian managers, it comes out that instability of these in the sense that they move too easily from rigid attitudes towards their underlings to attitudes extremely tolerant. The possible explanation lies in the professional uncertainty of many of the managers. It is stated that even in the small private companies we can notice this leading style.

Self – didactics is another characteristic attributed to the Romanian managers. It is stated that the majority of the managers are the product of their own managerial experience, this Self – made – managers consider that a manager needs first experience and talent to solve present problems; in the same time they admit that they make researches when they are confronted with more special problems.

Finally, by reuniting these characteristics we obtain four behavioural routes which seem to be dominating in the Romanian managerial environment:

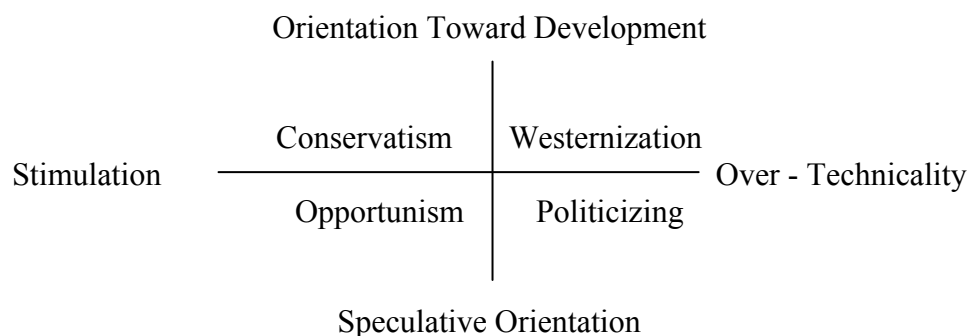


Fig. no. 1 – Behaviouristic Routes Dominant in the Romanian Managerial Environment (Zamfir, Mățăuan, Lotreanu, 1994)

Opportunism is considered to be the dominant behaviour and is characterised by the availability to speculate in inflation conditions and to change rapidly the object of activity depending on the rate of the profit. This behaviour seems to characterize especially the small private societies, which even from the establishment included all the objects of activity permitted by the law, but also characterize the state societies that solve all their problems by changing prices.

The managers of these organizations are centred exclusively on the financial administration, they admit / they implicate themselves only in those actions that are susceptible to bring immediate profit. This category has a managerial behaviour almost cognitively impenetrable and the only way of change can come only from the exterior of the organization they lead.

Conservatism dominates the managerial behaviour from the autonomous administrations and from the majority of the companies with state capital. These organizations hold almost every time monopole positions on the market, context in which they take advantage of the inherited logistic and they treat their partners from powerful positions (payment in advance for services, variable prices etc.)

The managers have an orientation in development, but at the same time they also have a great capacity of simulating the modern managerial behaviour. They need a change of declarative level, need that will become real when these organizations will lose their monopole position on the market and they will have to impose themselves. In the present these managers centre themselves only on the administration of a patrimony and on the needs of functioning of every day.

Westernization is a dominant behaviouristic tendency of orientation toward development and which sometimes reaches the extreme of an over-technicality. It is frequent in some mixed societies or for young managers that grant a major importance to the modern techniques of management, sometimes even with an excessive centralization on techniques and less on the established organizational objectives.

If in mixed organizations the organizational culture permits and encourages such a behaviouristic style, in the case of companies with Romanian capital (private and/or of state) young managers meet resistance in trying to implement modern techniques of management in the Romanian environment. They often participate in programs of managerial training which they self-finance. When they come back into the organization, the organizational culture is the one that annuls their effort of training and most of times conflicts of role occur, either in encapsulations of the trained managerial competences. The ones that oppose the changes argue in most cases that the modern management techniques are great and that they can be applied in Romania.

Politicizing the managerial behaviour represents an option of some of the managers. In a Romanian organizational reality dominated by relationships of power it is stated the existence of two groups of pressure: “the old guard”, which illustrates the conservatory opinions of the political class and “the young wolves”, a new generation of managers, eager, over-technical, good connoisseurs of the English language and of the literature of Anglo – Saxon origin. They are younger persons or even young, who come strongly from behind, with a great need of professional assertiveness, with a great power of attraction, fascination due to the new style, easy – going, triumphant in expression. And even though they seem to bring something innovative, a change, some of them find their vigour in the roots of the “old guard”.

To these two groups of pressure we add the growing political pressure exercised by the “new enriched”. It is stated “not the membership to a political party is the decisive factor, but the importance attributed to the relationships with the authority”. In the end, it is appreciated that the present managers belong more to the political class than to the professional community (Zamfir, Mățăuan, Lotreanu, 1994, pp. 45), these opinions being also reasserted in newer studies (Mereuță, 1998, 2003; Mățăuan, 1999).

The second stage of the study aimed the evaluation of a group of Romanian managers (N = 120), coming from different Romanian organizations. Correlating the length in service inside the organization with the professional route, with the perception of the organizational culture and the managerial tendencies we can identify especially four typical profiles (their appearance frequencies being relatively equilibrated):

- first, there are subjects with bigger length in service (between 15 – 23 years) and with no professional experience in other firms; they are generally managers that have passed successively from the culture of the type power (from till 1994) to the culture of the type role; they speak with nostalgia about that period and want to change the culture of the type role (without specifying in which direction must be the change orientated); following the previous training programs, on the behaviouristic plan they call especially on the encapsulation of the abilities and the acquired knowledge; they have conservatory tendencies;

- the subjects with average length in service (between 10 – 15 years), with acquired professional experience in other companies; as a rule they are managers that declare that they want the orientation toward culture of the type task and on the behaviouristic plan they have a tendency toward westernisation; following the previous training programs, in the behaviouristic plan they live either a conflict of role which determines them to leave the company or encapsulate the acquired competencies;

- the subjects with less length in service (under 10 years), without professional experience in other firms; many of them are in relation of kinship with the managers situated in superior hierarchical levels / they confess to the existence of some variable relations of power; they feel good in the culture of the type role, they prove to be over-technical and they consider that great part of the mentioned undesirable behaviours have their origins in “the old regime” and that “they will disappear naturally, but in many years”; they consider TQM as the way out of the crisis for any situation, but ignore the fact that the adjustment of the company to the rival environment cannot last as long as it resumes itself to “hard changes” and does not also implicate “soft changes”;

- the subjects with less length in service (under 10 years) and with professional experience acquired in other firms; they are managers that want the orientation toward a culture of the type task and in the behaviouristic plan they have the tendency toward westernization; slightly arrogant, they come in conflict with the managers with conservatory tendencies, accusing toward those with greater length in service than theirs (but with westernization tendencies) and despising toward those with kinship relationships at the level of top-management; attached to their teams of work, they fight for achieving proposed goals, not because of the feeling of affiliation to the company, but to demonstrate their capacity; following the previous training programs, in the behaviouristic plan they live a conflict of role which determine them to successively leave different firms.

The rest of the profiles have an appearance frequency too small to be reminded.

In conclusion, the study confirms the existence of the four behaviouristic routes identified following the analysis of the literature that approaches this theme.

The developing of a manager’s career in a Romanian organization is conditioned by several variables: the general characteristics of the Romanian managerial behaviours; the seniority in the organization; the perception of organizational culture; the experience in training; the professional route, the affiliation to a structure of power (political and/or economical). The determination of rang which these variables occupy in a possible hierarchy would be useful. In a future study it would also be interesting to evaluate their predictive force, centred on obtaining a regression equation.

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THE ICT LABOR MARKET IMBALANCES

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Abstract

Many ICT indicators place Romania among the last countries in Europe in this respect. Romania is on the edge of coping with the problem of digital divide, giving the possibility that the gap already existing between the frontrunners of the networking revolution (mostly low-income countries) would further increase.

The problems of the ICT workforce goes beyond the under-use of existing qualified labor, and have some of its roots in the qualification itself, too biased on pure technical professions, and showing inconsistency with the structure of skills requested by the emergent New Economy.

UNCTAD (2002) defines an e-readiness indicator for Romania on the basis of Harvard model. The report looked at five groups namely, Network Access, Network Learning, Network Society, Network Economy, and Network Policy. Indicators are estimated on a scale 1-4. The model is very useful in identifying the main imbalances in the ICT development in Romania. The conclusions are not far from those obtained from the Innovation Scoreboard: good human potential for ICT, liberalized external trade but rather precarious technical conditions and limited use of modern technologies.

Relying on the information from UNCTAD (2002) and ARIES, with an estimation of 75,000 available ICT workforce at a cost creating a workplace of 10,000 USD, it results that for occupying the available workforce an investment of 750,000,000 USD, respectively around half of the total Romania IT market¹. The size of the imbalance is not negligible. More than that, the concern here is not restricted to the issue of connectivity per se; it also includes various implications of its level for modern economic growth and for the broader agenda of sustainable development.

Equally, there is an increasing qualitative gap between development of ICT and other factorial conditions and environmental policies, among which we list the most important:

- ✓ Level and conditions of entrepreneurial activity;
- ✓ Flexibility of business environment;
- ✓ Industrialist type of working relationships.

Failure in tackling this gap would hinder the implementation of the New Economy, as the absorption of the new technology will face difficulties on social side.

¹ Or around 2.5 % of the Romanian GDP

The human resource capacities

Education and vocational training were among the first sectors included in the negotiation of Romania with the EU. From the point of view of community acquis these areas raise no special issues so that the negotiation in this field is closed.

As shown in the Romania National Observatory, this does not mean that ongoing reforms are completed nor does it lead to the erroneous conclusion that in education and training Romania has already reached European Union standards. On the contrary, human resources development shows many inadequacies, inequities and important lagging-behind requiring urgent solutions. In this sense, the “ National Development Plan” considers the development of human resources as priority objective for the period 2004-2008.

The “ National strategy of human resources development” as part of the “ National Development Plan”, states that “a vicious circle of human resources exists”. On the one hand, reforms in various sectors (economy, finance, employment, health, and administration) cannot be carried out without adequate human resources. On the other hand, the limited success of these reforms makes it difficult to obtain material and financial resources required for major investments in human resources. The outcome is mutual limitation of the physical capital, the human capital and the social capital, which risks compromising the entire package of transition reforms”

Nevertheless, without underestimating the inner problems of the Romanian educational system at all levels and specialization, the relatively educated labor force is still a comparative asset for Romania. This differentiates Romania from the other CEE countries, where the EC find a low proportion of employees with post-secondary in the ICT. Contrary, Romania shows a significant surplus in the same area, which appears as an asset that could be turned into an important comparative advantage on regional and even European level.

This asset is highly valued internationally, as acknowledged for instance by Brainbench survey (2002), that ranks Romania on the 6th place in the worldwide top ten countries in what concerns the availability of IT educated labor force.

However, the lists provided by Brainbench for the evaluation comprises exclusively core technological skills for IT industry, marking no reference on complementary skills to fulfill a wider spread abilities requested by a complex IT project: analysts, project managers and designers etc. From the e-content point of view, the set of skills offered by Romanian education system is very narrow and highly insufficient: a specialization as content manager, content designer, multimedia project management etc. is virtually not existing. Besides, according to ARIES estimation, only around ¼ of the ICT graduates find a job in their specialization, which implies a pronounced labor mismatch on the ICT market.

To the same conclusion leads UNCTAD (2002), when estimating an index of e-readiness for Balkan countries. Romania has the highest score in “developing the ICT workforce”, but a much lower one in the “ ICT employment opportunities”.

	Albania	Bulgaria	Croatia	FRY	Monte Negro	Romania	Macedonia
Developing the ICT workforce	1	3	3	3	2	4	3
ICT employment opportunities	2	3	3	3	3	2,5	3

Source: UNCTAD (2002)

As a general assessment on the educational system in Romania, we see a pronounced structural imbalance between secondary and post-secondary and post-secondary curricula and the structure of skills requested by the emergent New Economy.

Essentially, the unbalance is between the technical education and the entrepreneurship and innovative education. This is not Romanian-specific, not even transition specific, but in western economies a quicker process of adjustment is ongoing due to the high adaptability of local education systems, and their precise focus on career development for their graduates.

Tacit knowledge transmission was always an underlying process of apprehensive training, and rather intensively used as such in western economies. Currently however, no targeted program is put in place in Romania, apart from those dedicated to basic, mechanical skills.

Vocational (VT) training offered by the enterprise sector to its employees in Romania is connected mostly with the technological innovation or updating. The highest share of enterprises offering VT programs is recorded in financial-banking sector -54,2% of companies in this sectors that introduced new products and 48,6% of those that introduced new technologies offered VT course¹. As in case of innovation expenditures, the big companies are those more active in the field².

Over 39% of state owned enterprises and 36% in mixed property offered VT course, as compared with 27% in the private sector. The overall participation rate is less than half of that in the leading transition countries (Czech Republic and Slovenia) being in fact the lowest in the region. One explanation might be the lack of fiscal incentives of financial support for training activities or education, measure that even most of the countries in the region introduced.

On the other hand, Romanian firms offer longer training programs than any other country in the region. This might result from the predominance of state sector in this activity, and the model of training that it promotes.

On the other hand, Romanian firms offer longer training programs than any other country in the region. This might result from the predominance of state sector in this activity, and the model of training that it promotes.

Increasingly important, a very high share of enterprises (63,5%) actually evaluates the future needs of personnel and therefore the current skills of employees in view of organizing VT courses (56%). However, their concern seems to be concentrated towards training the low skilled workers.

The skills mismatch and the shortcomings of educational system

The New Economy development requests a growing number of completely new and permanently evolving skills. This evolution is pressing for a new paradigm in learning systems, with an increasing role of e-learning, vocational, long life learning, non-formal, non-conventional education and tacit knowledge transmission. While in western educational systems learning becomes an industry, the Romanian one, through its inertia, does not record a similar reaction. We see instead a pronounced structural imbalance between post-secondary curricula and the structure of skills requested by the emergent New Economy.

Inconsistencies in definition and functioning of direct policy transmission channels

1. Financial support for research and innovation is oriented almost exclusively towards the supply-side, without controlling for the demand or at least for the efficiency of supply stimulus.

The main argument to support this approach could have been the supply constraint character of Romanian output. However, whether this is true for the “old economy” sectors, the New Economy ones exist only if demand opens new niches and opportunities. The supply-orientation of Romanian policy measures is obvious in several policy attitudes:

¹ The corresponding numbers for the whole economy are 20,3 % and 19,6%. 11,6% of the total enterprises offered VT courses.

² 72,6% of companies with over 1000 employees offer VT courses, while the corresponding figure for the small enterprises (10-19employees) is only 7,2%

- ✓ Administrative financing of R&D activities in the SOE's, with low filtering if at all on the impact and usefulness of the activity.
- ✓ Lagging behind of the reform of state-sector research, including institutional financing and lack of prioritization of national objectives.
- ✓ *A philosophy of building SME's clusters around the activity of a research institute, while the policy of creating bridges between the industry and the research refers in Member States to channeling a scientific input to a cluster, which in turn will contribute in diffusing it. This might hinder the very objective of the system: the cluster should not be created to promote the research outputs, but is the research that should serve the cluster, in the sense when the cluster members should be able to draw from the LPRI knowledge and skills in a cost-effective way. The ability of a country's LPRI's to interact efficiently with industrial research and development efforts is an important determinant of overall national innovation capacity. LPRIs must learn about the real needs of firms, and of SME's in particular, but this would require funding incentives, since small firms are often unable to finance collaboration directly. Mobility of staff between LPRI's and industry is vital, but new employment and human resource management policies are needed to address the significant practical barriers to such exchanges, which arise.*
- ✓ Lack of systematic benchmarking or even statistical follow-up on the effectiveness of the programs.
- ✓ Widespread use of direct subventions and state-aid, without a precise and efficient targeting of real needs. This is particularly true in LPRI system, where a clear prioritization of areas of investigation to support the sustainable development is needed, in line with the EU policy targets.
- ✓ Fiscal incentives are offered for technology and know-how transfer, with comparatively much less support for locally produced knowledge.

2. On the other hand, innovative SME's suffer from under-capitalization and are not protected against the risk involved by the innovative. Funds available are scarce and their institutional administration open to corruption and unfair conduct. This is one of the reasons motivating the location of the new enterprises in the low entry cost low operational risk economic areas as small retail trade. The new tissues of SME's is the basis of the sectoral reallocation, and as long as start-up policies do not complement the restructuring policy, a risk of misallocation exists.

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VIRTUAL COUNSELING (VIRCOUNS) – NEW CONTRIBUTIONS IN CAREER COUNSELING

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Abstract

The development of the IT technologies allowed for a rapid growth of all Internet-mediated profesional counselling and guidance services. Because of the great number of such offers, a less knowleadgeable person may encounter great difficulties in choosing the services which really are of high quality, and ending with career related objectives and plans , or with labour market integration.

Due to the great diversity on the techniques employed, which are in their turn dependent on other theories, schools or trains of thought, we proposed to introduce here our intentions set out in the project ”Career Counselling in Lifelong Learning using New ICT Approach and Tools”(VIRCOUNS). This project is related to developing instruments featuring a unitary and common character in career counselling, specific for some distinct professions.

The different counselling or computer assisted types of services, psychological evaluation, professional guidance or career counselling, are no longer something new to be seen today.

If some 25 years ago we were barely in an experimentation stage, as the IT technologies were less available to the great public, and because of their low performance as they were used mostly as tools at hand in research institutions, laboratories or class rooms, nowadays the Internet has made it possible for everyone to fully benefit from it, and continue to come forward with a plethora of such offers. The facilities it presents are mainly the easiness with which programs can be implemented, practically by everyone, and that makes a choice quite difficult for those who wish to have a trustworthy source of information, not only qualitative wise, but also from the point of view of efficiency and finality.

No doubt the internet is an endless source of information, a great diversity databanks, even in the domain of psychology. Here we can benefit from multiple psychological services, starting from evaluation and self-evaluation, and continuing with individual or group therapy, services developed on various timeframes or even directly, on line. Yet the access to all these is most of the time conditioned by financial investments or it is even restricted to some categories of beneficiaries.

Though career counselling mainly aims at general, common objectives, oriented towards self-knowledge and personal development, the conditions vary from one country to another in what

concerns some aspects: getting information related to the labour market, the systems of professional formation. In accordance to all these personal objectives and individual workplans on career development and their achievement, it can be said that these are also country specific.

These are not only affected by cultural and social factors, but most of all by the fundamental theories and schools of thought they are based on. Each coherent counselling system is designed starting from theoretical basis and specific methods agreed upon by decision makers, who in their turn monitor and supervise this activity at a national level, or they can vary from one country to another or, in the same country from one practitioner to another.

In this respect Peter Plant considered that “one of the predominant features of the development of computer assisted careers guidance in Europe has been that there never was a masterplan. On the contrary, developers have been numerous and competing. Developments have been largely uncoordinated. Cross fertilisation of ideas, rather than transfer of software, has been the more common experience” (Plant, 2002).

On the same time, the permanent change of social and economical environment implies the need of continuing renewing of the technologies and methods used in professional guidance and counselling, including personalisation and individualisation of the methods and tools, needs identification, self-assessment, directing the subject to preferred qualifications, etc.

The people seeking a job needs to know more qualification fields and sectors, to have the choosing possibility; to increase effectiveness, they need an individual guidance and training product, because the contact with the guidance product must be *friendly, multiple, repetitive* and must occur in different moments, conveniently separated by necessary periods. In the same way, *privacy* is necessary to achieve *self-assessment, meditate, analyse* his compliances with different sector, fields and jobs, and *select the moments when will decide on their own future*.

These new and such complex educational product must have important attributes: informative; individual; private; guiding; accessible; user-friendly; evaluative; interactive and adaptive; self-assessing.

This is why the international project “Career Counselling in Lifelong Learning using New ICT Approach and Tools”(VIRCOUNS), aims at providing a significant contribution in this domain, by providing *careers guidance services home and/or in the work place, for all categories of job seekers, initially featured for youngsters, or young workers, home-employees (including women), disabled persons (especially deaf and partial movement deficiencies)*.

Project Presentation

The Project’s main objectives, are *to improve the access to continuing vocational training and the lifelong acquisition of skills and competencies* by developing ICT - based new approach and methods in vocational guidance and counselling - *the virtual counsellor (VIRCOUNS)*. The project will also promote *entrepreneurship, envisaging the development of new employment possibilities*.

In this manner, the specific aims are *to develop, test, evaluate* the impact, *improve and disseminate* New ICT Approaches of Personal Lifelong Learning Guidance and Counselling – VIRCOUNS, by:

- Achievement of a *trans-national network* for the development of *new vocational guidance and counselling methods* - the Virtual Counsellor - VIRCOUNS.
- *New approach* of all levels guidance and counselling activities in nominated fields – *Civil Construction, ICT, Mechatronics, General Production Technologies, Technical Services (Maintenance, Quality, Safety)* etc;.
- *Appropriate ICT tools* development - *individual interactive guidance and counselling package of products* - VIRCOUNS.

The final Project’s tangible outcomes, will be:

- Project’s *tasks-handbook* (the organisation of the trans-national “VIRCOUNS” network activity);
- a *trans-national network* for the development of *new vocational guidance and counselling methods*;

- *new European curricula* for training of counsellors/specialists in charge with new products designing;
- *trained trainers of counsellors and specialists* in a pilot phase for curricula testing;
- *the individual interactive guidance and counselling package “VIRCOUNS”*;
- *The synthesis* entitled *New ICT Approaches of Personal Lifelong Learning Guidance and Counselling Features, Designing, Production, Testing, Implementation*.

The Project’s original contribution

The *existing approaches* and *methods* are not focused on the individual’s subjective necessities, are not paying enough attention to the influence of private self-guidance systems and practices on the whole process effectiveness increasing. This project will develop a *new approach* in guidance and counselling, based on *privacy* to achieve enough information, to obtain a real guidance, and to assure a self-assessment component. The new type of method and product will allow to every user to meditate, analyse compliance with different sectors, fields and jobs, and take a choice after being more informed and motivate.

There are jobs not so well known, but requested by the labour market. On the other hand, some jobs may sound not so attractive to the people. Thus, our approach can also achieve the guidance to “not desired”, but necessary and required jobs, envisaging both the initial or alternative vocational guidance and training, and including the choice for job changing.

The major part of the *existing achievements* on guidance and training does not underline enough the *individual’s necessity* of *friendly, multiple* and *repetitive contact* with the guidance and training product, which must occur in different moments, conveniently separated by necessary periods. In addition, the new proposed system permits the *selection possibility* of the moments when a person will decide on his own future.

The new products are *interactive* CDs for individual use, giving the possibility of *self-assessment*, by including specialised testing wizard software. On the other hand, the informative part will be optimally designed, envisaging giving a real choosing opportunity (sector, field and job) for the user.

Innovative approaches, methods, products, practices, concepts, ideas

a. The *VIRCOUNS new concept* adapts the guidance *methods* to the *reality*, where the priorities must be well balanced between: subject’s desires and his potential; employer’s necessities and possibilities; social and economic demands.

b. Innovative approach of European and Regional networking (Training and Research institutions, Universities, Enterprises, Regional Consortia etc.). Approaching *guidance* and *counselling* as complex processes where meet counselee’s needs with counsellor’s requirements, and the needs of employees with the employers’ needs.

c. *Combining the targets / final outcomes*: The *virtual counsellor* will prepare the classic training process, ensuring: better accommodation with the future job’s features, atmosphere, significant details; self-assessment of the apprenticeship level; weak areas of knowledge, skills and abilities revealing; directions to be followed for improvements.

Counselling, based on *privacy* to achieve enough information, to obtain a real guidance, and to assure a self-assessment component. The new type of method and product will allow to every user to meditate, analyse compliance with different sectors, fields and jobs, and take a choice after being more informed and motivate.

How the final project results will be put in practice

- Passing through pilot test phases for the *new European curricula for training of counsellors and specialists in charge with multimedia products designing* and for the *guidance package VIRCOUNS*;
- *Analysing* the pilot phases results and *improving* the products;
- Achieving a *complex plan* for final products *dissemination*;

- *Monitoring* all the dissemination phases and activities and taking the appropriate *corrective measures*;
- Using appropriate implementation chains for every Region / Country, by will involving *important shackles / levels: project consortia – European network – regional network / consortia / local bodies* (e.g. Agencies for Employment, Chambers of Commerce, Industry and Agriculture, other institutions involved in job fairs organisation etc.), *and* also due to the activity of the *silent partners*.
- Organising *contact points and help desks* at the project partners in every country, and then in other related to guidance activity institutions, in order to distribute, to help the people to use the products and to receive the feedback of the products' use;
- Assuring appropriate *publicity* for the products to sustain the project impact after its ending;
- *Enlarging* the initial *sectors' and geographic areas* of the products implementation;
- Assuring the continuity of the project by involving the training bodies and institutions and other stakeholders in charge with training and education, in order to achieve the activities requested by the target groups who already passed the guidance phase (this project implementation).
- Assuring that the *knowledge* on development of this *type of products* will be *shared and disseminated* by the specialists involved in this project to a larger number of colleagues.

Project continuity after the EU funding ends

- All the partners involved in the project have the *Centres/Departments/Units for Open and Distance Learning* and/or *Continuing Formation*, assuring all the facilities, expertise and logistics for the project development and implementation, including its continuity;
- Organising *contact points and help desks* at the project partners in every country, and then in other related to guidance activity institutions, in order to distribute, to help the people to use the products and to receive the feedback of the products' use;
- *Funding* for the activities developed after this project's EU funding ending will be assured directly, by the people in need of guidance, by other projects / programmes, or will be supported by different organisations or enterprises etc. Even on the project development phase, the *silent partners* will self-fund their activity.
- Since one of the main aims of this project is to achieve an *effective network* at European and national level, the *networking* will assure an easy continuity of the project's activity, especially if they are very successful.
- The *trained and skilled specialists* in the field of interactive e-guidance products will *share and disseminate* their own knowledge to a larger number of colleagues;

The *continuous dissemination / publicity* of the project products will increase the interest of the:

- people and will last for enough time; the success of this component may be achieved only if the appropriate managerial measures are developed in order to respond to the people demand;
- By *enlarging* the initial *sectors' and geographic areas* of the products implementation, the number of people interested and the *life* of the project specific activities *will increase*, as too.

Actions for the extension of the project results to other sectors, contexts etc.

- The further enlargement of the initial *sectors' and geographic areas* of the products implementation is strongly envisaged from the beginning, this projects being just an example and a pilot test for the future development of such kind of activities;
- The consortia structure allows an easy and rapid extension: all the partners have experienced *Centres/Departments/Units for Open and Distance Learning* and/or *Continuing Formation*, assuring all the facilities, expertise and logistics for the project extension development, especially by planning this from the beginning;

- Participation of the *silent partners* and their contacts with *regional and national networking* will offer the logistic necessary for the extension activities, especially to *other different sectors*, due to the contribution of Agencies for Employment, Chambers of Commerce, Industry and Agriculture etc.;
- A special role will be played the involvement and links existing with the ministries (of education, of labour and social problems etc.), able to assure an *extension at national geographical level*;
- An important role will be played by the needs assessment, to be conducted and achieved by the specialized bodies; special surveys can be developed, or can be used related data obtained with other opportunities;
- Job fairs can also play an important role for the assessment of the needs, project products dissemination and the extension of the project area of application;

Training / dissemination of the knowledge and exchange of experience actions

developed by the specialists in the field of interactive e-guidance products designing, production and implementation will provide necessary information and will draft the extension directions.

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 EWF-European Welding Federation-PT
 ISQ-Institute of Welding and Quality-PT
 AJOFMG-Galati Employment Agency-RO
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EVOLUTION AND PERSPECTIVE IN CAREER COUNSELING

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Abstract

Youth employment and especially employment of less favored social categories are mainly affected by unemployment, by lack of jobs, and/or by limitation of professional experience, the more so reducing the chances to find a direction in life and to develop a career.

Apart from different active measures in fighting against unemployment, Information and Career Counseling (ICC), may have a major contribution in supporting individuals in their social and professional integration.

The present study aims at introducing the evolution of this activity in Romania, that is, the professional counseling model, implemented in schools and employment agencies, as well as with possible perspectives of this activity on the basis of a governmental program.

Nowadays, choosing a direction in life in a way that ensures individual's welfare and meets the expectations and exigencies of individual's social and professional integration, his manifold development and valorization, has long stopped being a personal problem, or a family or school related one, thus acquiring wider dimensions by involving a multitude of social partners that must assume such responsibilities, even though some time ago they apparently did not have any connection with career related problems.

It is obvious that the modern society and its accelerated development complicated a great deal the adoption of an optimal decision in choosing or changing a career, according to one's interest, motivation, personal skills, as well as with the real demand on the work market. Finding a job, but also getting and keeping a job, turns to be increasingly difficult in the actual conditions in economy, many times surpassing the individual's possibilities, as the one in need of constant information and support in taking the right decisions.

Specialized personnel dealing with professional counseling in an institutionalized context nowadays provide these services.

Actually, this form of support is not entirely new. Career counseling developed for a great deal of time a common, and necessary, practice in many countries of the world.

In the 1900s, Alfred Binet initiated the first activities of psychological evaluation and selection, thus designing, in collaboration with the psychiatrist Theodore Simon (1905), the first mental test for tracking down children with school difficulties. On this basis, the target group of children was directed towards the education forms that better corresponded to their mental development degree.

There is a long established tradition in this respect in our country as well. The beginning of professional orientation activity are related to the establishment, just after the World War II, of the first Psycho-Technical Laboratories within the University of Cluj (1922 - "The Institute of Applied and Compared Psychology" under the coordination of Fl. Stefanescu-Goanga) and Bucharest (1930 - "The Society for Practical and Experimental Psychology" under the coordination of C. Radulescu-Motru). These laboratories were turned in 1936 into psycho-technical institutes in Bucharest, Jassy and Cluj academic centres (Z. Bogathy, 2000).

The main activity of these laboratories was centered on individuals' selection and orientation, which best met the demands of a certain profession. As a result, there emerged the first psychological laboratories outside the academia, at the Tramway Society on Bucharest (1922), at the Romanian Railways (1936), and in the industry sector as well.

Up until 1944, the activity of the Psycho-Technical Institutes and of the Professional Orientation Offices, within the structure of the Ministry of Work, fully promoted the activity of professional orientation and selection.

After 1944 these issues started to register a drawback for a long period of time as a result of the closure of psycho-technical institutes and territorial offices. The psychological laboratories for transportation activity are an exception as they function without interruption to this day.

Gradually, the laboratories of psychology in industry emerged and developed, and their specialists (psychologists, sociologists) initiated and developed activities related to professional selection and orientation. In the same time they contributed theoretical studies to the development of the work psychology and organizational psychology.

Starting with 1960, this activity registers a new progress occasioned by the emergence of the Laboratories for Scholar and Professional Orientation within the Teaching Staff Houses, in the structure of School Inspectorates and of the Institute for the Science of Education. In spite of this activity results, a regression was registered, followed in 1990 by a new start on new coordinates.

The establishment of the Centres for Psycho-Pedagogical Assistance (CAPP) organized on the skeleton of the old laboratories of Scholar and Professional Orientation, and Scholar and Inter-scholar Offices of Psycho-Pedagogical Assistance, led to the development of the activity of psycho-pedagogical assistance and professional counselling of which the students benefited and may benefit as well to this day (cnrop.ise. 2002).

In parallel and in close connection with the actions taken in the education system, and as a result of the evaluation of the present situation in Romania by the World Bank experts (1992-1993), there is a necessity for implementing a coherent system of professional counselling and information at an European level, which should address in the same time students, youth and adults. With a view to achieving this goal, the Ministry of Work and Social Solidarity, the Ministry of Education and Research and the Ministry of Youth and Sports collaborated in the framework of the RO 3849 project "Work force employment and social protection", subproject "Career Information and Counseling", financed by the World Bank. This is how the starting conditions have been created so that every individual may benefit from support in taking the most adequate decisions in changing or choosing a career, starting from scholar age and continuing for the whole period of active life, thus counseling constituting itself into a "lifelong" type of activity.

In order to put this project into practice, a work group of specialists in the field of psychology, sociology and pedagogy has been created within the Institute for Education Sciences, grouping all the ministries involved in this project. The initial duration of 5 years kicked off at the middle of 1995, with initial assistance from Canadian experts and subsequently Danish experts, and has been granted an extension up until 2001, being finalized in March 2003.

The emergence of the legal frame for establishment and functioning of the centers for Career Information and Counseling within the Ministry of Work and Social Solidarity, the Ministry of Education and Research, and also of the Ministry of Youth and Sports (1998) made possible the development of a network on the territory of this country.

Outfitting with specific equipment and materials was done as a result of the project funding (occupational profiles, PC-s, TV and video sets, videocassettes on career, specific banners on professional orientation and newspapers on career “A future for each“, all distributed for free in the established national centers).

With a view to determine the professional interests, these centers have readily available the “INTEROPTION” questionnaire of professional interests and, since 2003, they have been provided with the Set of Psychological Tests and Cognitive Aptitudes (BTPAC), instruments through which the possible professions recommended for each individual may be identified and determined, apart from individual aptitudes.

Simultaneously, in the period 1999-2002, there had been organized training sessions for the personnel that work in these centers, as short duration modules (1.670 individuals) and master studies in "Public policies and public administration" with a 2 year duration, courses organized by the University of Bucharest, Faculty of Philosophy. These studies include a 480-hour module, with theoretical and mainly applicative content in Career Counseling, finalized with a dissertation paper and with a defense of the final paper. The majority of the 884 specialists that participated in the course work in these centers.

To this institutionalized network adds up the non-governmental sector and the private sector. Thus, school orientation and psycho-pedagogical counseling in career become complementary activities in close connection and with an integrated character, making possible the development of this activity of which individuals can benefit with no cost, starting with the scholar age and continuing on the whole period of active life.

The model of career counseling used nowadays in these centers is also based on the principles and practices specific to **constructivist counselling**.

It is a well-known fact that, among the diversity of existent views on counseling, the majority of them did not remain at a theoretical level, as they were designed on the basis of different real conditions and demands, proving in their time their usefulness and efficiency, as some of them were successfully used today too. Obviously, they did constitute a progress factor but, owing to the individuals' dynamics of transformations in the social and personal sphere, they allowed for the opinion that any theory has its limits and, moreover, no theory may have a generally acceptable character in counseling, in order to be applied anytime and anywhere.

In many rational theories, knowledge is taken as a representation of an objective and true realities that exist independently of the individual's will, and the expectations, skills, behavioral patterns may or may not be in accordance with this. Many a times emotional conceptions and predispositions of the individual are ignored. The concern is directed only towards identifying atypical behavior, “wrong“ one, in order to be “set right“ and adapted, putting it in line with the socially desirable behavior. This is how these counseling patterns are shown as being external to the individual, having a persuasive and modeling tendency, trying to determine behaviors and ideas in accordance with social norms, and thus meeting mostly social needs than ones of the concerned individual.

Unlike this, in post-rational, constructivist counseling, the greatest focus lies on life experience, on personal significations, as well as on personal emotional experiences involving all behavioral acts, as these are considered to be “knowledge paths”. It is also considered that the only reality is the individual interpretation of what is perceived.

The construction of the self made reality by communication and action, as well as reflection, are center-stage elements not only for the counseled by also for the counselor. The counseling action *per se* is considered as a process through which the counseled is granted support in taking significant decisions in order to create new aspects of personal reality, to organize perceptions and abilities of its understanding, with a view to form a solid base of action (Viinberg, 1998).

Thus, in constructivist conception, human experience is considered as merely accumulation, a permanent interiorization of personal experiences stemming from various life situations. These experiences are organized in the conscious mind as fields and configurations of significations that are not interiorized and assimilated into the frame of structures, within the value-skills system of personality. All these constitute afterwards the “standards” according to which we are related to when taking a decision implying a certain way of acting or behavior, or when we try to interpret facts and things from our personal world (Neptun Seminar, 1999).

On this basis, the idea is put forward that there is no single truth or universal treatment, right or concrete, for living one’s life, but there are “multiple realities“ that overtone and sets off the uniqueness and quite less predictable behaviour of the individual, allowing for choosing from possible options and alternatives out of one or another of such “realities “ (Vance, 1999).

This does not mean that one of them is better but, out of a multitude of reasons, some alternatives are preferred against others. Therefore, people must build them up, negotiate them, and then focus on those who better respond their demands, but who are in the same time possible and achievable. In this respect individuals are considered as being interactive, pro-active and able to orient by themselves, permanently looking for significations that, when found or created, become motivational forces that determine actions towards achieving their goals. Proper counseling starts from the premise that any individual is a moral and active agent, a “storyteller“ and a “voice collection“ (Vance, 1999). The role of the counselor is to teach the listening of various “voices”, to hear them in the context of stories or chunks of stories when narrated to him. Often, when we narrate, *we build an image of ourselves, which* many a times is a desirable image we are driven to. By this process of building up and projecting images on our self we create conditions full of significance in order to act towards the desired image (Voineasa Seminar, 2001).

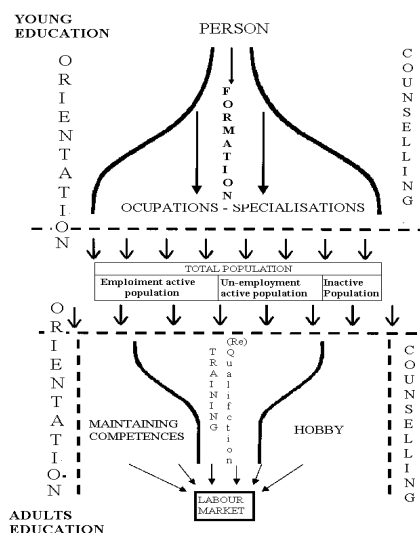
The non-directive character of this form of counseling must be observed as well. The relationship counselor-counseled is a relation of partnership and support in the framework of which the counselor may be viewed as a “catalyzing agent“, having just the role to help the individual to further organize his knowledge planning in order to identify the strong points, to establish objectives and alternate solutions for these objectives, and to subsequently plan ways and modalities for corresponding actions, as well as the necessary steps to achieve them. The decision regarding the choice of own career is entirely up to him, without being in any way influenced by the counsellor.

The methods and techniques employed are specific and based on direct conversation, by using metaphor and graphical techniques, by talking about personal experience, creating action plans for life course and personal projects, etc., being relatively different from the traditional psychological methods that may be employed as well by specialists other than psychologists.

Counseling, owing to its flexible character – implied by decision-making related to career – may be adapted according to activity fields, to training and the age of the counseled, as well as other conditions, so as to address students, young and adults.

However, we consider that there is a series of specific differences referring to its finalizing possibilities when counseling students and adults. These differences are determined by a series of specific factors, linked to individual’s age and social status, as well as the options on his future career.

Briefly, in the model we present here it can be seen that professional orientation and counselling can start at an early stage, along the years students having the option to choose from a certain gamut of professions, starting with, for example, actor or physicist and, according to their interests and preferences, continuing with simpler professions such as mason or baker.



Of course, initial options may change repeatedly along the years of training but, during this period, people will continue to receive counseling and re-orientation so that they can opt for new professional, or career-linked, objectives.

The final decision is entirely theirs, as they become able to choose a profession and plan their career according to their skills, interests and motivations, but also in agreement with the demands and tendencies manifest on the labor market. Owing to the wide spectrum of possibilities the individuals can choose from, their professional counseling may be thus considered as having an *extensive* character.

This is not the case for an adult, who observes a limitation in his career possibilities, his decision on its evolution being influenced by the job demands existent in a given period, or in the near future, on the labor market.

Because of the social and family responsibilities, entirely different from the ones of young individual who are just starting their career, the necessities for work integration of an adult are immediate and stringent. As time passes by, the possibilities for career change are more and more limited, and he is forced to try and maintain, or improve, his present competencies, as his other wishes or aspirations being usually placed within the sphere or hobbies or extra-professional activities.

Thus, career counseling for an adult, as compared with young counseling, acquires a more *restricted, limited* character.

The theoretical model we introduced has been designed starting from practical needs, as well as from real situation on the labor market (Dajiu, 2003).

In what concerns the unemployed, starting with the young graduates who are faced with the lack of professional experience and the level of training often limited to theory and under the level of skills needed on the labor market, and continuing with adults of various ages and professions which are less and less viable in a market-type of economy displaying a fluctuant character, the awareness of lacking a perspective in the steps towards starting a career or its continuation are the cause of many a conflicts or personal dramas, with major repercussions in their social and professional re-integration. In this situation the need for support and professional counselling is more and more in demand with these individuals, which is counseling delivered by specialists in a professional and efficient manner.

The legal frame in force favors the development of such activities, but the actual possibility of meeting these needs is relatively limited as compared with the real, existing demands, a fact that asks for granting an increased attention to professional counseling. A solution is extending collaboration between different partners from social community, such an example being the case of the “Dunarea de Jos” University of Galati who established the “*Inter-institutional Centre for Career Counselling – CICOP*”, in partnership with the County Employment Agency, the Local Council, and the University of Le Havre - France.

On the same time, as partners with the same University and several EU countries, regarding the Leonardo da Vinci project PT/04/B/F/PP-159035 “*Career Counselling in Lifelong Learning using New ICT Approach and Tools*” (VIRCOUNS), we are now developing this project that intend to elaborate new common tools for the counseling of graduated young people interested in careers such as: Multimedia Engineer, Welding Engineer and Air Conditioning Engineer.

The existence of such intentions emerging from governmental and non-governmental institutions will favor the extension and development of this type of activities, which will prove professional counselling its true worth.

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CRITICAL ANALYSIS AND EVALUATION FOR A STRATEGIC HRM APPROACH

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Abstract

The main scope of this paper is to highlight a brief strategic analysis focusing on company's strategic human resource management by the point of view of opportunities and changes, putting in a real case the knowledge accumulated during critical analyse of human resource.

1. Critical analyse for a strategic HRM approach

Human resource management relates to those factors of the management, which deal with the human side of enterprise and with employee/employer relationship within organizations [3]. Thinking at the former state companies, some of them having more then 40 years of experience in the field of manufacturing, this definition covers elements of: (1) *Industrial psychology*: people feel that has to act in a formal style, waiting for commands, using prescribed procedures, complying with the rules and hierarchy, being prudent to make decisions; (2) *Personnel management*: line managers and top managers are very well defined and the management apprise is centralized in a specialized office; (3) *Training*: multi specialization of the workers is a long-term policy and self-training of the other staff is supported and (4) *Industrial relations*: formal relationship among offices, workshops, factories and departments are very strong; informal relationship influences decision making. As the companies have always had a strategy for business development, human resources management is part of it. The attempt to both integrate specific HR policies and practices with the strategy of the organization and achieve mutual, internal alignment between the HR polices themselves represents strategic human resource management (SHRM). This typically involves identifying the key behaviours and organizational processes necessary to achieve organizational success, which will be evaluated and measured against strategic criteria [3]. Even if the former companies' culture and structure are about the same as in the last 40 years, many changes implying work processes, employment arrangements and conditions, products, markets, legal framework, organizational systems, organizational values, jobs and others have been registered. In 1990 people claimed for changes affecting their rights. Union became stronger and started to force the top management to accept new arrangements, to sign an agreement with much more rights and higher wages for workers. This initiative represented a major and deliberate break with past practices. The top management could not deal with the situation during 1991-1995 and has been put in the position to accept more and more facilities for the workers. Later on, the organizational environment changed drastically. Markets have been lost, government has stopped subsidies for design activities, technology has not been upgraded and financial performance has been affected. As a consequence of activity decline the workforce stated to be reduced year by year and tension between Union and top management has been elevating. Insecurity offered by the organization and its weaknesses have jeopardized the Union force in manipulating the way of thinking and the organization's values. Using the take-up of SHRM characteristics defined by Storey and Sisson (1993) [4], an approach of the complex, messy and contentious of the nature of SHRM is mapped in the following 4 tables.

Table 1- Beliefs and assumptions

Characteristics	Evaluation	Comments
'Business need' is prime guide to action	In parts	Wages and generally indirect costs are not in balance with sells; social aspects have some priority.
Aim to go 'beyond contract'	In parts	It is applied in marketing, sells and lobbying to government and parliament people.
Values/mission	Yes	Values and mission are well defined.
Impatience with rules	Yes	Fighting to change rules affecting organization policy, as: duty, taxes, incentives, subsidies, governmental contracts
Standardization	Yes	Products, technological procedures and QAS handbook are stable.
Conflict de-emphasized rather than institutionalised	Yes	Informal conflict among departments, between Union and top management, between generations is stronger than the formal one.
Unitarist relations	Yes	Very strong unitarist relations
Nurturing orientation	Yes	Training, re-orientation, re-qualification have been always present

Table 2 - Strategic aspects

Characteristics	Evaluation	Comments
Customer orientation to fore	In parts	Foreign customers represent a priority, but the foreign market is decreasing
Integrated initiatives	No	Lack of initiatives
Corporate plan central	In parts	It is in progress of designing
Speedy decision making	No	Too many levels

Table 3 - Line managers

Characteristics	Evaluation	Comments
General/business/line managers to fore	Yes	It is available
Facilitation is prized skill	No	No skills are specially prized
Transformational leadership	In parts	It is part of restructuring program which is in progress

Table 4 - Key levers

Characteristics	Evaluation	Comments
Increased flow of communication	In parts	The range of control is much dispersed putting barriers to a fluent communication
Selection is integrated key task	Yes	A specialized office is doing the job
Wide ranging cultural, structural and personnel strategies	Yes	Present, but not really effective
Team working	In parts	Team working is present, but decision are made hierarchically
Conflict reduction through culture change	No	Very strong forces against culture change
Marginalisation of stewards	Yes	Not importance given to stewards
Learning companies/heavy emphasis on training	Yes	Company is a real school, very close to the concept of learning organization
Move to individual contracts	Yes	Individual contract is part of organization rules
Performance related pay, few grades	No	Union imposed a large level of grades
Harmonization	No	Generally lack of harmonization

These 25 key dimensions of SHRM assessed by Storey and Sisson make us to distinguish some key differences between SHRM and traditional industrial relations. Scoring the evaluation of the above described dimensions we get 12 of 'yes', emphasizing that important moves have been recorded within the organizations towards SHRM.

The changes registered in the last years, more precisely since UE integration became a real fact, could be characterized as being SHRM type of change, having in view at least three key elements [4, p.24-25]: (1) internal process of changes is caused by external environmental changes. It is clear what the process of reform towards a market economy implies competition, scares resources, new tech, new customers' demand; (2) new appropriate strategy has to be developed in order to defend or advance corporate interests by management. Environmental changes require strategic response and (3) a new HR structure and system including all aspects with impact on employees behave has to be delivered as part of the organizational strategy. Strategic response requires organizational response. Child (1987) argues that environmental and competitive pressures produce three types of strategic challenge, met by an organizational response, defined as risks [4, p.28]: (1) *Demand risk*, determined by the reduction in the market and increase of competition (new entry: free imports, leasing system, EC requirements satisfied). It is the typical case of many companies involved in production. The need for flexibility, responsiveness and quality is really strong. (2) *Innovative risk* is determined by the failure to match the competitors' technological innovations. Engines could not respond to EC requirements in what is concerned the degree of smoke emission. The capacity for innovation has to be urgent developed. (3) *Risk of inefficiency* is coming from the organization inability to mach competitors' costs. Indirect costs must be cut; operating capacities have to be re-dimensioned (too many equipment unused).

Flexibility might be the key factor. Underlying Atkinson's argument about UK firms (1985) we have to accept that even if flexibility became part of strategic thinking concerning many companies, it is not much related to the labour force. It is to take into consideration Pollert's idea (1988) that SHRM is a way of thinking about and understanding organizations and their employees. It is not only the case of the former state companies, but it is a specifically part of SHRM changes in many firms, as some other authors argued (Lane, 1989; Elger, 1991).

Flexibility at the organization's level is present in designing the restructuring program as Goold and Campbell (1986) argued. It is attempted by: de-centralization, reduction of layers of management, separation of truck parts manufacture as separate accountable business units, autonomous within a structure of financial controls and corporate policy. In order to manage the environment demands the companies have to be committed to improvement and retraining in order to face: new products, new markets, new competition and new thinking, as Peters (1989) argued, having in view the three key elements of corporate success defined by Wickers (1987): team working, quality and flexibility.

Guest (1985) put at out disposal another approach to SHRM. He established a set of propositions put in a conceptual model, which can be tested empirically [3, p.14] (fig.1). The model is presented in figure 1, but it is adapted to the former state companies outcomes.

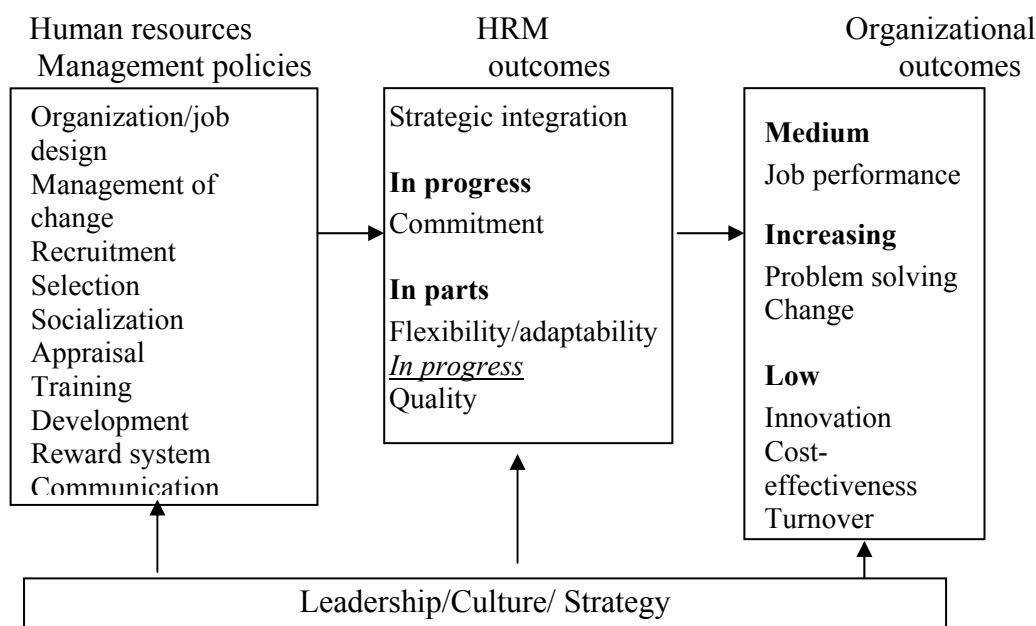


Fig.1 - A model of HRM

The difference between personnel management and SHRM arises from a contrasting set of beliefs and assumptions concerning workplace relationships, leading to very different strategic priorities and a different style of management.

2. Evaluation of strategic HRM

As we could see using Guest's model briefly described below, companies will accrue their competitive advantage when the four HR policy goals of integration, commitment, flexibility and quality are present. This is a typical type of a closed model of SHRM, known as 'the best practice model' [3, p.26]. While 'closed model' implies a single set of HR strategies and policies that will enhance its overall performance, regardless of the nature of the business, an 'open model', known as 'the best fit model', expresses the degree to which it matches or fits the organization's strategy concerned, without prescribing what it should be. Discussing 'the best fit' as an integration model, we have to mention three types of integration: strategic integration between strategic planning and HR planning, internal integration between the different HR strategies adopted by an organization and external integration for the organizations with sufficient leverage to exert influence on the HR strategies of those other organizations are dealing with [3, p.30]. Internal and external strategies do not fit all companies, because a separate HR plan is not elaborated and its influence on other organizations is much diminished. In this respect we will underline in an empirical way the evidence to support the strategic integration dimension of the best-fit model, as in the figure 2.

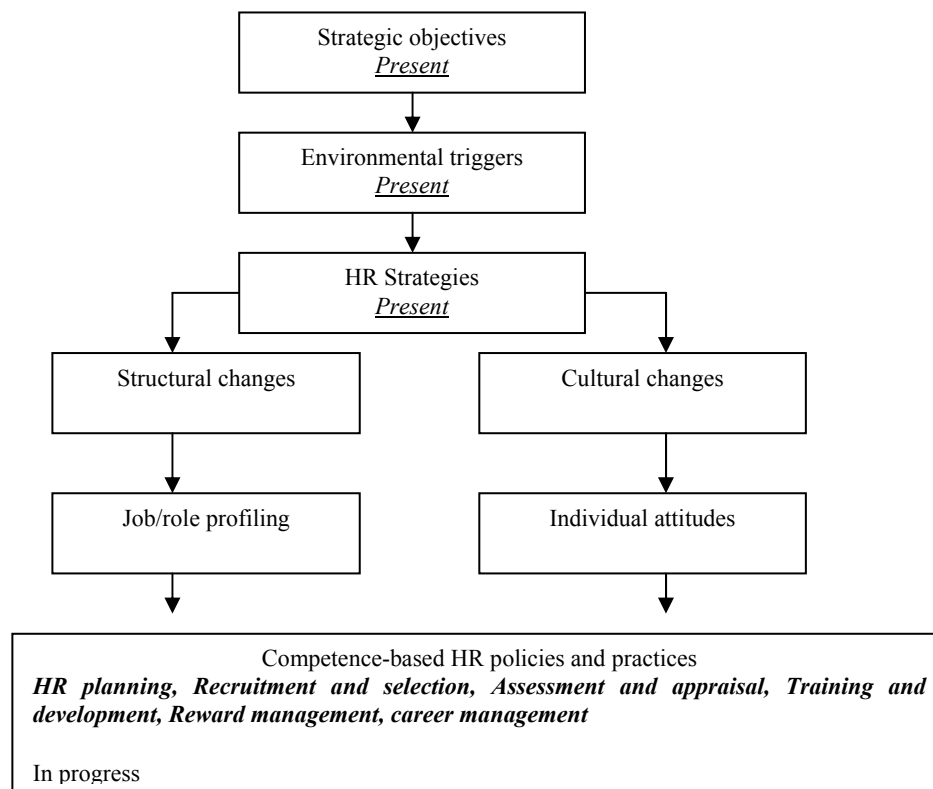


Fig.2- SHRM and integration

Looking at the model presented in the figure 2, we could do some evaluation of extend to which SHRM is integrated in most of the companies:

Environmental triggers: general economic reform towards market economy, high competition, threatens of new products and new forms of customers financing, high inflation

Strategic objectives: restructure the whole company, survive and develop

HR strategies: part of the company strategy, as the best fit

Structural changes: reorganization of the activity using cost-profit centres

Job/role profiling: accordingly, new roles, much more responsibility

Cultural changes: customer oriented

Individual attitudes, behaviours: changes

Competence-based HR policies and practices: changes

To support these ideas, we have to mention Storey's statements about Ford (1992) [2, p.19], which seems to become true for ROMAN as well: customers are focus of everything we do; employee involvement is our way of life and integrity is never compromised. These statements send us to think about the ethics. Sternberg (1995) argues that treating employees ethically is not an optional extra but an essential ingredient in maximizing long-term value [3, p.16]. Ethical activity is concerned with human activity and so is business. From this perspective bad ethics is bad business. However, are there special moral rights accruing to employees within their own right? Sternberg argues not. But, when redundant people have had to leave most of the former state companies because of the activity reducing the criterion on which the employees have been selected to leave we found the number of people in their family supported by them and not the competence. It is ethical? It is moral? Miller [5] argues that we can identify unethical employment practices for making judgements. He describes a number of 'deliverables' to employees being 'indivisible'. These must not make sense if is congruent with the theory of motivation and business stability.

It is absolutely true that those in competitive markets businesses need to constantly strive to improve their performance to remain viable. It is part of Performance Management System [3]. The answer of the question about how people of the lower level react when strategic goals are defined, could be summarized in a few sentences [1]: companies strategy may emerge out of the actions of groups or individuals; companies practical need to define a limited number of goals is in conflict with the complex nature of organizational reality; companies individuals have their own interests, needs and goals, which could justify the process of interpretation and negotiation and individuals do not perceive a clear link between their effort and measured performance and their social interest. In conclusion people accepted an unethical criterion for leaving the company. This attitude is part of the changes, part of the HRM strategy that most of the companies have started.

3. Options evaluation and recommendations

Coming back to strategic integration it is necessary to highlight the importance of the differentiating the strategic intend of ROMAN as an organization and mobilizing the appropriate HR policies and style to achieve this. An option could be the aligning HR practices with strategy [3, p.32]. We need a balance among the prospectors, defenders, analysers and reactors.

Prospectors: Strategy: locate and exploit new opportunities, products and markets; HR priorities: HR systems should locate, develop and retain technical experts who are creative and faithful; Comments: Most of the creative, enthusiastic young people left not being motivated. A new engine has to be designed or imported and adopted with the context of the truck. New segments of market should be explored for the new products.

Defenders: Strategy: narrow, stable products and markets; core skills for efficient production and strong control, continuity and reliability; HR priorities: HR systems should recruit and retain long-term, loyal members high in commitment to the organization; Comments: It is not really the case of recruiting, but selecting among the people employed and downsizing.

Analysers: Strategy: Combine stable, efficient product line with search for promising opportunities; HR priorities: select and develop people who take well calculated risks yet remain loyal to the companies; Comments: small private companies with the same object of activity have been set up, so that opportunities and risks are in balance.

Reactors: Strategy: slow adaptability to environment and low control over vital resources; HR priorities: Dispense with early retirement and select the rest; change attitudes; Comments: A new culture has to be built to fit the new environment. Most of the people are really loyal and they are going to accept the new order.

Companies have to build a competitive advantage in relation with HRS. A resource-based view could be seen as other option for the development of strategic HRM [6]. SHRM is characterized by

the role played by senior management and the role of strategic HR policy and planning activities. A better human resource planning is the basis of superior business performance. Human resources could become scarce, valuable, difficult to imitate, firm specific resources, named by Amit and Shoemaker (1993) 'strategic assets'. It is important to mention that different authors argue differently when trying to find out the most important issue in strategic success. Some of them, as Castanias and Helfat (1991) argue that senior management is the key, but others, and most of them, recognize the ambiguity on what is strategic performance related to strategic assets and HR policy and practices, as Udayagiri and Hunter (1995), Hendry and Pettigrew (1988), Dyer and Reeves (1995), Guest (1989). Porter (1991) analysing competitive strategies recognized the scarce resources, and hence we come to the HR policies that might made some of differences in terms of competitive advantage. The next five propositions, adapted from [2], could be considered as recommendations for companies' development of strategic HRM: a slow, incremental, evolutionary, patience process has to be follow; a continuous improvement attitude has to be built; skill formation under new conditions has to be facilitated, but not substituting HRM development activities; spontaneous co-operation has to be drawn as pattern for team building; SHRM has to be implemented in the largest context of organizational strategic changes.

It is very important to take into consideration Mueller's suggestion [6]: the fact that one organization's success is rarely transported to another suggests that the 'secret' lies not in the formal programs, but in the capability of diagnosing, choosing and grafting in appropriate HR strategies such as they have long-term impact on the effectiveness of the organization. Monitoring and evaluating PMS is another recommendation for companies' strategy. It is not easy to evaluate HR activities and performance, having in view a complex range of factors may influence. Both approaches on evaluation have to be considered:

Outcomes evaluation, based on indicators measuring the effectiveness of performance management, suggested by Bevan and Thompson (1992), as: profitability, productivity, labour turnover, cost/benefit analyse;

Process evaluation, focused on the various activities and procedures that make up the system and how they work together.

In conclusion, the main directions to be followed by companies' senior management recommended in the present paper are the following: to draw a model based on the four key elements: strategic approach, beliefs and assumptions, a new role for line managers and change in key levers (Storey's model, 1992); to regard HR assets in interdependence with other strategic assets to sustain the changes and competitive advantage building and to reflect at the ethical concepts of rights, duties, obligations and justice being appropriate to the relationship between the organization and its employees.

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COUNSELING – THE ANSWER TO GLOBALISATION

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Abstract

The career counseling profession, within the conditions of economical, political and social transformations, must be included in the professional training plan within the national education system. This will be the guarantee of a good level of competence and operativity in getting the individuals adapted to the continuous modifications on the labour market.

Globalization is a word in fashion, but there is no worldwide-accepted definition of it.

The phenomena within the globalisation are, in fact, a multitude of complex processes with a variable dynamic, which include different fields of the society.

An explanation – definition of the globalisation, that I like, is the one given by Paul Harris, freelance journalist from Canada: „*I think the globalisation is like a construction that will allow every nation of the world to contribute in a fair and equal way to the progress of the mankind, globalisation is a wonderful goal*”.

All the population of the world is directly affected by globalisation and there are many consequences.

I consider as a very necessary objective that all County Labor Offices (AJOFM) and institutions of education should focus upon the evaluation of opportunities and risks brought by the globalisation to the Romanian labour market and mainly to Mures County.

The economical, political and social transformations are continuous. The globalisation of exchanges, the reorientation of nations according to other scales of value, the expansion of economical markets, the disappearance of certain activity fields and the development of others, the increasing of stress and unsafety, these are phenomena that will permanently affect the people involved in labour process.

The terms of motivation, training, evaluation and stability of personnel in every organisation are affected by the above mentioned phenomena. In these conditions, nobody is protected from unemployment. The workers must be counseled in their professional career in order to adapt in due time to the continuous modifications on the labour market.

A positive effect is the counseling of young people who come into the labour market completely confused.

The career counseling activity as a profession, in the new conditions imposed by globalisation and the integration of Romania in EU, is connected to the professional training in the national education system.

The counseling activity can prove its proficiency by achieving the following objectives:

- realizing the personal values in order to use them in the future decisions about the career of the counseled persons;
- the capacity to administrate a career, to think about it, to adapt it to the competencies and aspirations of each individual;
- the possibility to convince the individual to valorize his potential at its best, either by promoting in case of workers, or by getting a new job in case of unemployed persons;
- the concerning of organisations to better select the criteria of choosing the employees;
- to give the individual a higher attention in order to clearly understand his orientations according to his work and his personal motivations, values and skills;
- an objective counseling, not based on personal relations (without emotional involvement of the counsellor);
- part or total help, according to the stage reached by individuals within their endeavor of orientation or reorientation on the labour market;
- a good knowledge of the labour market, the searched professional profiles and the relationship between the market and the profile;
- a stimulation with a view to act in order to change profession, move on within the same profession or find a new job;
- practical methods, adapted to different situations confronting the individual along his professional route;
- methods to achieve real results.

The globalization requires the gradual transition from the international economy to the global economy as well as a new way of thinking. All these lead to the appearance of the global enterprise.

The global enterprises are performing considerable efforts for the activity of research and development, setting knowledge on the first plan. This requires from the company management to set strategies based upon the implementation of the continuous learning behaviour. This is an organisation open to all that is new, capable to react quickly to new information.

This type of organisation needs counseling.

The choice and use of the above mentioned counseling methods are necessary. The information revolution, intense technological changes, globalization and demographic changes are causing important changes regarding the absorption, respectively the rejection of labour from the point of view of its volume, structure and qualification at different moments.

These changes cause the following types of unemployment:

1. Frictional unemployment, considered as normal on the labour market, which refers to the categories of persons currently changing their occupation (usually due to the professional moves caused by qualification requirements).
2. Structural unemployment, induced by technical progress, which distributes labour in the sense of reducing it within the domains where productivity grows quicker than the average of the economy. This type of unemployment is and will be increased due to globalisation and Romania's accession to the EU. Counseling will have a controlling function of the structural unemployment by creating conditions to facilitate knowledge and use of competencies necessary to organisations. The enterprises will conclude limited time working agreements with the employees. The priorities for the individuals, set by the market logic, are to acquire and keep long term and high professional competencies rather than to keep a steady working place. Within the globalisation era, new types of relations are generated between an organisation and its environment. In the

third millennium the existence and evolution of an organisation will stay under the impact of the information technology and communication. The global organisations are one of the most representative factors of the contemporary economic progress. They are vectors that spread advanced technologies and welfare

3. Cyclic unemployment is met in the recession periods, due to the slower rhythms of economic activity. A variant of this kind of unemployment is the seasonal unemployment.

Within the globalisation era the relationship between the organisation and the career counsellor will improve and will become permanent.

In order to prove its efficiency and efficacy, the career counsellor must have good knowledge of human psychology. Within their work they are confronted with individuals coming from different sectors, with different personalities, having to adapt to this permanently changing environment.

The career counsellor will have to daily improve his knowledge about the organisation the labour methods and the management techniques. He must be informed about all the news within the domain of labour recruitment, personnel evaluation systems as well as the changes on the labour market.

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THE WORK BEHAVIOR - EVOLUTIONS AND TRENDS IN THE VIEW OF THE OCCUPATIONAL CONFIGURATION OF THE HOUSEHOLDS IN ROMANIA

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Abstract

The Romanian economy underwent since 1990 a process of deep transformations, of a large amplitude, with the view to create and organize a society founded on the principles of democracy and market economy. The structural reforms, with the most unpredictable impacts at economic, social and political level, also influenced the behavioral pattern of the households.

Generally, at household level the behavior is determined by the economic, social and cultural heritage (preferences, customs, and traditions), while the choice regarding the final consumption is closely connected with the choices regarding the labor supply.

From such a perspective, the work behavior was considered from the point of view of the household as labor force supplier, mainly using the statistical information regarding the population and households censuses and certain labor specific indicators.

The population's behavior vis-à-vis the adopted daily lifestyle is determined by the personal values, which comprise structures that appear and develop at the same time with the society: customs regarding the professional and the leisure activities, private interest (personal and of groups), aspirations, family attitudes and attitudes as regards family, culture, religion, society, etc.

The research of the topics specific to work behavior in the circumstances of the Romanian economy is currently a very complex domain. The comprehension of the current evolution starting from its economic and social components facilitate to reveal the structural changes occurred in accordance with the multiple developments within the Romanian society, at the same time providing a good support for the elaboration of future policies in this area.

Generally, the attitude is the defining element of behavior. The attitudes are global and long time assessments of an object, subject, person or action. They show how much we like or dislike an object or an action, they are learned and have the tendency to persist over time.

The attitudes^{1,2} make specific the *cognitive* function – guide the thoughts, the *emotional* function – influence feelings, and the *behavioral* function – influence the behavior. In our case, the attitude influences accepting/rejecting a proposal.

^{1,2} Becker Gary - "Comportamentul uman, o abordare economică" ALL Publishing House, Bucharest, 1992 and

The characteristics of the attitudes are:

- *favorability* – how much we like or dislike an object, subject, person or action;
- *accessibility* – how easy is to remind of the attitude;
- *intensity* – how strong are the feelings thus created;
- *persistence* – the time length over which the attitudes are manifested, and
- *resilience* – to further changes.

One of the important elements that influence the formation and change in attitudes is the type of information used by the individual to form his/hers own attitudes. Another important element is the extent to which the individual processes information and the effort towards formation or change in the attitudes. Several models are proposed in order to explain the cognitive bases of attitude formation, which start from the assumption that there is availability from the part of the individual towards allotting time and resources in order to process the information and to make a decision. The best known attitude models are:

1. *The cognitive answer model*

The basic idea of such a model is the fact that the individual's attitudes are influenced by his/hers reactions to a message. The cognitive answer takes the material shape of the thoughts in an individual's mind when he/she takes part in a communication process. Such answers may assume recognition, elaboration, association, images and ideas. The researches in this area revealed three possible types of cognitive answers associated to an individual involved in a communication process:

- *counterarguments* – the thoughts expressing the disagreement with the message;
- *supporting arguments* – the thoughts expressing the agreement with the transmitted message; and
- *denial of message source* – the thoughts that attack the source of the message.

2. *The expectancy-value model*

Is the model mostly used in order to explain the way the attitudes are forming and changing. According to such a model, the attitudes are based on opinions or knowledge the individuals have as regards an object, and on the assessment of these opinions.

The most important model that can be included in this category is the *rational action model*. Its importance stems from the fact that it provides a broad picture of the way in which, of the moment when and of the reason for which the attitudes forecast the behavior. Such a model is based on the idea that most of the consumers conscientiously assess the consequences of the behavioral attitudes and chose the one leading to the most favorable outcomes. The main components of this theory are: the behavior, the behavioral intention, the attitude towards behavior and the subjective norm.

The subjective norm is the component that emphasizes the social pressure perceived by the individual when interpreting (or avoiding to interpret) the considered behavior. The combination of the personal opinions reveals the fact that the assessments of the main possible consequences will determine the formation of an attitude towards behavior. At the same time, the opinions regarding

M.Iordan (coordinator), I. Desmireanu, A.G.Sumedrea, M.Regep, V.Calmuschi, C.Stănică – „Teoria consumului și modele comportamentale ale gospodăriilor populației”, Chapter 1, Sub-chapter 1.3, Institute for Economic Forecasting, NIES, Bucharest, December, 2001.

the opinions of the other individuals determine the formation of subjective norms, specific to the behaviors considered. The individual will later assess the importance of the attitude towards behavior and will devise a behavioral intention, which will lead to the behavior in itself.

The rational action model asserts that most of the individuals resort to logical assessment procedures in order to make the decisions regarding behaviors, based on the attitudes towards such behaviors – which differ in accordance with the object, subject, person or action. Logically, the attitude precedes the behavior.

The psychological events that precede the choice of the aim and of the action route are:

- revealing as conscientious the need expressing the fact that the penalty feeling is defined and clarified;
- generating the impetus – which appears when in the individual's mind the desire to solve the problem occurred is born;
- the choice of a relevant motivation;
- the choice of the aim under the shape of which the desire acquires specific features and the target is defined;
- the choice of an action route.

Manifestation of the behavior of the aggregates³ specific to the economic life is based on the relationships at work within the economic system, on the relationships generated by the input-output flows within the economy and on the institutional relationships stemming from the legal framework. The comprehension of such relationships allows for the understanding of the economic phenomena, for their theoretical interpretation in the sense of the laws that generated them, and also for the selection of those practical instruments that may ease up the finding of the best solutions to the multitude of problems posed by the economic evolution and development.

In order to make an overall analysis of the national economy, a very useful tool is the national accounts system, based on the Keynesian analysis of the general macroeconomic equilibrium. The National Accounting creates at the macroeconomic level the concept framework necessary to quantify and explain the economic phenomena. At the same time, this is a quantitative, aggregated, simplified, complete and coherent representation of the economic activity occurred over a given interval, usually one year.

The National Accounts System – NAC (created in 1953, and revised in 1996, 1993 and 1997) is important because it facilitates the characterization of the economic circuit, of the participation of the economic actors to the flows of goods and services, and the flows of incomes and expenditures, respectively (expressed in value terms). In other words, it ensures comprehension of the behavior of the economic equilibrium components, namely the aggregated supply and demand.

In the Input-Output Table (IOT), which comprises the resources and their uses, the units in the national economy were grouped by institutional sectors, starting from the representative elements of the economic behavior, namely the main function and the main resources.

Consequently, the scientific approach regarding the population behavior has in view in the current paper the reference general characteristics of the economic actor defined as „population households” (or, shorter, households), namely the representative elements of its economic behavior.

³ M.Iordan (coordinator), I.Desmireanu, M.Regep,V.Calmuschi, C.Stănică – “Studiul prospectiv privind comportamentul gospodăriilor populației. Evoluții ale structurii consumului populației în unele țări est+europene și din UE”, Chapter 1 - Comportamentul gospodăriilor populației, Institutul de Prognoză Economică, NIES, Bucharest, December, 2000.

Thus, the *main function* of the households is *to consume the goods and services* supplied by the producers, their demand determining what to be produced, how much and for which price.

At the same time, it must not be omitted the aspect regarding the households' quality of *labor supplier*, as essential production factor in restricting the potential capacity of the productive system of the national economy and the level of the products' prices.

Since in the circumstances of transition but also as regards the market economy characteristics the households represent a large share of the private entrepreneurs, we consider as adequate to signal as *secondary function*, namely that regarding the *production of non-financial goods and services* destined to be sold on the market or for the households' self-consumption.

The main *resources* of the households come from:

- Wage and salary remuneration;
- Incomes from profits and transfers from other sectors of activity, in the shape of pensions, benefits, educational allowances, etc.
- Incomes achieved by the private companies from the sale of goods and services destined to the market.

Starting from these considerations, the economic behavior of the households has specific features, first of all being a preponderantly consumption behavior, followed by the work and production behavior – both with not at all negligible dimensions within the context of the transformations occurred in the economy, both as regards the building up of the market economy and the preparation of accession to the European Union.

At household level, consumption is a composite of the consumptions made by the ensemble of households upon the ensemble of goods. Production is the process of transforming the material resources through the means of labor and fixed capital into goods and services needed to meet the complex needs of society. Consequently, at household level the consumption, work and production are distinctive behaviors, who manifest themselves through the means of specific market mechanisms. Consumption manifests within the limits of solvency provided by the market functioning mechanism; the consumer solvency is in fact the labor buying power, which might be ensured by the existing output owing to the interdependency between the income and price level.

The Romanian households' behavior, its past and future evolution objectively depended and depends on the multitude and complexity of processes and phenomena occurred along the structural reforming of the economic system, on the property relationships and the financial system, as well as on the transformations imposed by the preparation for accession to the European Union.

In such a context, the increase in the competitiveness of the Romanian economy, the stimulation of domestic production of goods and services involve and concomitantly require the adaptation of the households' behavior to the rules and market mechanisms from the developed areas of Europe.

Generally speaking, the behavior of a household is determined by its economic, social and cultural heritage (preferences, customs, traditions), while its choice as regards its final consumption is closely connected with the choices regarding the labor supply.

The transition economy⁴ was marked by the labor employment crisis, with high economic and social impact, and by distortions generating social conflicts difficult to be assessed. Although the moderate increase in unemployment is a target of the labor policies, the labor force attitude and

⁴ M.Iordan - "Reglarea cererii și ofertei bunurilor de consum în perioada de tranziție a României spre economia de piață", Ph.D. dissertation – Scientific coordinator Gh.Zaman, National Institute of Economic Research, Romanian Academy, Bucharest, 1998

behavior as regards unemployment is far from the requirements of a market economy. The disappearance of certain sectors and appearance of new job positions determined changes in the employment configuration, besides the reduction in the population's natural growth rate, and the population ageing and feminization processes.

Unemployment reveals aspects regarding the quantitative and qualitative dimensions of the employed population moves vis-à-vis the inefficient functioning of the economy. In the case of a transition economy, the labor has some distinctive features, due to the mentalities and behaviors acting against its development. At the same time, the employment issue involves the firm change in the passive labor policies of the administration the assuming of its responsibilities in promoting labor market active policies.

The labor force owner wishes a stable job, able to provide him/her with an income large enough to satisfy his/hers living status in accordance with certain individual utilities. The economic recession, the decline in output owing to the combined actions of the structural and random phenomena determined changes in the social and professional configuration of the households; a phenomenon also determined by the population's work behavior, undergoing redefinition due to the deep transformations occurring in our country. The labor force has not yet become free labor force in the democratic sense, it still lacks mobility and behavioral flexibility so much necessary for the adaptation to the market economy. Although in the past years one may witness the phenomenon of out border migration, this is not enough developed so as to have a major impact upon the work behavior in Romania. It is a shyly developing phenomenon, and only for certain components – season workers, mostly in agriculture, an area with a high share in the labor employment in Romania.

The work motivation is unattractive for the labor owner, and the new culture specific to a market economy is not sufficiently outlined from an institutional point of view.

An accurate picture of the households' work behavior in Romania is provided by the social and professional structure, as it results from the people's censuses in the last 10 years and from the households structure included in the selective households surveys performed by the National Institute for Statistics.

Thus, the changes occurred in the social and economic structures of population under the impact of transition were revealed by the results of the censuses performed in 1977, 1992 and 2002 – presented in Table 1.

Table 1 – Dynamics of total population, active and inactive, in 1966, 1977, 1992 and 2002

- thousands persons-	1966*	1977*	1992*	2002**
Total population - PT	19103	21560	22810	21681
Active population - PA	10362	10794	10466	8852
Inactive population- PIn	8741	10766	12444	12829

Source: *) Population and dwellings census, January 7, 2002, Vol. II – Population – Economic and social structure, NCS, 1994, pp. VIII, 3, **) Population and dwellings census, March 18, 2002, Vol. II – Population – Economic and social structure, NIS, 2003, p. 1.

The transformations revealed by the changes that occurred in the social and economic structure of the population were determined by the overall evolution of the economic system after 1990, with an impact upon the demographic evolution, accompanied by a high increase in the inactive population.

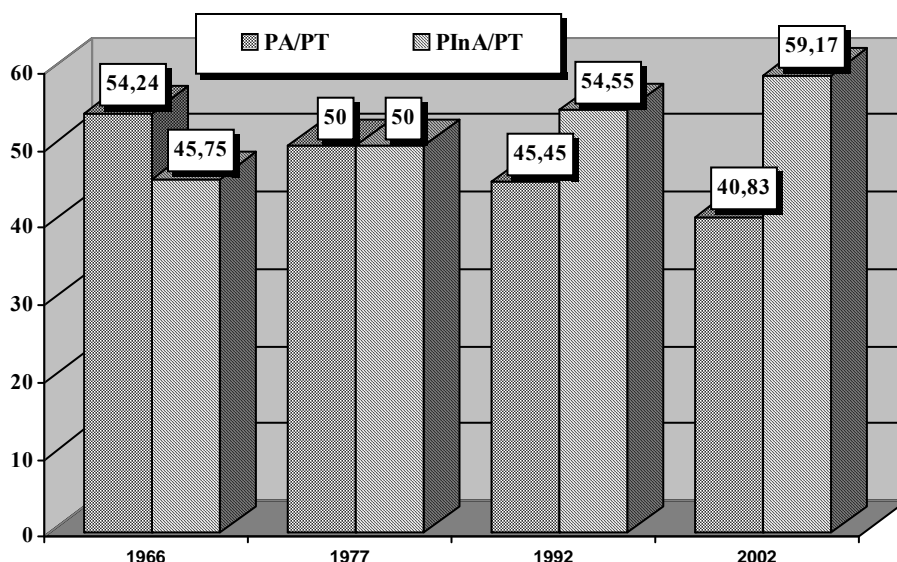


Figure 1 - Share of active population (PA) in total population (PT), %, over the interval 1966-2002

At household level, the work behavior is revealed by the household dynamics considering the employment status of the household's head – job positions developed over the interval 1992-2002 (Table 2).

Table 2 - Households types dynamics in Romania considering the employment status of the household's head, over the interval 1992-2002

Number of households by employment status (social and economic) of the household's head	7 January 1992 Census		18 March 2002 Census		
	Total	%	Total	% in total	Difference +/-1992
Total number of households	7281441	100	7320202	100	+38761
Employer-owner (P)	18938	0,26	95461	1,3	+76523
Employee (S)	3524632	48,40	2361590	33,26	-1163042
Self-employed worker (LCp)	540083	7,42	651008	8,90	+110925
Other professional status (Astp)	243428	3,34	202289	2,76	-41139
Retirees	2677942	36,78	3243901	44,31	+565959
Other inactive persons	276418	3,80	418197	5,71	+141779
Unemployed ¹	-		347756	4,75	+347756

Source: Population and dwellings census 7 January 1992, Vol. III, Dwellings, Lodgings, Households, NCS, 1994, pp. 575-582, Population and dwellings census, 18 March 2002, Vol. III, Dwellings, Lodgings, Households, NIS, 2003, pp. 387-391, 1) In 2002, the persons searching for another job (unemployed) were included in the category corresponding to the occupation before going unemployed.

According to the presented data, the household types with a high share in total, in both censuses, were those of employees and retirees, with a switch of places between them – the retiree status went to the top position. However, are already gaining foot the statuses of employee-owner and self-employed worker.

The total population structure and the activity rate impact upon the size of the active population. The demographic indicators negatively influence the size dynamics of the total population: the natural growth rate and the migratory balance. The former recorded significant diminishing after 1989, from 1992 onwards becoming constantly negative. The latter had a very high amplitude immediately after 1989, of 33.9 for 1000 inhabitants, respectively; it diminished to half of this value in the subsequent interval, but it has never decreased below 10.6 for 1000 inhabitants.

The decrease in the active population influenced the households' work behavior. Thus, the employment dynamics as against the labor age population revealed a downward trend. The employment rate of the labor resources is decreasing – also determined by the decrease in the activity rate – and if correlated with the increase in the retirement rate it leads to the increase in the population's degree of economic dependency.

In the long run, securing a sustainable and competitive⁵ economic growth very much depends on the population's stock of knowledge, on the education-value impact. The educational system must generate creativity among the people, and the value system must be the result of a quality education and of determination, commitment to achieve a competitive society.

In our opinion, the inertia of the „old way” behavior is still strong and it slows down also the pace of the labor market reform. The job stability, the rural labor professional qualification for the needs of the fast urban industrialization, the wage structure, the high, impoverishing tax burden are difficulties that cannot be overcome without high social costs. The development of an active behavior favorable to the long-term formation of human capital is negatively influenced by the diminishing in the amounts allotted for investments in education and health care, in improving the quality of such services, but also in supporting the field of research and development.

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GLOBALIZATION: EFFECTS ON INDIVIDUAL CAREER. A THEORETICAL FRAMEWORK

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Abstract

This paper is an overview of major characteristics of globalizing of labour market and the effects of globalization on the individual career. Beside the general considerations the paper contains several references to specific aspects of Romania's post-socialistic labour market. Regarding individuals facing globalization, we try to identify career-relating problems due to globalization, problems that should be considered by career counselling professionals in developing services.

Introduction

Katrin Golsch in “Globalisation, Labour Market Flexibility and Job Insecurity. A Tale of Britain” describes globalization as the manifold interactions between increased volatility of the labour, capital and product markets, the higher interdependence of regional and national economies around the world and the pronounced uncertainty in individual, family, social and political life.

In 2003 Hofmeister, Mills and Blossfeld defined globalization using four interrelated structural shifts: 1) the internationalization of markets, 2) intensified competition, 3) accelerated spread of networks and knowledge via new technologies, 4) the rising importance of markets and their dependence on random shocks. Based upon this structure we can identify some important characteristics of the global labour market which will lead us to the major difficulties that men and women have to cope with in their effort to enter and remain in the labour market.

Globalization and the labour market

The internationalization of markets is connected to the easing of transactions. This results in an intensification of innovation and an increased rate of economic and social change. Regarding the phenomenon of internationalization, Hofmeister, Mills and Blossfeld identify several specific trends on globalizing labour markets. One of these trends that ‘have been an increasingly active force shaping world trade’ is the growth of Multi-National Corporations (MNCs). These companies bring their policies worldwide and establish standards influencing local markets. In a cross-European analysis of multinational versus national firms Navaretti, Checchi and Turrini pick out a few characteristics of MNCs: they create and destroy jobs faster than national firms, they are able to adjust more smoothly to shocks affecting their labour demands and their long-run wage elasticity shows little variation across countries.

Other trends are the growth of foreign investment and the modification of trade regulations and treaties to facilitate free movement of money, goods and people. A guide edited by GRASP in 2004 list some

advantages and disadvantages of foreign investments. Among advantages, the authors identify new jobs, access to new networks and markets, new methods and experience in management, efficient and highly skilled workforce, new technologies, increased competition, and stimulation of infrastructure development. The main disadvantages are lack of relations with local economy, unequal conditions, prevalence of foreign firms on key sectors, and the possibility of sudden stop of activity.

Another characteristic of globalization is intensified competition. Firms are competing for cheaper labour, broader markets and highly skilled workers. This results in a different distribution of work worldwide. For example, textile manufacturing has shifted from North America to Latin America and East and Southeast Asia, while steel manufacturing has left Northern Europe and North America for Eastern Europe and Asia. In order to be competitive firms have to increase demand for their products by reducing cost of production. They can do for example by mechanizing the labour (so fewer workers are required), getting more productivity out of the same workforce, or paying workers lower wages for the same amount of productivity. To obtain lower cost of production firms could reduce benefits for more marginal workers, but they also could increase job benefits, offer more work protection for highly skilled and educated workers. This leads to a widening of existing inequalities in earning and benefits by occupation or sector.

The integration of new technology in workplace creates positions for new knowledge workers, workers with more skills, but also, by increasing efficiency through the mechanization of low-skilled positions create redundancy for workers from unskilled manual classes. In the same time new technologies may provide more flexible working conditions and they may tighten the labour market. The growth in ICT, the instantaneous access to information may foster greater job mobility.

Changes in globalizing labour markets have different effects in different countries and regions, depending on characteristics of local markets and on welfare regime. Liberal welfare regimes such like Great Britain, Canada and the United States are designed to provide employment for their citizens mainly through the private sector and have high level of employment flexibility, fewer regulations from unions and low levels of job security. As these regimes experience globalization, jobs become more contingent, short term and insecure.

Conservative welfare regimes (The Netherlands, Germany, France) are experiencing a slow shift from an extreme breadwinner model to a complementary model with women as additional earners. These countries are ripe for the kinds of jobs generated by globalization because a potential workforce (represented by women) is ready to move into flexible part time contingent employment.

Social democratic welfare regimes (for example Sweden, Denmark, Norway) are characterized by a strong welfare state and abundant reduced-full-time work. Due to an active labour force policy in these countries it is easier to move in and out of employment. Globalization may put pressure on the welfare state to reduce costs in a competitive environment, ultimately giving citizens less security.

In post-socialist countries more insecure employment has replaced life-long jobs and unemployment is a growing trend. These regimes still provide well protected jobs in some sectors, but the sectors operate differently. Public service sectors are secure but low paid, and have no policy to give part-time employment, while the private sector operates using short-term contracts, pays more and avoids creating part-time jobs – employers perceive that part-time jobs are expensive to firms because the equal security given to part-time jobs as to full-time jobs comes without the same amount of time invested per workers.

In a study on the labour market in the Czech Republic, Hamplová argues that after the collapse of the socialistic block, these countries experienced a ‘globalization shock’. The former socialist economies faced the challenge of sudden economic liberalization, and they had to accommodate new market forces within a very narrow timeframe. (Hamplová, 2003).

As an effect of globalization, post-socialist states experience the trend of foreign investment and MNCs. After 1990, Romania’s stated policy has been to promote a market economy that is open to foreign investment. Besides, Romania offers a large skilled labour force. With appropriate on-the-job training, local workforce can perform well with new technologies and more exacting quality requirements.

A report made by Assocamerestero (the Italian chamber of investors) “Business Atlas 2004” considers Romania ‘Cheapest Market’ in Europe. Romania is particularly advantageous with regards to cost of labour (195 Euro monthly, well below French – 1,080 and German – 3,627 standards), cost of oil derivatives and land rent fares.

Several MNC’s created branches and subsidiaries in post-socialist countries. Romania for example has subsidiaries of companies like Solectron, Coca-Cola, McDonalds, Procter and Gamble. As mentioned above, the private sector offers higher wages. MNC’s also offer higher degree of job security than local firms and thus are more attractive to the workforce. Having on-the-job training programs for workers these companies prepare and guide workforce in some sectors considered profitable at that moment in the region. According to *Romania Country Commercial Guide FY2001* preferred areas for foreign investments and multi-national corporations in Romania have included oil exploration, the automobile and automotive component industry, banking and finance, telecommunications, commercial/hotel construction and development and consumer products.

Beside all these differences globalization brings insecurity and uncertainty in the labour market. The escalating dynamics and volatility of outcomes of globalizing markets makes it more difficult for individuals, firms and governments to predict the future and to make choices between different alternatives and strategies. This increasing uncertainty then results in the need for firms and governments to leave their options open and thus promote labour market flexibility and the shifting of risk from the firm and the government to the individual. (Hoffmeister, Mills and Blossfeld, 2003).

Globalization and individual career

According to many authors, globalization introduces insecurity in individual labour market careers. Globalizing labour market is based on numerical, wage, temporal and functional flexibility. All these are reflected in lack of contractual security, low degree of employee’s income security and less job and skill reproduction security.

Phenomena in connection with flexibility, mobility, insecurity and the integration of new technologies in the labour market are continuous learning and multiple training episodes. Hillmert and Jacob consider that two basic matching problems can lead to multiple training episodes. One is that for many types of training access is limited by the training institution. Thus, a later, successful entry in the originally wanted training means multiple training episodes. The other problem that occurs is no access to the labour market or at least to satisfactory kinds of employment on the basis of the qualifications acquired so far.

Some studies found other causes of additional or multiple training episodes. They show that on all level is a growing tendency to avoid threatening unemployment by additional and further trainings.

Economic structural change, innovations and the broad use of new technology set new standards for the quality and content of vocational training. Qualified vocational training is seen as a necessary condition for transition into qualified employment, but at the same moment first vocational training is not sufficient to secure individual security of employment. Further and continuing education is necessary to keep pace with the changing demand for qualification and the fast change of relevant knowledge. A local newspaper from Timisoara, Romania interviewed a 37 years old qualified shoemaker. As a result of the quick changes from the last fifteen years, the local labour market doesn’t need shoemakers, even if officially the occupation still exists. Thus the interviewed worker has to attend some kind of training in order to remain employed in a qualified position.

Sometimes a new training is necessary when a great company closes a subsidiary or moves it to another region. We have seen that MNC’s destroy jobs as fast as they create them. A good example is Solectron in Timisoara. In 2005, after five years of local activity, the company will send home 900 employees out of 4,000. According to county unions just 190 people were to be re-directed to other companies while 690 will be fired. Those 690 have a few possibilities: to move to a region where their skills are required, to find a position where lower or no qualification requires or to qualify in another occupation.

Mayer, cited by Hillmert and Jacob, assumes that prolonged periods of training, multiple and additional trainings are only in some cases motivated by acquiring necessary skills and are more often determined by competition. From both perspectives, multiple training episodes are considered an investment in future labour market chances. Sometimes additional qualification could be necessary to improve the current employment situation or attain a higher formal qualification, after entering the employment system.

Effects of globalization show differences among different categories of individuals. Women in most countries are still more likely to work in part-time, flexible, insecure, service-sector occupations with less security, lower pay and lower skills requirement than men. In comparison to men, women's career trajectories are generally flatter. Some countries still have high gender segregation. There are 'feminized' occupations, often characterized by higher turn-over, less human capital required and lower levels of autonomy, power and earning granted.

Golsch shows in her study on the labour market of Britain the prevalence of job stability of mid-career workers as compared to young. The formers face lower unemployment risks and high chances to re-enter the labour market speedily and into secure positions. The young and more recent labour market entrants confront high instability during their early labour market career.

The author also found evidence to suggest that individual resources play a crucial role in experiencing job insecurity. Both high educational qualification and secure occupational class shelter against the risk of job or income loss. Workers with low educational qualification and those employed in precarious occupations face higher degrees of job insecurity.

A final conclusion of Golsch is that independent of actual labour market position, the globalization process is likely to introduce uncertainty in individual life impacting on perceptions and expectations about one's labour market career and social life. As mentioned above, the dynamics and volatility of outcomes of globalizing markets make almost impossible to predict the future. Individuals face difficulties in making choices between different alternatives and in making career decisions.

The role of career counseling

We have seen how globalization could create difficulties in individual career. Globalizing labour market introduces uncertainty, insecure jobs and wages, difficulties in making career choices and decisions, and the need of high educational level and permanent learning. Actually, to enter into the globalizing labour market and to reduce the risks of unemployment, individuals must be highly skilled and highly adaptive. Besides, the ability of gaining and processing information about the opportunities offered by the labour market is decisive in making good choices.

According to Reed, Lenz, Reardon and Leierer, individuals attempting to resolve career problems are faced with ambiguous cues, interdependent alternatives, and uncertain outcomes. The growth of amount and accessibility of information and the low degree of predictability of future led to a greater complexity of the career decision making process. This complexity results in increased difficulty in making decisions. Generally indecisiveness is accompanied by a dysfunctional level of anxiety and high anxiety limits cognitive capacity and motivation for career choice.

A study made by the four researchers from the Florida State University suggests that college students tend to reduce dysfunctional thinking about career problem solving and decision making as a result of taking a career planning course. Thus career courses, short-term group counselling and workshops could be appropriate interventions to improve students' decision making ability.

The extent of new ICT technologies offers opportunities to develop self-help career services and self-directed career decision making services. According to the Center for the Study of Technology in Counseling and Career Development from Florida State University, these services could meet the needs of individuals with high readiness for occupational and employment decision making.

Students and workers must prepare themselves for a flexible labour market with fast and frequent changes among and between jobs and joblessness, constantly adjusting in order to remain employed. (Auer and Cazes). Thus, individual counselling remains useful not only as intervention

for highly indecisive clients, but also for sustaining individuals in their efforts to adapt to these changes and to the uncertainty that characterizes the labour market.

Conclusion

Reviewing different studies and data, we have seen that the most important effect of globalization on labour market and individual career is uncertainty. Lack of job and wages security, increased mobility and flexibility of labour market and fast development of new technologies represent the major source of individuals' problems in globalizing economies. To enter and remain in secure position people need high educational level, highly developed skills, large ability to adapt and increased level of motivation and willingness to involve themselves in a permanent learning process. As career counsellors, in order to offer effective help and support to our clients, we have to know and consider these difficulties and requirements.

The review of several studies reveals that high-risk groups (such like young individuals and people with low levels of education and skills) may need sustained professional support in developing career in a globalizing society. Considering the problems of these high-risk groups and the specific effects of globalization on the labour market and the population in post-socialist countries, we find an increased necessity of analysing the situation in Romania. A detailed analysis of local market could identify other high-risk groups (for example, workers who experienced socialistic and post-socialistic labour market activity) and help local professionals to develop services that meet individual needs of Romanian population.

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THE TEACHING CAREER AND THE CHALLENGES OF THE EUROPEAN INTEGRATION PROCESSES

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Abstract

This paper introduces two basic concepts: teaching career and European integration process and discusses the relationship between the two on Romanian grounds. Definitions for the two concepts and related theoretical notions and paradigms, available in the current literature at European level, shall be discussed. Also, the author's insights on the relationship between the two concepts shall be presented for analysis and further discussion. The paper also presents a brief synthesis of a micro- investigation on Romanian teacher education students' perception on the teaching career.

Interestingly enough, even though omnipresent in nowadays European educational policies, the concept of *teaching career* has a rather brief history and little efforts have been engaged so far into clarifying its conceptual status. Usually strongly related to the notions of *teacher development* or *professional development*, the proposed concept seems to have been simply borrowed from professions with an all ready agreed upon status in an effort to help teaching overcome its semi-profession status to a more socially valued status of a fully recognized profession. All, under the pressure of what Bourdonde called in the context of the contemporary rhythms of evolution: “the triumph of the professions” (cf. Păun, 2002).

The term *career* comes from the word of French origin 'carriere' from which carriage was derived (it referred to a race-course); the space within the barrier at a tournament. It also meant a swift course, as of the sun or a star through the heavens (implying full speed and impetus). Figuratively it connotes a flight of the bird. Now this word is used in reference to a person's course or progress through life. In particular it refers to a job or profession affording opportunities of advancement. The concept is used with different connotations than “job” (a piece of work or transaction done for what one is employed to do), or “occupation” (the action of being occupied, engaged in an employment, a business or a task that occupies most of one's time). Even though, significantly different from the concepts of “profession”(derived from the word profess, which means declare, it means the declaration of one's competence in one's practice in a specialized field; an occupation which one professes to be skilled in and the specialized knowledge is used in its application to the affairs of others; in the 16th Century, the three learned professions refer to that of divinity, law and medicine, and later to the military; Presently, this word has wider scope and other specialized fields are debated upon their professional status) and “vocation”(derived from a Latin word 'vocare' which means to call, it refers to an occupation which one engage in as a result of a calling to fulfill a special work in life; natural tendency to or fitness for such a work, being directed into it is implied; teaching and nursing are two occupations that some regard as a special calling), the term *career* finds on teaching grounds many possibilities of conceptual framing with the two, especially in the light of the new European policies on education.

When defining (pg. 5931) the concept of *career development*, the International Encyclopedia of Education (Husen, Postlethwaite, 1995) confirms the significance of the theme for the field of teaching, by using it in the sense of “the growth experienced as teachers move through the stages of their professional careers”. Related concepts of career management and career planning have been defined by Iucu (2004) as “the process of planning, projecting and applying strategies and plans that allow an organization to satisfy its needs of human resources and the members of the organization to fulfill their particular aspirations concerning their professional and social accomplishment” (the career management) and “the process of identifying the needs, the aspirations and opportunities provided by the career, altogether with the implementation of the human resources development programs to sustain it” (career planning).

On the grounds of the teaching career, the three related concepts defined above (career development, career management and career planning) receive particular features, due to the specificity of the teacher’s professional role and responsibilities. Thus, during the stages of the teaching career (Huberman’s – 1989 - synthesis of theory and research on career development posits five stages of the professional career demarcated in terms of teaching experience : “career entry”, from the first to the third year, a time of both survival and discovery; a “stabilization period” from four to six years of experience, period when tenure is granted, a definitive commitment to the career of teaching is made, and a sense of instructional mastery is achieved; a “divergent period” is being crossed between the 7th and the 18th year of teaching , a period of experimentation and activism, when trying out new approaches, develop personal learning materials and courses and confront institutional barriers; a period of “self acceptance and serenity” is being crossed between the 19th and the 30th year of teaching, a period of either development of awareness of greater relational distance from the pupils or one of conservatism, with many complaints and criticism on the administration’s, colleagues’ and students’ behalf; the final period from 31 to 40 years of teaching experience is a stage of “disengagement”, a gradual withdrawal as the end of the career looms), managing and planning the professional growth of the teacher might mean: 1. fostering personal development (cognitive development, motivational development), and 2. fostering organizational human resources development (through new, more adequate and productive individual approaches to the classroom, the teaching team or department, the school, the school system, the society and community at large).

The second basic concept we have announced – the European integration process – has been defined mostly by political documents (see most European governmental declarations) as “main goal”, that would influence most (if not all) of the departmental policies advances in the various legislations since late 1980’s. Economic and political integration between the member states of the European Union (EU) means that these countries have to take joint decisions on many matters. So they have developed common policies in a very wide range of fields - from agriculture to culture, from consumer affairs to competition, from the environment and energy to transport and trade. In the early days the focus was on a common commercial policy for coal and steel and a common agricultural policy. Other policies were added as time went by, and as the need arose. Some key policy aims have changed in the light of changing circumstances. For example, the aim of the agricultural policy is no longer to produce as much food as cheaply as possible but to support farming methods that produce healthy, high-quality food and protect the environment. The need for environmental protection is now taken into account across the whole range of EU policies. The European Union's relations with the rest of the world have also become important. The EU negotiates major trade and aid agreements with other countries and is developing a Common Foreign and Security Policy.

Education issues have traditionally not played a central role within the European Union. This has gradually started to change in recent years (Fredriksson, 2003). At the Lisbon European Council (March 2000) the heads of states and governments of the EU member countries, in response to the challenges of globalization and information society, set out a new strategic objective for the coming decade: “Becoming the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and social

cohesion". Emphasizing on the economical growth, the European strategies determined significant turnovers on what educational matters are concerned. A great deal of importance it is, thus, shown to high quality education and training, a greater degree of compatibility between educational systems in order to improve the students' possibilities for moving between the individual education and training systems, European recognition of the qualifications, knowledge and skills acquired anywhere in the EU, full access to lifelong learning and openness to collaboration with students and researchers from any other regions (Council of European union, 2002).

Reforming educational systems, however, is not only a matter of political decisions and governmental engagement, as it is a matter of people understanding, accepting and actively implementing reforms into classrooms. Redefining the teacher's role and responsibilities becomes an essential aspect with powerful consequences over the concept of *teaching career*. Choosing or simply following (for whatever other circumstances) a career in teaching means not only to accept the transformational process that will occur when shifting from the paradigm of one's individual schooling success formula to the concept of a high degree of professional teaching skills and competences, but to actually reach a level of understanding and actively search for the second paradigm, for intrinsic reasons and personal arguments. This seems at least far from reality, (if not idealistic), if we're considering the present experiences we had in working with pre-service Romanian students in teacher education. 198 (18 to 19 years of age, 45% males and 53% females, randomly chosen in three days of the week – Monday, Wednesday and Friday – based on their attendance to the courses) first year pre-service students in teacher education at the Technical University "Gh. Asachi" Iasi – Romania have been asked in the beginning of the 2004-2005 school year if they would choose a teaching career after their graduation from the university. 98% of the answers were "No" with additional commentaries like " Only if I don't find any other job opportunities", or " Maybe, if I have to, but only temporary". Thus, for the pre-service students in teacher education (which is a simultaneous, free of charge, educational offer for the university's students) at the beginning of their training as teachers the vision of a "career" in teaching is far from being something they dream of. When asked to justify their attendance to the teacher training modules, the replies did not vary significantly: "I come here because it is free of charge and it gives me a back-up solution if I don't find anything else after graduation".

The study also included 106 second year students in pre-service teacher education (33 males and 73 females) who were asked to prepare for the seminars in Pedagogy, a brief (15-20 minutes) scenario and to practice a microteaching sequence with their colleagues at the seminars, based on the scenario they prepared. After each session a peer evaluation sequence followed (this component of our study started in 2003 and lasted for a period of time of two semesters). None of the scenarios presented took a different methodological approach than the classical methods of teaching, all of the teaching behaviors displayed in this exercise were argued to be chosen by the performer on the grounds of their own experiences with their teachers (" this is what our teachers do!", " this is what I'm supposed to do"). In the peer evaluation sequence the most frequent observations made by peers concerned the importance of the good mastery of learning contents. The rate of evaluative statements concerning the level of activism in learning induced by the practicing student to the group was considerably low.

All these results lead us to the following conclusions:

1. the teaching profession has a very low status among students of the Technical University of Iasi;
2. when in the situation of teaching, students in technical majors choose more often to imitate their own teachers (even though they tend to formulate numerous complaints about the teaching skills of their teachers) than to innovate and personalize their role;
3. when asked to observe and asses their colleagues practicing a teaching role, the students tend to pay more attention to the validity of the taught contents than to observe and assess the teaching style, the methods used and the active learning role of the students in the teaching process. This last conclusion may be a consequence of :

- i. the students low interest in teaching, which may cause low performances in practical work and low, and inappropriate, or insufficient scientifically based standards in assessing a peer's performance;
- ii. students' low ability for critical reasoning and lack of experience in arguing personal statements in debates

- Further studies need to test the validity of these last two assumptions.

The Romanian higher education system (integrating all of the initial teacher education programs) is now in the middle of a very important reformist process. At least at the level of political statements, the reform aims directly at European integration of the national education system and its beneficiaries (direct and/ or indirect ones). Since integration means joint decision with all the other members of the union on matters including education, Romania finds itself at the point where it has to not only update theoretically and technically its educational means, paradigms and processes (on a vertical sort of development), but it also has to find means of integrating traditional national values, beliefs and practices with all the other member communities or future members of the European union (on what can be seen as a sort of horizontal development). That is to find the resorts of growth in its own values and resources by allowing a greater deal of permeability to alternatives, while maintaining its unique character. Integration is a process of cultures communicating and mutually reaffirming one another. It is not a matter of denying, rejecting or ignoring differences. Integration cannot happen just through political efforts. The negotiation of cultures is not happening in governor's and ministers' offices. It happens in the streets, at work, in the families, in the classrooms. Thus, it becomes more and more difficult to conceive an educational reform process without a reform of the teacher educational systems and of the challenges students have to prepare for when aiming at a teaching career.

So far, measures have been taken to (Iucu, 2004) :

- prolong the initial education for the teaching profession
- correlate the teaching certification system with the career development processes
- level the national certification criteria and means with the European ones
- introduce other forms and offers for continuing teacher education on-service
- create an open market based on fair competition for educational programs offered to further teacher education
- insure vertical (career) and horizontal (other cultural environments) mobility of the teachers.

Reformist projects, however, need to not only continue the work on the above stated direction but to also:

- find efficient means to assess the quality of the actions taken;
- revise the policies considering the degree of centralization for the curriculum making at the initial teacher education level
- find means to create and promote an increased status for the teaching profession.

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THE IMPACT OF FAMILY IN CHILDREN'S CAREER DECISIONS

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Abstract

This article examines the way in which the interaction between family members influences their children's career development. An interesting approach that will help us in this direction is Pierre Bourdieu's Social Reproduction Model.

The present paper addresses the way in which the family can influence the children's career choice in a rather theoretical point of approach. This is also due to the fact that the existing empirical data at the national level are scarce in volume and cannot support the premises of a more comprehensive explanatory model.

For Bourdieu, the family represents one of the major conditions of the accumulation and transmission of economic, cultural and symbolic forms of the capital¹ The family plays a decisive role in the maintenance of the social order, through social as well as biological reproduction, that is, reproduction of the social space and social relations. It is one of the key sites of the accumulation of capital in its different forms, and it's transmission between the generations.

In order to understand the way in which the family can influence the children's development we will use Bourdieu's notion of "habitus", which is the structure of personality.

Habitus expresses the relation of individuals with the body, with physical space, language, time, values etc. "The habitus is composed of the attitudes, beliefs, experiences of those inhabiting one's social world"². In other words, habitus consists of a set of historical relations "deposited" within individual bodies in the form of mental and corporeal schemata of perception, appreciation, and action. The practical logic exists in the temporal structural: the present contains the past and the future in the structure of habitus. Bourdieu considers the family to be a "primary pedagogy", which establishes a particular identity of the individual. Therefore, primary pedagogy (family education) is extremely important because it constitutes the bases for future education.

The Type of Romanian family

The Romanian family was a type of extended family, comprising several generations and many relatives. Gradually, this pattern was preserved only in the case of special social categories, some nationalities such as the gypsies and various rural regions in Romania. This type of family provided support for the young couple in bringing up and educating their children. Another advantage of this family structure is the strong affective-emotional environment and the wide sphere of social relations and models³. Ultimately, the type of Romanian family, both in terms of the dimension and the values

¹ The capital presents itself under three fundamental species, namely, economic, cultural and social capital. To these we must add symbolic capital.

² STANCIULESCU, E., *Sociological Theories of Education* (Teorii sociologice ale educatiei), Iasi, Ed. Polirom, 1996, p.171.

³ Cajal, M. *Child's Education in the Family* (Educarea copilului in familie), Bucharest, Ed. Medicala, 1979.

involved in education and roles assumed within the family, changes have occurred in this structure, mainly in the urban area. The family reduced in time the number of children generalizing the tendency toward a nucleus-family, consisting only of parents and children¹. The woman's status in this type of family is marked by increasing equality with the man. She is offered a wide range of opportunities and she wants to engage in professional activities besides her housework. She can no longer offer her children all the time required for their education. The new type of family enables the children to be temporarily looked after by someone outside the family, usually until they go to school and at the same time gives the mother the chance to contribute more to the society.

The relations between women and men change, due to women's emancipation – the woman begins a professional career, while still having a family. This has brought about an increased role of the men in bringing up their children.

In other words, "social structure has a dual significance for occupational choice. On one hand, it influences the personality developments of the chooser: on the other hand it defines the socio-economic conditions in which selection takes place"².

In Bourdieu's terms, in differentiated (modern) societies habitus directs options and school orientation adjusting subjective hopes to the objective chances related to a specific class. Thus it determines self-selection of the candidates towards a certain type of education (very low selection of the candidates which come from underprivileged classes).

In this sense, the study *Rural Education in Romania; Conditions, Challenges and Strategies of Development*³ (2002), indicates the disparities between the rural and urban areas. It shows that limited financial resources available to rural families can be an essential factor in the social and professional development for the student's future. For instance, the attitudes and the characteristic features (school/families) in the urban area, play a different role in developing careers: the poverty in some families who find themselves in the impossibility to support their children; the reserved attitude towards school, the family possessing a negative perception on the role and importance of the education; poor education of the parents themselves; the families with itinerating/seasonal professions (for instance, the agriculture practiced in individual households is more subsistence-oriented rather than market-orientated); the parent's low material of education; the mobility of some families; the lack of compensatory educational programs or of second opportunities (or limited access to these); the school-family relationship is limited to the traditional domains of collaboration (solving the administrative and the housekeeping issues, informing the parents on their children's school performance etc.).

Traditionally, in the urban area, the man still has the major role in the family's organization and structure, while the woman is subordinated to him (these phenomena is much more evident in the rural environment, but we cannot neglect the fact that it exists as well in the urban environment). The woman's role is to provide continuity by reproduction, bringing up children and housework. Furthermore, she is the one who mostly establishes the emotional link between children. The father's main concern is providing for the family members and passing on professional preoccupations to his offspring.

Bourdieu theory states that an individual enters the social world with a capital passed from parent to child within different social classes.

The central value of the Romanian family is still the child and his or her proper upbringing and education (even if he or she is brought up in the rural or urban area). The family type is not only the primary environment for the socialization of children but, due to the socio-political conditions, it also can make a great contribution to secondary socialization, exceeding the school and its structures in the education of the young generation.

¹ Cajal, M. *Child's Education in the Family* (Educația copilului în familie), Bucharest, Ed. Medicala, 1979.

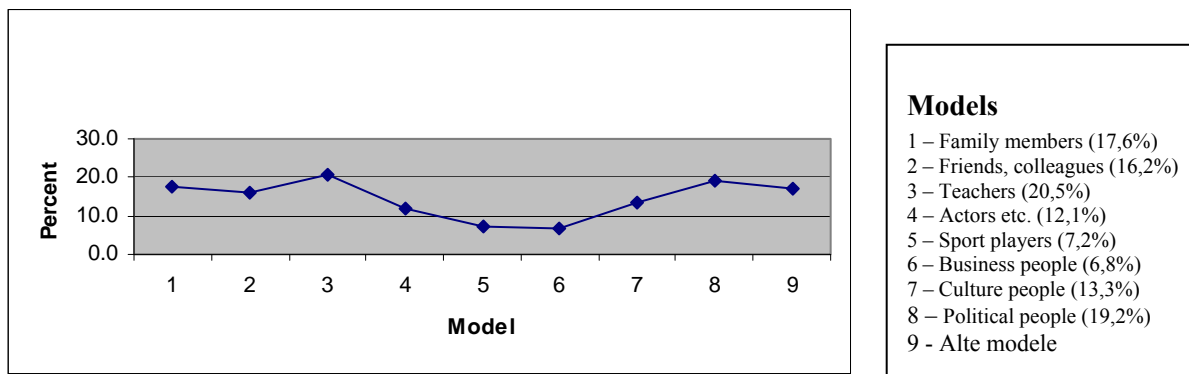
² WILLIAM, W.M., *Occupational Choice*. Great Britain, W&J Macky Limited, 1974, p. 31.

³ JIGAU., M. (coord.) *Rural Education in Romania; Conditions, Challenges and Strategies of Development* (Invatamantul rural din Romania; probleme, conditii si strategii de dezvoltare) ISE, MEC, ICCV, UNICEF, Bucuresti, Ed. Marlink, 2002.

Another study, entitled *Learning Motivation and Social Success*¹, explains that the family is still an important force in preparing youth for their roles as workers by being a *model* for their children. The questionnaire-based survey conducted in 2004 during the school year covered all school units in the pre-university education system in the rural and urban areas: high schools and vocational and apprenticeship schools. One particular question (item nr. 1) carried out in this study, can be put in relationship with the hypothesis mentioned before: “Mention the person who you consider to be a model of success?”

In this sense, the results show that many of the subjects consider their family model to have a high percent (17,6%) and it represents an important factor of influence, a model for them, that can help them build their social stability, education and progress for their future.

Figure 1: The percentage regarding preparing or education in relation to other factors considered contributing to the chosen model.



Bourdieu states through his theory that the family can provide the first perception schemes, thought, and actions that will function as a foundation and principle of selection for all experiences of the individual. The family represents in Bourdieu’s vision “the ideal models of human relations (with, for example, concepts like brotherhood), and family relations in their official definition tend to function as principles for the construction and evaluation of every social relationship²”.

In the study³ *Professional integration of high school graduates*, results show that the students wish to continue their studies or choose to enter the work field as a consequence and expression of their own professional options, but the family still has a major role in relation with one’s career choice. Among the main two reasons for which the subjects choose a certain profile/specialization, where:

Figure 2

Reason given	High school students	Post-secondary school
<i>Profile/specialization I like that job...</i>	44.5%	63.7%
<i>Choice influenced by parents</i>	36,4%	23,1%

The study shows that aspirations can be still connected with parental influences, though, the more ambitious subjects may freely choose the career they desire.

¹ POPENICI, S., (coord.) *Learning Motivation and Social Success* (Motivatia invatarii si reusita sociala), ISE, Bucuresti, Managementul Educational, 2005, p. 76.

² BOURDIEU, P., *Practical Reason On the Theory of Action*. Great Britain, Polity Press, 1998, p. 66.

³ JIGAU., M. (coord.) *Professional integration of high school graduates* (Insertatia profesionala a absolventilor invatamantului liceal si postliceal), Bucuresti, Observatorul National Roman, 2002.

The type of family, in addition to aspects regarding the school, directly assumes a number of supplementary activities, like foreign language training, dance, ballet, sports and others activities for their children.

Bourdieu affirms that the upper and lower class parents socialize their children differently, inculcating in them different knowledge, disposition and skills. These then lead to class differences in the children's attitudes toward schooling, which, along with of their teachers, lead to the student's differential aspirations and success in the fields of school and work. For instance, the intellectuals constitute the "dominated fraction of the dominant class, they occupy the dominated pole of the field of power. They are dominated in relation to the holders of political and economical power. Thus, the line of action suggested by habitus may very well be accompanied by a strategic calculation of cost and benefits, which tends to carry out at a conscious level".

Another factor found to be associated with career choices, is the family's *stereotypes or gender models*. The family can influence the career development of youth, especially in the case of girls. According to Bandura (1969), social learning theory indicates that children learn their appropriate sex-roles through observing the actions of others, as well as being either rewarded or punished for acting appropriately or inappropriately. That is to say that children learn personality and behavior patterns through the imitation of their own parents' attitudes and behaviors.

These stereotypes can be put in relationship with two main stages in one's development (Gibson & Mitchell, 1981):

The first stage shows that in the early years there is a "self-awareness" – up to age 11 – when children believe they can do whatever they like and transform needs and desires into occupational preferences. Many parents at this stage keep control of most aspects of their child's life. They maintain this control by possible influences from when the child is an infant, for example, by offering toys that portray a child's perception and subsequent re-enactment of gender role-play. Often parents will give toys that would later influence their child by gender stereotypes. In other words, while one gender (female) has a set of toys targeted specifically for becoming a woman; the males have other specific target toys that generate creativity, product-related activity and more adventurous fantasy situations linked to their future occupation.

The second stage, "exploration", ages 12-17, when choices are made on the basis of interests, abilities and values. "Early Adolescence" (12-14 years), "is characterized by the ability to think abstractly, propose hypothetical situations, reason logically, and look at issues from another's point of view. These new abilities allow adolescents to question inconsistencies they find in the world"¹.

The decision-making related to a career is usually related to gender models mostly at this stage. Unfortunately, parents and schools contribute to gender segregation in various ways, by creating men and women with different preferences, projects and competencies.

Bourdieu appreciates that the relationship with the father and the mother shows that each of them have different duties in the household. The children around five years old are able to make distinctions among masculine and feminine functions.

In this sense, attitudes and perception about school and work, educational and career goals, aspirations and values have a long-term impact on a person's career choices, decisions, and plans. "Parents are models, provide cultural standards, attitudes, and expectations and, in many ways, determine the eventual adequacy of self-acceptance and confidence, of social skills and of sex roles. The attitudes and behaviors of parents while working or discussing their work is what the children respond to and learn" (Mitrofan & Ciuperca).

The family relationship between family members can be put into association with types of *parental involvement*. Researchers like D. Baumrind and others have roughly outlined four basic parenting styles (authoritarian, authoritative, indulgent and uninvolved). These styles are based upon two indicators: parental warmth and parental control (or now called parental responsiveness and parental demandingness). The parenting styles are based upon how much of each parent displays in his or her interactions with the children. In this sense, specialists know the following aspects that an

¹ SCHIOPU, U., *Child Psychology* (Psihologia copilului), Bucuresti, Ed. Didactica si Pedagogica, 1969, p. 325-326.

adolescent may feel in response to parents' influence and involvement could be positive or negative: anxiety, stress, aggression, depression, frustration, optimism, well being, sense of stability etc. For example, the children who have parents that can be categorized as being "authoritarian" are often controlling and demanding in their interaction with their children. The children of such parents often pursue the careers selected by their parents rather than those they desire (as not to disappoint their parents or go against their wishes). Likewise, they feel a strong sense of frustration, guilt and maybe even aggression when they do not meet their parent's expectations. Opposite to the parent style mentioned above, the uninvolved parents are low in responsiveness and demandingness. The parent otherwise can be included in the category of those who are rejectful or neglectful. For the most part even these parents fall within what is considered normal parenting behavior. The children of this style of parenting often feel no pressure in pursuing a career, and their parents are most likely not support and influence them in their education or career development. Similarly, the child will have a strong feeling of frustration, aggression, and neglect towards their detached parents or the child might feel independent, responsible, free etc.

Conclusion

As shown in this paper, the family has a major impact on their children's career future. The capital of the family is transmitted through the habitus to the children. In this way, among other things such as taste, hobbies, activities etc., the career choice is based on the family possessions and, consequently, transmission. The main forms of the capital: economic, cultural, social and symbolic are possessed by each family in different grades of quantity. The combination of these forms is inherited by the children through the habitus and is reproduced throughout certain adaptive strategies. The career options of the children are among these adaptations of the human individual to the social (objective) conditions.

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THE TYPES OF ACTIVITIES AT THE CAREER CENTER FROM ROMANIAN UNIVERSITIES, IN GLOBALIZATION TERMS

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Abstract

In the terms of globalization, the career centers at the Romanian universities, need to adapt their activities at the changes and the trends on the labor market that the graduate at the higher education from Romania to correspond at the professional standards at the European or international level.

The counselors need to succeed in convincing the students that, in the terms of economy information, one important necessity is the polyvalence specialization, that is, according as some professions are submitted from technological development it will disappear, they, those who will practice, need to be well-trained for something else. In other words, only one qualification will not guarantee the professional success during the whole life, that is suppose that is necessary a proactive behavior and a continuous professional preparation.

In order to play a successful role in the career centers, the counselors too have to adapt their methods and techniques at the new conditions through the continuous professional formation programs that will have as a purpose the homogenization at the European and international level.

The art, the culture, the economy, the education are under the influence of the globalization, that is the life of each one of us, regardless of the phase that we are. This process supposes, in fact, the elimination of the frontiers of any type, having at the foundation the competitively idea in any of the domains fore mentioned.

Strict reporting at the labor market, we may say that, the globalization conduces to important changes in the content and the nature of work.

One of the major trends, apparent and in Romania, is the official opening at the international work market, that is the information's dissemination about the job offers in foreign countries, through the state agency, how and in the attracting acceptance, in Romania of the international grand companies. In the same case, the person's who will be employed, needs to correspond to the global standards, such as: authenticated certificates (recognized diplomas), work experienced, the knowledge of the international circulation languages.

Some of these criteria are in strict connection with the globalization of the content of the educational process that is the preliminary homogenization of the educational plans. One first step in this direction it is the application of the principles of Bologna Process, in the Romanian universities, starting with the university year 2005-2006.

Principals' trumps of this phenomenon are:

- ✓ to create “the European university space”;
- ✓ to make compatible the European education systems;

- ✓ to reorganize the university studies in order to make compatible the qualifications from different countries and to adapt them at the necessities who are expressed on the market;
- ✓ to create one European dimension to guarantee the quality;
- ✓ to eliminate the obstacles from the free mobility of the students, teachers and researchers.

In the same time with this re-formation of the university studies and with the globalization trend, the function of the universities career center grows. That means, on the one hand, the counseling / information about the specializations available for the students, after the first year of studies, and on the other hand, the counseling about the career planning, considering the trends of the work market, such as:

- ✓ the competition intensification;
- ✓ the apparition of some new forms of work.

In the terms of these changes, the career centers from the universities need to set as a purpose the counseling activities that is came in front of trends of work market at the European and world level:

- ✓ the services out siding ;
- ✓ developing the forms at work who reclaim flexibility, creativity, independence, initiative;
- ✓ the intensification of the labor market competition;
- ✓ the necessity of life long learning.

In order to raise the experts competitively rate, from one country, such as Romania, on European or world work market, the Romanian universities, through these career centers, needs to propose some activities:

- ✓ the determination of an optimum range of studies for getting to students the general competences at domain and specialty competences, necessities for occupation at some jobs in connection with their preparation, abilities, personal performances;
- ✓ informing the students about the international work market requirements and dynamics;
- ✓ counseling about life long learning which means, beyond the professional qualifications: courses and trainings, development abilities, informing in time and complete, and the necessities at other qualifications: communication and negotiations skills, presentation and sales skills, dynamism, imagination, flexibility, initiative, decision and responsibility;
- ✓ students and graduates preparation for occupying at one job from the European labor market (counseling about the European Curriculum Vitae);
- ✓ psychological counseling through: personality, intelligence and abilities tests;
- ✓ informing the secondary school pupils about academics offers and about the opportunities for employing after the end of studies;
- ✓ informing the students and graduates about the postgraduate courses offers;
- ✓ trainings about career planning with the participation of the multinational firms' spokesman.

The quality of these services is in direct connection with the persons who realize the fore mentioned activities that involve the preparation specialty, adapted at the transformations dynamic from university education and from the labor market on the one hand, and, the counseling methods and techniques on the other hand.

The team of Career Center from "Alexandru Ioan Cuza" University Iasi considers as adequate, in order to raise the counseling services quality the unrolling of some European mobility projects who suppose, in fact some professional forming stages in this field.

The Career Center from Iasi was unrolling, in the period January – April 2005 one such project and 12 persons (employers and partners of the center) were beneficiating of one experience exchanging in this field, in France (Paris University 12, Sorbona University) and in Spain (Sevilla University).

Forward, we present you the types of activities that the beneficiaries of the fore mentioned European project took part in:

- ✓ Counseling for students and graduates:
 - Pupils and students counseling needs analyze in career planning;
 - How to elaborate a career planning?
 - The effective realization of career planning (objectives, resources, terms);
 - What training is?
 - When training is necessary?
 - The advantages at the training;
 - How you organize training?
 - Effective realization of the training;
 - How to realize educational counseling?
 - Information/mediatisation techniques of educational offers;
 - Differences between educational counseling for pupils and students;
 - Educational counseling realization of pupils / students;
 - Informing about the requirements of job market;
 - Professional orientation and reorientation of pupils / students;
 - Identification and verification of professional and personal abilities of pupils/students;
 - Pupils / students counseling methods;
 - Strengths and weaknesses between educational counseling system in Romania and the same system from France / Spain.

- ✓ Counseling about drafting:
 - Firm's activities objects knowing;
 - Firm's departments' organization modes knowing;
 - The acquainted and the adaptation at the firm specification;
 - Firm's staff knowing;
 - Informing about the activities displayed in the firm;
 - Informing about counseling techniques and methods used in the firm;
 - Informing about the projects that are effective displayed at the moment in the firm;
 - Implication in the counseling activities displayed in the firm: the thematic information, the participative ideas, the effective participation at the counseling process realization;
 - Recruitment needs analyze;
 - Recruitment plans elaboration;
 - The realization of the ideal candidate profile;
 - Realization of the recruitment announcement;
 - What a coaching is?
 - When a coaching is necessary?
 - The advantages at the coaching;
 - Effective realization of one coaching;
 - Informing about the post sheet card realization methods;
 - Evaluation methods of human resources performances;
 - The benefits of a good evaluation system of human resources performances;
 - Motivation politics of the human resources
 - Strengths and weaknesses of the counseling realized in Romania and the counseling realized in France / Spain;

The principal objective at these projects may be the counselors development at the abilities and the competences with the intention to adapting theirs methods at the European standards, other, using to obtains abilities, with the homogenize intention at the using methods in counseling domain, at the European level.

INTO THE GREAT WIDE OPEN – BUILDING CAREER DEVELOPMENT SKILLS OF COLLEGE STUDENTS

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Abstract

Awareness raising on the necessity of proactive career self-management represents an important issue for the career development of Romanian College students and graduates. The requirements of a flexible labour market impose the acquisition of new skills and attitudes in the process of developing a career. Based on its career counselling experience with young adults, the “Expert” Center coordinates a program that aims at actively involving students and student organizations in the redefinition of career development.

Introduction

In the context of an educational system and a labor market that are undergoing major structural and functional changes, Romanian college students are facing many career decisions and difficulties. A proactive approach on career self-management remains a circumstantial approach on one’s personal and professional development. We define proactive career self-management as the conscious and systematic efforts an individual is undertaking in order to develop his/her career, in terms of career exploration and planning, self-awareness and skill building, career decision making. Many Romanian college students face career difficulties related to: reduced self-awareness about personal and professional abilities, limited career exploration strategies and career planning skills. A leap “into the great wide open” encompasses the image many university students are picturing when the subject “career” comes up.

“Expert” Center, Babeş-Bolyai University offers career counseling services since 2002. The individual counseling and group activities (workshops, trainings and seminars) on career development issues conducted by “Expert” Center have highlighted some of students’ career development needs in terms of: career self-awareness, career planning strategies, personal marketing, job interview preparation. All interventions promoted career development as a life-long process (Chen, 1998, 2001; Watts, 1996, 2002) and were designed in accordance with the principles of andragogy (Knowles, 1991).

The project

“Expert” Center’s professional experience in the work with young adults guided the elaboration of a complex project coordinated by the “Expert” Center, designed for college students and graduates. The Matra KAP program of The Royal Netherlands Embassy in Bucharest financially supports the project, entitled “Multicultural career management for today in building the labour market of tomorrow”. Partners in this project are Agora 2001 Foundation and E-works - Transylvanian Work Registry Network.

The principles and practices of proactive career management offer new perspectives for individual lifelong learning and strengthening of the institutional framework, by means of creating a balance between the requirements of employers and the skills of students/college graduates. The project aims at developing skills for career building and makes persuasive statements of the many long-term positive implications (for both organizations and individuals) of proactive career management practices. We will achieve this by tapping a very important social group, college students and young college graduates. The structures that best bring them together are student organizations from Cluj-Napoca and the Transylvania area.

Student and youth organizations represent an important organizational structure in the development of career skills of young adults. They offer direct learning experiences to all members, they design and implement own projects, they offer challenges for integrating new members in organizational structures. They provide work environments where the individual learns work and communication routines such as: team work, project involvement, time management, etc.

The main activities and outcomes of the project are:

- Training sessions for eight student organizations participating in the project; the training sessions aim at developing career management abilities for organizations’ members;
- Design and implementation of career management projects by each of the participating organizations, addressing specific career development needs;
- The Web-site – a hub of readily available information on career development resources for college students and a dissemination tool for the project’s outcomes;
- The bilingual publications: “Career development guide for students and graduates” and “Career management in student and youth organizations”, published in Romanian and Hungarian;
- A campaign promoting the principles of proactive career management, which will take place in many higher-education centers from Transylvania (Cluj-Napoca, Târgu-Mureş, Oradea, Arad, Timișoara, etc.) and will include workshops on career development issues.

The involvement of student organizations

Student organizations from Cluj-Napoca have a very numerous pool of members, as Babeş-Bolyai University alone has, in the academic year 2004 -2005, a number of over 43.000 students. In order to reach more students, we actively involved 8 student organizations from the Cluj-Napoca area in the project. These student organizations come from different Cluj-Napoca universities: The Babeş-Bolyai University, The University of Medicine and Pharmacy and The Technical University. Therefore, the area of dissemination among students is much larger.

The active involvement of student organizations offers a contextualized base for career development needs analysis of different categories of students, in various areas of study (Economics, History, Engineering, Pharmacy, Political Sciences, etc.). Therefore, every student organization will aim at approaching specific career development needs and the strategies for project implementation will address students with an adequate interface presentation and argumentation of proactive career management principles. Also, by bringing together these student organizations we aimed at integrating and sharing different visions on career and career development, in terms of career management attitudes and skills, perceived opportunities and barriers.

Each student organization is represented by 4 leaders, who will coordinate the dissemination of proactive career management principles among members of the organization and students from their faculty or university.

The student organizations' representatives benefit from:

- training sessions on career management skills and development of their own projects on career issues;
- mentoring sessions during the design and implementation of their own projects on career development topics;
- presentation of projects on career development in the publication "Career management in student and youth organizations" and on the project's own web-site;
- active involvement in the campaign promoting the principles of proactive career management.

Two training sessions on proactive career management principles and skills took place in April 2005 (see Table 1 for a detailed presentation of training course topics). These training sessions actively integrated the students' organizations perceptions and past experiences on career development themes, aiming at constructing a framework for the design and implementation of small organizational project on career management topics.

Training session 1 (2 days)	Training session 2 (2 days)
<ul style="list-style-type: none"> - the meaning of career and career development in the contemporary society; career development paths in the contemporary society - career development in student organizations as means of personal and professional development; presentation of mission and vision of each student organization - dimensions of self-awareness in personal marketing - the communication process as part of proactive career management - career planning and decision-making - career development needs of college students 	<ul style="list-style-type: none"> - employment as a key aspect of career development: means of employment, job exploration, employer's needs versus candidate needs; the employment process; the employment interview - labor legislation - branding of student organizations: definition of organization mission, values and objectives - design of student organizations career management projects

Table 1. Topics of the training courses.

The training sessions approached both the personal and the organizational dimension of career development, in the context of a flexible, global labor market (Sullivan, 1999; Dyer & Humphries, 2002; Watts, 2002; De Schamphelaere et al, 2004). The meaning and structure of career development in the contemporary world has been matched with individual perceptions and beliefs (Hansen, 2001). Organizational changes and the perspectives of careers without boundaries (Arthur et al, 1996) have been highlighted for better understanding of the relevance of proactive career management. The tenets of social-cognitive career theory (Lent et al, 1996; Betz, 2004) have been integrated in training activities, underlining the image of career planning and development as a comprehensive and holistic process that takes into account various social and cognitive aspects of one's life (Chen, 2001).

Career self-awareness activities have been designed in order to aid the students in understanding the complexity of personal and professional skills involved in career development (personal and professional interests, abilities and aptitudes, career anchors, etc.). We also approached the communication process, personal marketing, decision-making, career goal setting and planning as dimensions of proactive career management.

Outcomes of training sessions

The design of student organizations career management projects has integrated all aspects of the training sessions, matching career development topics with specific career needs of students from different faculties and universities. The main topics chosen by organization leaders for these projects were:

- career planning awareness raising campaigns among students;
- organization of job fairs for students;
- elaboration and promotion of career exploration strategies and career paths for students from specific faculties.

All participants in the training sessions have highlighted the importance of career planning for both personal and professional development of college students. One participant perfectly summarized all the expressed opinions: “Most students plan their lives in college between two exam sessions, without great consideration about what they will do after graduation. They think: I will dwell upon getting a job after I finish college.”. The temporal perspective of career development as a life-long process that involves continuous adapting of personal and professional skills and attitudes to the opportunities and requirements of employers highlights the importance of setting and monitoring career goals. A balanced integration of personal characteristics and expectations within a perceived structure of opportunities aids the development of career planning abilities and increases self-awareness on the importance of adapting to labor market changes. Awareness raising on career planning strategies, career goal setting and decision-making therefore represent a first step for a proactive attitude towards career development, reducing the level of anxiety towards career changes and increasing the level of perceived control of one’s career development.

The organization of job fairs for students represents a means of bringing employers and students together, in order to actively assess the demand and offer on the labor market in specific fields of work. Also, they make students aware of the professional and personal skills needed for entering the labor market. Direct meetings with employers in the context of company presentations facilitate the dialogue between the two sides and increase self-awareness on the utility of proactive career management. Student organizations envision these job fairs as efficient ways of tapping into employers’ needs and requests from students and graduates, on the one side and making these requests more transparent for students, on the other side.

The elaboration and promotion of career exploration strategies and alternative career paths for students from specific faculties will offer both information and career alternatives, in order to make them better prepared for a flexible and changing labor market. Participants in the training sessions related the lack of career exploration strategies to the limited work experiences of Romanian students and the difficulties in transferring and applying academic knowledge in various work domains. Alternative career paths therefore represent guidelines for students in the decision-making process and in building professional and personal skills. Student organizations planned these activities through the contact and active involvement of both faculties/universities (for the structuring of educational offers and opportunities) and employers (for job offers, employer expectations and requirements, opportunities of professional advancement) in the identification of various career exploration strategies and career paths.

All student organizations have greatly appreciated the opportunity to share opinions and exchange ideas with each other, in order to increase the effectiveness of their activities. The project will continue with the mentoring sessions for the implementation of student organizations’ career management programs.

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A STUDY CONCERNING CONTINUOUS EDUCATION AND CAREER DEVELOPMENT IN SMALL AND MEDIUM SIZED COMPANIES

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Abstract:

There is now certitude that in front of global influence small and medium sized companies (acronym SMSC) need to struggle hard in order to be competitive. This changing reality, based on a terrible shortage of information, goods and technology life cycles, is a huge challenge for both, organization and human resources. We think that the competitive advantage for an SMSC is in its inner personnel. Human resources will make the difference, leading to success or failure. In all this ongoing debate the career concept is a key word. We see it as a continuous gather of know-how at the cross-road between personality, education, experience and environment. In our study we try to observe positions of several managers upon the issue of the relationship between career and continuous education. A first conclusion of our survey is that most of Romanian SMSC is in evolution, trying hard to set a group of principles of management, including career administration. The opening of local market to global competition will bring several changes to career management and SMSC need to adopt a strategic vision in order to obtain the most interesting resource, and partnerships with other organizations implied should be taken into consideration.

Career development and continuous education

One of the main concerns of SMSC has to be the management of employee's career. Competitive advantage of a SMSC resides, first, in his people. Efficient development of a SMSC's human resources (meaning abilities, aptitudes, creativity and initiative) will make the difference between success and failure. There is a truism today to affirm that individual successful careers are strongly related to the success of the organizations. Career management and career counseling propose to organizations a way both to orient personnel to the fields where they are needed and to enhance their abilities so that complete required tasks. Even we agree that the main responsibility to develop a successful career belongs to the individual, the organization play an important role too – facilitator.

In the current idiom the notion of career is synonym to the one of promotion, profession or occupation. Career is often seen as promotion in professional hierarchy, some of occupations can became real careers, and the succession of jobs through the life can be understood as a career too (Klatt, L. A., Murdick, R. G., Schuster, F. E., 1985). Generally, career is an evolutionary succession of activities and job positions reached by a person, so as there are attitudes, knowledge and associated competences which develop in time (Johns, G., 1996). The scenery of a career can be defined as a succession of work roles of an individual (Torrington, D, Hall, D. T., 1995), so as a succession of individual experiences related to work (Cherrington, D. J., 1991). We can agree that an attempt to explicit this concept gives us the chance of understanding career as:

- The time that a person perform in a certain activity area;
- The succession of functions, in ascending prestige, where through an employee passes in a planned way;
- Stage, stair in social or professional hierarchy;
- A dynamic frame in which a person lives his professional life.

In many studies, more present in human resource management reviews, we can notice that there are at least two major factors influencing careers: competences transferability and the way that work is perceived as a professional value (Sullivan, S. E., Cardner, W. A., Martin, D. F., 1998).

Facing the severe global competition and technological accelerate evolution, SMSC change significantly, and as we know they are the most adaptable organizations, there is a constant evolution of requirements about number and type of personnel. This fact may discord with employee's desire to preserve job stability and the opportunities of promoting too. The first one certainly belongs to the past. The only form of job security means to detain abilities, knowledge and professional competences required at a moment. Therefore, every employee in a SMSC must understand that he is "condemned" to continuous education.

We can also see in the report to UNESCO of the International Commission for Education in the XXI century (Delors, J., 1996), permanent education is the key to accede in the new economy. Learning along the entire life is the essential condition to adapt for the permanent renewal of the labor market requirements. This kind of challenge is deeper felt by SMSC because they are created upon entrepreneurial structures, adaptable and adapted to the market.

The role of organizations in career development

A person's career in an SMSC begins the moment he takes a job in that firm and can last from several days to many years. Individual career develops trough the interaction between knowledge and skills, the will to professional accomplishment of the person and the opportunities provided by the organization. Considering that, SMSC must adopt strategies to attract and maintain good employees, one of these strategies being career management. By the way, implementing a career management every organization should track and plan the professional path of an employee inside the organizational structure. The management of the company has to decide his role in the development of personnel career according to internal organizational needs. Actually, career can be seen as an extension of the recruitment, process relying on two sources: external or internal environment. When recruiting from the inside success depends on career management. Managers should focus on functions and stairs of an employee in order to promote, but also on individual personalities, considering all factors that can improve the capability of an employee.

The preoccupation of managers for the employees' career development is recommended for every SMSC because it assures:

- The recruitment, development and maintenance of efficient employees;
- The employees become loyal to the company, providing a good quality in work in the same time;
- The cut of costs generated by the fluctuation of the personnel;
- Employees' performance improvement by converging their jobs and their interests.

We mention several main directions for a SMSC to manage and develop careers of its employees so that it reaches efficiency and effectiveness in the organization:

- Periodic evaluation of employees' performance – using job description and target indicators. A good definition of knowledge, aptitudes, experience and competences will lead both to a better selection and an appropriate planning of careers.
- Facilitating qualification, enrichment of knowledge (training seminars, job rotation, job enhancement);
- Offering information about company strategy and business result – all these help personnel to adapt and adjust career plans;

- Identifying future need of personnel;
- Identifying individual knowledge, abilities, needs, interests and correlating company strategy with personal evolution;
- Implementing career plans – to integrate preferences and strengths of a person with career alternatives;
- Sustaining a professional relationship development in the crew to help each-other in career;
- Creating a climate that should facilitate an open communication with employees – in SMSC this think is facilitated by the simplicity of organizational structure.

Managers should take into consideration differences between their employees in every way. They often make mistakes assuming that all employees are alike, not understanding individual specific. In the sequel, in SMSC rewards and promotion don't comply with the career employees' orientation. An appropriate treatment of people with different needs and wants offers satisfaction and also helps company to reach its objectives. If human resources programs in SMSC focus on long term human capital improvement, anticipating future transactions in employee's evolution, then this efforts will provide individual and also organizational success.

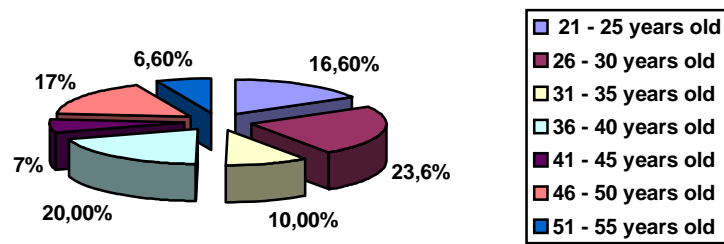
After a self-analyze, individuals must conduct a accurate survey of the labor market about the options concerning career. If in many countries this kind of survey is facilitated by the existence of a coherent information structure, in Romania they hardly set foundations for centers for career counseling or for mediating labor. Data bases available are still far from what is needed for solid documentation about choosing and planning career. The ones who are interested in their future should find information about occupations in the labor market, about requirements and qualifications, about job conditions, about career trends in every area, etc. With or without these information opportunities every person should find by himself answers using references (managers, colleagues, friends, etc) and make decisions. Knowing facts from inside the organization they belong, they will have the chance to anticipate opportunities and to avoid disappointments.

Research methodology and results

When we decided to follow the approach of the role played by a SMSC in employees' career evolution, we started from some reasons: the way a SMSC tries to work out issues regarding to careers is in direct correlation with internal climate, but it is related to the availability to invest in personnel education. "Closed" SMSC reach their limits and fail, while the "open" ones learn, adapt, and evolve.

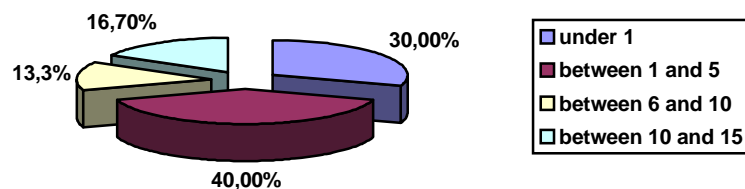
Our study gathered data during a training project in SMSC management performed with the help of the Chamber of Commerce, Industry and Agriculture of Mures County, from all participants (entrepreneurs and top managers). We believe that this sample is representative for Romanian SMSC open to make efforts in order to develop employees' career because it contains people who accepted to participate in training sessions lead by the Center for Adult Education of "Petru Maior" University Tirgu-Mures. The chosen method for our research was the inquiry based on an 12 questions questionnaire. As a matter of fact, this method in not only the most frequent in the research of socio-human phenomena, but also it offered to us some advantages: spontaneous answers for all questions, observation of non-words behavior and control of questions' sequence. 6.2% from 32 questionnaires were not validated generated by filling errors. Starting with the results, 46% from subjects are women. When identifying the level of education, the majority belongs to them who graduated high-school. 50% of them have medium (high-school), 36,8% have a university diploma and only 6,6% obtained a post-university (master) degree.

The structure by age of the sample shows an average of 35 years – the age of maturity – and presents the following repartition: 40% from the investigated persons are young, between 21 and 30 years old. There is specific to this group the enthusiasm and the will to take chances in a manner to obtain rewards and awareness, including opportunities to evolve in their career. The second category, 30% of the sample are rated 31-40 years old, an aspect that we consider normal because at this age persons have already attained a level of knowledge and experience, enough to provide them with the needed skills to create or manage businesses.



Graphic No1. Sample structure – function of age

When it is about the experience in the same company, an item which implies the mastering of organizational phenomena in a SMSC, the figures show an average of 4.8 years. This means that they already have an important experience in the management of their companies. There is an positive aspect for our research because in time they had the chance to know sufficiently good the features of the SMSC they work for, and they did not entered a routine process which could have stopped them to find out the strengths and weakness of their firms.



Graphic No 2. Experience in actual company

During the inquiry the refuse rate was zero, and the time for answering was about 20 minutes. We had a few difficulties explaining the purpose of the study, but the cooperation of subjects was remarkable. Data processing was made on the entire sample, but in the collection of data we used direct observation along the training period (5 weeks), and that help us sustaining hypotheses.

When defining the notion of career we have shown that those who hold the prerogatives of SMSC management must develop and maintain an internal environment so that employees become implied in the achievement of strategic objectives. Employees must be provided with a organizational climate suitable for their intend to personal development. Our study tried to catch, from the beginning, the dimensions of such a climate as a reflection of possibilities to develop career. As we were expecting in the case of SMSC, comparing with the situation of big companies, the answers proved that business means a great respect to customers and also managers trust a lot personnel. Speaking about the most important features of organizational climate, we highlighted those which were higher rated on a scale from 1 (low level) to (high level).

Table No 1.

Organizational climate coordinates	Level
Respecting a customer is primordial.	4,92
We trust personnel.	4,67
We accept errors when innovation is introduced.	4,60
Our personnel are professionally highly trained.	4,60
Everyone knows what to do and competencies are well defined.	4,50
Our organization in a very dynamic one.	4,50
In our organization we pay special attention to personnel.	4,46
Personnel promotion is always justified.	4,39
We implement an agreeable management style.	4,25
Our organization has a very good performance.	4,21

From the obtained hierarchy the conclusion is that in SMSC focusing on customers is primordial. This choice has a solid justification, based on the principle of marketing – SMSC are addicted to a strong customer relationship because a client is the most valuable asset of a business. Worse is that company’s performance is not well perceived, proving that there are gaps for increasing managerial efficiency and effectiveness. We can notice that, on a very close step, is rated subjects’ interest for human resources, both trusting personnel and accepting errors when innovation occurs. The given answers have proved that managers prefer and practice mostly the human resources management technique of training people in order to augment employees’ efficiency, but the least used is defining a route to develop personnel career. Any top manager of a SMSC expects from employees a group of qualities before assuring to them possibility of development inside the company. Respondents affirm that the main qualities and also criteria required from an employee to “grow” within the company are: dynamic and competent. Then follow several criteria such as: creativity, intelligence, flexibility, and only at the end ambition and consciousness. No one has chosen other qualities: critic, modern, constant, servable and pretentious.

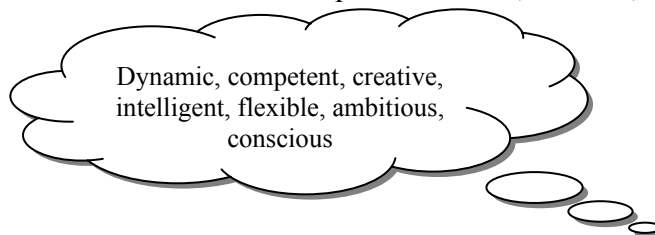


Figure No 1. Main qualities required from an SMSC employee

Even career development depends a lot on a group of individual and situational variables, we wanted to follow the most suitable criteria to assure good career trend within a SMSC. There are notable differences between them, separated by result and performance on one hand and qualification and competence on the other hand. Respondents rated on a scale from 1 (not important) to 5 (extremely important) the coordinates below:

Table No 2.

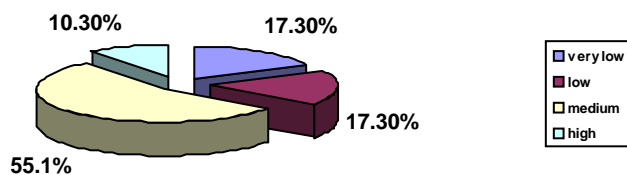
Criteria for career development	Level
Results and performance	4,96
Competence and qualification	4,28
Work experience	2,13
Experience in organization	1,91
Favoritism and relatives	1,21

Human resources development in SMSC contains a set of systematic tasks, well planned, and specially designed to assure to all its members knowledge and imperative abilities to meet present and future job requirements (Handy, Ch., 1993). In this context there is very important the amount invested for professional training and also the frequency of these activities. The two criteria help us to differentiate four strategies of human resources development (Mățăuan, G., 1996):

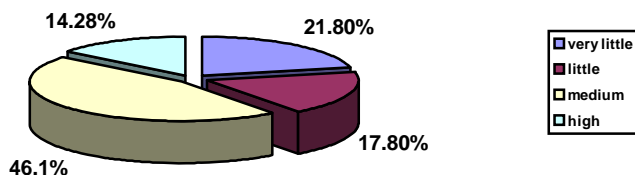
- strategy „of conciliation” - reduced fees for training, sporadic allowance;
- strategy „of surviving” - a step forward, low level of allowance, but a targeted amount which assures a certain continuity in training;
- „hey-rup” strategy (*no English equivalent*) - occasional allowance of important amounts for training, but only in situation of crises;
- „investment” strategy – build on the idea that the allowance is more an investment than a fee.

The present study highlighted the fact that in Romanian SMSC coexist the first listed two types of strategies - conciliation and surviving (see Graphic No 3 and 4). The strategy of conciliation, certainly not a perspective solution, claims its utility in current stage of Romanian economic evolution, because it leads, mainly, to the settlement of eventual conflict generated by the total absence in SMSC of financial resources predestined to train of human resources, a state of great danger to career development. It is obvious that the objective of SMSC on medium term must

be the evolution to investment strategies, which provide best results on the long term, offering the opportunity that employees become rapidly trainers and coaches in their own SMSC.

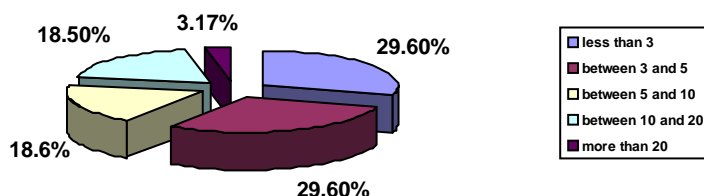


Graphic No 3. Level of training fees in SMSC



Graphic No 4. Frequency of training fees

The gravity is more serious when we analyze that almost 60% from tom managers of SMSC would not grant more than 5 millions of ROL per year per capita (1 USD is about 28.000) for training personnel, meaning less than the average monthly salary in Romania (see Graphic No.5). This situation is totally dissatisfactory, even more because almost a third from the subject of the study would not grant more than 3 millions ROL, less than minimum monthly wage guaranteed by the state. There is true that 46.7% from the respondents want to participate to training seminars in the future, being more interested in themes related to human resources management, accounting, marketing and market study. These choices demonstrate that there are many vulnerabilities to which SMSC are exposed in Romanian economy.



Graphic No 5. Amount intended to be invested in education (millions of lei/person/year)

Although the challenges of knowledge society, in which continuous training of human resources become a decisive factor of a sustainable development, lead to a reconsideration of relationship between training seminar suppliers and customers, we can notice that Romanian economic environment is still not prepared to react rapidly. Unfortunately, a low percent (31,3%) from participants in our study, has a strong will to involve in an active partnership for adult education, as it happens on a large scale in developed countries from European Union and United States. Probably this fear is due to the lack of educational system capacity to respond adequately to current solicitation of continuous training but also to inner resistance to change coming from SMSC managers.

Conclusions

In the practice of small and medium sized companies there exists a trend of flattening organizational structures, obviously generating the reduction of hierarchy levels. These phenomena must convince managers to redesign the employees' career development, from setting routes of evolution on hierarchic stairs to promoting employees from an area to another. This kind of

“migration” process is not possible without efforts of continuous training. Therefore we are convinced that the issue of adult continuous education is strongly connected to employees’ career management in SMSC. Our study made evidence from the fact that there exists an organizational climate in SMSC favorable to personnel career development. We also found out that managers usually set up strategies of conciliation or surviving in human resources management and there is an important resistance to the change and to the promotion of solid partnership for adult education. We believe that in the presented conditions there imposes upon a realistic analyze of all possibilities of human resources career development in Romanian SMSC, built on professional enrichment at work, but also the design of good strategies in the area of continuous education, connected to the requirements of evolving knowledge society that we live in.

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NATIONAL SYSTEM OF R & D AND THE DEVELOPMENT OF A SCIENTIFIC RESEARCHER CAREER

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Abstract

The purpose of the paper is to outline some aspects of developing a career of scientific researcher in Romania having in view the integration of the National R & D System into the European Research Area. A special attention was given to the ways of implementing in Romania the recent European Researcher Chart which contains valuable recommendations for the governments of EU Member States as well as for candidate countries, meant to contribute to the creation of an attractive and open European S&T labour market.

Starting with the year 2000, the main objectives and priorities of Romanian R & D policy are focused on ensuring an adequate environment for integration within the European Research Area (ERA). Compliance with EU guidelines comprises all aspects of the national R & D system among which an important place is taken by the **human resources**. The European Research Area (ERA) is meant to be an open area for high performance scientific research which should be stimulated by coordinating national policies and developing the joint programmes in R & D, dedicated both to the excellence of sciences and long term progress of economy and society.

In March 2002, heads of State and Government have adopted, within the European Council from Barcelona, an important strategic objective for 2010 that is the increase of the R&D share in GDP from 1.9% to 3% and of the private sector contribution from 56 % to 75 %.

This is a major objective for attaining the Lisbon goal of changing the European economy into the “most dynamic and competitive economy based on knowledge capable of ensuring sustainable economic growth, more and better jobs and a stronger social cohesion” and for developing the European Research Area. European experts appreciate that failure to reach these objectives renders uncertain closing the competitiveness gap between EU, USA and Japan and endangers sustainable economic. Sufficient and well-developed human resources in R&D are the cornerstone of advancement in scientific knowledge, technological progress, enhancing the quality of life, ensuring the welfare of European citizens and contributing to Europe’s competitiveness.

Designing the strategy to increase R&D financing up to 3% of GDP until the year 2010 was based on comprehensive studies with respect to the performances and weaknesses of the European R&D system, especially in its relation to the economic-social system. R&D performance gaps between Europe and USA are evident by different aspects, as the following: the rigidity of the researcher career and consequently, the intense migration of highly skilled human resources outside Europe; the dispersion or lack of excellence research; the lack of confidence of researchers and of managers in the research field in the protection of intellectual property and by the diminished intensity of R&D expenditures.

As a possible solution to diminish the weaknesses of the European R&D system, the European Council passed on **November 10th, 2003** a Resolution with regard to the profession and career as researcher within the European Research Area and welcomed the intention of the European Commission to work for elaborating a **European Charter for Researcher** and a **Code of Conduct for the Recruitment of Researchers**, documents meant to contribute in attracting the 700 000 additional researchers estimated as needed in achieving the goal set up in Barcelona. Potential lack of European researchers, especially in key disciplines, would constitute a major obstacle in increasing innovation, knowledge capacity and productivity at European level. Therefore, viable solutions are searched for improving the image and increasing the attractiveness for the researcher profession, especially among youth and women.

After 18 months, on **11 March 2005**, the European Commission made public a document entitled **Recommendations with respect to the European Chart of Researchers and to the Conduct Code for Researchers' Recruitment**. This document has as purpose to contribute to building up a positive attitude towards the researcher profession and to encourage youth to dedicate to this profession. Also, to develop an as much as possible attractive European labour market, open and sustainable for researchers, ensuring the necessary conditions for recruiting and maintaining the most valuable researchers and a stimulating environment for a higher performance and productivity. The **European Charter for Researchers** is a set of general principles and requirements which specifies the role, responsibility and entitlements of researchers as well as of employers and/or sponsors of researchers. The purpose of Charter is to set new relations between researchers and employers or financiers that would improve the ability to generate, transfer, co-operate and disseminate S&T knowledge and to develop the researcher career. The Charter also acknowledges the value of all mobility forms as a mean to enhance the professional development of researchers. It addresses all researchers in the European Union, at all stages of their career and covers all fields of research in the public or private sectors, irrespective of legal status of employer or the type of organisation or establishment in which the work is carried out. It takes into account the multiple roles of researchers who are appointed not only to conduct or carry out research but are also involving in supervision, mentoring, management or administrative tasks.

The European Commission recommends to Member States to promote a non-discriminatory system of developing the researchers' career, through which should be ensured "their treatment as professionals and as an integral part of the institution in which they work".

Eliminating obstacles of legal or administrative nature, which make difficult inter-sectorial or geographical mobility of researchers, encouraging all forms of mobility that contribute to career development and guarantee professional development of researchers should be included within the complex strategy regarding R&D human resources at national, regional and institutional level.

The employers and investors in the R & D, responsible to recruit researchers, have to use open and transparent selection and recruitment procedures, accepted at international level.

Mention is made of the necessity of increased acknowledgement and appreciation by the society of the professionalism that researchers prove in drawing up their works in various stages of their career. All researchers should ensure that their research works are made known to society at large in such way they can be understood by non specialists, thereby improving the public's understanding of science. Direct engagement with the public will help researchers to better understand public interest in priorities for science and technology and also the public's concerns. Researchers at all levels must be familiar with national, sectoral or institutional regulations governing training and /or working conditions.

The recommendations contained in the two mentioned documents are regarded as instruments offered to Member States in order to act on a voluntary basis towards improving and strengthening the perspectives of the scientific researcher career within the European Research Area. The governments are free to decide upon creating an environment and a culture to support and acknowledge the value of individual or group research, and to provide for researchers the necessary tangible and intangible endowments. A specific priority might be to provide optimal work and

training conditions in the initial stages of researcher career at university level thus motivating youth to choose this career.

The general principles of the Charter might be transposed into national regulations, in sectorial or institutional standards or guidelines. They and can also be taken into account in setting up the criteria and schemes of R&D financing, or may be adopted within auditing, monitoring or in the evaluation processes of public institutions. Of course, transposing these principles at national level should take into account the particularities of legislation and practices in each country in order to select the most appropriate of R&D career planning and development model

Last but not least, it is recommended to fit the wage and social security system of researchers to their status, special attention being given to retirement conditions that should be harmonised for the public and private sector at national level with the ones of the EU.

Romania's position regarding the integration within the European Research Area was supported by a series of actions that testify to the transposing of the *acquis communautaire* in the Romanian R&D sector. Such actions have been: the development of the legislative, financial and organisational background, in view of ensuring the participation to the EU Frame-Programmes, as well as, the general preparation of this field for accession, respectively for integrating within the European Research Area; the correlation of national research programmes, the development of excellence networks and of major targeted research projects.

Romania intends to permanently correlate national R&D programmes with the ones of the EU, to promote the set-up and development of excellence centres and to ensure -for the economic fields regarded as priority- internal resources of high level scientific and technological competency and expertise, by adopting a unitary European system of R&D organisations' evaluation and accreditation. More emphasis should be laid within S&T on co-operation with European countries by developing networks activities between R&D organisations in Romania and the EU Member States, and by promoting joint programmes. The achievement of these objectives, and designing a participation frame to the EU Framework Programmes in R&D depend on ensuring the appropriate financing of the R&D system. It is estimated that R&D expenditures shall represent in 2007 about 1% of GDP, and until 2010 they will amount to 3%, the private sector contribution being estimated to 2/3 from the total.

The development of research infrastructures by endowments and labour conditions at European level, supporting the access of Romanian researchers to the EU major research facilities, developing the information and communication infrastructure in R&D units, extending the national computer network for research and education sectors, and enlarging a rapid communication environment with high capacity networks, which shall include R&D units of the EU Member States and Romania, constitute major premises of increasing the R&D sector attractiveness.

Initiating recruitment, specialisation and mobility programmes for researchers, irrespective of age, after the European pattern of scientific career has particular beneficial effects for keeping valuable youth with perspectives in the research activity, as well as experienced researchers, who enjoy international recognition in the country. Making use for this purpose of the Pan-European Portal for Researchers' Mobility, ERA CAREERS and of the European network of Mobility Centres, ERA MORE, as well as the use of the envisaged "scientific visa" may contribute to new openings in career development.

The integration of Romania into the European Research Area and creating conditions for scientific career development on the above mentioned co-ordinates implies a sustained long-term financial effort for increasing Romania's capacity to provide for performing partners for the European research and for improving the quality and efficiency of Romania's participation to R&D Framework Programmes at EU level.

The development of the capacity to generate scientific and technological knowledge involves the promotion of scientific and technological excellence by means of a unitary system of evaluation for R&D units, for the activities and for the staff based on international standards. Also it means the set up and development of excellence centres that should gather together the high performance material and human resources in R&D sector, that should be acknowledged at international level, as well as encouraging and supporting the training and development for the researcher career and the recognition of the importance and value of scientists and researchers.

The achievement of these objectives implies the development of the R&D infrastructure from Romania at European level, by endowing with performing equipment and granting facilities to institutes and universities. Also, by developing research laboratories networks performing in the same or similar research sector and disposing of complementary facilities; the creation at regional level of a large-based infrastructure with direct impact on the absorption capacity of R&D results by the economic environment (S&T parks, etc.); the development of research centres at European level that should attract international programmes and the research potential, especially from Europe; the development at regional level of service centres or networks for R&D (professional training, consulting, technical and information assistance).

Bonding together the national research area and the European one shall take place by reconsidering the international co-operation policies towards facilitating communication and correlating the activities between researchers from Romania and the ones of the EU Member States, opening national research programmes to researchers from the European Area, diversifying and intensifying mobility forms for researchers and experts, on short and medium term, between R&D organisations, universities and industries of the Member States and other States; facilitating visits of scientific personalities and known researchers from developed countries, especially from EU Member States on short and medium term.

In view of improving the quality and efficiency of participation to R&D programmes of the EU, in Romania, it is pursued to increase the role of the state in supporting the participation to Framework Programmes, especially to FP-7 by: ensuring the contribution to the FP budget and co-financing winning projects; ensuring the participation to management and implementation structures for specific programmes (committees, consulting groups, evaluation teams); improving IT and communication facilities existing within R&D organisations; improving participation to assistance, promotional and dissemination activities with respect to information about FP-7 (national contact-point networks and specialised consulting services) and assistance in realising the projects (contracting, management, technological implementation, results' dissemination, identification of potential users).

With the purpose of improving the international collaboration quality and efficiency in the R&D sector, a stronger involvement of the scientific community is considered as necessary in realising frameworks programmes by means of developing viable co-operation in the R&D field, and of partnerships with potential participants from EU Member States; developing a pro-active attitude towards identifying participation opportunities and promptitude in rendering them valuable; improving the capacity of formulating consistent and competitive proposals. Also, it is necessary the harmonisation and providing for the consistency of S&T policies on long term within the European Area (formulating objectives, planning and correlating activities, implementation) by: intensifying the dialogue with representative European bodies, formulating adequate action plans and their translation into national policies; the development of a favourable frame for participating to community programmes by reconsidering accession conditions from the perspective of the FP-7 (timely launch of negotiations, considering a more realistic evaluation of national policies and of the financing capacity with respect to large scale projects).

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IMPLEMENTATION OF PRIVATE PENSIONS IN ROMANIA – SUPPORT OF EDUCATION OF YOUNG GENERATIONS FOR SAVINGS

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Summary:

The administration of pension's schemes is one of the basic challenges of this century. All over the world, the economically developed countries, with traditional social security systems are confronted with the need of reforming their schemes aimed at ensuring the sustainability of pension's schemes, mostly of the redistributive ones, funded by employed persons. It is generally admitted that the rapid demographic transition caused by the raise of life expectancy and the decline of birth rate have caused the rapid increase of the number of elderly in the total population. This is the main reason why specialists from different areas and entities with capacity of political decision are in search of some viable solutions for establishing some optimum arrangements aimed at ensuring the safety of elderly persons.

The analysis and surveys issued at international scale have highlighted the fact that the financial security of elderly and the economic progress can be best supported if the pension scheme is based on the multiplication of pension benefits sources, comprising more components.

Recent years' evolution of Romanian pensions system has revealed the need of its systemic reform that would result in the establishment of a complex pensions system based on more components:

- ❑ *a mandatory redistributive component, publicly administrated (Ist pillar) – the legal framework of which is represented by Law no. 19/2000 on public pensions system and other social insurance rights, with its subsequent modifications and supplements;*
- ❑ *a mandatory component based on capitalization, privately administrated (IInd pillar) – the general organization and operational framework is to be regulated by law on mandatory privately administrated pensions;*
- ❑ *an optional component based on capitalization, privately administrated (IIIrd pillar) – the initial legal framework being comprised by Law on occupational pensions schemes.*

1. Generalities

The remarkable increase of the number of the pensioners (from 3.4 millions in 1990 to more than 6.2 millions in 2004) and the substantial decrease of contributors number (from 8.5 millions in 1990 to less than 5 millions in 2004) forced the governments to make use of the solution of an unprecedented raise of social insurance contributions from 14% of the gross wage in 1990 to 31.5% in 2004. These modifications caused by the multiple incentives for early retirement, by the weakness of provisions related to the disability retirement as well as by the integration in the public system of farmer pensions beneficiaries who did not pay contributions to public pensions system, have finally led to an implicit debt of the system beyond 150% from GDP.

In such terms, it becomes strictly necessary to identify some additional funding sources of the above mention debt. A possible solution could be represented by making use of the privatization procedures. It is also necessary to draw attention upon the fact that a decision related to this

possibility should be rapidly adopted, because the privatization process follows its normal course, accelerated and by the conditions imposed by IMF and World Bank, so that the possibility of getting some incomes from this direction considerably decreases. Another funding source, similar to an alternative tax, is not feasible because the current Romanian tax system is a burdening one for both employees and employers.

As regards the current and future contributors to the public pensions system, the demographic trends would make them get ever decreasing pension benefits, in the circumstances when they would pay contributions of an ever greater amount unless additional pensions funding systems would not be implemented (based on capitalization and private administration). It is necessary to highlight that in this regard Romania made smaller steps compared to countries in Central and Eastern Europe, which have already or are about to implement the systems of vested pensions, privately administrated (see Annex). The implementation of some new components based on capitalization and funds' private administration, both mandatory and optional is requested by:

- The necessity of ensuring a long-term financial sustainability of a pension system and an equal treatment for all beneficiaries;
- The gradual increase of the pensions system benefits amount by ensuring a greater rate of replacement than in the unique redistributive system;
- Provision of a significant capital inflow onto internal market with positive impact upon the economic progress and consequently of the welfare standard of entire population.

2. Occupational pensions

After a long period of debates and confusions, pro and con opinions, Romania made the first significant step (with high difficulty) in implementing a new component of pensions system, even though it is the optional pillar. In the Official Journal of Romania, Part I, no. 600 from July 5th 2004, Law no. 249 from June 9th 2004 on occupational pension's schemes was published.

According to this piece of legislation's provisions, the **optional occupational pension schemes** are based on capitalization of contributions paid by an employee and his employer and of the profit resulting from the investment of these contributions by professional private administrator.

This law introduces a series of restrictions, stipulating who is not entitled to propose such schemes:

- The economical agencies with **budgetary debts unpaid** in the legal term at the end of the year to: the state budget; the state social insurances budget; the local budgets; the unemployment insurances budget; the budget of unique national health social insurances fund; the budget of professional diseases and employment injuries; all types fuel and energy providers.
- **The public institutions**, regardless the funding and subordination system.

The participation to an occupational pension scheme **is not mandatory**. The subscription to such a scheme is made on an individual basis by a **subscription act** which is a written contract concluded between the employee and the company of administration of an occupational pension fund.

In these terms, the system of occupational pension scheme would not reach a high level. A small number of companies would be able to participate to this system. It is possible that after a relatively long period, a number of approximately 5-6 hundreds of thousands of employees would be eligible for this type of pension, which is equivalent with fewer than 10% from the total of professionally active population.

The law provides authorization competency to set up and modify the occupational pension schemes, as well as to regulate their operation to a specialized department within **THE COMMISSION FOR SURVEILLANCE OF INSURANCES**. Despite the nine months passed since the law has been published, we do not still have at disposal a homogeneous department able to permit, by its regulations and its structure of professional surveillance, the establishment of schemes, funds and authorization procedures of occupational pensions administration companies on January 1st 2005, according to the optimistic law provision.

The law does not permit to condition the employment or the acquisition of the quality of member in a trade union by the participation to an optional occupational pension scheme. The employer retains

and transfers the contributions to such a scheme on behalf of its employees only on condition of the written agreement of the considered person and has penal responsibility in case of unpaid contributions or their partial payment in accordance with legal terms, conditions and rules governing a certain scheme.

Participants' contribution to an occupational pension fund is not restricted, is subject to fiscal deductibility from the amount of wage incomes within a ceiling of EURO 200/year and is deducted from the gross wage, in addition to the deduction of social insurance contributions due according to law, in the procedure of completion of the annual taxation. Employer's expenses with contributions, due to occupational pension scheme, in an amount of up to EURO 200/year for each participant are deductible in the calculation of the taxable profit.

An occupational pension scheme cannot be stated in bankruptcy. The pension fund can be administrated and represented in its relationships with third parties only by an administrator with authorization of operation of occupational pension funds issued by Commission.

The investments of pension funds are made in compliance with law provisions on occupational pensions, with Commission's norms, with the rules of optional occupational pension scheme and with the provisions of administration contract. The investment principles are based on prudential rules, including the security of assets, diversification of investments, while avoiding the excessive concentration into a certain category of assets, issuers or group of issuers, quality and profitability of investments, as well as the maintenance of an adequate level of liquidities.

The administration of a fund is made in return of some commissions, identical as calculation method and perception for all participants at the same fund. Fund's assets are deposited by a custodian which can be a bank institution - Romanian legal person or a branch of a foreign bank institution, authorized to operate on Romanian territory and endorsed by Commission.

The participants' rights are guaranteed by the Guarantee Fund of Occupational Pensions, the Government having the obligation of issuing the draft of special law regulating the organization, operation and administration of this fund, in a term of 1 year since the enforcement date of law. The Guarantee Fund is established from administrators' contributions, and the amounts deposited in such a fund could be invested in bank deposits and government bonds.

The personal assets deposited in a participant's individual account are only used for acquiring an occupational pension benefit. The right to an occupational pension is opened, at participant's request, on condition of complying the following cumulated terms:

1. the retirement age stipulated in Law no.19/2000 on public pension system and other social insurance rights, with its subsequent modifications and completions;
2. payment of minimum 60 monthly contributions;
3. personal assets of an amount at least equal with the amount required for entitling to the minimum occupational pension benefit stipulated by Commission's norms.

In term of three years since the publication of Law on occupational pension schemes in the Official Journal of Romania, would be published a special law on the organization and operation of the payment system of occupational pension benefits.

It is obvious from the concise presentation above that greater efforts are required for implementing such a system. If only it's institutional structure, from Commission up to the administration companies, and the great amount of regulations needed to issue are taken into account, we would realize that the date of January 1st 2005 stipulated as enforcement date, is a utopian term. Therefore, the new elected Government took the decision of postponing the implementation of this piece of legislation up to July 2005, following to propose in this period the necessary modifications of this law both from the point of view of harmonization with the European directives enforced but also for making this system become attractive for both participants and administrators.

3. Privately administrated pension funds

After six years of conceptual efforts, the Parliament approved, in November 2004, Law no. 411/2004 on privately administrated pension funds. This law implements the so-called IInd pillar of the national pension system and promotes such principles as the mandatory character of the

participation to the new system, the equal treatment for all participants, the contribution principle, capitalization and assets investment in a prudential and effective manner, as well as the guarantee of solvency of privately administrated pension funds.

The aim of this new system is to ensure a private distinct pension that supplements the pension paid by the public system, based on collection and investment, to participants' benefit, of a share from the individual social insurance contribution currently perceived in the public pension system (the so-called 1st pillar).

Administrator collects participants' contributions, administers and invests financial resources of the privately administrated pension fund and can also calculate private pensions (on condition of having authorization for the last mentioned operations). Specialized providers could appear onto the new pensions market only with regard to establishment and payment of private pensions, starting from the amount collected in participant's individual account, up to retirement date.

The administrator of a private pension fund is the joint-stock company exclusively charged with the fund's administration, establishment and payment of privately administrated pensions, according to circumstances. The fund's administration is accomplished in turn of a commission paid by participants. The minimum nominal capital required for the administration of a pension fund is the equivalent in ROL of the amount of EURO 5 millions.

The Commission for Surveillance of Pension Funds, administrative autonomous authority, legal person, subject to Parliament's control, exercises its authority over entire Romanian territory, operates in accordance with law provisions and is charged with the control and regulation of the area. The Commission authorizes the operation of the pension fund based on administrated entity's filed request.

The participation to such a fund is:

- mandatory for persons aged up to 35 years, new entered on labor market;
- optional for the other categories of individuals, aged up to 45 years, already insured and paying contributions to public pension system.

The subscription has individual character, based on a subscription act concluded between participant and administrator. The assignment of participants to other similar funds is permitted in compliance with law provisions.

The contribution to a privately administrated pension fund is a share of individual social insurance contribution paid to the public pensions system and is subject to its deductibility regime, being free of taxes.

On the starting date of collecting activity would be taken into account an amount of contribution of 2% applied to the calculation basis, being stipulated that in 8 years from the collection starting date, the contribution quota would raise to 6%, with an annual raise of 0, 5%, starting with the date of January 1st of each year. The personal assets are owned by participants and cannot be subject to forced execution. The investments of funds are based on prudential principles, the law providing the permitted categories of assets, considered more safe and limited as percentage, stipulating interdictions with a view to assets transaction, as well as the obligation of adapting the investment policy to market's terms.

The new system of privately administrated pensions would be guaranteed by clear and prudent profitability rules, as well as by:

- the establishment of a reserve fund by administrator aimed at ensuring the fund's profitability rate up to the minimum profitability rate, as well as the compensation of participants', beneficiaries' and survivors' rights in the event of non-accomplishment or inappropriate accomplishment of administrator's liabilities stipulated by the administration contract.
- the establishment of a guarantee fund from administrator's own funds would be regulated by law. The right to a private pension is acquired on the date when the public system's old-age retirement terms are met, the benefit being represented either by a private pension or a unique payment, according to circumstances.

The date stipulated for the enforcement of this system of pension funds is July 1st 2006 and the starting date for collecting contributions to this system of pension funds is January 1st 2008.

The analysis of this law highlights a series of issues needed to be expounded until its effective implementation. Among these, it is worth to mention:

- a) The obligation of participating to the pension system is too small, in the same manner like the claimed contributions, so as these limits should be revised for the purpose of accelerating the establishment of a significant private pensions market, in the advantage of the greatest possible number of beneficiaries.
- b) The pension fund is a legal entity of collective investment in the form of a civil company contract which has an organizational structure and, consequently expenses. Thus, all expenses related to such a fund's administration must be paid by administrators, not by the fund itself.
- c) The limited transfer only after one year of contributions paid to a pension fund is too restrictive. There is already stipulated the condition of transfer penalty under two years of continuous participation.
- d) Obscure requirements with a view to administrator's leaders.
- e) It is not to administrator's interest to be so restricted in investing its own assets (it is a commercial company). Moreover, the stipulated restrictions finally cause losses for the state budget by a significant decrease of incomes from the tax due for profit or of the incomes from the transaction of some assets.
- f) Administrator's commissions should be harmonized with those perceived for occupational pensions and must have a certain ceiling of the profit-related commission. The profit-related commission, according to international current practices in private pension's area should be replaced by a much more realistic and motivating commission, related to the net worth of administrated assets, for both occupational pensions and pension funds.
- g) It is provided to draft a special law relative to the method of establishment and payment of private pensions although these issues have been regulated by Law on occupational pensions, these two laws being identical. It is only necessary to refer to the special law stipulated in Law on occupational pensions.
- h) The Commission starts to operate at a too delayed date. The law itself mentions that the basic role of Commission is to issue norms and to authorize, while its enforcement would occur on the same date with starting contributions collection, which has an exact term in the draft law.
- i) Commission's sources of incomes are too large.
- j) The special law on guarantee fund referred to in the final disposals is similar with law on occupational pensions' guarantee fund, so as these two pieces of legislation should be unified in one single law.

Those are reasons why the new Government aims to amend this law in accordance with those above mentioned.

4) Conclusions

The implementation of these new components of pension system would lead to significantly increased benefits for future pensioners. Thus, the cumulated average rate of replacement of wage incomes by pension benefits from all pension system's components (the public component included) would raise from approximately 40% (the current percentage) to over 70% in the following 15 years. Moreover, the existent pensioners would be able to benefit the real increase of their pensions as a result of effects upon social insurances budget of the economic progress, with the support of private pensions' implementation. Because they lead to increased savings and a greater amount of investments in the economic sector, the reform of public pension system, joined with the implementation of privately administrated pension funds contribute to the future progress of Romanian economy. After 30 years of operation, the new system of privately administrated pension funds would accumulate funds in an amount approximately equal with half of GDP. The consequence of this evolution would be the raise of investments rate in the Romanian economy and, consequently to a greater rate of economic development.

This increase represents one of the most important effects of the legislative package on pension's reform. It could be estimated that this reform would add, on an annual basis, an average of 1% to the rate of development of Romanian economy.

ANNEX

PENSION SYSTEMS IN EASTERN AND CENTRAL EUROPEAN

a) Structure

	Ist pillar	Iind pillar	IIIrd pillar
Czech Republic	PAYG public system	Non-implemented	Optional DC since 1994
Estonia	PAYG public system	Mandatory DC since 2002	Optional DC since 1998
Hungary	PAYG public system	Mandatory DC din 1998	Optional DC since 1994
Latvia	PAYG public system	Mandatory DC din 2001	Optional DC since 1998
Lithuania	PAYG public system	Non-implemented	Would be implemented at a later date (2005)
Poland	PAYG public system	Mandatory DC with guarantees since 1999	Optional DC since 1999
Slovakia	PAYG public system	Would be implemented at a later date (2005)	Optional DC since 1996
Slovenia	PAYG public system	Administrated by state DC mandatory for some professional activities since 2000	Optional DC with guarantees since 2000

DC – defined contributions

b) The amount of private pensions

			II nd Pillar	III rd Pillar	Total pension funds	II nd Pillar	III 3 rd Pillar	Total pension funds
	GDP (Billions. Euro)	GDP per capita (Euro/person)	ASSETS (Bil. Euro)			ASSETS/GDP (%)		
Czech Republic	66,368	6,507	0	2181	2181	0.00%	3.29%	3.29%
Estonia	6,103	4,359	11	4	15	0.18%	0.07%	0.25%
Hungary	62,744	6,151	1753	1521	3274	2.79%	2.42%	5.22%
Latvia	8,010	3,483	20	23	43	0.25%	0.29%	0.54%
Lithuania	13,159	3,760	0	0	0	0.00%	0.00%	0.00%
Poland	178,984	4,637	7704	36	7740	4.30%	0.02%	4.32%
Slovakia	22,599	4,185	0	183	183	0.00%	0.81%	0.81%
Slovenia	20,120	10,060	40	83	123	0.20%	0.41%	0.61%

c) Participation to pension funds and labor force

	Participation (no.)		Labor force (no.)	(%)	
	IInd pillar	IIIrd pillar		IInd pillar	IIIrd pillar
Czech Republic		2.597.364	5.200.000		49,95%
Estonia	207.200	2.309	646.000	32,07%	0,36%
Hungary	2.225.400	1.180.000	4.109.400	54,15%	28,71%
Latvia	335.037	20.064	1.425.100	23,51%	1,41%
Poland	11.468.446	49.298	17.097.000	67,08%	0,29%
Slovakia		457.432	2.628.300		17,40%
Slovenia	25.645	136.129	781.932	3,28%	17,41%

HOLISTIC COUNSELING – A WAY OF FACING GLOBAL LABOR CHANGES

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Abstract

Today, traditional environments are replaced by globalization, a fast economic growing process. In this context, lifelong career counseling and guidance is an essential support for individuals in their efforts to adapt themselves to the massive changes of the labor market.

Holistic counseling model is a response coming from world-wide professionals and stakeholders to these complex issues: it is aimed to prevent the segregation of different counseling and guidance services, to meet the clients need for guidance and lifelong learning.

Holistic guidance services situate the person at the centre of the counselor preoccupation.

Could this holistic approach be adapted and developed in our national context?

Is Romanian counseling system prepared to bare fundamental revisions?

This paper tries to present the Romanian initiatives to avoid fragmentation of career counseling services by proposing a new formula: “one –stop-shop counseling and guidance center” as an European transferable model and its possible future advantages.

Today, traditional environments are replaced by globalization, a fast economic growing process. Young people face the changes more easily than adults because they are more open, more adaptable, having more opportunities.

Whatever the age, every person must become aware of the need of change.

This is the main role that lifelong learning process has to play in updating skills and knowledge required by the new society.

Lifelong career and counseling is the appropriate way to make people aware of the necessity of lifelong learning and to avoid a reactive response of the individuals to the rapid societal and economic change. In this context, guidance is an essential support for individuals to adapt themselves more effectively to labor market.

In the last few years, Romania, as a developing country, having a transition economy, was the subject of several studies carried out by OECD, EU and World Bank alongside other middle-income and transition economies.

These international organisms, especially World Bank has financed the development of education and guidance services in Romania and highlighted these services as an integral part of lifelong learning.

The conclusions expressed in their recent publications on lifelong learning and lifelong guidance helped Romania to identify needs to develop stronger policies in this area and to initiate a series of surveys, projects and support programs in the field.

For example, a survey on lifelong learning key messages launched by EU Memorandum was carried out by a team of Romanian experts during 2000.

It is already well known the content of the sixth key message concerning career guidance and counseling which refers to:

- developing european dimension and adapting Career Guidance and Counseling Services
- use eLearning and self-guidance with the help of Internet
- initial and continuing training for CGC
- raise the quality of standards in CGC services.

The mentioned research concludes at that time the following difficulties and constraints in the field of guidance:

- Limited number of people request CGC services owing to the lack of information related to possible opportunities and benefits
- Deficient labor market information system with effects on career guidance and counseling
- Insufficient institutional capacity (especially CGC services for adults) and limited use of eLearning in the field
- Lack of specialised personnel
- Limited offer of materials and sources of information on CGC
- CGC services existing in institutions with ill effects on the quality of the offer
- Insufficient international contacts in the field.

In concrete, this report has outlined that:

- Career guidance must be viewed as a coherent system (comprising and delivered by schools, tertiary education, public employment services, by the private and voluntary sectors). Efficient development requires the active involvement of all stakeholders and special attention to small and informal employers.
- In creating a framework for a coherent career guidance system, Romanian government must assure quality standards and subcontract some services to private sector.
- Restricting public resources impose priorities such as: comprehensive educational and occupational information, investing in self-help approaches, exploiting the potential of ICT, helplines and Internet, encouraging staff training courses in career guidance on a cross-sectoral basis, facilitating measures and incentives to encourage voluntary and private sector guidance services, enhancing the evidence base in the field.

Other significant issues that Romania has to confront are the poverty and unemployment, support for redundant workers, limited opportunities for students to experience the world of work. These issues generate weaknesses at the level of guidance and counseling system:

- a lack of formal coordination mechanisms between labor and education;
- excessive emphasis on labor-intensive one-to-one services delivered by psychologists and other specialists;
- tendency of public employment services to focus more on jobs than on careers;
- lack of career development services for employees, especially outside international companies.

As a consequence, it is necessary to change policy requirements and particularly concepts of career development. In this sense, the same World Bank study mentioned above identified also several strengths and positive aspects:

- a structure of general guidance services in the school system, to an extent within tertiary education with links to the employment and youth services;
- career guidance services within the public employment agencies.

In our country, a protocol was signed in 1997 between three ministries (education, labor and youth) to establish a national network of information and vocational counseling centres within their respective spheres; this has subsequently been amplified by two further protocols in 2000 and 2004.

- publishing career information material delivered by the private sector, which issue educational guides, career guides, job-search handbooks and computer software;
- a rapid growth of Internet-based employment agencies;
- active labor measures for displaced workers including career guidance elements contracted out to public or private service providers;
- an existing National Association for School and Vocational Guidance;

- university curricula for career counselors developed as part of World Bank projects, now being used as the basis of programs offered by many universities.

Such courses need to be reframed around new models of delivery. Their theoretical basis need to be multidisciplinary and focused on practical competences (including management of guidance resources).

- quality standards for counselors, as well as an ethical code for counseling developed by a professional team experts belonging to the Career Counseling Department of our Institute (of Educational Sciences). This specialist research centre has been designated as the 'methodological authority' for the Ministry of Education guidance and counseling network.

The researchers working in the department are experts field of educational guidance and counseling. Research projects completed in recent years related to activity analyses of human resources, staff qualifications, ICT resources, tests, questionnaires, career counseling for adults, computerized career guidance programs.

As resulting from the data, it is obvious that many changes have been produced in the field of Romanian counseling and guidance. There are still many more things to be done.

There are several trends in the field of guidance at the international level, mainly promoted by developed EU members. These trends and challenges represent key contributions which career guidance make to the achievement of public policy goals: lifelong learning, social inclusion, labor market efficiency and economic development.

"Such public policy goals are fundamental to the attainment of the Lisbon Council (2000) aim of making Europe the most competitive and knowledge-based society in the world by 2010." (CEDEFOP, Sultana, 2004).

But how can these goals be translated into practice ?

We noticed that traditional, reactive model of guidance must be gradually replaced by a new emerging mold imposed the trends already mentioned.

In other words, career guidance must be viewed not only as a measure to prepare young people more effectively for entering the labor market but also as a part of human resource strategy enabling the countries to face global market.

It is not only designed for youth or unemployed adults, but for all individuals, including youth and adults, engaging in career planning throughout life, with lifelong and lifelong guidance. There is still an other challenge that the emerging model addresses: that of structuring the guidance systems as a whole, by avoiding the fragmentation and segregation of different services belonging to different institutions. It is about a holistic perspective to approach guidance and counseling services.

Holistic counseling model is a response coming from world-wide professionals and stakeholders to the following complex issues: it is aimed to prevent the segregation of different counseling and guidance services, to meet the clients need for lifelong learning and guidance. Holistic guidance services situate the person at the centre of the counselor preoccupations.

By analysing this new model, counseling specialists (Van Esbroeck, UNESCO, 2002) distinguish three levels which services might be offered at:

- the first level could be offered within the local institution by teachers in schools or supervisors in workplaces, whose intervention is limited to information giving, advising, teaching and referral;
- the second level is offered by specialists operating within a structured guidance and counseling system, but involved in other activities than strictly counseling;
- the third level is referred to highly specialized service providers, working independently and having no direct contact with clients. They could be involved by the staff operating at first or second level for differentiated diagnosis and therapeutic interventions.

Such an approach might solve clients complex problems that require services of a whole series of specialists which are usually separated in a fragmented guidance system.

By applying the holistic model, some EU countries went even further in order to avoid fragmenting services imposed by restrictions of a funding authority: they created "one-stop-shop" services for career guidance and counseling which could be defined "as services offering career guidance and counseling support with a holistic approach throughout the entire life span." (Van Esbroeck, 2002)

Several principles would ensure the success of such services:

- these centres could be organised by the community on the scheme of already existing ones or could be developed as new services;
- these community services could be financed by public authorities at the national, regional and local level;
- these services require cooperation between public authorities and educational institutions at all levels;
- management of one-stop-shop services would involve all stakeholders;
- a network between key agents (associations, volunteer groups, families) is recommended to support these centres through informal channels.

By 2000, significant holistic counseling and “one-stop-shop” centres have been created in some EU member countries: UK (London, Surrey, Connexions Partnerships, Hastings, E Sussex), Belgium (pre-retirement centres in Flanders), Sweden (Arjeplog) and overseas: Australia (Perth, Melbourne, Brisbane, Brunswick Junction), Canada (Burlington, Ontario, Manitoba) India (YoungBuzz Programme for Corporates Career fairs in 18 career zones).

By giving some ‘one-stop-shop’ international initiatives, we are concerned by crucial questions:

Is Romanian counseling system prepared to bare fundamental revisions? Could this holistic approach be adapted and developed in our national context?

Some existing premises are encouraging to us:

International programs support the development of Romanian educational system, particularly guidance and counseling services; it is about a World Bank project above mentioned and several Phare Educational Programs. The Institute of Educational Sciences is involved in a number of European projects in the field as a coordinator or partner.

We hope that public authorities will be open to such ambitious initiative and see themselves as partners in such a large consortium representing the entire community.

The key challenge for guidance in Romania remains that of articulating a set of clear objectives that are supported by the policy-makers and by other stakeholders in a very concrete manner.

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INOVATIVE NETWORK FOR ORIENTATION / REORIENTATION AND CONTINUOUS PROFESSIONAL EDUCATION IN GLOBALIZATION CONTEXT

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Abstract:

Orientation/Reorientation and continuous professional education role in globalization context by choosing the optimal and flexible structure in counseling networks and groups underlining participants' and partners' enthusiasm

1. Orientation and continuous professional training in globalization context

Continuous professional education could be an important factor for evolution/involution regarding employee's history. Allot of involution had the beginnings if confusions – avoiding on the large scale can allow us to improve our educational effort giving morality by using three tiers (micro, macro, global) in correlation with the scope and path. Performing orientation systems for continuous professional training promote the equilibrium and allow the feed-back with successful results with maximization the transparency, giving the access to the information.

Structures and systems, processes and holistic structuralized-systemic phenomenon are related with the organization structure in adductive logic in cross-disciplinary point of view. The system change could prepare and promote the structural changes from important actors with catalyst role with new trends who appear because the components are note involved like part of the system. The actors take the changing role not the execution role in system.

Solution for implementing the performance in systems:

- Changing the thinking type
- Changing the paradigm action – the person do like they think
- Changing the paradigm in socio-human plans – from passing between substantial/energetically values to informational / psychological

Humanity made big steps to an equilibration society, holistically, base by information and spirituality with harmonization between all spatial dimensions for human existentialism micro (individual), macro(group), mondo (globalization) with possibility to load analytical models and grow from one tier to other.

We promote the integration between the human tiers in compurgation with their importance. The integration will be the **engine** for globalization.

The level for **Continuous Professional Education Network** will be establish like good if the initiators starts with the experience from APARC Alians Parents Responsible and Active in Community; we need the real utility and experience, the positive impact for persons with an good scheduling projects (4).

Choosing the optimal system for orientation in continuous professional education

We have to choose from a enormous possible combination between scope and existing ways to be involved with us. In our activity we have liberal systems with social rules equitable for majority persons or impossible to access, with direct and indirect financial aid, with substantial prelevation. The supplier's scope could be in osmotic link with our customers: students, parents or adults, etch.

2. The network for orientation/reorientation in continuous professional education

Stages:

- Made Consortium (local, regional, national) for orientation / reorientation in continuous professional education (from universities, APRAC, Non Governmental Organizations, Officials, Romanian Agency of Development, elementary schools) with operationally structure for information and conciliation:
 - Made the accord for Consortium
 - Create the accord for information node, connection groups
 - Editing News-Letter with theme „Orientation in continuous professional education” (Communitarian performance for continuous professional education, innovative systems, consolidation and enterprise development)
 - Merging publication / system information from consortium members
 - Create an international team for counselors in continuous professional education
 - Create and development human resource and using outsource online
 - Create and developed programs in continuous professional education online

Rules used by team management in continuous professional education:

- 1. Control the Change Management** – potential broken channel
- 2. Control the „Chain Collaboration”** in crucial moments with the client / partner
- 3. Control the system inputs** for all crucial moments
- 4. Create new values** for all crucial moments. The relationship with the participant made value by adding value from both parts. For participant is an information source and somewhere a path to a counseling; for organization we have the opportunity to get information and develop knowledge.
- 5. Every participant is a person.** The team informs the newcomer regarding the activities, he is the relation with him;
- 6. Manage the relational stream in systematically manner,** we reduce the management relation with the participant;
- 7. Dominated the learn cycle.** The team propose / assimilate time scheduling and risk management for concurrent processes insist on:
 - Evolved the participant in all processes, without deadline constrains
 - Possible concurrent activities
- 8. Coordinated and realized the establish processes,** with prompt response time regarding legal exigency with participant expectation. The team coordinated the realization process where the participants are pieces in the „chain” for creating new values meanwhile the technical aspects and information set give the possibility to monitories the scheduling for the establish program.
- 9. Using all communication channels and distribution** for obtaining the optimal „chain” that create new values.
- 10. Knowledge quintessence.** Any transaction, any services are considered an important investment in relationship with the participant for creating the **client-capital**. Understanding the client-participant could develop the relationship. Any contract is an important event by allowing us counting

date, interpret them, transform the date in information, and translate the information in possible scenarios with him (3).

Participants and partners enthusiasm

The consumers expectation grow – the goods variety is growing

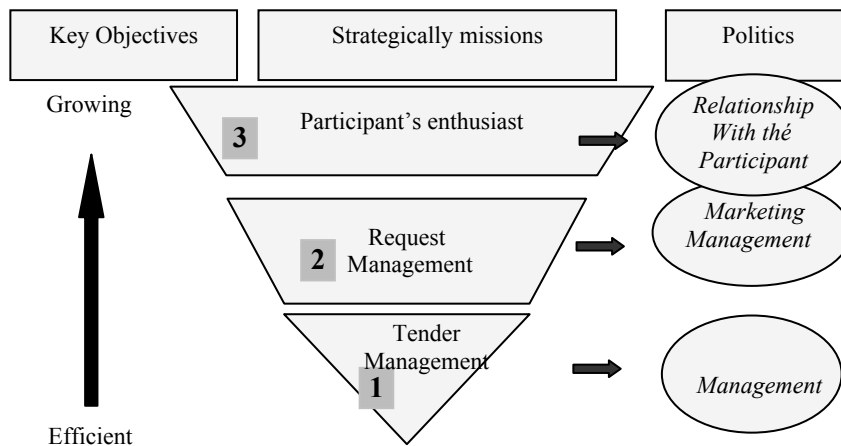


Figure 1 The relationship between the network and the client [Adapting from: ECR – Europe (3)]

Very important is the translation between internal component project / process to demand component. **Network Management** has four elements:

- Establish the infrastructure
- Promote the efficient projects
- Add the complementary processes
- Go-Live for the project

We concentrate our effort for efficiency and concurrent activities regarding our relationship with the participants. It's important to focus our activities for profit for all implied parts for long term following to catch the participant's enthusiasm for our problems regarding "orientation / reorientation and continuous professional education in network".

Giving the satisfaction to the participants and developing his enthusiasm

Is enough and imperative to define the *level of participant engagement?*

We identify the following three levels:

Participant's enthusiasm

The network surprise the participant with anticipation the needs; He has a emotional connection with the organisational, a part of his life

Participant's loyalty

We establish a continuous relation for long term between consumer – partner and network supply
The consumer – partner trust somebody in network supply

Participant's satisfaction

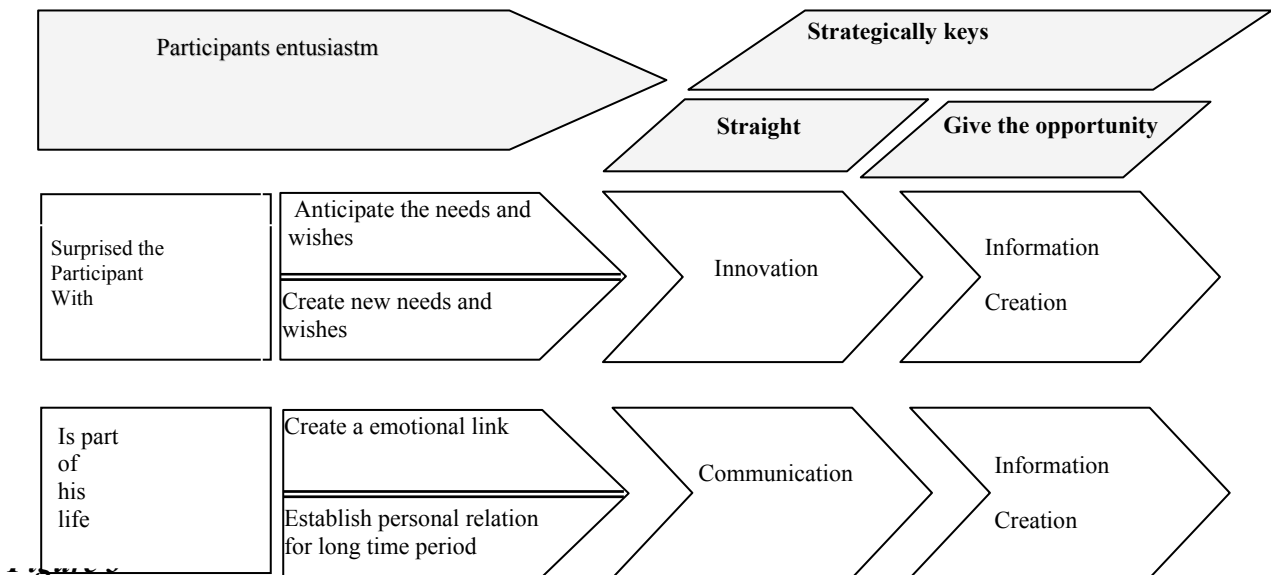
The network understand the most important participant's hope

Figure 2 Three levels of participant engagement

Strategically keys for catching the participant enthusiast

Needs and trends analyzed give us an global picture regarding the growing of the network. We establish the strategies that must be implementing to receive this position.

Participant's enthusiasm is defined like the level of his implication in the organization that satisfied his needs and expectation implicitly by clients and establishes a long time relation based by loyalty and confidence. Consumers could develop a strong emotional link with organizational tender who must be part of his social life.



The link between narticipant's enthusiasm and stratepic keys [Adapting from:

ENTHUSIASM GROWING

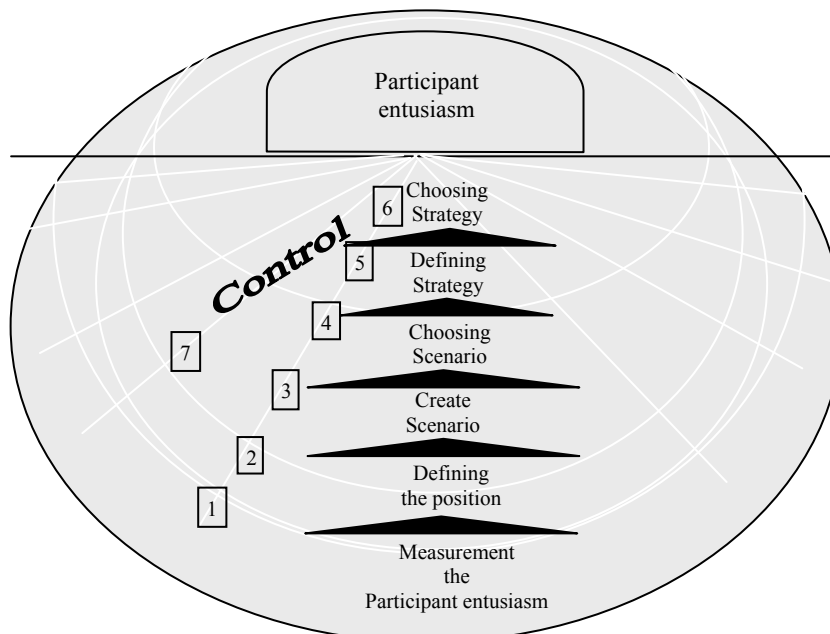


Figure 4 The steps for implementation the participant enthusiasm [ECR – Europe (3)]

We think that in groups / networks for counseling is possible to have the following behaviors and the interdependence between them and project functions, where they are evolved participants are:

Characterist. /description	Orientation to order	Orientation to Risk	Orientation to the rational	Orientation to feelings, sensibility
Certainty/ security	Through rules, Phase objectives, traditions	Demolishing barriers/ limits with “cheers”	Through technical tasks and logics	Through acceptance, own opinion, group opinion-adopts
Conflict	Searches of experience, examples, steadiness	Searches of The others’ mistakes, sudden landings-resigns, breaking relationships	Solving in the objective/ real plan, inclination to cynicism	Conciliatory, mediator
Specific potential of career	Orientation after rules, progresses through scrupulous fulfillment of methods	Surpassing borders, traditions, rapidity, Visions	Realist, lucid worker that acts in a logic, analytic environment	Contact, concluding together with the team, identification with the common purposes

3. The measurement and monitors for effect:

Alternative point of view for measuring the implication level:

- *Define a multifactor index standard* for combine the qualitative and quantitative indicators, e.g. comparison between trans categorical, following long period projects; services detailed.

These indices give the advantage to make trans-categorical and multiple periods project but they are not perfect;

- *Define a multifactor template* by strategically priorities of organization, the needs derived from multiple layers *with* specifically needs of consumer from the category. The index combines different factors measuring the level of implication from consumer.

The network was opportunity to choose from the following strategically options:

- Continuous optimization;
- Collaboration from long term.

We propose that these strategies must be developed continuous with long term strategies and plans who kept the enthusiasm for develop the employee profile

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IMPACT OF NEW ECONOMY ON OCCUPATIONAL-PROFESSIONAL STRUCTURE AND WORK CONTENTS

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Summary

The new economy, ITC services and their applications in production trigger not only the development/enrichment of work contents for some professions, but also contributes to the emergence of new frontier-line professions. This is due to the new applications in various economic and social fields. On the other hand, it leads to the creation and development of some production/services sub-branches as result of own developments in the ITC field. Job mobility and continuing training become the main restrictions in (re)building the standard employment pattern. Career mobility and permanent update of knowledge and activity skills is associated to an increase of the general training level of the labour force.

The new economy fundamentally alters the ‘map’ and contents of occupations and professions. ‘Within the next 20 years, Europe’s economic paradigm will change fundamentally. Its manufacturing base will continue to shrink, future growth and social welfare will rely increasingly on knowledge-intensive industries and services’(1). This implies not only the emergence of new occupations and professions as obvious result of incorporating technological progress but also a revolutionary change of work contents for the majority of professions and jobs. ITC enfolds every aspect of daily life, contributes to speeding up economic and social activities, space and time get tight. The skills of using modern means of communication are associated with increased linguistic competencies – turning into joint, basic elements of work contents in jobs pertaining to e-competitive economies, are incorporated into curricula of primary and secondary education. To this end, two processes are defining: a) dissemination and absorption of ITC applications in order to create a common ground for productive activities, irrespective if these are materialised in economic, social or cultural goods or services, etc.; b) promoting continuing learning as support for maintaining the continuous suitability capacity to novelty of labour resources of the society.

At the training level of labour resources significant changes take place:

- **Education through institutionalised systems is extended and developed in parallel with the activity period on labour market.** School learning tends to extend, the average number of school years (education stock) increases due to the growth of the compulsory education period, but mainly because of tertiary education. If in the past to be higher education graduate meant the exception, currently especially for the new jobs this becomes the rule, and not in the fewest of cases it implies to be graduate of two or more specialisation.
- **The occupational pattern changes** – from ‘occupation/profession, one job throughout the entire active life’ in the system of full-time employment with a smooth and well-known career advancement to **a much more fragmented active life pattern**, with lateral and vertical developments, sometimes by switching several times the profession, job, and type of occupation. Career advancement is no longer always linear, even the significance of this word changes.

Work Contents and ITC Applications

The new economy and ITC services change occupational patterns, labour resources management mechanisms, develop new qualifications and competencies to replace or complement existing ones (2).

ITC significantly changes work contents and unavoidably leads to a qualitative growth with respect to skills, to activity's quality irrespective of the professional field of expertise:

1. *Digital literacy* takes place for all occupations;
2. Inter-professional *competitiveness and competition* grows;
3. *Occupational-professional flexibility/mobility* increases for a larger spectre, facilitating the valuation of poly-qualifications;

Flexibility becomes a condition for remaining on the labour market. More and more occupations and professions have developed their own side of relying on ITC use thus determining a growth for the indicators' value which reflects/measures the use degree of information technology, as well as the dynamics of ITC experts and their performances.

A brief characterisation of the **relationship ITC – education market – labour market** might be made by measuring the incidence of the new economy's applications on the wide range of occupations and/or the demand of new labour skills and competencies. This might be achieved, among others, by indicators such as:

a) *ITC experts' dynamics and their performances*. For the last years there was a considerable increase in their numbers (but without attaining the performances of EU Member States), fact that proves the latent potential to be turned to good account;

b) *increasing the use index of information technology* – viewed from the dynamics perspective, as well as under the aspect of potential users to dispose of/use various components/applications of ITC. In the period 1999 – 2003, for instance, the number of fixed and mobile phone lines has doubled (524 for 1000 persons in 2003), the PC number for 1000 inhabitants is of 97, on the background of a simultaneous growth of about 4 times in the same period. The number of Internet users increases in its turn more than 6 times (184 to 1000 persons) (3);

c) Increased attention enjoys also the incorporation of ITS in *school curricula*. Even there is a low pupil-computer ratio we are faced with a high use level. Frequency and nature of computer use for 9-year-olds (IEA PIRLS 2001) is measured as proportion of 4th grade pupils using computers at least once a week. The figure for Romania shows a high use: 19% in case of search for information, 26% for writing and 24% for texts reading, 13% for developing reading strategies and 6.5% for communication at school

d) *The skill of using several foreign languages*. In Romania a student enrolled in secondary education learns in average several foreign languages as compared to the majority of EU-25 Member States. The EU goal (Lisbon Strategy) is of learning 'at least two foreign languages' (here it is about the taught language, as no information are given about skills in language use). The indicator for Romania reaches the value of 1.9 for ISCED 2 and 1.6 for ISCED 3 the EU average being of only 1.3.

e) *the technological achievement index (TAI)* which defines the participation to creation and use of technology related to networks. According to the absolute value of the index we are situated on the 35th place among the 72 states for which such computations were made. Although at a far distance from leaders (Finland with 0.744 and Netherlands with 0.630) and placed on the last position among EU member countries, Romania is included in the group of 'potential leaders' next to Spain, Italy, Greece, Portugal and seven of the new members.

The insurance of minimum ITC competencies through school education is completed with labour skills and competencies based on ITC which can be found in the cross-section of the occupations' and professions range next to skills like teamwork and entrepreneurship.

Occupations' and Professions' Demand Mobility on Labour Market

With respect to occupation the labour market becomes the battle ground between old and new:

- a) **traditional occupations and professions vanish, new ones emerge** generated by the dissemination of technological change, but most update themselves with new competencies, skills and labour practices, etc. All these evolutions take place on the background of permanent development and renewal of jobs demand – quantitatively and qualitatively, as well. The new economy, due to restructuring downsizes jobs from the production/'old' activities' area and creates occupational opportunities in the new areas of production and services.
- b) **There is a significant growth of occupations' area for which medium and higher professional training is necessary.** It is necessary to reconsider the significance of the term 'graduate jobs'. 'The changing nature of the labour market and the skills demanded from business means that the days when the universities were designed largely to train doctors, lawyers and academics are a thing of the past, and new business areas now employ more graduates than the traditional professions do (4)

According to the SOC Classification (Higher Education), all Standard Occupational Classifications have been grouped into five jobs categories, to allow a deeper understanding of the nature of the changes taking place in the occupations' area on the labour market, and of the impact of these changes on the demand for graduate skills and knowledge:

- The first category includes **traditional graduate occupations**, which refer to professions that by their nature always implied a certain level of training and specialisation (solicitors, research scientists, architects, medical practitioners)
- Within **modern graduate occupations** were included new professional fields such as the ITC ones, as well as the ones that have developed gradually new competencies and skills that triggered the improvement of the professional training level. To this category pertain: software programmers, journalists, primary school teachers, chief executives. These presuppose to be an expert in a certain field but involve additional responsibilities as well (strategic or interactive responsibility);
- **new graduate occupations** implying graduate-level qualification are the 'newest present' on the labour market and they mirror the changes as regards work patterns, production organisation, and assuming managerial responsibility. Specialisation is welcome but not strictly necessary, but teamwork, and interactive skills are a requirement, along with assuming strategic responsibilities (marketing, management accountancy, therapists, engineers etc).
- a special development is recorded by **niche graduate occupations**. Mainly, jobs in this category do not require graduate-level qualifications, but within each occupation there might be developed certain narrower specialisation for which higher education is an absolute must (nursing, retail managers, graphic designers, specialist electrical engineers). A sum of skills are necessary –managerial and expert skills, but also an 'all-rounder' with a range of abilities.
- The last category, **non-graduate occupations**, includes jobs for occupations or professions for which higher education is not required. These are found in a large variety of activity fields and, gradually, a part of them is replaced.

The study of mobility for occupations demanded on the labour market by using this classification is of recent date. The DLHE survey reflected that from 2003 graduates, 6 months after graduating just 2/3 entering work had gone straight into a job requiring degree-level qualifications – traditional graduate jobs and modern graduate occupations accounted each one in nine working new graduates. One in seven were in a new graduate profession and one in four in a niche graduate area(5).

In general, career advancement implies the shift from the last group to the others by undergoing some higher professional training forms (or not) in the same specialisation field. Actually, we are faced with a permanent shift from traditional specific competencies on occupations, professions and qualification levels to 'updated', adapted, labour s-kills, knowledge and competencies, and focused on developments at the level of labour culture.

- As a whole, changes in technology, new work practices and the growth of services industries inevitably lead to an average increase of professional training requested by (performing) jobs;
- persons with better literacy benefit of higher incomes and have better job prospects.
- the typology of ‘attractive’ labour skills for employers includes: include : communications skills, generic skills (literacy and numerical), leadership and initiative;
- increasing number of higher skilled jobs according to Knowledge society demand.

Workplace ‘mobility’

Technical progress and ITC trigger two types of mobility:

- a) the one of the *occupational structure on branches and activity sectors*, the recorded trend being from industry and agriculture to services.

As different from EU-25 member states, Romania has an ‘inadequate/outdated’ structure of occupations on activity sectors, with an exaggerated proportion of persons working in agriculture. A growth of the services sector is recorded due to occupation diminishment in industry and agriculture, but restructuring takes only to a low extent the change trends due to technical progress and to the incorporation of ITC applications.

- b) *Change of the ‘workplace pattern’*, respectively from a stable workplace (office, production workshop, etc.) associated with being present at job for the entire work hours to a main stable workplace (within the company and/or at home) but with flexible work hours, and tasks fulfilment ‘just in time’, irrespective where the individual is at the moment of request.

The globalisation of work, new technologies and increasing number of jobs in service sector are expanding boundaries of where work is performed (6). ITC applications offer just the same the opportunity for more and more occupied persons to perform their work tasks ‘whenever and wherever’ and to continuing training. Mobile phones, and Internet access ensure work conditions also outside the workplace (office) – at home, while travelling, etc. In addition, lifelong learning which is indispensable for career advancement becomes more and more accessible by means of ‘far distance learning’.

Consequently, the new economy changes dramatically in most cases the traditional pattern of labour (developed after the 19th Century Industrial Revolution). There are opinions according to which the new technologies and labour organisation forms trigger on labour market the return to ‘work inside the home’. This flexibility of labour raises a series of questions :

- is (would be) ‘factory system’ replaced with work outside the office ? Which would be the economic and/or social advantages or losses? To be permanently available for solving some of the assumed labour tasks increases stress and the absence of systematic presence within the work team might determine isolation and, subsequently, social exclusion.
- is long-term unemployment and ‘traditional’ work relationship replaced with job insecurity or jobless society?
- Wage differentials on increase between qualified labour and less qualified labour would determine a raise of the minimal threshold of work competencies and skills or the gaps will become deeper?
- are workplaces less stable (actually becoming less stable), or occupation and incomes safety is based exactly on mobility from a workplace to another as modern form of career advancement?

Without attempting to answer these questions we shall only clarify some aspects influencing the occupational pattern. If we agree with the idea of developing the new economy on three components –high technology industries, high technology cities and fast growing industries – then at occupational level we shall record shifts of the type: (7):

- Maintaining a *diminished share of part-time occupation* (under 10%) in the case of *high technology industries*. Performed analyses highlight that high tech industries like IT are generally less likely to hire a worker on the temporary/contract basis
- *Atypical occupation by maintaining flexibility in case of high technologies cities*. There is remarked a slightly higher rate of temporary/contract work –‘due to the existence of flexible ‘low tech’ firms that cluster near high tech industries yet do not have much technology capacity themselves’ (for example, industries that make use of computers or internet)

- *providing contingent and alternative working arrangements in fast-growing industries* (information based industries – credit agencies, security, commodity brokerage, investment companies, or not so high-tech – construction, personnel supply services (secretarial, management, or technical support staff). In this case, temporary employment records shares about twice as high than in the first sub-category.

Neumark and Reed underlined that empirical work might indicate the emergence of new industries, that have a greater demand for temporary/contract based work and warn that could be just a short term characteristic. This opinion agrees with the occupational goals set out in the Lisbon Strategy that pursue occupation growth – achieving full occupation.

Even under the new circumstances, employment for undetermined periods and with full work hours continues to remain the predominant form of occupation, offering advantages for both partners: for the employee workplace safety and income continuity, and for the employer a stable body of expertise and relationship – core employment, that might be incorporated in firms’ needs which are coherent and oriented on continuing training courses.

Advantages, Challenges and Shortcomings

IT support services for many workplaces and new occupations generate complex effects not only on occupation but also at economic and social level.

Most important *advantages* refer to:

- intensified creative work, becoming even predominant in some high-tech fields generating individual performances and company competitiveness ;
- job becomes potentially more productive and time savings grow for realising the job tasks(flexibility in time and place);
- job becomes more complex, interdisciplinary, and is associated with team building, leadership and entrepreneurship, and the social responsibility of companies increases as well;
- jobs and e-learning forms expand allowing for continuing learning and ‘road’ flexibility in career development;
- externalisation processes are intensified for some activities – logistic externalisation.

The IT incorporated in the daily activity, due to its particular manifestation forms triggers, especially by means of the new job departments but also by the effects on changing job earmarks also a series of *disadvantages* – sedentary habits, isolation, stress, dependency, and specific professional diseases. Attenuating/diminishing them constitutes a true challenge for experts, especially from the perspective of developing a new labour and labour life culture.

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SECTION 3

PSYCHOLOGICAL COUNSELING AND CAREER DEVELOPMENT

A WAY OF GROUP COUNSELING FOR GRADUATING HIGHSCHOOL CLASSES -THE USE OF THE TASK SHEETS IN EXPLORING THE PERSONALITY-

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Abstract

*According to the saying: “Every child can be compared to a tree which is part of a forest: **each one tries to come up to the light**” (Alfred Adler) the role of counseling the students in school in what concerns the career is to support the pupil in the process of discovery and harmonization of the internal and external reference points which are necessary in order to discover and walk on their way in life.*

This paper presents some theoretical and practical aspects of task sheets as a technique of group counseling for graduating highschool classes according to the following plan: 1) general presentation of the technique of filling in forms; 2) formative valences of the use of task sheets; 3) a concrete way to put task sheets into practice in the classroom (ways of working which include four task sheets are presented: “The list of emotions”, “Above all, life means to choose” (G. Bernanos), “The present-day successful man”, “The metaphor of the mountain”) 4) observations on the behavior of students while filling in the task sheets.

It is widely admitted that in the activity of career counseling the personal style and the experience of the counselor in adapting the information and techniques to the specific needs of the target group plays a very important role; that is why this paper is meant to be not just a theoretic part of this theme but a concrete and practical exemplification of the use of task sheets in the counseling activity.

In school and especially during the graduating years information and career counseling activities have a specific role both through the objectives we follow and through the specific age features of the target group. We are talking about pupils who become teenagers, who are still “searching”. We are talking about experiences which imply acting tentatively in everything which means choice, option or decision: the choice of a person to share a physical and emotional intimacy, the choice of a way in school, his or her implication in social competitions and the option to be part of certain groups, the choice of a profession, etc.

Being challenged to do so many choices allows the teenager to define himself, to trace a “final identity”. The role of career counseling is to support self discovery, to find answers to the questions which trouble the teenager: *Who am I? How am I? What must I become? What do I have to become? How can I be helped to choose a profession?* More than self awareness and self evaluation, career counseling has as a goal to inform teenagers on the world of professions so that they should be given the chance to synchronize the specific of their own personality with the social and professional requirements; this synchronization does not have to mean denial of their own identity, on the contrary, it means affirmation and use in the social and professional relationships which the teenager will encounter.

The filling in of the task sheets is one of the group counseling techniques with real valences in forming and developing the students’ self expression abilities. Its specific consists of the fact that the students fill in the answers to the questions (either individually or in groups) and afterwards they

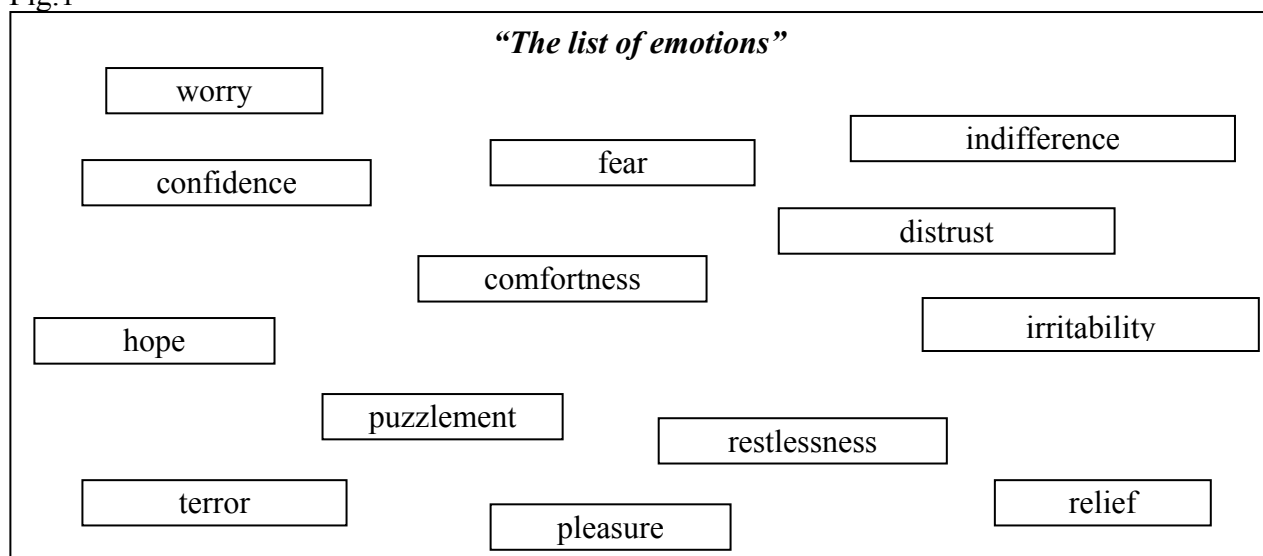
will let the others know their answers offering, if needed, completions and explanations when they are requested by the classmates or by the teacher. The task sheets are made so that they offer the students the opportunity to analyze themselves- in a direct or indirect way – on all the levels of psychic and behaviouristic life. The technique allows, by its specific, the use and valorization of other work techniques – self discovery, SWOT analysis, the metaphor technique, interpreting the images, abstract drawings, texts (proverbs, quotations), exercises of practical skill, filling in some evaluation scales, graphical expression, etc. So, the formative valences of the task sheets are multiple and they result from the specificity of their content and also from the manner in which they are turned to account in the counseling process:

- they represent a semi standard way of work which allows to the counselor to follow and obey a pre- established plan in order to accomplish his / her objectives in the counseling activity and to maximize the time he / she has;
- they give the pupils more time for self analysis and, in general, to answer the questions contained in the task sheets; taking into account the fact that the answers are given in written, form the counselor has to respect every pupil’s working rhythm;
- they motivate and make all the pupils from a class work (because every pupil has in front of him / her the same task sheets) eliminating the situations in which the same pupils answer;
- they have a lower degree of stress than the psychological tests but a greater involuement and responsibility of the pupils towards the situations in which the dialogue is realized only verbally;
- the answers are less censored, less formal, so more authentic if we take into account the fact that the pupils give them in front of the classmates only if they want to;
- the use of task sheets allows an immediate and objective evaluation of the activity which is done both by the counselor and by the pupils.
- the information is kept for a long period of time which allows the confrontation of the answers and the following of the changes appeared in the longitudinal development of the pupils;
- they create an atmosphere of professionalism in developing the counseling activity which determines a more active participation.

Further on we will present a set of concrete methods of working with pupils in the classroom during the information and career counseling activities. We exemplify through four ways the use and valorization of task sheets in the career counseling activities.

Task sheet number 1 (fig.1) – *“The list of emotions”* – offers a good starting point in approaching the discussions about the exploration of the future because it refers to the affective dynamics implied in the complex process of decision and professional formation. And for a teenager affective life is very intense, colored and, consequently, most of the times, it has a leading role in taking the decisions.

Fig.1



The pupils are given instructions to choose from the presented list one or two emotions felt more often when they think about the future (the instructions can be more specific, the pupils being

put in the situation of identifying those feelings which they experience the most often when they think about an exam or the profession they want, etc.). The paper has the advantage that it presents the pupils with a list with more emotions (list which they are asked to fill in, if necessary) which makes the identification of certain feelings in certain situations easier and helps them make the difference between the transitory, varying feelings and those which are real and justified because, after choosing the answer, the pupils are asked to find arguments for experiencing such emotions which may sometimes lead to reconsider the initial choices..

Task sheet number 2 (fig.2) – **“Above all, to live means to choose”** (G. Bernanos) – assures the recognition of the role and importance of values in the decisional context and, more than that, allows the identification of personal values implied in taking decisions about the future.

Fig.2

“Above all, to live means to choose”				
(G. Bernanos)				
1. Appreciate how far you agree with the content of the saying: “To live means, above all, to choose”, situating yourself on the following scale:				
total disagreement	partial disagreement	not sure	partial agreement	total agreement
2. Put the following values in a decreasing order, according to their importance for you:				
Values	My values			
1) love	1)			
2) money	2)			
3) knowledge	3)			
4) dignity	4)			
5) family	5)			
6) friendship	6)			
7) respect	7)			
8) belief	8)			
9) entertainment	9)			
10) truth	10)			
3. Identify the person chosen by you as a model (that you admire the most):				
.....				
a) Mention three qualities that you admire at this person:				
.....				
b) In your opinion, which would be the first 3 values that this person would choose?				
.....				
4. Put the characters of the story in a decreasing order showing how much you like them:				

In order to stimulate the active involvement of the pupils in the discussion of the theme and the evaluation of their opinions, the first task demands a self evaluation towards the decisional act as a motivational stimulus towards the proposed theme. The exercises below are thought so that they should support themselves mutually and show the link between the declared values and those which result from the personal attitudes and behavior: there are tasks which demand to put in order the list of values, tasks of confrontation between the personal values chosen previously and those involved in the choice of the model of life and also tasks of

adapting the values to concrete decisional situations (to establish the hierarchy of characters from the story “ The river with crocodiles”). In the frontal discussion of the task sheets the following aspects are taken into account:

- the support for a detailed, objective and responsible self analysis;
- the stress and self-awareness of the concordance / non-concordance relationships between the values declared by the pupils and those which really determine their attitudes and behavior ;
- the formation and development of an attitude which promotes his / her own image and of a critical support of personal reference points (personality features, values, motivations, etc.) which interfere in taking decisions.

Task sheet number 3 (fig.3) – *“The present-day successful person”* – creates the situation of the first confrontation between the image the pupils have on themselves and the social demands as they are perceived by the teenagers (from the mass-media, from discussions with members of the group to which they belong, from their own experience, etc.). This allows the achievement of the following desiderata: the identification and correction of prejudices regarding the elaboration of the portrait of a successful person, the identification of conditions of real social success, the achievement of a correspondence between the personal strengths and these conditions of social success.

Fig. 3

“The present-day successful person”

I. Read the following list of qualities attentively and put them in a decreasing order according to the degree in which they characterise the person who may have professional success in the present-day.

What other qualities would you add to the list below?

1. sociable	12. determined
2. flexible	13. nonconformist
3. selfish	14. aggressive
4. competent	15. independent
5. creative	16. patient
6. opportunist	17. honest
7. intelligent	18. persevering
8. pragmatic	19. cooperative
9. idealistic	20. dishonest
10. optimistic	21. insolent
11. materialist	

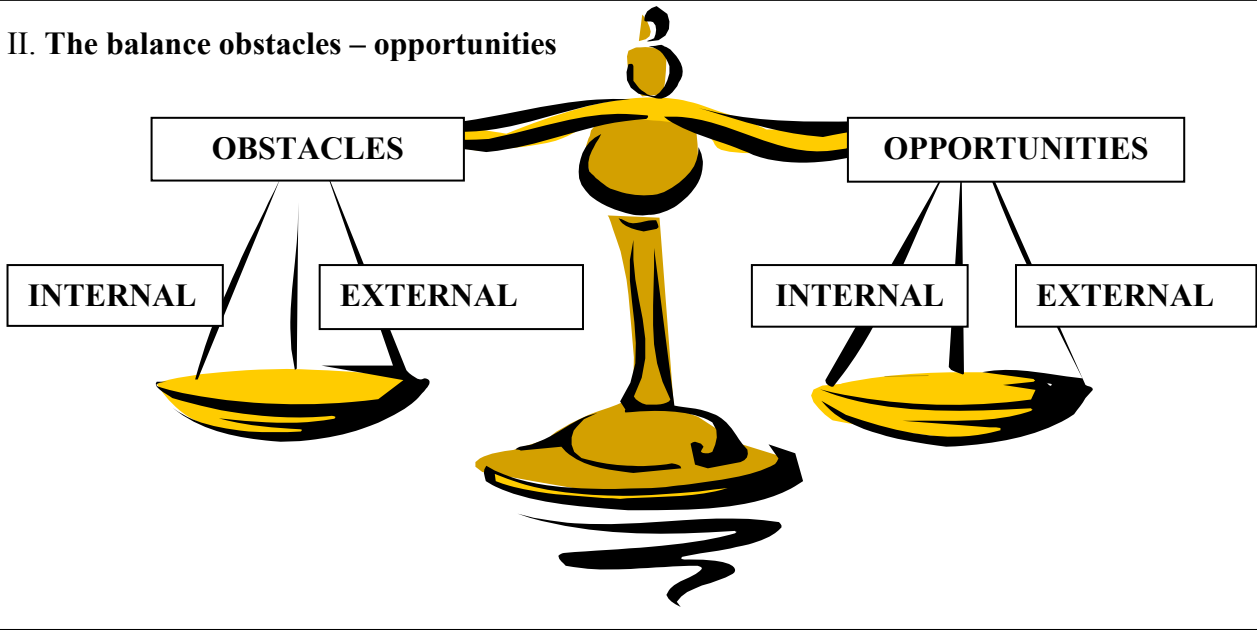
Choose from the list above 5 qualities (features) which characterise you at the best and comment on their effect on your future career.

.....

.....

Are the features chosen by you the same with those in the list above? How many of them?
Do the features you chosen by you favour your success in the future career?

II. The balance obstacles – opportunities

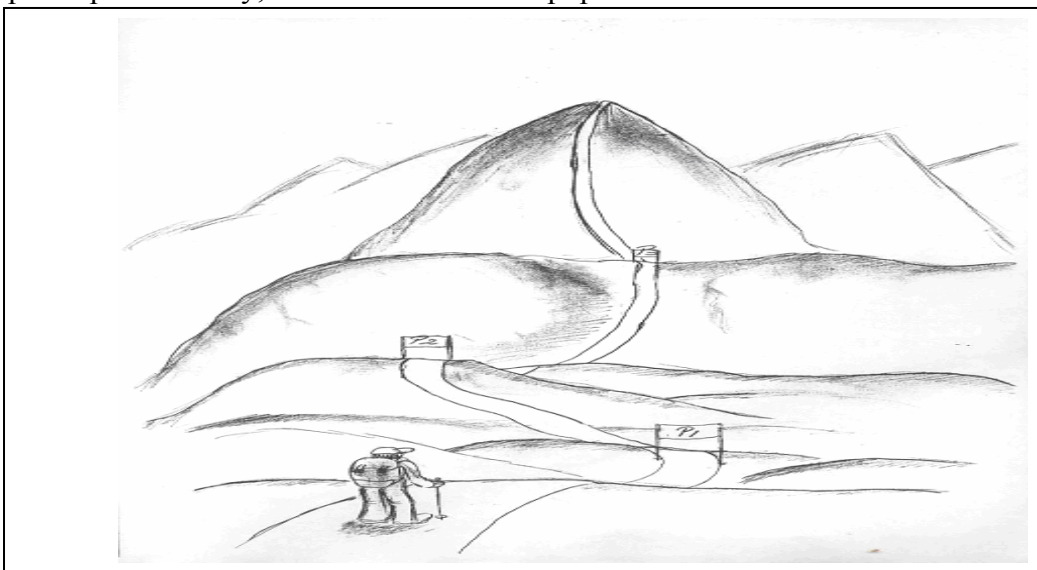


Except for the simple discussion of these aspects the presence of the task sheets assures the necessary support in order to make genuine, responsible choices (a very diverse series of characteristics which sometimes can be ignored or forgotten is presented) so that superficiality is avoided and the pupils are obliged to be conscious of certain misconceptions.

The last exercise (*The balance obstacles – opportunities*) is in fact a SWOT analysis (strengths, weaknesses, opportunities and threats), an analytical approach of the subject which facilitates a more detailed and complete knowledge of one's advantages and of presumed obstacles which may prevent us from achieve school and professional objectives. This analysis capitalizes all the information obtained from the self knowledge exercises done previously in counseling meetings and which have the advantage of offering a complete, summative image on the psychological and social potential of the pupils.

In discussions and frontal confrontations with the pupils based on the answers given in written, every pupil has the opportunity to reconsider and complete his personal opinions. Another way to discuss the activity paper is with groups of 5 or 6 pupils, method which offers the advantage of the exercise of collaboration capacities and the manifestation of critical spirit in analyzing his / her own opinions and in accepting others' opinions.

In **the task sheet number 4** (fig.4) the metaphor game is used, a technique with a projective value which allows an authentic, creative, plastic and uncensored self expression, encouraging even the participation of shy, with low self-esteem pupils.



The metaphor of the mountain” – is an imaginary exercise of crossing over the obstacles which block the achievement of the pupils’ objectives. The instructions offered to the pupils require them to identify themselves with the character situated at the bottom of the mountain who wants to reach the top; afterwards they are asked to specify the following aspects: which are the feelings of the character they see in the image before taking off the road, what he could find at the top of the mountain, which are his / her feelings once he / she has reached the top, what obstacles he / she can encounter on the way and which are the methods through which he / she may pass over the obstacles.

The imaginary experience of mountain climbing, of identification and passing over the obstacles encountered on the way is a method to obtain the information we need: the desires, the aspirations and the ideals of the pupils; the dynamics of their emotional feelings; the attitudes towards the obstacles; the level of consciousness of the personal resources and the way they may be used in passing over the obstacles; the experience of the feeling of satisfaction offered by the accomplishment of an objective and by its transformation into an inner motivational stimulus in the approach of the planning and achievement of the objectives relied to personal development.

The formative side of the exercise consists of forming the ability to prospect the future, to anticipate the hardships, the obstacles which may appear in the achievement of career projects and to build new strategies of passing over the obstacles.

The observations on the pupils’ behavior while filling in the task sheets have revealed the following aspects:

- if initially, in what concerns shier students or those lacking interest for the chosen theme, there is a restraint in presenting the personal answers to all the class, while they mutually listen to their opinions the inhibitions disappear and the pupils begin to have trust themselves and their opinions so that everybody expresses the desire to talk in front of the class;
- not only that the pupils want to present in front of the classmates the solutions for the tasks from the task sheets but they also challenge the classmates for leadership;
- there are situations when pupils use the task sheets just to draw the counselor’s attention that something troubles them and they need to be listened to; they write about subjects which do not have an obvious connection with the theme discussed; these are more or less unsubstantial attempts to show that they trust the counselor and they want services of individual counseling without anybody else to know about it;
- the utilization of task sheets contributes to the growth of the group cohesion by the fact that they allow a better and complete interpersonal knowledge – their discussion creates situations of confrontation and completion of opinions in connection with the discussed theme;
- finding out information about the self image of the other classmates, about the fears, the obstacles they have encountered and the ways of passing them over, the teenagers understand that they are not “different from the others”, that they share the same thoughts, feelings, fears and desires to step forward.

We underline the fact that in the conception, utilization and analysis of the task sheets the counselor plays the main part; thus, the counselor’s style and his / her experience put their mark on the way in which the tasks presented in the papers and their analysis are adapted to the specific needs of the target group. This is also the case of the present paper in which the authors propose an exemplification of the use of task sheets in career counseling activities without having the pretension to impose but to share their professional experience.

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COMPETENCIES REVIEW. THE REVIEW / SURVEY COUNSELLOR

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Abstract:

The stages of managerial training constitute an opportunity for information, opinion exchange and suggestions regarding the issues the principal / headmaster must face. In assuming the managerial office we mentioned as useful the counselling of the school principal during his or her mandate. The counselling we have in mind is not only an occasion to support the principal in his efforts, but also an opportunity of self-awareness for the principal. Moreover, the counselling provided by a specialised person, the Review Counsellor, may constitute a challenge for the entire professional environment, not only for the educational field.

Terminological clarifications

The stages of managerial training constitute an opportunity for information, opinion exchange and suggestions regarding the issues the principal must face. In assuming the managerial office we mentioned that *it should be useful to consider the principal's counselling during his or her mandate*. The counselling we refer to is not only an occasion to support the principal in his efforts, but also an opportunity of self-awareness for the principal. In France, in the domain of human resources, such a counsellor is called the “Conseiller de Bilan”¹ (the Review Counsellor, who elaborates the professional “balance sheet” / review or survey).

The practice of the competencies review / survey has been developed in France since 1980 due to the needs of professional requalification generated by the industrial mutations and especially to the difficulties of integration facing young people with insufficient training².

The review / survey supposes the passing through *three successive phases*.. According to the Document 35 of the circular of 29th of March 1993 issued by the Ministry of Labour and Professional Training³:

- a) *The preliminary phase* – urging the beneficiary to clarify his / her needs and to get informed about the methods, techniques and principles used for the elaboration of the sum-up;
- b) *The investigation phase* of the review / survey helps the subject to:
 - Identify the elements of the change process;
 - Set forward the values, interests, aspirations, determinant factors of the motivation;
 - Assess the aptitudes, experiences acquired, general and professional knowledge;
 - Identify the elements of experience that can be transferred from one situation to another;
 - Evaluate own resources not used previously.
- c) *The closing phase of the competency review* represented by personalised dialogues, finalised with the elaboration of a synthesis document. In the respective document one will present:

- The circumstances in which the review was carried on, the attitudes identified compared to the foreseen evolution prospects;
- The elements of the professional project (or of the subject's training project);
- The stages envisaged for the application of the professional project.

In order to draw up the competencies review / survey there are different methods and techniques, such as: discussions, tests, and questionnaires.

So, a competency review supposes an assessment of competencies. The main aspect of the evaluation activity within the competency review are:

- the assessment being realised is the object of a negotiation between the psychologist and the subject demanding the review / survey;
- the psychologist has the role of consultant's guide;
- the results of the review will be the exclusive property of the applicant;
- the evaluation portfolio may be considered as an self-assessment activity assisted by the psychologist;
- the increase and strengthening of the self-respect of the person who gets involved in the elaboration of the review.

Landmarks in the drawing up of the review

The competency review is destined to:

- the employees who change their domain of activity;
- the members of staff or women resuming a professional activity;
- any willing employee;
- any unemployed person.

We suggest the drawing up of a competency review / survey both to candidates who wish to run for office as principals, and to the principals already in office. Besides, the competency review is useful for knowing the aptitudes and values of the school principal. In Romania the competencies review is used neither in the industrial nor in the educational field. Applying the competencies review in the domain of education would be useful, in our opinion, for:

- choosing the profession of teacher;
- considering a possible managerial career (school principal or school inspector),
- knowing the own potential with the possibility of ulterior training through the consolidation of the necessary competencies.

Through the knowledge of the competency review the subject will be in the position to act wherever necessary by developing the very competencies required in the profession chosen, with the result of a good social and professional insertion.

The competencies review / survey represents a profile of the competencies possessed by the subject, profile obtained through an assisted self-assessment, useful in the decisions the subject will make in this professional career. In this respect *professiogrammes*, *psychoprofessiogramme* and *continuous training standards* are necessary, considered within certain limits as landmarks for the competencies review.

The review / survey may be defined as a "personal approach, requiring a social mediation, of identification of the personal and professional potential susceptible to be investigated in the drawing up and fulfilment of projects enabling social and professional insertion"⁴.

The competencies of the Review / Survey Counsellor – the counsellor of the career orientation

We have mentioned that in the domain of human resources, in France, the counsellor is called “Conseiller de Bilan”, and we considered it appropriate to translate it by Review / Survey Counsellor.

When we refer to the start of the managerial activity, we have in mind the presentation of a possible *portfolio of competencies*, in the file of the candidate running for the office of principal. During the mandate, the practice of the competencies review may constitute a permanent motivation for the subject’s own training..

In France, the Review Counsellor is trained in psychology, training necessary for:

- developing a climate of confidence during dialogue and conversation ;
- rephrasing certain expressions, sentences of the subject;
- analysing the interlocutor’s past, etc.

We suggest that in the Romanian managerial practice as well, the review counsellor should be a psychologist, a psychosociologist or a psychopedagogue by profession.

One of the major competencies of the review counsellor is the *ability to converse* because the instruments that are used make sense only in conversation. The conversation may be individual, but also within a group⁵.

During the group sessions, the competence of the counsellor is focused mainly on the animation of the contradictory conversations, which have their importance. The essential approach in the dynamics of the respective conversation is the *non-directivity*, inducing the subject a process of self-deciphering, self-exploration, self-representation. The Review Counsellor must prove a real listening capacity, must *rephrase* and develop a climate of confidence for the subject who listens to him/her, without influencing or judging the subject. For the counsellor, rephrasing consists of rereading in his/her own words what the interlocutor has said. He/she creates thus landmarks for the subject, enabling and urging the subject to better precise his / her meaning. Rephrasing is a guarantee for the review counsellor that he/she has not reached a superficial understanding and leaves the subject explain more, reflect, become the main element of the conversation and the actor of the method.

The counsellor avoids asking answer-inducing questions and shows calmness, in fact “holds and orients a more or less comprising mirror”. The counsellor uses very well the immediate rephrasing, the logic rephrasing that develop the coherence of the words of the subject and favours the clarifying rephrasing in order to build a perspective: “You said that ... , at present you say that ... , but you claim ... , on the other hand ...⁶”.

The expressions of the subject are to be rephrased in positive sentences, so that: “*I cannot keep a job more than two years*” should become “*you witness a high degree of professional mobility*”. The review counsellor is neither a psychotherapist nor a fortune-teller discovering the mystery of a destiny and he does not rediscover the profound reasoning of behaviour. The counsellor interprets questions like “*Tell me, what will I become*”, “*Tell me my value*” or renders more precise the expectations of orientation and evaluation that puts him / her in the place of an expert. We do not deal thus with an informative consulting of the subject on professions and careers, on the contrary, the subject is incited, involved to confirm his/her motivation. Non-directivity is not passivity, the counsellor operates choices in rephrasing. He / she is active, guides the conversation, focuses on the subject, follows the goals and the axis of his / her involvement. The counsellor is attentive to negations, to negative sentences, exploits their functioning and origin. When the subject engages in *nominations* such as: “*Human relations are not good in school X*” or “*The respect for the personal life is not strong at the place of work*”, questions will be asked such as: “*What relations?*”, “*With whom?*”, “*Why were they not good?*”, “*What is the way of manifestation of the respect for private life, how, through what actions?*”⁷.

When the subject expresses himself / herself in a way too indefinite "*I told myself to stop my activity as a principal*" or "*The collaborators do not raise to the expectations*", the counsellor seeks precision: "*Who?*", "*Where?*", "*How, when?*", "*What does it mean, to raise up to the expectations?*", "*What did they fail to do ?*", "*What did they do?*", "*Are there also exceptions?*". In the meantime, it is essential for the career counsellor to guarantee the objectives of development and professional evolution. This guarantee maintains an adaptation in conversation and in communication through a specific mastership⁸.

The systemic orientation conversation does not conceive the individual isolated with his/her problems and projects, but places the subject within the relational and familial environment. The systemic approach gathers the family and reflects the vision of the others towards the subject. The career may place the school principal in a conflict of loyalty between the family expectations and the school requirements.

The analysis of the past has the role to make the subject aware of the way in which the experiences were caught, the assessment of events and the way in which this assessment constituted a professional training. In order to understand the way in which the subject engages in experiences, the consultant makes him / her to describe the events that preceded the events. The review counsellor helps the subject in a difficult moment, helps him to understand the competencies acquired and the competencies necessary that he/she experiments in practice. From their combination a new skill results. Expressed in this way, analysing an experience is the temptation to identify the "researched" moment, to find out "what orients the subject in the given situation". The analysis of the professional review insists more on the analysis of success but one does not omit the professional failure either. The drawbacks may be identified together with the counsellor, in order to detect the weak points and to help the subject chose his / her projects making appeal to his /her diverse capacities. It insists more on the success analysis, but professional failures are not omitted either.

Certain professional life failures have exceeded by far the labour framework. Certainly, the subjects are driven by some motives originating in their family and private life: "*to proceed or not like X or like my mother, father* ", "*to surpass my brother*", "*to make my family proud*", "*to act so that my children should not want*" etc. These prove that the professional life may find other motivations that are different from "*to do so that*" but "*to do for*". *The competencies of the review counsellor* are necessary in the adventure of the vocational counselling: the subject is the main actor, and the script is not written beforehand. The counsellor must possess permanent competencies, and the ability to use them allows him / her to define the rules of the game in the subject's answers.

The review / survey counsellor is able to⁹:

- sustain a conversation following a theory, technique, certain ethics;
- listen with empathy;
- establish a confidence relation;
- have a real desire to assist the subject;
- use rephrasing;
- reframe an issue ;
- confer positive significance to elements;
- vary attitudes according to the moment, goal, interlocutor;
- refocus conversation according to the goal;
- ask questions for the clarification of the problem;
- identify contradictory conclusions;
- distinguish the description of an issue from the solution seeking ;
- regive the interlocutor his / her own assessment;
- distinguish the own analysis from the subject analysis;
- distinguish fact from events and judgements;
- identify, in a described behaviour, the order of personal problems, social causes and the social use of this behaviour;

- identify the instruments of self-assessment, self-positioning;
- select and use the instruments adapted to the interlocutor and situation;
- identify and differentiate the subject's values;
- enable the subject to identify the place and role of the formal studies and of experimental acquisitions;
- allow the subject to identify his / her own competencies and the conditions of transferability;
- enable the subject to acquire various competencies;
- assist the subject in formulating hypotheses, strengthening favourable conditions in the professional training;
- help the subject pinpoint the blockages between the representations and his / her real capacities;
- permit the subject to identify the gaps between the representations about profession and those from reality;
- allow the subject to establish his/her priorities;
- help the subject identify the professional tracks available;
- help the subject co-ordinate certain projects in terms of time, resources, energy;
- expose to the subject the requirements of the position and office of principal / headmaster;
- establish the diagnostic of the training needs for the subject;
- identify the necessities of his / her positioning in the school organisation.

So as to conclude, the counsellor: supports, challenges, mediates, emphasises. He / she does not conform him/herself, asks questions, synthesises, renders valuable, soothes the interlocutors.

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⁴ Anbret, J., Anbret, F., Damiani, C., *Les Bilans personnels et professionnel*, Guide méthodologique, INETOP, 1990, p. 98

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PRESENTATION OF CERTAIN INSTRUMENTS USED BY THE REVIEW / SURVEY COUNSELOR

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Abstract:

In the field of human resources in France the counsellor who assesses competencies is called “le conseiller de bilan”, and in Romanian the appropriate translation is “Consilierul de Bilanț” / Review or Survey Counsellor. We attempted to present several instruments used by this counsellor in assessing the managerial performance of the school principal / headmaster.

The use of the analysis of the past may be focused on the professional life or on aspects of the private life. In such sessions and within the voluntary personal intervention, when the subjects are at a turning point of their life, the personal aspect may be explored at length.

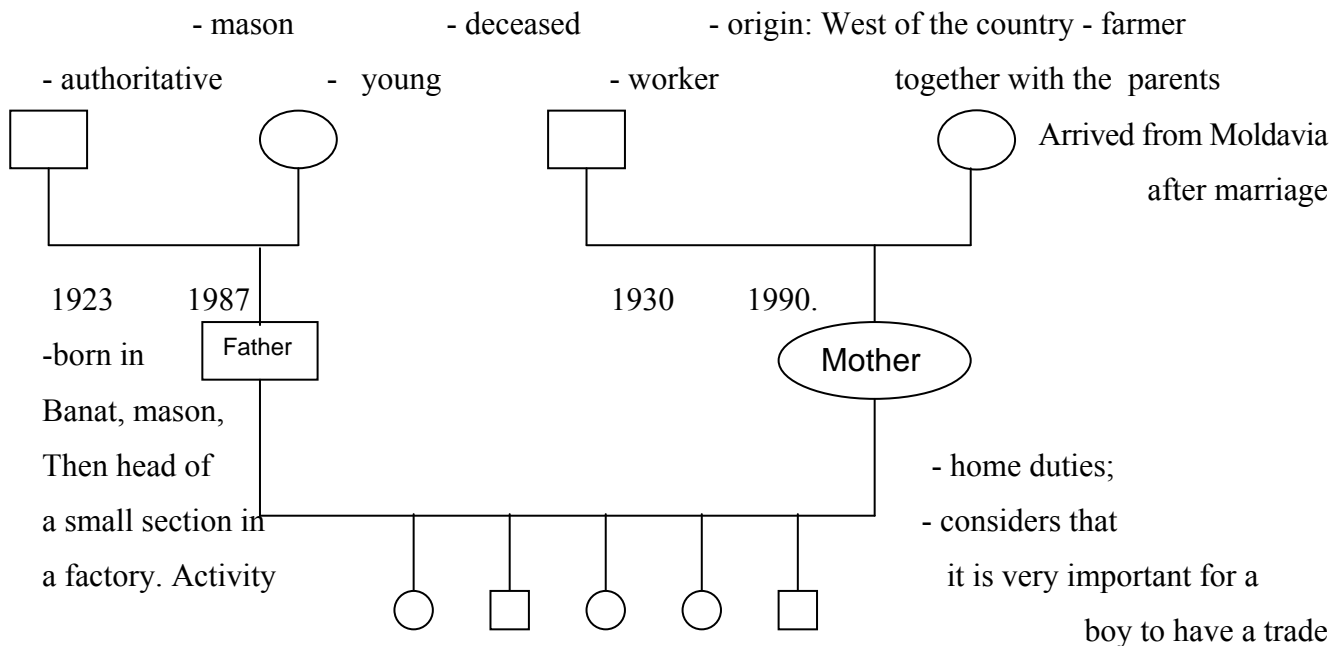
The instruments that may be used are the following:

- a) the genogramme;*
- b) the biogramme;*
- c) the imaginary curriculum vitae;*
- d) the story of the subject's life;*
- e) the project .*

a) The genogramme supposes identifying in the family tree the professional experiences of descendants, the representations and missions that were assigned to them, as well as the labour values that have been transmitted to them.

Through the genogramme, the animator invites the subject to build his family tree. In order to use the genogramme, the reflection must be focused on profession, labour and representations transmitted along generations. We ask the subject to write for each member of the genogramme: date of birth and of death, if applicable, residence, profession and other data, for instance five professional qualities attributed to them by themselves or by other persons. In parallel, the counsellor asks the subject to formulate messages referring to labour, typical for the genogramme protagonists, writing down the messages exchanged between father and mother regarding work, the future of their children and the message transmitted by each parent to the child. Last but not least, the counsellor suggests the formulation of a key word, of a quotation or a logo symbolising the work relations for each parental branch.

This is a possible diagram of a genogramme:



for politics:communist

Crede:"The family should always support you

Crede: "To have first of all a trade".

A good confidant

open, expansive 1 "x" 2 3 4
with the co-workers.

Figure no. 1 Genogramme of Principal „X”

1. musician;
2. waitress, on occasions hosted by brothers and sisters;
3. student at a technical faculty;
4. high school student (senior year).

The genogramme is a powerful emotional instrument, the counsellor must be vigilant, must focus the information collection in a professional manner. The genogramme may be applied individually or within a group. The following questions can be formulated:

- What is the structure of the individual's social path?
- Is the individual in a period of continuity or in a breaking one, of reproduction or opposition?
- How does the individual position himself /herself in relation with the parents' plans?
- What were the professional stakes of the previous generations?
- What family patrimony has the subject inherited ?

The professional success up to the present refers to the origin or the present family: the genogramme frequently refers to the habitat, family habits, that are taking the forms of competences not belonging directly to the subject himself / herself .

b) *The biogramme.*

The Henri Dessoche's *or the rational autobiography* is a useful image for the identification, on a chronological scale, of the connection between the formal and informal training, between the social and professional activities¹.

Years	Forms of training	Professional experiences	Social experiences	Events having marked the private life
				Total number

Table no. 1 Elements of the biogramme

We notice that in order to perform the analysis of the past, to identify competencies, the counsellor uses both the story of experiences (position, occupation) and the tools that make appeal to creativity. Due to creativity or imagination tools, the subject will have the advantage to project him/herself in his / her dreams into the future, into the possible.

The instruments of creativity are simulation exercises; among the instruments we can list: the description of the ideal profession, the hero of the professional life, imaginary scenarios. One may use exercises focused on the identification of values, inspired from Spranger's classification. The authors classified the individuals along five types of preponderant values:

- Theoretic, with reference to knowledge, research;
- Aesthetic, with reference to arts, culture;
- Of domination, referring to influence, power;
- Altruistic, with reference to assistance offered to others;
- Practical, with reference to methods and techniques utilised in labour.

Moreover, Holland identified six types of personal inventory: the realistic, intellectual type (oriented towards research, study, experiments); artistic (focused on emotions intuition, originality, expression of sentiments through words or arts); social (privileging the relation of assistance, care, being generous and understanding); enterprising (likes to direct people, get in contact with them, impose his / her ideas, achieve one's own goals) and conventional (characterised through the respect of laws, procedures, finds honour in executing tasks, in all their conformity).

The exercises of self-exploration of values allow conforming the results to the professional and extra-professional achievements, with the professional identity expressed.

After the identification of *values* one proceeds to the *identification of tastes and choices* at the professional level. In this respect one may consider questions like:

- Can you list the extraprofessional qualities that make your family and friends appreciate you?
- Which extraprofessional qualities do you use more frequently?
- Which of the qualities can you transfer to the professional sector?
- If you decided to orient your children towards your profession, how would you describe it?

Such questions may be addressed also for the profession practised and the managerial office filled:

- What are the activities that interest you?
- What are your everyday activities?

- What are the personal qualities used at work?
- How do you use them?
- What are the difficulties you face?
- Can difficulties be surpassed through experience?
- What are your extra-professional activities?
- Can you identify the motivation and your personal interest area?
- If you inherited a large sum of money, what would you do with it? In this situation, would you continue the same activities or would you perform another activity, embrace another profession?

c) Imaginary Curriculum Vitae.

With the same purpose of identifying the personal taste, one may suggest also the drawing up of an *imaginary curriculum vitae*, consisting in the drawing up of an ideal CV and in analysing the values of this CV. One may also propose the reverse of a CV, an *anti-CV*, or an anti-letter of intent, in order to analyse the values and compare them with the imaginary resume and with the real one. The use of the imaginary resume or of the anti-CV, for instance, allow certain representations to surface. Certainly, there are more precise instruments for the approach of the way in which the subject decides to act. For example, the subject is asked to list and make a hierarchy of the most important decisions made during the past years. One will identify the constant decisions, the favourable or necessary ones and the manner of establishing the style of decision assessment.

Until now we have remarked that one may establish inventories of values, “tastes” or choices at the professional level, but inventories may also be drawn up for:

- Dreams, projections, aspirations;
- vocations;
- orientation tracks suggested in the subject’s youth by family, colleagues, friends;
- the manner in which the subject came to terms or not with his / her own desires and especially what was the manner of response.

d) Life story.

It is proposed by the Review Counsellor suggesting the free narration of events and experiences without writing down the date, content or way of presentation, precisely for giving the possibility to the subject to begin the story at the desired moment. The life story may be elaborated within the group (6–12 persons), the subjects choose freely an axis of reflection along a personal and professional itinerary:

- the history of the relations of knowledge and skills;
- the history of relations with the organisation;
- identification of the sources of experience etc.

The life story brings information on very different topics, the exercises trying to find the leading track or the central topic. The subject may insist on the social rising, the importance given to the school history (of personal training) or on the importance given to professional failures. The information furnished allow the counsellor to be aware of the representation the subject has in his own life. Thus, he / she will be helped to identify his / her values, tastes, choices, resources, the manner in which he /she can use the resources and especially how to build the future projects.

e) Projects

They correspond to the confrontation between desire and reality, history, will, individual possibilities and opportunities offered by the social and economic context. The project is not situated at the end of the approach, but is elaborated through a continuous process of informational research.

The reality allows the re-adaptation of the project according to the possibilities of the subject, to the desires involved, to the degree of motivation. This phase of the project elaboration requires, study, comparisons, discussions, contact with the collaborators within or outside the school. The project represents in fact an individual's projection into the future, towards what the subject wishes to achieve. Through the project elaboration one identifies the style of each subject, which becomes the starting point in the career management.

The review counsellor helps the subject to identify the authenticity of the project, the intentions, choices, fantasies, without any connection to the competencies or life history of the subject. The project can hide another failed project or may be a part of a more general project. The review counsellor analyses the project along two axes:

- authenticity and validity of the project through its relationing to the individual (Does the project characterise or not the subject? Is it or not in accordance with the subject's style? Is it likely or not to become successful?);
- Is the project possible within the subject's social and economic environment?

Certainly the counsellor cannot have expertise over all the projects, but he must favour the measures and methods that allow the subject to relate himself/herself to reality. In order to facilitate the success of the project one will suggest its division into several stages with an action plan and a detailed schedule, through a drawing up guide or a "*schedulegramme*". Each stage will constituted the objet of a precise questioning:

- Which do you consider to be the obstacles of this stage?
- What are the probable obstacles impossible to surpass?
- What are you ready to sacrifice in order to go on?
- How do you envisage overcoming these obstacles?

A projects originates from the person's motivation. But neither impulse nor desire are enough for the fulfilment of the project: „The project supposes the vision of the relation *finality – objective - purpose*, founded on the relation *desire – need - value*, mediated through the relation *resources – constraints - management*"². Actually, the project allows the assessment of the subject's permanent evolution, of mastering self-identity in the temporal and environmental development.

The following part offers an *exploration guide* for the validation of an identified project:

1. Environment

- What are the events, persons, and facts that gave you the idea of a new project? (for instance, taking the examination for the principal office)
- What are the events, persons, facts that made you go forward with this project?
- Whom did you talk to for the first time about your intention , project?
- What are the implicit goals of the project that will lead to its fulfilment?

Examples: more interest for the job, personal recognition, desire to change, desire to fulfil a dream, desire to chose own destiny, will to prove the acquired competencies, opportunities, desires to eliminate routine, taste for the risk etc.

- Which personal values and gestures will govern the project?
- What personality traits will be necessary for the success of the project?
- What qualities will be useful or will impede the project?
- What mistakes will be of help and which won't?

- What could prevent the success of the project, which elements from your part and which from the environment?
- How do you see the evolution of this project in three, five, ten years?
- How do you envisage in the meantime the evolution of your motivation?

2. *Family life and the project*

- What is the position of your family towards the project?
- Can the project change the family balance?
- Does the project create a gap or a continuity of the recognised values (present, family, original family) ?
- Are there in the family persons who had similar projects?

3. *The existence of a network*

- Do you have colleagues, friends, relations that could be of assistance?

Example: technical support, advice, specific aid (occasional, mastery and issue awareness, information, exchanges, reunions, etc.).

- Is the project individual or do you intend to apply together with a partner?
- If you have a partner in mind, do you know who this is? Have you identified him / her?
- What are the elements ensuring success?
- What are the elements constituting handicaps impossible to surpass?

Remarks. The introduction of the Review Counsellor for the school principals would constitute an element of novelty in the Romanian educational management. The difficulty consists in the specialisation of the review counsellors, but their recruitment would be possible from among the psychologists who have experience in education, training. Individual or group sessions may constitute opportunities for self-awareness. The training programmes can be successful when they rely on the appropriate analysis of the training needs (the needs and problems of participants are approached directly).

In the investigative process that we are to put together, we have not used the project method. Moreover, we consider that the project is an instrument of the review counsellor that transcends the method of the customised professional project, being a long-term projection of the principal's desires.

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THE DEVELOPMENT OF THE CAREER IN ORGANIZATIONS: THE RELATION BETWEEN ORGANIZATIONAL CULTURE AND THE MANAGERS' NEEDS OF TRAINING

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Abstract

When the problem of developing of a career in an organization is raised, almost every time there is the question: to who belong this responsibility? If we accept the premises of the psychological contract between the individual and the organization (by which the person integrates its personal purposes in those of the organization), then we can consider that the organization is the one that should implicate in the development of the career of its members. If we accept a strategy of calculable type, then the individual should be responsible for its own development, all along his professional life.

In reality it is difficult to choose between these two positions and we take an approach of the type: the responsibility belongs to both partners, but it obtains specific notes depending on the culture of the organization and can be materialize in different forms of capitalization of the human potential.

This paper is a study of case realized in a Romanian organization, which had as an objective the identification of the relation between the characteristics of the organizational culture and the needs to train that the managers of this organization have.

Any training program has as premises the analyze of the needs of formation, that needs to be placed in the context of another analyze, of organizational level (Miner, 1992; Tannenbaum, Yukl, 1992; Sole Parallada, Mirabet Vallhonest, 1997).

To catch the impact of organizational culture in the plan of the training needs that the managers of this organization have, we realized the analyses on several levels of the organizational culture, with a questionnaire that identify the type of culture (Handy, 1985).

The obtained data suggest that nowadays, at the level of the entire firm the four types of culture (power, task, person, role) have an appearance frequency relatively equal (between 21% & 28%). This situation seems to be in contradiction with the image of traditional firm, with a strong cultural identity which both the top-management and its subordinates promote, fact that determined us to vary the evaluation and to ask the subjects to respond referring to the three temporal dimensions: past, present and desirable future.

At the *past* dimension (until about 1994), the *culture of the type power* receives the 1st rang, in its interior functioning a predominant management of transactional type. In that culture there is a central source of power (starting from the general manager), which extends its influences from the

center on the outskirts, through the key subordinates. With these persons, the manager established the emphatic contacts and set the basis of a transaction: they benefited by total confidence, they could achieve personal objectives; all these in exchange of assuming the role of intermediary link that facilitate the approaches of extending a sphere of power.

The subordinates that enter a transactional type of relation were recompensed and the benefice of entering the power and influence network is great. Moreover the social and economic medium in which the organization functioned at this date motivated that the benefits of accepting the imposed transaction of this type of culture (the social confusion, the inflation, the economic instability, the uncertainty regarding the work place etc.).

The rebels and the true opponents were discretely eliminated so, gradually the firm became a big concentric network, in which everyone knows everyone and in which you could find frequently enough couples of employees of the type husband–wife, parent–child or even entire families. Moreover, the private work conditions (new environment, away from families, tougher life conditions, with potential high risks etc.) structure at the level of productive divisions a relation between managers and subordinates of a more special type, almost with a protective tint, slightly parental (“a big happy family”).

After 1994 and till present a significant organizational change starts, sustained in the present by the management of the firm and perceived with disappointment especially by the employees with length of service. Gradually, “the big happy family”, “shepherded” by a kind parent, was no longer useful so an orientation towards a new type of culture takes place, the so –called culture of the type role. In the interior of this culture a transactional relation is kept but, unlike the previous one, which offered benefits in exchange of the obeisance and the extension of the power and influence networks, the present transaction demands competence and efficiency and offers advantages, especially of the financial kind.

The new culture abandons the image of “big happy family” and promotes particularly the orientation toward the client, toward quality and less toward the employees. The strategy is calculative; the employees receive financial advantages according to the performances they make (“we offer good salaries for quality services, realized in limits stipulated by contract”). Many formal procedures, which render more difficult the functioning of the organization, appear.

But this new organizational culture is suggested to some new employees that have lived in a culture of the type power, in which the initiative is not rewarded and in which values like friendship, empathy, the interpersonal opening plays an important part. In this context cultural confusion appears, because the culture of the type role, centered on the management of quality but without a proper motivational support, does not generalize at the entire level of the firm. So it is explained why a part of the employees stay in the culture of the type power (the old guard), and a part adopts a culture of the type role (the typical example would be young managers with a behavioral orientation of the western and even over–technicality type). In such a cultural context, the appearance of a culture of the type person is explained, centering on obtaining individual objectives and then those of the firm.

The desirable culture is perceived as being the culture of type task. The less desirable culture is the one of type power (receives the 4th rang from 81% of the ones investigated), followed by the culture of the type role (receives the 3rd rang from 64% of the ones investigated). What catches attention is situating on the second place the culture of the type person, which suggests that if the management of the company does not implicate itself rapidly in the orientation of the culture towards a culture of the type task is probable enough to be instituted as a dominant culture centered on individual objectives and less on organizational ones.

Initially the searching included 120 managers from which 114 managers offered valid answers to the test administrated within the framework of organizational analysis. From these 40 managers were selected, the approach of evaluation implying:

1. *the biographical interview* – we considered the following elements – age, civil status, educational and professional training, professional experience, professional route.
2. applying *The California Personality Inventory (CPI)*, using standard scales from the 462 items version, to which was added the Lp plate (the potential as a leader);
3. applying *MBTI (Meyers – Briggs Type Indicator)*, the G form, with an accuracy of 0.83 and an internal validity of 0.88, with the average of 0.86.

Following the application of *The California Personality Inventory (CPI)*, we obtained the following statistic data to the level of the entire lot of managers:

CPI Scales	Average	Std. Deviation	Minimum	Maximum
CPI Do	28,40	3,29	16	35
CPI Cs	18,90	2,51	12	27
CPI Sy	25	3,17	16	32
CPI Sp	26,31	3,50	17	39
CPI Sa	19,40	2,51	13	37
CPI In	21,10	2,31	13	25
CPI Em	21,29	3,83	12	29
CPI Re	28,62	3,26	18	35
CPI So	34,80	4,20	25	41
CPI Sc	25,23	5,80	11	35
CPI Gi	25,62	6,10	11	37
CPI Cm	33,10	2,00	28	37
CPI Wb	34,26	3,41	21	38
CPI To	19,22	3,81	13	26
CPI Ac	29,10	3,52	21	38
CPI Ai	25,11	4,10	19	32
CPI Ie	32,10	3,41	21	38
CPI Py	17,62	2,92	11	25
CPI Fx	9,21	3,56	5	19
CPI FM	13,87	2,17	7	22

Table No. 1 – Statistic data obtained at CPI standard scales

Following the modal profile that has resulted we can assert that the investigated managers are grouped in the Alpha Type of behaviour with a superior level of realisation and it is characterised through (Minulescu, 1996):

a) as far as the style and the interpersonal orientation (the Do, Cs, Sy, Sp, Sa, In and Em scales) – the values vary around T – 60, so they are strong, dominant persons, with initiative, capable of exercising leadership, ambitious, active, enterprising, sociable, lacking complexes, self-assured, with emphatic qualities;

b) as far as the normative orientation and the plan of values (the Re, So, Sc, Gi, Cm, Wb and To scales) – medium values vary around the T – 50 value, so they are responsible, with a medium level of socialisation, optimistic, correct, with self-control, preoccupied to make a good impression, tolerant in general;

c) regarding the cognitive and intellectual functioning (Ac, Ai, Ie scales) – the medium values vary around the T – 50 value, so they are intellectually efficient, capable, organized, independent, they assume responsibilities;

d) as for the role and personal style (the Py, Fx, FM scales) – the medium values vary around the T – 60 value, so they are receptive, flexible, adaptable.

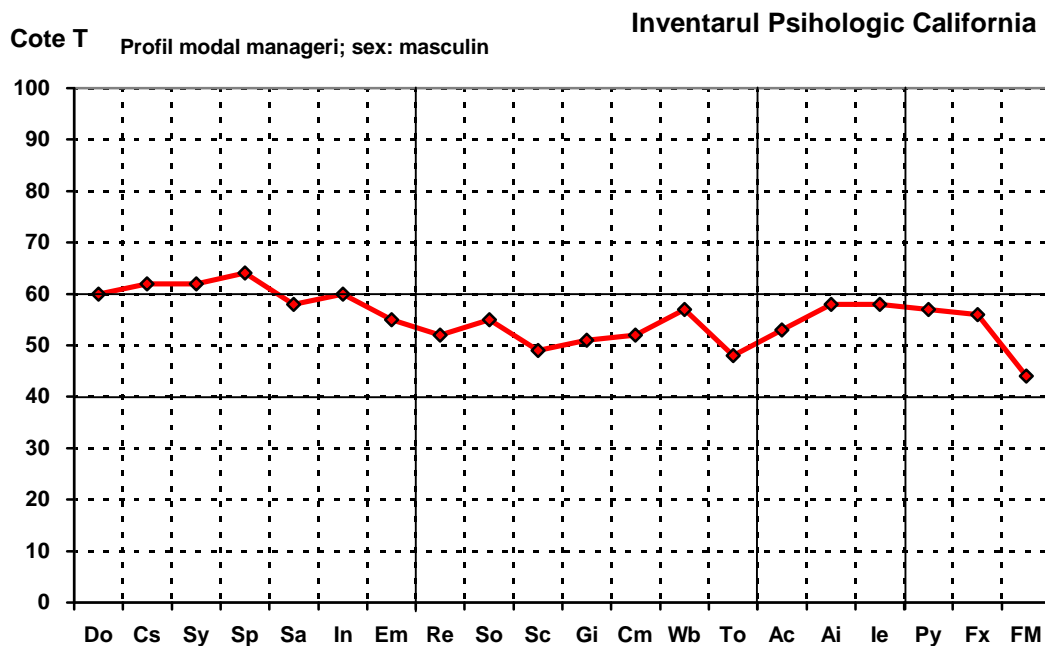


Fig. No.1 – The modal profile of the manager

The results are similar with the ones given by another study (Pitariu, 2000), with the exception of the scales Em, and To, where higher scores were obtained.

The data suggest the necessity to detail and the managerial styles so that is why the approach to identify the individual needs of training imposed also the use of MBTI. It is estimated that in the present MBTI can help the managers and their organizations to change. Psychological types have been adapted to the managerial positions, being able to be considered as managerial styles, that have been then evaluated as far as the strong and week points, without suggesting by this that some of them can lack value. The identification of some qualities was in view, with the purpose of their maximal capitalization, as well as some weaknesses, with the purpose of neutralisation or correcting them (Tosi, Rizzo, Stephen, 1986).

Managerial Style	Strong Points	Week Points
S (sensorial)	Pragmatic, assertive, directive, orientated toward results, objective, is basing his opinions on what he knows, realistic, competitive, trustful.	He lacks long term projects; first he acts and than thinks, he does not trust others, dominant, arrogant.
N (creativity)	Original, imaginative, creative, idealist, tenaciously intellectual.	Unrealistic, fanciful, lacking a reality sense, dogmatic, lacking practical sense.
F (feelings)	Spontaneous, persuasive, emphatic, loyal, unleashing the feelings of others, nonconformist.	Impulsive, manipulative, sentimental, personalises everything, arouses conflicts.
T (thinking)	Efficient communicator, deliberative, prudent, objective, analytic, rational.	Irresolute, exaggeratedly prudent, too analytical, too serious, rigid.

Table No.2 – Characteristics of managerial styles according to the psychological type

As to the profiles obtained by us, we notice that the most frequent type is ISTJ (12 subjects), followed by ESTJ (11 subjects), ESTP (8 subjects) and INTJ (5 subjects). The other psychological types have a low frequency of appearance.

ISTJ – introverted sensorium with the thinking as secondary function: they are realistic, practical, scrupulous as for the exactitude of the data, responsible, with a sense of duty; calm in crises situations, serious, tenacious, good organizers, rather conservative (they are searching for solutions by reporting to past success); they are expecting others to be logical and analytical, which arouse them difficulties in the relations with the subordinates and the superiors.

ESTJ – thinking of extraverted type with the sensorium as a secondary function: they are logical, analytical, hard to convince other than by reason, centred especially on work and less on people, tenacious, they take risks, even too rapidly in the detriment of the detailed examination; very little sensitive to other people feelings.

ESTP – extraverted sensorial with the thinking as a secondary function: they are finical, adaptable, realistic, they are looking for solutions and they do not impose arbitrary decisions; they learn more from personal experience than from study: they prefer the logical analysis of the concrete situation in which he does not mix feelings or personal values; opened, tolerant including toward themselves.

INTJ – introverted intuition with logical thinking as secondary function: they are innovative, no matter the current mentality or the position of the authority, independent, obstinated, cannot tolerate routine, they grant competition a great value, ready to lead others as rough as they lead themselves; they establish their goal with such a clarity that they end up not to be able to discover elements that could be in conflict that goal (the different points of view or feelings of others); sometimes they repress or ignore even their own feelings.

The managerial types have been analysed also by reference to the decisional strategies and the way of relating with people.

	ST	NT	SF	NF
Assuming risks	Having reservations in adopting proposals, they see a bigger risk in taking decisions	They tolerate a bigger risk and they can accept projects.	They are placed in between the two previous groups as for assuming risk.	They are placed in between the two first groups as for assuming risk.
The focalisation of attention.	Facts.	Possibilities.	Facts.	Possibilities.
The way of handling problems.	Impersonal analysis.	Impersonal analysis.	Personal warmth.	Personal warmth.
The tendency of becoming	Practical.	Logical and ingenious.	Sympathetic and friendly.	Enthusiastic and understanding.
Expressing abilities	Technical abilities.	The theoretical development.	Practical help, services.	Understanding with people.

Table No. 3. – Characteristics of the decisional styles of the managers correlated with the psychological types.

Analysing the descriptions of the psychological types identified we notice that the elements related to the emotional intelligence, in other words the affective competence in the personal and interpersonal plan, are very little represented. The managers included in the training programme chose centralization on the task and less centralization on the people. The same results have been found by another study in which they established the fact that the dimensions I, S, T and J are constantly associated with the orientation on the task. (Mihai, 2001)

In conclusion, the analysis of individual level suggests that the managers implicated in the experiment have centralization rather on task than centralization on people. In the context of a culture of the type role, the excessive centralization on the task with the ignoring of people's feelings determined the appearance of some undesirable behaviors, with the managers' loss of capacity to manifest them emphatically, assertively.

The correction of these behaviours is possible only through the proposal of another type of culture – the culture of the type task -, context in which it is necessary the development of the emotional intelligence of the manager (also as far as the intra-personal as well as interpersonal aspects) and implicitly the optimization of its cognitive structure. The needs of formation and implicitly the development of the career in organization are influenced by the characteristics of the organizational culture.

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SUCCESS IN CAREER IN ROMANIAN ORGANIZATIONAL ENVIRONMENTS: COMPETENCES INVOLVED AND THEIR TRAINING (PARTIAL RESULTS)

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Abstract

The paper presents partial results of an ongoing two years research project that has the purpose to enhance the institutional efficiency of the university by providing the students with two different kinds of performance training. The first one is technical training, the one that every university emphasizes par educational curriculum and practical training. The second one is psychological training, the new kind of training proposed by our research team. We are talking about enhancing psychological and social competences to our students, so they can adapt easily to the specific Romanian organizational environment and attend success in their career.

INTRODUCTION

Starting from the studies that have concentrate on the distinction among technique performance and contextual performance, the project goes behind the limitation of the traditional models from the organizational psychology and contours a direction of research that concentrates on the optimization and developpement of the competences involved in the success in career using *techniques derived from the humanist psychotherapies*.

About the competences, an literature analysis centered on psychological and social competences suggest that in the category of psychological competences are included cognitive elements (such as the academic intelligence level, the characteristics of the knowledge base, the information processing mechanisms etc.) and also affective (emotional stability, empathy, tolerance on stress, an optimal self-image etc.) About the structure of the social competences, she comprises elements like assertively, verbal and nonverbal communication, empathy, presentation of the self-etc.

The affective elements are subjugated to the concept of emotional intelligence. Because of that we can say that the training of psychological and social competences of the individual vises the development of the emotional intelligence (the intrapersonal and the interpersonal aspects) and implicit the optimization of his cognitive structure (under the aspect of the content and of the way of knowledge organization).

The acquisitions in the emotional intelligence are susceptible to facilitate the obtaining of contextual performance, and the cognitive acquisitions will contribute to the obtaining of technical performance, but this is only a theoretical distinction. In the context of a solid base of professional knowledge, such an approach can generate an adapted and efficient behavior.

Starting from these ideas, our project puts forward a new direction of research which, valuing the results of two distinctive orientations in contemporary psychology (organizational psychology and humanist psychotherapy), applies techniques that are specific to humanistic therapies in the specific approaches of the organizational psychology and human resources management. This way, the research goes behind the theoretical approaches and the lecture type trainings that endorse especially a surface level of the success in career, intending the personal development of the individual, his growing as a person, and the adaptation of his philosophy of life to the demands of a transition organizational environment.

RESEARCH METHODOLOGY

Goal: The above project proposes:

1. Description of the concept success in career;
2. Construction of a profile of the skills that favors success in career to the young graduates of a faculty in our society;
3. Realization of a research program of the skills that determine a great success in career as to the last year's students of last years of faculty;
4. Implementation of the research program concerning the skills that determine success in career in the University of Pitesti, through the Counseling Laboratory and psychological Testing;
5. Validation of the research program as to the skills that determine a real success in career

Hypothesis:

1. As a starting point of this project, we suppose that the skills that the young graduate of faculty in our society should have in order to be successful in their career are related with emotional intelligence. This involves communicational skills, personal efficiency, critical thinking, the ability of teamwork, managerial efficiency, resistance to frustration/stress, assertively, the ability of self-evaluation, the ability of conflict solving, etc.
2. We suppose that the training program we initiate is an important step in the development of the skills that determine a real success in career.

Methodology:

The methodological procedures that we will utilize are adapted to every stage of the research:

1. For the construction of the test for technical and contextual performance evaluation, we will utilize a proceeding of experts groups.
2. We will utilize a psychological valid personality test battery for identification of competences that determine success in career.
3. For validation of the training program we will utilize an experimental base design, with two groups of subjects (one experimental and one of control).

This research is prevue to have **five stages**. We only have completed the first one, so this paper will present partial results of our research work.

Stage one: Operational definition of the "success in career" concept. This stage has three steps:

- 1.1. Distinction between technical performance and contextual performance
- 1.2. Identifications of the elements that describe the technical performance and the contextual performance in the romanian organizational environments

1.3. Construction of an instrument to evaluate the technical and the contextual performance; in this purpose we have developed a *Scale of Evaluation with Behavioral Anchors*.

Stage 2: Constructing a profile of competences that favors the success in career; this stage has three steps:

2.1. Selection of a representative sample of young university graduates. We used the stratification sampling method with three criteria's: domain of activity, success in career and sex.

2.2. Testing for identification of the competences that determine the success in career; this step involves a psychodiagnostical process. The instruments used are NEO-PI-R Inventory of Personality and some scales from California Personality Inventory (Sociability So, Responsibility Re, Communality Cm, Realization par independence Ri, Intellectual efficiency Ie, Flexibility Fx).

2.3. Constructing a profile of the competences that the young university graduate must have to obtain success in career

Stage 3: Realization of a training program for development of the competences that determine the success in career; this stage has three steps:

3.1. Detailing the competences emphasized that determine the success in career at cognitive, affective, intrapersonal and interpersonal level. As a result, we will identify the psychological factors that support theses competences. As research methods, we will combine at this stage psychodiagnosis with brainstorming and analysis made by experts.

3.2. Identifying the psychological assistance techniques that influence the personality traits that we want to develop.

3.3. Combining these psychological assistance techniques in a complex training program meant to develop the competences that determine the success in career.

Stage 4: Implementing the training program meant to develop the competences that determine the success in career in the University of Pitesti; this stage has four steps:

4.1. Selecting a representative sample of students from our University; the students will be in the last year or in the masteral studies; we will use the stratification sampling method with four criteria's: faculty, domain of license, sex, age. We estimate a 4% sampling percent. This means that we will have an experimental lot of 120 subjects and a control lot of 120 subjects.

4.2. Initial diagnostic of the two subjects lots for establishing the initial level of the development of the competences that determine the success in career. The instruments that will be used are NEO-PI-R Inventory of Personality and some scales from California Personality Inventory (Sociability So, Responsibility Re, Communality Cm, Realization from independence Ri, Intellectual efficiency Ie, Flexibility Fx).

4.3. Applying the training program on the experimental lot of subjects (100 ours of personal development training)

4.4. Posttest for determine the new level of the competences attained after the training program.

Stage 5: Validation of the training program for development of the competences that determine the success in career; this stage has two steps:

5.1. The follow-up testing of the experimental and control lots of subjects after one year from the graduation.

5.2. Adaptation of the initial training program

PARTIAL RESULTS:

This is an ongoing two years research project. At this moment, we attained the second stage (constructing a profile of competences that favors the success in career).

At applicative level, we have constructed the *Scale of Evaluation with Behavioral Anchors*, an instrument meant to evaluate the technical and the contextual performance. We applied this scale on a representative sample of young university graduates from Arges Country, aged 25 to 35 years.

For constructing the *Scale of Evaluation with Behavioral Anchors*, we used proceeding of experts groups (Pitariu, H., 1994). This involved two steps:

1. We have selected a first group of experts composed from 12 human resources managers from different domain institutions in Arges Country. This group attained two consecutive meetings:
 - a. The first meeting was a brainstorming séance. We asked the experts to write on a piece of paper all the psychological competences that they think that a young university graduate must have in order to obtain success in career in the institution that they represent. At the end of this meeting, we have obtained a list of 44 competences.
 - b. In the second séance, the same group of experts recent the list of 44 competences arranged in the order of the frequencies and we asked them to define (independently) those competences. The result of this séance was a list of 12 definitions for every one of the 44 competences.
2. We have selected a second group o experts composed from 12 work psychologists. We asked them to regroup the data obtained from the first group of experts. We have obtained seven domains of competency with the correspondent behavioral descriptions. The seven domains of competency were professional training, communication, interpersonal relations and social structures, management abilities, ethical behavior, technical performance, academic and emotional intelligence.

We have obtained a *Scale of Evaluation with Behavioral Anchors* composed from 77 items. The items contain descriptions of the person in observable behavior anchors. It is a Lickert type scale, with description of the behavior intensity from 1 to 5, corresponding to the frequency of appearance.

Sampling:

We have applied The *Scale of Evaluation with Behavioral Anchors* to a representative sample group of 450 subjects; young university graduates aged 25 to 35 years.

We have selected the sample group using the stratification sampling method with three criteria's:

1. Domain of activity (15 domains): education, health, finances, industry, military, theological, services, political, culture, social, agriculture, sport, administration, juridical and mass media.
2. Success in career – corresponding to this criterion the sample group was divided in three levels: big success, medium success and little success.
3. Sex

At this moment, the research team applies the psychodiagnostical personality battery of tests (NEO-PI-R Inventory of Personality and six scales from California Personality Inventory) for constructing the profile of the competences that the young university graduate must have to obtain success in career.

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THE PSYCHOLOGY OF CAREER – CLASSICAL AND MODERN CAREER THEORIES

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Abstract

This study describes some of the classical and modern career approaches, as we noticed a high need of a theoretical synthesis in the area of career development in Romania. Considering the classical approaches we selected Donald Super's theory and John Holland's theory as leading classical developmental approaches. Using a clasification made by Spencer G.Niles & JoAnn Harris-Bowlsbey in their study „Career development interventions in the 21st century”, we emphasize the difference between the modern and the classical approaches of career. As modern theories we describe the social cognitive theory developed by Lent, Brown, and Hackett (1996), the cognitive information processing theory developed by Peterson, Sampson, and Lentz (1996), and the values-based model of career choice developed by Brown (1995). Additionally, we describe the post-modern approaches: the contextual and the constructivist career theories.

The development of a career, the career success is an extremely complex process, with a dynamic evolution implying a structure of factors connected to some of the deepest dimensions of the human personality. The psychological dimension of this process refers to the continous knowledge and fulfilment of the personal capacities, potential and goals. However, the career success has a very important role in the development of a mature personality, characterised by a good emotional life, and a proper self-esteem. Such a person is able to integrate and to adapt to the social environment where he lives and works. (Brown, D, Brooks, L .1984)

Recent researches in career development focus on several relevant factors that may influence the career process, making the transition to a integrative and systemic approach of the career success. A cluster of studies in 2002-2004, published in „Career Development Quarterly” reported that career maturity is related to social adjustment, general psychosocial competence, self-realisation, and ego integration. Another researches identified as relevant variables to career development: personality, interests, self-efficacy, social class, family, environmental context, and important roles in life. (Chan, C.P. in Career Development Quarterly, 2003)

From this perspective, the concept of career has a much complex meaning, and the career success is described from a dynamic and evolutive perspective, beeing integrated in the unique evolution of the personality. Modern career development theories reflect the vitality existent within the field, and they try to maintain this vitality by advansing new important notions for career development theory and practice. Moreover, the modern approaches strengthen the applicability of the theoretical notions, connecting theory and research into a holistic perspective, and extending the theory and research base of preexisting theories.

The modern theoretical approaches are much more flexible than the classical theories, and this quality is emphasized by the extended area of applicability. In the same time, these theories focus both on the career development process and the career development interventions.

In this context, the modern career development theories try to provide fuller, more detailed, and more comprehensive descriptions of the career development process that can be used to provide effective career development interventions to a wide range of people.

Among the classical theories, D. Super's theory and J. Holland's theory stimulated a great number of career researches in 2002-2004. However, these theories form the foundation for how the leading theorists and practitioners have conceptualized the career development process for more than 50 years. In the same time these theories provide a solid foundation upon which to expand the scientific thinking about the career development process and career development interventions.

D. Super's theory is one of the leading developmental approaches describing how career develop and proposing career interventions. This theory provides a useful framework for conceptualizing career development over the life-span, and emphasizes the role of various personal (e.g. needs, values, abilities) and situational (e.g. peer groups, family, labor market) determinants that influence career development. The work activity is placed within the context of multiple roles played in life, thus Super's theory reflects life as most of us live it. Super developed a segmental theory describing three key aspects of career development: a) life-span; b) life-space and c) self-concept. His theory culminates in an intervention model labeled as the Career Development Assessment and Counseling.

Career development, like physical development, is a lifelong process that evolves within the context of psychosocial development and societal expectations and against the occupational opportunity structure.

„The simultaneous combination of life roles we play constitutes the lifestyle; their sequential combination structures the life space and constitutes the life cycle. The total structure is the career pattern” (Super, 1980, in Niles, S.G; Harris-Bowlsbey, JoAnn, 2002, p.35)

Recent researches considering Super's theory, reconsidered the meaning of career in career development, adopting longitudinal research designs, and focusing on the process of development. The concepts of career maturity and vocational identity were aspects of Super's theory on which researchers focused in 2002. Hargrove, Creagh, and Burgess found that the orientation toward achievement in the family of origin predicted vocational identity. Other researches examined the relative importance of work and family roles. Hartung, Lewis, May, and Niles found that participation in roles at home, commitment to those home roles, and the degree to which life roles allow values to be realized were all positively related to the adaptability and cohesion of the family.

Holland's theory has generated more research than any other classical career theory. This theory belongs to a long tradition of theoretical perspectives seeking to describe individual differences in personality types. The theory is based on four basic assumptions:

1. Most people can be categorized as one of six types: realistic, investigative, artistic, social, enterprising, and conventional;
2. There are six kinds of environments: realistic, investigative, artistic, social, enterprising, and conventional;
3. People search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles;
4. A person's behavior is determined by an interaction between his personality and the characteristics of his environment. (Holland, 1973, in Niles, S.G; Harris-Bowlsbey, JoAnn, 2002, p.49)

The key construct in Holland's theory is that of congruence. Congruence describes the degree of fit between an individual's personality type and current or prospective work environment. A person is in a congruent work environment when the person's personality type matches the occupational environment (e.g. a social type working as a counselor).

Considering the Holland's theory, several researchers examined the relationship between personality and interests. Larson and Borgen examined relations between measures of vocational interest and personality in a sample of gifted adolescents. Results indicated that extraversion was related to Holland's enterprising and social interests, agreeableness was related to social interests, and openness was related to both artistic and investigative interests. In other studies, the researchers analyzed the relation

between personality-environment congruence and performance. Mallinckrodt and Gelso investigated the contributions of the research training environment and Holland's personality types to the research productivity of graduate students in counseling. Findings indicated that the investigative personality type was related to the high research productivity. Other studies emphasized that personality is a stronger predictor of academic performance. Johnson and Stokes reported that the breadth of vocational interests in college was positively related to occupational classification stability 30 years later.

Regarding **the modern career theories**, Spencer G. Niles & JoAnn Harris-Bowlsbey in their study „Career development interventions in the 21st century” presented the differences between the modern and the post-modern career development theories. The authors present as modern career theories: the social cognitive theory developed by Lent, Brown, and Hackett (1996), the cognitive information processing theory developed by Peterson, Sampson, and Lentz (1996), the values-based model of career choice developed by Brown (1995). The post-modern approaches address the person's subjective experiences of career development. Such post-modern theories are the contextual and the constructivist career theories.

The social cognitive theory developed by Lent, Brown, and Hackett (1996) is based on the assumption that cognitive factors play an important role in career development and career decision making. This theory incorporates Albert Bandura's triadic reciprocal model of causality, and emphasizes the role of self-efficacy beliefs, outcome expectations, and personal goals. In the career decision making, self-efficacy beliefs play a central role.

The authors identify four factors that shape self-efficacy beliefs: personal performance, vicarious learning, social persuasion, and physiological states and reactions. The relationship among goals, self-efficacy, and outcome expectations is detailed. In essence, person's inputs (predisposition, gender, and race) interact with contextual factors (culture, geography, family, gender role socialization) and learning experiences to influence self-efficacy beliefs and outcome expectations. Self-efficacy beliefs and outcome expectations in turn shape the person's interests, goals, actions, and attainments. However, these are also influenced by contextual factors (job opportunities, access to training opportunities, financial resources).

Using a longitudinal design, Nauta, Kahn, Angell, and Cantarelli studied the relationship between self-efficacy and interests; DeWitz and Walsh reported that college self-efficacy contributes to college students' satisfaction. These results emphasize the importance of directing the career intervention to increase students' self-efficacy regarding college, particularly among students who report dissatisfaction with college or among students who might be at risk for dropping out.

Other researches examined the role that contextual or environmental factors play in the career process. Family and educational background, cultural influences, peer relationships, and academic experience emerged as factors related to the academic success.

In this context of theory and practice, these approaches emphasized the complex dynamic nature of the interaction between individuals' cultural selves and their career choices, development, and satisfaction. (Hailung, P.J. in *Career Development Quarterly*, sept. 2002)

The values-based model of career choice developed by Brown (1995) is based on the importance of values in career decision making, values serving as standards by which people evaluate their own actions and the actions of others. Values are influenced by genetics and environment (family, media, community, school, and culture). As value emerge they „influence all aspects of function, including processing of data, and thus what may be clear to one person who holds one value, may be unclear or irrational to a person who does not hold that value” (Brown, 1996, in Niles, S.G; Harris-Bowlsbey, JoAnn, 2002, p. 81)

As a result of genetic and environmental influence, specific values become more important than others. As values become crystallized and prioritized, people use them to guide and explain their behavior.

Another modern career theory is the cognitive information processing theory developed by Peterson, Sampson, and Lentz (1996), that includes several dimensions to describe the important domain of cognition involved in a career choice. The first three of these domains are those traditionally included in career theories: self-knowledge (values, interests, skills), occupational

knowledge (understanding specific occupations and educational/training opportunities) and decision-making skills (understanding how one typically makes decisions). The fourth domain is metacognitions and includes self-talk, self-awareness, and the monitoring and control of cognitions. The second dimension of this model is labeled the CASVE cycle. The CASVE cycle represents a generic model of information-processing skills related to solving career problems and making career decisions. These skills are: communication, analysis, synthesis, valuing, and execution. The third dimension of the CASVE approach is the executive processing domain, the function of this domain is to initiate, coordinate, and monitor the storage of and retrieval of information, and it involves metacognitive skills. (Niles, S.G; Harris-Bowlsbey, JoAnn, 2002)

Post-modern career approaches emphasize the importance of understanding our careers as they are lived, focusing on the subjective experience of career development.

The contextual career theories identify ways in which contextual factors can be incorporated into the career counseling process. Career development is interpreted as an action system that achieves social meaning through an interaction between individual intention and social context. People construct their careers through action, career and action being related constructs through out people make sense out of their lives and through which events in people's lives acquire meaning. Of special importance are goal-directed actions.

The constructivist career theory is based on the assumption that people are active organizers of their own experiences, and they construct meaning through the decisions they make and the actions they take.

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ORGANIZATION AND INDIVIDUAL COMPETENCIES AS A BASIS FOR DEVELOPMENT

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Abstract

Competence is a strategic concept and it is undoubtedly very important for an organization's success and for the individual's career building. This paper examines some theories and practical experience acquired within Romanian companies concerning organizations and their people competences. The paper is ended with several recommendations that might be used for competences development.

1. Competencies as attributes of the organization and people

Competencies together with capabilities are terms related to strategy. Competencies represent those attributes or qualitative factors associated to organizations and individuals, which make them to be more competitive, generating as in learning organizations, other competencies.

When discussing about competencies we examine four dimensions, such as:

- Core competencies
- Categorization of competencies
- Nature of occupational competencies
- Behavioural competencies

The core competencies are certainly a specific term used in strategic management, and as a consequence are related to SHRM as well. Hamel and Prahalad, s (1994) opinion in their theory about strategic organization is that the core competencies tend to be related to the market, having in view the macro-organizational level in relation with its environment [1, p.21]. The resource-based theory identifies 'distinctive competence', which derives from individuals or groups and here are taken into account their knowledge, technical or market attributes, which generate profit [2, p.153]. Usually in the strategy theory it is clear that competencies have to be developed in order to support organization's strategy [3]. There is a range of possible responses of an organization to fill in the gaps identified in HR development, as HRM Hendry, Pettigrew and Sparrow (1988) [3, p.167] argued. In these respect competitive pressures, applying revised HRM policy, new training initiatives or rethink and revise HRM could fill in business performance gap or skill performance gap.

The model could be seen applied in practice within different privatised companies by acquisition of shares by foreign companies that have imposed a strategy that had to follow the filling in all HRM and HRD gaps, but the specific context forced the investor to start with ad hoc responses which have no logic according with the skills gaps diagnosis. Some other theory stress that existing portfolio of competencies determines organization's strategy, based on exploiting the assets to

respond to environmental changes. It is the case of IT in our days. People started to develop their skills considering IT on their own, most of them pushed on by curiosity, others having the feeling of keeping the step with the new technology, with the new global requirements. Citing in parts Hamel and Prahalad (1994) [1, p.22], we could define the core competencies as being a cluster of skills, procedures and learning organizational attributes of individuals and organizations. Core competencies have to be desegregated into elements in order to appraise their contribution to organization's strategy comparing to 'non-core' competencies. Hall (1984) [1, p.23] is critical when discussing about a linkage between core competencies and strategy. He basically does not believe that the contribution of training and development of resources could be evaluated concerning the organization's performance. Having in view the privatised companies we could underline a few of core competencies: specialized middle managers, IT skilled technology designers, QAS applied procedures, specific attitude of loyalty of the majority of the people which created a competitive advantage for the investor acting on our domestic market and facilitated training and development according to the change strategy implementation.

Categorization of competencies. There are some dimensions to be under consideration: definition, operational consideration, the differentiation between individual and collective competences and the human capital theory.

- *Definition.* At individual level Nordhaug and Grunhaug (1994) [1, p.24], describe competence as an underlying characteristic of a person, which results in efficient work performance, having in view: knowledge, aptitude and skill.
- *Operational consideration.* It appears a differentiation between actual competence - needed to perform certain task - and formal competence - knowledge and skills as evaluated through examinations and certification. Legal requirements or standards impose formal competence. In Romania, for instance, a financial auditor needs specialized training after high degree education in the field, recognized by the Ministry of Finance and The Accountant Experts Body.
- *Differentiation between individual and collective competencies.* To observe directly the contribution of the individual working in a team to overall performance is really difficult, as Grant (1995) stressed. His idea might be true, but the difficulty depends on the culture, structure, industry, management and other issues. Taking as an example a design team we could notice that each individual has its own task and it is not difficult to evaluate everybody's contribution to the final success. Porter (1990) [1, p.25] pointed out that competencies exist in a geographical area and create a concentration of rivals, customers and suppliers. We can find that this statement is true when thinking that TRANSILVANIA University gave the best-prepared people in the wood and forestry field and in Transylvania region are concentrated the competencies in wood industry. Most of the wood companies have been privatised with foreign investors finding here the needed competencies. It is not to be neglected the fact that, as Gibbons (1994) [1, p.25] has underlined, collective competencies might exist in a network of organizations.
- *The human capital theory.* We have to differentiate competencies at different levels industry, organization, task, and here we have to consider internal versus external labour markets. At individual level it counts who's paying for his development: the national system, the organization, himself.

There are different types of competencies; some could be acquired quickly, others need complex skills accumulated in a long period of time, by tacit knowledge. A critical analyse imposes the differentiation of the types of skills and their sources of acquiring. According to Nordhaug (1993)[1, p.25] the competencies could be grouped into 6 categories: (1) meta-competencies, including general skills, as: ability to communicate, to co-operate, to tolerate uncertainty, creativity, negotiation, analytical capability; (2) industry competencies, including knowledge of a specific industry, such as: history, structure, key persons, companies; (3) intra-organisational competencies,

related to knowledge about inside culture, people, alliances, communication channels; (4) standard technical competencies, high specific as: typing, computing skills, accounting and budgeting, obtained through educational system, vocational training programs, in-house training; (5) technical trade competencies, including task and industry specific developed through vocational education and requiring considerable experience; (6) unique competencies, which are generated in-house, and are very organization and task specific.

The problem is to create an optimum fit between competencies and work tasks and to have, as an organization, the capacity to develop employee 's continuous knowledge and skills as a key determinant of the organization's performance.

Nature of occupational competencies. The disaggregation of jobs into a set activities in order to provide a mechanism for certifying if a worker is competent in a particular task of job is an important approach in our days in most of advanced countries, having in view the stimulation of individuals to accept training, on one hand, and the monitoring of performance and targets achieved by organizations, on the other hand. There are four key roles taken into consideration, as: managing activities related to customers' requirements and improving performance; managing resources related to planning and using physical resources; managing people, implying handling with people, relations and oneself and managing information, which covers gathering, analysing, using information effectively. Each role is split into units, each unit into elements, getting more then hundred elements in total with four components attached: performance criteria, requirements for knowledge and understanding, context of activity and guidance for assessment. The occupational standards have had a major impact on the way organizations think about jobs and the training required for them. It is of a real importance to implement such a system in a country like Romania, not basically for change the concept about the importance of training, because our culture implies this issue, but for making order, for promoting and using real individual values, for establishing a system to apprise the performance in concordance with skills and training, with experience and knowledge.

Behavioral competencies. Most of the organizations use competencies based on behaviour and psychology rather than job-based, functional ones and try to identify those particular competencies, which distinguish the high performance from the rest. Boyatzis (1982) [1, p.30] identified 21 types of behavioural characteristics, which have been grouped into five clusters: goal and action management, leadership, HRM, directing subordinates and focus on others. The key point here is that behavioural characteristics are important in defining the individual role and not the nature of the job. CATERPILLAR is an example where employee competence reaches the four categories mentioned: achieving objectives, problem solving, interacting with others and team working. The question "what makes a good manager" available for Romanian organizations has an interesting answer scoring on a scale the followings: (1) Personality, (2) Experience, (3) In-house training (organization's culture impact), (4) External education after joining, (5) Initial vocation education; (6) Initial non-vocation education. In fact, the saying about 'managers are born, not made' is going to be changed into 'managers are born and made', training getting more and more place into management formation.

2. Organizational changes to facilitate new competences development

Having in view the reform towards market economy and E.C. integration as well the organizations have to face important changes in order to survive, to develop and to get success. Their strategies imply strong, taught, and social desolation changes, having in view a paradigm of structural, cultural and HRM politics and actions. At strategic level the key principles defined are: new products (designed and produced) to reach the E.C. norms and customers requirements in order to fight for the lost market segments due to imports; quality to ensure a life length and reliability for products compared with imports; production to use the best method of doing job, to re-design technologies. In this respect some new principles to change the SHRM have been established and applied within most of the organizations:

- 1) Responsibility. In order to maximize the responsibility of line managers and of all staff decision-making has been devolved to the new structural forms, i.e. 'profit centres'. Planning Programming and Budgeting (PPB) is no longer held by the centralized offices, but devolved to the 'profit centres'. Selection of suppliers and the fight for market have been devolved as well.
- 2) Selection. A selection of 'profit centres' managers have been done in-home, using an appraising scale, proper to the organization, having in view some important competencies as: experience, vocational education, managerial training programs, a PPB design for the next period of one year, attitude, references and communication skills.
- 3) Supervisors. The responsibility of a single department has been split and supervisors 'managing the production process' have been allocated to the 'profit centres'.

Things are not going on as in literature, without any difficulty. Hall (1984) [1, p.23] critics are available in this case. Business plans presented as being the new managers 'bibles' failed in most of the cases. Training could develop the core competencies, but even if training is one of the recognized issues and free in any form is possible, there is not a real management of this activity.

People are sent to different training programs organized in-home or outside, paid by the organizations, but in very few cases their performance or at least their course results are monitoring.

At operational level the principles established have in view:

- 1) Selection. Formal competence is a prime criterion for selection, and knowledge and skills of workers have been appraised by examination by a specialized committee in every 'profit centre'.

The actual competence needed to perform the new tasks has been appraised in addition. Selection had two objectives: downsizing, because of the over employment and competence assurance for the next period of time and for a certainty of achieving the new objectives. Results obtained emphasize the differentiation between actual and formal competencies.

- 2) Team working. The former status when the team leader decide at his wish and concepts what to do every member of the team has been abolished and recognition and encouraging of individual contributions with everyone working at the same objectives have been established.
- 3) Communication in a 'face to face every day' style has been introduced and it brings important contribution to the moral and individual competence.

Sometimes 'industry competencies' are needed. It is really difficult to hire somebody from outside labour market, even if there is the case of a top manager having accumulated competencies the organization had not to pay. When financial manager had to retire and a selection for a new manager has been organized, the key competencies required have been not the formal competence specific to this field, but competencies, which are not tied to any firm in the industry. In this respect the person who was able to respond at requirements like: knowledge of industry's history, structure and development; ability to relate facts and figures to other companies in the industry; knowledge about key persons and network and alliances in the industry weighted much more then meta-competencies or standard technical competencies. Some other time the needed competencies are obtained from development of their own HR and create barriers to exit labour, except redundant ones, by developing 'firm-specific skills and loyalty'. The actual problem for most of the companies is to link individual development action to the organization's mission. Having in view the multi-faceted nature of skill and competencies a development model is to be considered for the process of human capital formation, as briefly presented in fig.1 [1, p.34]. A critical analyse of strategic and operational aspects considering the development model within some domestic Romanian companies emphasize the following main issues:

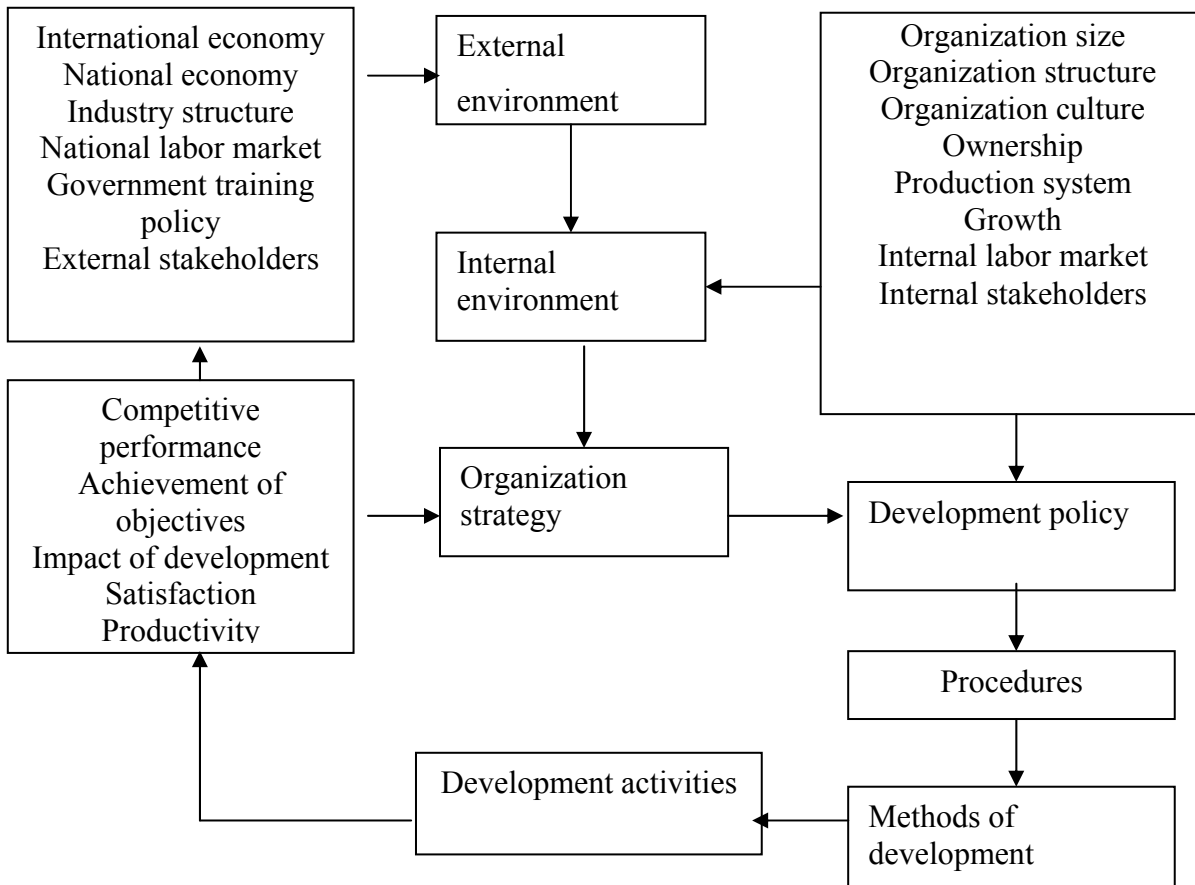


Fig. 1 - The development model

► External environment

National economy is characterized by: fundamental changes towards market economy; GDP is going up, privatisation is still slow; national debts are high; inflation is lowering but still high; people is demoralized; industry growth is not really significant; most of the products on the market are imported and leasing system is very popular; national labour market is characterized by a high degree of unemployment, but specialized offices and agencies have been set up for unemployment orientation; head-hunting began; government training policy is still a support; most of external stakeholders are not really interested in what is going on.

► Internal environment

Most of the companies having a matrix type structure have been restructured into ‘profit centres’; organization culture is a paradigm shift; growth is not to be discussed because a strong decline in the activity has been recorded in the last years; internal labour market is not really organized; even there still are redundant people and jobs; internal stakeholders are very strong, line managers, workers, seven unions pressing against change.

► Organization strategy has as a mission to continue the activity on a market base, to survive until the changes would be implemented and to create competitive advantage. SHRM became a part of most of the companies’ strategy.

► Development policy is characterized by centralized management development, comprising actions as: centralized external training and seminars, but usually the courses are not related to the company’s policy.

- ▶ Procedures: just external training, no facilities.
 - ▶ Methods of development: conceptual only
 - ▶ Development activities: not really defined
 - ▶ Outputs: no financial/competitive performance, some of the objectives achieved, not enough impact on development, not much satisfaction, not real improvement of productivity.
- Some new competencies have been developed along the last years, such as: negotiation, knowledge to make alliances, knowledge to select the best supplier for different parts not produced in-home, such: as gear box, electric panel, driver chair, ability to adapt to new quality requirements. Having the bunch of competencies acquired along the time and facing the difficulties due to environmental changes, having defined a strategy with a SHRM as part of it, most of the companies created the context for development of core competence.

3. Recommendations for the development of the competence basis

Having in view the reality of the most of Romanian companies and their opportunities, Hamel and Prahalad's argument (1990) [1, p.49] about 'people is the most important asset' and the fact that core competencies has to be built and developed, using Hall's matrix (1984) [1,p.41] the following recommendations we suggest to be under consideration:

- 1) Consider the four outcomes that, taken together, make up much career effectiveness: performance, attitude, adaptability and identity;
- 2) Chose a mix among cognitive, behavioural and environmental strategies. The methods recommended are: to increase performance" on-the-job training", assessment centres, job feed back, teams building, employee exchange program; to develop attitudes: orientation training, company career information, socialization, phased retirement, job challenge, internal consulting; to improve adaptability; career counselling, temporary assignments, job variety; to define identity: self-assessment, university retrained programs, career counselling. Formal and informal methods are to be put together, but informal methods as mentoring, coaching, job variety take a larger room.
- 3) Des-centralization of middle management development from the central office to the 'profit centres';
- 4) Enriching the development policy with business strategy elements;
- 5) Monitor the degree of development practices' contribution to the strategic objectives achieving;
- 6) Apprise the degree of satisfaction of individuals after training programs;
- 7) Appraise the importance of overall individuals' responsibility in management development.

The most important recommendations are to make efforts to link executive competencies to the cultural competency model and to use competencies to articulate a required performance in the changing business market and changing economy.

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THE INTERVENTION OF THE SCHOOL ADVISER IS NECESSARY TO ASSIST THE TEENAGERS' SELECTION OF DEVELOPMENT MODELS

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Abstract

There are important social factors which influence teenagers in choosing the development models in their lives: the family and the school.

If the family and the school (the teachers) cannot encourage teenagers to choose a development model who could permit them to obtain individual and social satisfactions later, the school adviser must intervene to assist a conscious and explicit approaching to models which are very important and necessary for teenagers.

If we accept that the teenagers' personal development is based on incorporation and new conduct (these represent elements of teenagers' adaptation which is more and more complex and also modalities to satisfy their needs, formation of new needs and means to satisfy them), then the personal development of teenagers involves a balance modification between the assimilation of reality from areas which are farther and farther from action and accommodation of these areas to the concrete subjective and circumstantial conditions of life.(according to “Psychology Dictionary, 1997).

If we take to account the changes that we meet when we study the becoming and affirmation of teenagers' personality, we discover physical development, cognitive development and psycho-social development.

Now I am going to present the teenagers' psycho-social development and I will try to demonstrate that the school advisers' intervention is necessary to support the students making the best of their personal potential in relationships that they maintain with other people.

At this stage of development students are especially interested in searching their own identity. In this process they are closed to their teachers (who are concentrating their attention on the students' intellectual side and school achievements, ignoring their emotional and social needs), to parents (this type of relationship seems to be very difficult sometimes because of the misunderstandings which may occur) and to their friends (these relationships are not always positive for their development and testing their own personalities).

In relation with the age of childhood, teenage seems like a more or less sudden discontinuance period, which made other authors take it as a “crisis” stage. M. Debesse underlines, for example, that teen-age is a period of unbalancing, followed by the appearance of some opposition attitudes, concerning domestic or scholastic environment and, generally speaking, in relation with any authority or attitude through which young people try to manifest the independence of their personality to reach their self-consciousness. St. Zisulescu considers that the “crisis” is a rare phenomenon, which depends on “serious shortcomings of some families or schools”.

The teenager does not accept his childhood’s relationships anymore, but he does not either own a secure social position which will later allow him to fulfill certain roles according to adult peoples’ age.

As the young man becomes biologically mature very soon, which socially becomes mature very late of having economical independence and making his own family and this is the result of extending the school period. This contradictory dynamics requires, we think, reanalyzing the possibilities (in the meaning of their extension) of simultaneous participation of the young man at the process of his own formation as well as the fact of satisfying his own needs, creating his own economical independence. Social maturation has a process character, emphasizing dependence on the social and cultural characteristics of the environment.

The society, according to a global perspective, in which the adult generation exercise its authority and its supremacy in order to possess the roles, participates - unavoidably - in a conflict of interests with teenager, who are aware of what is happening to them.

When the difference between the real maturation and the admitted one is big, teenagers confront with a frustration feeling, which establishes a distance between them and adults, and society, in general; differences are to be turned into oppositions, into conflicts. Assigning a proper role to his status, represents the real way of integration of the teenager in the wave of the social dynamics.

The teenager engages himself globally and totally in his actions. This is the reason for the difficulty of his insertion in adult peoples’ life, the life wants to achieve as well as the difficulty of living his failures, deceptions, situations of unfulfillment, adaptation. In case of a failure, he often has the feeling he has lost everything, resorting to extreme solutions: aggressiveness, suicide... The adaptation, the social integration of the teenagers is not easy, on the contrary, it is full of ups and downs.

The teenager will choose strategies of action not only based on some principles or abstract values, but also considering the social offer, according to the available ways to succeed. So individual’s ways of action, in most situations, lie at the intersection of personal available resources and the resources known as socially existing. Of course there are teenagers who choose these ways based on primordially valuable but not circumstantial reasons, which can provide differences in providing in adopting a new strategy.

The research “The Motivation of Learning and the School Success”, made in 2005 by “The Institute of Science and Education”, emphasized the idea that the teenagers are dissatisfied with the educational offer, that the school does not offer many socially successful students. The successful models chosen by students are in an overwhelming proportion, personalities, especially TV stars or persons who are extremely frequent on TV screen or newspapers.

The most important problem risen up by the results of the research is the lack of trust in school as source of life models and as a determinant factor of personal success (36,5% of the

persons chosen as life models are TV stars and the family, which comes on the second place, representing 16,65 of the options).

What concerns the family contribution in delivering social successful models, we achieved a study at CNSH – TG. JIU (1093 pupils were questioned) and we found out that:

- half of the questioned students are still looking for solutions together with their parents, to the problems they are dealing with and they orientate towards social successful models;
- if the teenagers can not communicate with their parents, most of them will talk to close friends classmates and here is where motivational friendship occurs;
- lots of times, the domestic problems and the company lead to alcohol and tobacco consumption, the teenagers are aware of the fact that the consumption has a negative effect on their health, on their school activity and family relationship;
- 53,33% of the questioned pupils are included in programmes as “corner street” and 42,08 prefer gangs.

Our research concludes that a part of teenagers have with their parents a relationship based on understanding and communication, another important part of the teenager have a conflictual relationship with their families and this could lead to a problem of social alienation.

In case of conflictual issues within the family, we have noticed that they make use of the “antidote” of self-regulation.

The optimization of the teenager’s relationships within the world may be the effect of some modifications of the social situation, as well as education and psycho-pedagogical assistance which can favor an optimum development of personality. The social structure of the society and the organizational structure of the schools affect the educational process, deciding in a substantial way, the content of educational learning process and influencing the students’ motivation in forming themselves.

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“DRESSED FOR SUCCES”!
**THE EFFECT OF THE CAREER PLANNING AND EXPLORATION
TRAINING ON THE SELF-REGULATIONG SYSTEM IN ADOLESCENCE**

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Abstract

The present study is a presentation of a three months training activity with three groups of adolescents. We investigated the effect of the career planning and exploration training on the self-regulating system. We focused on the career planning and exploration self-efficacy, the motivational type (intrinsic / extrinsic) and the degree of the self-knowing process. You will find all these variables presented and described, along with the study hypothesis and the methodology used to test them. Next, the most important results are also presented and the statistical data is presented in tables and graphics, and then discussed. Finally, some practical considerations are made.

The present study is based, on one hand, on the *theoretical findings* regarding the **adolescence**, the developmental phase when important changes occur in the structure of the personality and major choices are made (among these: *the career choice*). On the other hand, the study uses **the formative diagnosis** approach (R. Feuersteins (1978) Learning Potential Assessment Device: LPAD), looking for its applications in the career counselling methods.

The observations in the career counselling practice often indicate the casual and superficial character of the career choice and the accent put on the informative side over the formative

So, we can set that the present research **OBJECTIVE** is to investigate ***the effect of the training*** (based on career counselling techniques) on **the proximal factors** to be taken into consideration when **the career choice** is made.

1. HYPOTHESIS:

- **GENERAL HYPOTHESIS:** the training (based on career counselling techniques) modifies some of the proximal factors that influence the career choice
- **SPECIFIC HYPOTHESIS:**
 1. The training (based on career counselling techniques) affects the *career planning self-efficacy*.
 2. The training (based on career counselling techniques) affects the *type of the motivation* (intrinsic / extrinsic, after Deci and Ryan's (1985) organismic theory) taken into consideration in the career choice.
 3. The training (based on career counselling techniques) affects the adolescent's *self-knowing* degree, most of all on the career choice relevant dimensions.

2. PARTICIPANTS

The participants in this study were 31 twelve grade theoretical high-school students, who formed three groups, (10 students, 11 students, and 10 students). The groups were preference – based formed.

Their participation in the study was also based on their free willing. They were previously assured about the confidentiality of their personal data and about the exclusive research use of the study results.

3. THE RESEARCH METHODOLOGY

a. *THE VARIABLES INVESTIGATED IN THE STUDY:*

The dependent variables in this study were:

- The career planning self-efficacy (a persons trust that she has the ability to successfully engage in actions aimed to explore and plan an interesting career)
- THE MOTIVATIONAL TYPE (intrinsic – if the choice is based on that specific career features / extrinsic – if the choice is based on other factors);
- The self-knowing degree (the amount and the thematic category of information the participant provides about himself).

The independent variable in this study was considered the **training** (based on career counselling techniques): a group counselling programme with career exploration and career planning activities fully described in the annex 1.

b. *THE INSTRUMENTS*

1. To investigate the **career planning and exploration self-efficacy**, we used a Likert type 10 items scale with 8 degrees (1 = low self-efficacy; 8 = strong self-efficacy), similar to "Career Planning and Exploration Efficacy Scale (EPPC)" from Missouri Comprehensive Guidance Survey (MCGS: Gysbers, Multon, Lapan și Lukin, 1992). The scale has three balanced items and was previously tested on 30 subjects (alfa = 0,86)
2. To investigate the participants' **type of career motivation** we used a 20 item scale (with 10 items referring to the extrinsic and 10 items – to the intrinsic type). For this scale, we have previously consulted an expert-group and the participants' task was to chose the most important 10 out of the 20 items scale.
3. To investigate the self-knowing degree we used the "Who am I" method, very well described by M. Zlate.

4. THE RESEARCH:

- a. First, the pupils were *informed* about the possibility to take part at the programme in their own schools
- b. Then the *groups* were *formed* and the *calendar of the sessions* was set.
- c. In the first session takes place *the pre-test phase* (the first evaluation of the career planning and exploration self-efficacy, career motivation and the degree of self-knowing);
- d. The *training* itself: five 1 hour and a half sessions (with break), one session a week. The sessions were held during the study program (the counselling and orientation classes), in the psychological cabinet inside the school;
- e. In the last session takes place the post-test phase (the final dependent variables evaluation).

5. DATA ANALYSIS: RESULTS AND PSYCHOLOGICAL INTERPRETATION

HYPOTHESIS 1 stated that the training (based on career counselling techniques) affects the *career planning self-efficacy*. To test this hypothesis one *paired sample t test* was conducted to compare the pre-test and the post-test means of the participants at the self-efficacy scale. The results are presented in the table below (table 1)

	THE MEAN	STANDARD DEVIATION	t	df	Sig. (2-tailed)
Self-efficacy test – self-efficacy retest	-1,97	1,35	-8,133	30	,000

The first hypothesis was supported: as we can see from the table, the results at the self-efficacy scale are significantly raised in the second situation (the post-test phase). This means that after taking part at the training, the twelve graders raise their trust that they can successfully plan and explore their own career. Through the training, they acquire abilities that help them to formulate objectives, to build an action-plan, to search the information they need.

This also means – as a practical consequence – that we can use the career planning and exploration training with most of the pupils in the twelve grade (if not all) and with the purpose to raise their self-efficacy.

HYPOTHESIS 2 stated that the training (based on career counselling techniques) affects the *type of the motivation* (intrinsic / extrinsic) taken into consideration in the career choice. . To test this hypothesis one *paired sample t test* was conducted to compare the pre-test and the post-test means of the participants at the motivational scale. The results are presented in the table below (table 2).

	THE MEAN	STANDARD DEVIATION	t	df	Sig. (2-tailed)
Motivation test – motivation retest	-2,06	2,76	-4,171	30	,000

The second hypothesis was also supported: as we can see from the table, the results at the motivational scale are significantly different in the two situations ($t(30) = -4,17, p < 0,01$). That means the motivational type taken into consideration in the career choice changes after the training. So, if at the beginning the extrinsic type prevailed, after the training the pupils are more likely to take into consideration factors directly regarding the career they are interested in (intrinsic motivation). The training itself contains an activity that has the purpose to help the pupils understand the two types of motivation. Yet, we cannot state for sure that the changes are exclusively due to this. On the other hand this result can be only temporary, if the school and the family don't encourage it.

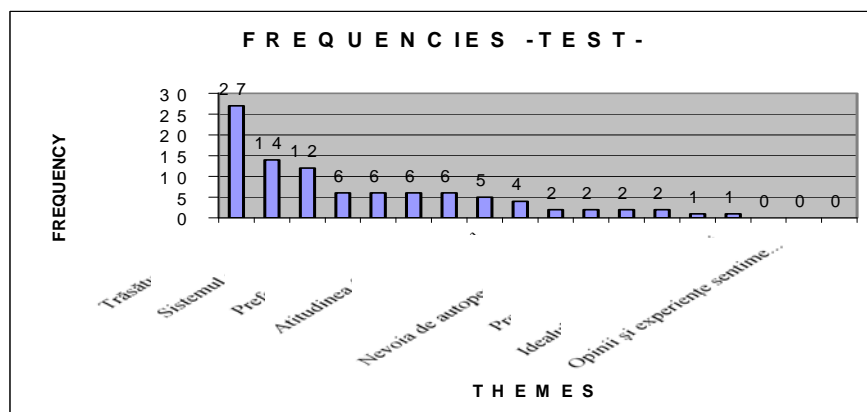
HYPOTHESIS 2 stated that the training (based on career counselling techniques) affects the adolescent's *self-knowing* degree, most of all on the career choice relevant dimensions. To investigate the self-knowing degree we used the "Who am I" method, very well described by M. Zlate (Zlate, M., (1999), p. 123). The method is based on an essay that the pupils have to make about themselves. To analyse the data resulted, we first have to include it into the thematic categories and to evaluate these categories based on some given criteria (the primary analysis) and then to make some observation about the general essays style (the secondary analysis).

As for the present study, we are mainly interested in the primary analysis: the thematic categories and comparing their frequencies before and after the training. The author of the method established the categories himself, after conducting a study on 591 adolescent subjects. From the 27 categories, we only got frequencies in 18, as seen from the table 3 and the graphic 1 below. We also mention that, in the category 5, the subcategory 5.1 (vocational preferences) was considered a category for itself, as we intended to compare the frequencies in the two phases of the study.

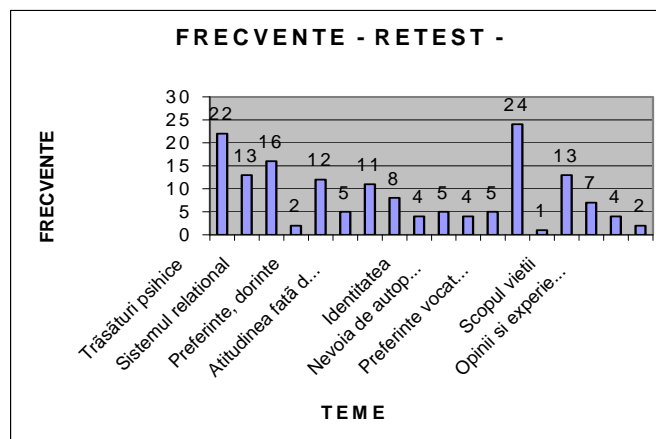
CATEGORY	TEST		RETEST	
	FREQUENCY	PERCENT	FREQUENCY	PERCENT
Psychological traits	27	87%	22	70%
Social adaptation and integration	14	45%	13	41%
The relational system	12	38%	16	51%
The physical appearance	6	19%	2	6%
Preferences, wishes	6	19%	12	38%
Attitudes towards life and its problems	6	19%	5	16%
Attitudes towards oneself	6	19%	11	35%
School / work results	5	16%	8	25%
Identity	4	12%	4	12%
Self-knowing	2	6%	5	16%
The need for self-improvement	2	6%	4	12%
The values system	2	6%	5	16%
Vocational preferences	2	6%	24	77%
Personality development	1	3%	1	3%
The purpose of life	1	3%	13	41%
The relationships with others	0	0%	7	22%
Sentimental experiences and opinions	0	0%	4	12%

Analysing the data we can state that after the training the information provided was not only richer (quantitatively more information), but also more diverse (we have information in some categories with zero frequencies at the first application).

In the graphic below (fig. 1) we can see the frequencies obtained... in the *pre-test phase*:



...And the post-test phase:



To compare the frequencies obtained in the first and the second phase (to test the third hypothesis), a Chi-square test for nonparametric data was conducted. Only the semnificatives results are syntetized in the table below (table 3).

VALORI	TEME	
	IDEALUL DE SINE: SCOPUL VIETII	PREFERINTE VOCAȚIONALE
Chi-Square	10,28	18,61
df	1	1
Asymp. Sig.	0,001	,000

These results tell us that, although there are differences between the two phases, semnificatives are only those presented: *life purpose* and *vocational preferences*. In other words the third hypothese is supported (regarding these two dimensions).

For an extended analysis, we can state that our adolescents describe themselves in terms of psychological traits (the temperament, the aptitude and most of all – the character). Presenting these traits as qualities or defects varies from case to case, and the same thing can be said about their trust in their possibilities. Yet, we can observe that, after the training, they focus more on the positive aspects and the personality resources

On the other hand, the adolescence is the time when *social adaptation and integration* became crucial – this is probably why we find these information with an important frequency, both in the pre-test and the post-test phase.

Talking about the general manner of writing the essays, this differed from case to case. Yet, we could observe a tendency towards the laconic manner and the cold, objective self-presentation – in the first phase and towards the “amalgam” style in the last one.

CONCLUSIONS

At the end of our presentation, we can say that our research touched most of its goals: it investigated the effect of the career planning and exploration training on the self-regulating system in adolescence. We found out that we can enhance the career self-efficacy of our pupils, we can encourage them to consider some intrinsic factors when choosing a career and we can help them to find out more about themselves “just” by encouraging them to pursuit a training based on career counselling techniques.

As a practical implication, these results give a meaning to our efforts. We always need to know that our work with the adolescents produces results, that we can help them to chose a career that best fits their interests and personality traits and the labour market requests. In order to do this, they have to be involved in activities with this subject. This way, they have the time and the chance to reflect about those dimensions of their personality relevant in the career choice and finally to take the best decision.

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COUNSELING AND GENDER

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Gender, has been agreed on, is one of the ways each individual perceives the world and is an integral part of human society. This perception is different for men and women, heterosexuals, bisexuals, homosexuals and lesbians. The current tendency is towards an understanding of the other's world so that to build a smoother way of getting on together. It is more imperative for a counselor to understand the client's world and so gender should be integrated into counselor training in every aspect, from the beginning level to internship settings.

In her article “Gender Issues in Counselor Education: Current Status and Challenges” 1995, Patricia Stevens-Smith poses three questions in opening a special issue dealing with integrating gender into counselor training:

1. How does one define gender?
2. Is the study of gender important in counselor training programs?
3. How many genders are there? (p. 284)

All three questions are important and raise questions that have been partially answered until recently. Scientists generally use the word *sex* to define both sexual behaviours and the anatomy of an individual. *Gender* has several definitions, some biologically based, some conveying the belief that gender is sociologically defined. As Stevens-Smith says, “A counselor's belief about gender affects the approach taken in working with men and women, whether they are heterosexual men and women, gay men and lesbians, or bisexual men and women.” (pp. 284-285)

We can't deny that over the past 40 years the study of gender has been associated with the feminist movement not only in counseling and psychology. One of the best definitions of feminism is that given by Walters, Carter, Papp, and Silverstein (1988):

A humanistic framework or world view concerned with the roles, rules, and functions that organize male-female interactions [and]...seeks to include the experience of women in all formulations of human experience, and to eliminate the dominance of male assumptions. Feminism does not blame individual men for the patriarchal social system that exists, but seeks to understand and change the socialization process that keeps men and women thinking and acting within a sexist, male-dominated framework. (cited by Stevens-Smith)

The term ‘women's lib’ is preferred in the United States and it implies a movement that has as its main scope ‘to make women equals of men’. (Hooks 1997: 22) But first of all we should see what equality means and if women share its significance. As Hooks asks: “Since men are not equals in white supremacist, capitalist, patriarchal class structure, which men do women want to be equal to?” (p. 22) Many women do not approve of feminism because of many reasons: they do not know

the exact meaning of the term; they do not wish to be seen as supporting a racist movement; many people associate feminism with lesbianism; some women reject the term because they do not want to be identified with any political movement. Most women and people in general have a more negative perspective on feminism than a positive one.

Lately the term *gender* was preferred. *Genderism* is a relatively recent term used to describe the concept of gender awareness. This process involves both men and women being functional to human interaction and experience but still does not exclude the oppression the women feel in a patriarchal society. Gender is one of feminism's most central categories of inquiry and its research overlaps other social systems such as race and sexuality, also ruled by binary opposition.

The second question has a positive answer but is fraught with dilemmas concerning the difficulties met in presenting gendered material in the curriculum. It involves students' education about gender, its effect on counseling and its response to the resistance of both the educators and students when examining their own self-awareness. One situation favouring little if any change in gender awareness is the lack of trust. Students recognize they have little knowledge about gender issues and do not know for sure how to use their knowledge in different counseling approaches.

As Stevens-Smith mentions, professional associations hail the ethical responsibility of making gender part of counseling training programs. American Counseling Association standards also require that "learning that focuses on self-understanding in a student's program is voluntary and that students be made aware of requirements in this area before program entry." (Stevens-Smith 1995: 286) Although its importance in counseling training was demonstrated, there have not been many gender courses included in curricula. One probable reason is that not many members in counselor education were trained in programs that deal with gender issues and fix it as an element of counseling. As Stevens-Smith adds, "many courses are taught without recognizing that gender contributes to and affects every aspect of one's life and is an inseparable part of learning about human behaviour." (Stevens-Smith 1995: 287) One of the results of the male predominant system over female students is sexual harassment, which has both incidence and effect of sexual intimacy in graduate counseling programs. Educators should continue their task in raising awareness about gender within training programs and should be an example of behaviour for their students.

The third question should be answered taking into account men and women as counselors, clients and supervisors. As the literature presents, men and women have different issues to bring in counseling together with different feelings and attitudes. Men usually relate their problems to work while women are more interested in their relationship-related problems. As Stevens-Smith says, "...people are gendered beings affected by their socialization" (p. 288) and consequently counselors must become aware of their own gender role rules and how to organize the knowledge about it. Taking into account this established knowledge about gender roles in society, counselors are expected to take advantage of their own gender awareness and act according to their own schemas. Male and female clients raise different issues concerning their home, work and parent obligations. Gender thus should be acknowledged in both teaching and supervision. "...it is imperative that faculty model gender awareness and demonstrate respectful behaviour for students. That awareness would better recognize the value of the feminine voice in teaching, administration, and research. Such recognition in turn may result in a representative number of women on boards of director, more publication opportunities for women in professional journals, and more women faculty reaching tenure status." (Stevens-Smith 1995: 290)

The workplace is more or less gender influenced. There is still a popular belief that 'work' refers to paid labour. Although new technologies and social conditions have changed the view that home and workplace are separate items, the idea that real work is financially remunerated remains widespread. Women increasingly participate in the paid work but this does not diminish much their family and household responsibilities. Many workplaces are influenced by conceptions of gender. Betsy Wearing (1996) cited by Cranny-Francis et al. gives a summary of the factors that combine to maintain the gendered character of labour:

- women's responsibility for childcare and domestic tasks;
- the vertical and horizontal gendered segregation of the workforce;

- differential definitions of male and female skills;
- lack of recognition for skills acquired outside the workplace;
- lack of recognition of responsibilities outside the workplace;
- the low status of part-time work;
- the positive recognition of masculine bureaucratic rationality;
- the devaluation of traditionally feminine interpersonal skills. (pp. 224-5)

We are witnessing changes in some of these factors such as a greater recognition of domestic work and the growth of importance of working from home and consultancy work. But there are still discriminations in payment or evaluation of women's performances. Gender politics is also reflected more subtly in relation to other factors such as subordination at work which is considered more feminised and associated with women's work, manual labour contrasted to intellectual work (another version of the male/female, mind/body dichotomy). Other dichotomies include "heavy/light, skilled/unskilled, dangerous/safe and dirty/clean, in which the first of these pairs is seen as appropriate for men, and the second for women: There is nothing inherently different in the quality of the work, it is the meaning given to it by the men and women themselves, and men's work is perceived as superior." (Wearing 1996, cited by Cranny_Francis et al.: 227)

In some studies on similarity, researchers (among which Simon, Berkowitz, and Moyer 1970) concluded that individuals are more likely to see another person who has similar attitudes to theirs from a positive perspective, this being called attitude similarity. They also found that when a person belongs to the same group (e.g., sex, race) as another person, called membership-group similarity, it is very probable that the individual will trust more the other. The research undergone focused on the effects of counselor/client attitudes and membership-group similarities on perceptions of counselor influence and effectiveness. It has been proved that when a counselor and client have similar attitudes in some respects, the counselor is considered more credible and more influential. This is observed less in membership-group similarity effects. In their article on similarity research, Johnson and Brems took into account three variables: sex, sex-role orientation and attitudes towards women's role in society. For the first variable, few studies claimed "that a similarity or dissimilarity in counselor and client sex has an effect on clients' perceptions of counselor credibility or influence." (1991: 132)

The membership-group similarity effect was found in other types of problems: when dealing with vocational problems, both male and female clients had no preference for counselor sex., but for personal-social problems females preferred female counselors, while males did not acclaim for any.

As far as the second variable is concerned, the results were not clear-cut. Johnson and Brems cite the study of Highlen and Russell (1980) who reported that androgynous and feminine counselors were preferred over masculine counselors, regardless of counselor sex and client sex-role orientation. In another study by Subich (1984) female counselors were rated as more attractive and trustworthy, while male counselors were perceived as more expert. (1991: 133)

There were no relevant studies identified on attitudes toward women's roles in society that examined whether counselor/client similarities or dissimilarities in these attitudes affect how a client perceives the counselor.

Nevertheless, for those who train counselors, it is important to know what makes a counselor effective. Ametrano and Pappas (1996) admit that although the counselor education literature has much focused on the skills and attitudes of empathy, genuineness, and positive regard, "less attention has been given to the personality variables and personal characteristics" (p. 190) that influences the acquisition of these skills. They mention two variables that have been associated with differences in counselor behaviour, client experience and counseling outcome, these being the sex of the counselor and gender role orientation. They found that research on the first variable is ambiguous. The outcomes of different other studies are: male and female clients have reported greater improvement and satisfaction with female therapists than with male therapists; some clients thought that female therapists formed more effective therapeutic alliances, although no differences were found in client reports of improvement; female participants have reported greater comfort disclosing to female counselors, while male counselors have received higher ratings on all three

scales of the Counselor Rating Form; other researchers found, on the other hand, that male and female counselors are equally empathic. (Ametrano & Pappas 1996:190-91)

Client preferences show an equal proportion for male, female or same-sex counselors. Other studies have found interactions between sex preference and client concerns. The sex of the counselor cannot account for differences in client perceptions or in counseling outcomes. What is important is the combination of counselor attributes and thus the effects of sex in connection with other counselor and client characteristics have been examined.

Research of the second variable, gender role orientation, has provided more information about relationships to counseling effectiveness. Some studies have shown a preference for therapists who are high in femininity; others have identified interactions between counselor gender role orientation and the sex of the counselor, between counselor gender role orientation and client problem type, and between counselor and client gender role orientation. In some studies feminine counselors, regardless of their sex, were rated higher on the Barrett-Lennard Relationship Inventory scales of empathic understanding, congruence and regard, while masculine counselors were rated higher on unconditional positive regard. In another study, participants were more willing to disclose to, and preferred androgynous and feminine counselors, regardless of sex. Ametrano and Pappas cite the study of Banikiotes and Merluzzi (1981) which found that female "egalitarian" (androgynous) counselors were perceived as most expert, female "traditional" (feminine) counselors were seen as least expert, and male "traditional" (masculine) counselors were seen as least trustworthy. In another study by Blier, Atkinson, and Geer (1987) client concerns contributed to differing perceptions of counselors. For personal concerns, clients were more willing to see feminine gender role counselors than masculine gender role counselors, while the reverse was true for assertiveness concerns. For academic concerns, clients were more willing to see masculine and androgynous counselors than feminine counselors. (p. 192)

Later on, in 1990, Mintz and O'Neil (cited by Seem and Johnson) suggested a research paradigm that differentiates biological sex and various aspects of client gender role due to more sophisticated concepts of gender-related bias. Some researchers sustained that to be meaningful, studies should focus on gender in context. Thus, the research question has changed from "Does sex bias exist?" to "Which counselor, client, and situational variables interact to elicit gender-related bias?" (1998: 258)

The conclusion is that gender and gender role are very important issues in the clients' problems, in the interaction between counselor and client, in treatment interventions, in diagnoses and in setting counseling goals. To increase the awareness and sensitivity towards gender issues more study is needed.

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PSYCHOLOGICAL COUNSELING FOR CAREER DEVELOPMENT

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Abstract

The professional performance is influenced by a number of psychological factors. There are traits that are responsible for the success in the personal, social or professional area and a lot of authors had tried to explain what is generating the personal achievement.

This is why the career counseling is very important in the academically area because the people who are ending their studies must be very well orientated on labor market. So, not a good profile will be our target (is not enough to know very well what abilities a person has) but the good orientation in how to use it. Some traits are good in team work; some others are orientated to individual work. Some abilities are specific for each department in an organization and special traits are recommended if a person is good for leadership or not.

The paper is focusing on what is considered to be more relevant for the career development.

People are more interested now in their abilities before looking for a job because a lot of firms and companies are selected their candidates using interviews, tests or other forms of selection. A lot of students, when are coming to the counseling office and pass some tests about their abilities, are asking if they did right to the tests. They are interested in the good results and not in the profile.

The psychological counseling consists first of all in explaining to the candidate that not having good ability is important, but how to use it and where. A very “good” profile could be a good recommendation for a type of job, but not so well appreciated to another. This is why the career counseling is very important in the academically area because the people who are ending their studies must be very well orientated in labor market. So, not a good profile will be a target, but the good orientation in how to use it.

The internationalization of the companies, the multicultural contacts and the free labor market determined he companies in not looking for a “full information brain” when they are selecting candidates, but in “well-done brain”. A full information brain is not enough for an international company, where the candidate must establish performing contacts with people from all over the world and different cultures. The computer language could be for some firms the only path a communication. A very prepared person for a job is not anymore considered a well prepared – from the professionally point of view - but a person who can work in stress condition, with deadlines and with different types of people and cultures. The age differences, the different tradition, the much professionalized jobs and the intercultural links must be over passed. A lot of companies are now selecting the candidates not only using cognitive intelligence test criteria, but what psychology is defining under the name of ‘the emotional intelligence’. A lot of intelligent

people are working for not so intelligent persons and in 1988 Sternberg lanced the question “How they succeed in having success in critical situations and how they manage life situations?”

The most important reason for a psychological evaluation for a job is to identify the match between the psychological abilities and the job criteria. Only a good match could explain a successful achievement of the professional tasks. The psychological evaluation in counseling career must identify both skills needed for the job and indicated traits. A psychological evaluation before accepting the candidate is a small investment for a firm. A good candidate selection could reduce the risks and bringing benefices for the profits.

Some traits of personality are considered also important for the behavior in the organizational:

The self esteem is referring to how people are thinking about themselves, the self evaluation about his social, professional or personal success, about how sensitive they are to somebody else critics and how motivated they are.

The locus of control refers to how people are explaining the success and the failure. The locus of control could be internal or external. Those who has internal locus of control are attributing the responsibility of their development to their proper person, are more orientated to their development and self-control. Those who have the external locus of control are giving the blame on somebody else in case of failure, are more influenced by the situational context.

The dogmatism defines the rigidity in faiths and thoughts and is not recommended for jobs that need creativity.

The adaptation - innovation. The style is proved by the cognitive style: how a person is solving problems, decide or create. The adaptative person is more efficient but less original, is analytic, disciplined, with a high level of conformism. The innovative person is less efficient, but more original. That kind of style determines less practical sense and less discipline. These kinds of persons are suitable for jobs that need new decisions in short time and dynamic activity. Every organization has its departments that need innovative or adaptative style: the financial department is an adaptative style of work and others like marketing department is requesting for people with innovative style. (Constantin, Stoica Constantin 2002 *apud* Constantin, 2004)

Power need. This kind of person has a internal need to influence and manage other people, is loyal and supported. The type is recommended for a leader or a manager.

The Machiavelli's style. These people have important abilities that are excellent to influence and manipulate and have a low level of respect.

The tendency to risk. They are usually like political or financial activities.

The intelligence researchers who are trying to explain the success are giving more importance now to two concepts: multiple intelligence and emotional intelligence.

In 1986, Howard GARDNER explained in his book “Frames of Minds” the concept of *multiple intelligence* that there is no monolithic form, an unique one of intelligence, but a multiple one. In his concept, there is no a person who is not intelligent, but a person developed different types of intelligence. The intelligence must be seen as a sum of talents and abilities and he presents the multiplicity of intelligence: the musical intelligence, the kinesthetic intelligence, the linguistic intelligence, the spatial intelligence, the interpersonal intelligence, the intrapersonal intelligence, the naturalistic intelligence and the existential intelligence.

There are others concepts that psychologists considered to be important in personal and professional success. E. Thorndike spoke about the “social intelligence”, the ability to understand and have intelligent act in relationships. Gardner included the interpersonal and intrapersonal intelligence under the name of emotional intelligence. D. Wechsler said that the adaptation depends on emotional aspects and that the noncognitive abilities include affective, personal and social

factors, very important for the success. At his turn, Sternberg divided the intelligence in: analytic intelligence, the experiential intelligence and the contextual intelligence.

Albert Mahrebian, interested in social psychology, personality and psychotherapy established another emotional intelligence scale:

- proper perception of personal emotions and others emotions,
- adjusting the response to the life situations,
- to be sincerely implicated in a relationship and proving respect and consideration,
- choosing activity that emotionally satisfies the most,
- the capacity to re-equilibrate and relax.

In 1990 Salovey & Mayer excluded the contradiction between the cognitive intelligence and emotions and identifies 5 areas included in emotional intelligence, developed under the ‘emotional intelligence’ concept by Daniel Goleman:

1. self awareness – the ability to identify the emotions, to control life and to discriminate very clearly the decision’s consequences.
2. self regulation – the capacity to adapt the feelings to he situations. This exclude the torn between different feelings.
3. the motivation – to control and be very efficient.
4. the empathy – very receptive person in people’s needs, the fundamental element of interpersonal intelligence.
5. self skills – to influence and manage relationships.

In 1992, Reuven BarOn considered that intelligence is a better predictor for the life success than the traditionally cognitive coefficient. After longitudinal studies, the author divided the emotional intelligence in 5 scales:

1. intrapersonal scale – independence, assertiveness, self awareness,
2. interpersonal scale – empathy, social responsibility, interpersonal relationships,
3. the adaptability scale – flexibility, solving problems, reality,
4. the stress control scale – stress tolerance, impulse control,
5. general states scale – happiness and optimism.

All researches in the last years are proving that the cognitive intelligence coefficient is no more then 20% responsible for the development and success. The QI can tell what abilities a person has, but not evaluate what the person will do with them. The QE seems to be responsible for the professional and personal success about 27-45%.

Some authors evaluated that in career development we must consider also the temperamental traits that are very important in the work styles. Considering this, the extravert people are more recommended for group activities and introvert people for individual activity. Some others studies recommended also different types for those who are employees and for those who are managers or leaders.

These characteristics are used in *Big Five Model* – the bipolar traits who can describe people. Big Five Model includes factors: the extraversion (sociable, assertive friendly, energy), the emotional stability (calm, relaxed, self awareness), the nice character (adaptability, agreeability, tolerance), openness (intelligence, culture, complexity, creativity) and dedication (responsible, efficient, disciplined person).

Rynes and others, in 2002 proved that the dedication is the most important factor who can predict the success and performance.

Goleman’s studies in the big companies of the world prove that emotional competences are better than the intellectual ones. The success in selling area is caused by emotional abilities and not by logical ones. The analytic thinking, even in technical area is situated on the third place after the persuasiveness and perfectionism. Only the intellectual ability is not enough for a person to become a leader. That person will need charisma, internal discipline and assertiveness. The author gives as

example the IBM and NASA employees: all of them are gifted and with very good results when they are coming from the university. “What is making the difference is not their intellectual competence, but their emotional competence”. What is important is their capacity to collaborate, to listen, to motivate and to empathize.

The emotional intelligence researches considered that this type of intelligence is useful in each area of working, because knowing to talk to the people and to communicate is needed everywhere. Stimulating people, managing conflicts, understanding situations are abilities based on emotional intelligence. High scores on emotional intelligence test are correlated to the ability to manage the stress, the failure and frustration. Also the emotional abilities are linked to the creativity skills and self esteem.

Studying differences between different categories of employees, Stein proved in 2003 that some jobs have a very high level of emotional intelligence: the journalists and doctors. His study proved also that the people who have no job have low results on the tests in emotional intelligence.

Mihaela Rocco study (1996) proved that the students from psychology, journalism and from the medical school are having better results in emotional intelligence than other categories of students – physics, philosophy and mathematics.

Our study realized in 2000 included students from the technical area and others educational areas and proved that the students from the technical university are having higher results in cognitive intelligence and not many of them proved to have good results in emotional intelligence. On the other hand, the students from psychology and literature seemed to have higher scores to the emotional intelligence tests and worst results in logic-mathematics items. Also, good results in EQ have been obtained by women but the lower and higher scores have been obtained by men.

We must also take in consideration that some traits are developed that the society is asking for it. Many researchers proved that women are having higher scores in emotional intelligence because they are orientated from childhood to develop them. Other studies show that emotional skills could be improved if the person should develop this area – work place, colleagues, new family, etc. the emotional abilities could be developed.

The main goal in career counseling is to give, first of all, a real image to the person and to let them explore the own personality in order to achieve a good level of awareness, to know the abilities but also the limits. It is very important to make aware people about abilities and desires. Somebody's goal could be real – cognitively speaking, but other traits could not let this person to achieve. A person who is professionally and personally satisfied will be a well prepared person who is matching the abilities to the job criteria and who is suitable both cognitive and emotional for this type of job.

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METACOGNITIVE COMPONENTS OF CAREER DECISION-MAKING. IMPLICATIONS FOR RESEARCH AND CAREER COUNSELING.

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Abstract:

Metacognition is an important aspect of career decision-making. Good decision makers are metacognitively regulating the process of gathering and using information. Theories of career development and counseling address more or less explicitly the metacognitive components of career decision-making. The study investigates whether metacognitive components of the decision making process were addressed in theories of career development. The results show an imbalance in the amount of research approaching metacognitive components of career decision, with research on metacognitive knowledge being better represented. Some suggestions for research and benefits of a metacognitive approach in counseling are discussed.

Key-words: career decision, metacognition, self-awareness

Career decision making is a very complex process. It involves simultaneous processing of two kinds of knowledge - knowledge about the self and knowledge about the world of work. These form a cycle of five information processing actions: communication, analysis, synthesis, valuing and execution (Peterson, Sampson & Reardon, 1991; Peterson, Sampson, Lenz & Reardon, 2002). *Communication* involves the interpretation of internal or external cues of a possible gap a person encounters between the real and his or her ideal career state. Once a career problem is recognized, it must be *analyzed* as to what is required for problem resolution. If more information about the self is required then the analysis can go further to clarify what type of information is needed (e.g., interests, values, abilities) and the steps that can be taken to acquire them. *Synthesis* involves elaboration on possible solutions for the problem and crystallization of solutions compatible with one's interests, abilities and/or values. From the identified solutions the optimal alternative will be selected through a process of *valuing* that refers to the examining and prioritizing of alternatives. The *execution* phase involves developing a plan of action for implementing the optimal solution.

The Cognitive Information Processing Approach to Problem Solving and Decision-Making (CIP – Peterson et al., 1991; Peterson et al., 2002) considers these five steps of information processing running in a cycle (CASVE cycle). However, the CASVE cyclical information processing is rather an iterative than smooth and linear. Any information processing action can be interrupted before finishing it and another one can be repeated on the basis of metacognitive functioning. The iterative nature of information processing is due to metacognition the role of which is to initiate, coordinate, and monitor the CASVE cycle (figure 1). Studies on metacognitive

regulation applied to learning tasks revealed its role in improving performance. However little is known about metacognitive functioning in the process of career choice. A better understanding, by counselors and clients as well, of the cognitive and metacognitive aspects involved in the career decision making process, could add efficiency to the career counseling of adolescents and adults who encounter difficulty working through the process of decision making.

The purpose of this study is to outline the metacognitive components of the decision making process and to reveal some of the benefits career counseling could gain by using a metacognitive approach. First we will define metacognition in the context of information processing in general and describe its main components. Then, we will apply the structure of metacognition to theories of career development and decision making models in order to identify the addressed metacognitive components. Some implications for research and career counseling will be discussed in the conclusions section.

What is metacognition?

Metacognition is a fundamental aspect of the human cognitive functioning. To understand human cognition we have to take into account both cognitive and metacognitive components. The term metacognition is attributed to Flavell (1976) who was interested in understanding how memory develops in children. He stated that “metacognition refers to one’s knowledge concerning one’s own cognitive processes and products of anything related to them, e.g. the learning relevant properties of information or data.” (Flavell, 1976, p. 232).

Further refiners of the concept distinguish between declarative and procedural aspects of metacognition, namely between metacognitive knowledge and metacognitive regulation (Baker & Brown, 1984, Hacker, 1998).

Metacognitive knowledge refers to a person’s knowledge about the variables involved in a cognitive task: person variables, task variables and strategy variables. Knowledge about person variables refers to knowledge and beliefs that an individual acquires about human beings as cognitive processors. Thus, an individual may believe she or he is good at mathematics but poor at literature, may judge himself or herself to be brighter than his or her colleagues, but realize that some of his or her colleagues are brighter than some of her or his friends and may gain some universal knowledge about human memory as fallible (Flavell, 1982).

Knowledge about task variables refers to the information a person can acquire about the nature of tasks and the demands information processing exerts on him/her. This knowledge enables one to take account of and to incorporate it in the process of planning, thus successfully complete the task. For example, a person can learn through direct experience that different kinds of decisions need different amounts of time to proceed, and also that for some decisions (e.g. career decision) planning strategies are more successful than the strategy of trial and error.

Strategic metacognitive knowledge incorporates knowledge about cognitive strategies involved in the completion of a task, knowledge about metacognitive strategies that monitor and control the cognitive level and conditional knowledge about the context in which strategies apply. The difference between cognitive and metacognitive strategies consists of the different roles these play in the completion of a task. While cognitive strategies are directly involved in task completion (e.g. calculating, evaluating alternatives, etc), metacognitive strategies are involved in the regulation of cognitive functioning (monitoring of process, evaluating the result, planning for the completion of a task, selection of strategies, etc).

Metacognitive knowledge is not different from other types of knowledge stored in long term memory. They are relatively stable and verbalizable (Brown, 1982), and can be acquired and adjusted with experience. Their metacognitive role arises from the direct relation with the cognitive level of processing, in monitoring, evaluating and controlling task completion.

Metacognitive regulation consists of self-regulatory actions, informed by metacognitive knowledge, and oriented toward orchestrating the cognitive components of problem solving (Paris & Winograd, 1990). There are three main metacognitive regulation skills involved in performing a cognitive task: planning, monitoring and evaluation. Planning refers to selecting appropriate strategies and resources for a specific task, and setting up goals and subgoals one should follow to solve the

problem. Monitoring consists of the online awareness of the process and performance. Monitoring skills develop with practice, and their accuracy is dependent on the metacognitive knowledge people have (Schraw, 1998). Based on the results of the monitoring process, decisions of: allocating/reallocating resources, determining the order of steps in completion of task, regulating the pace of actions, etc. are taken. Evaluation comprises the appraisal whether the goals set were attained or not.

Metacognitive regulation can lead individuals to: 1) establish new goals and revise or abandon previous ones; 2) add to, delete from or revise metacognitive knowledge; or 3) activate strategies that generate additional cognitive or metacognitive goals (Flavell, 1979). In this way, metacognitive regulation contributes to the improvement of performance on a task through a better use of attentional resources and cognitive strategies (Schraw, 1998).

The relation between cognition and metacognition in a specific task is hierarchical. Metacognition monitors, based on knowledge or “model of the task”, and controls, through specific decisions and consequent actions, the cognitive level of task completion (Figure 2).

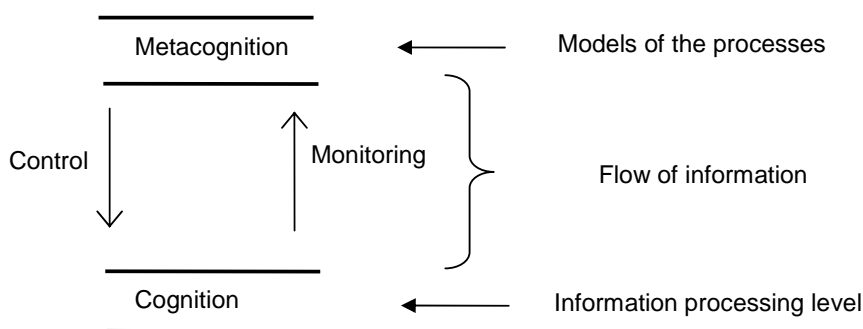


Figure 2. Relation between cognition and metacognition (adapted from Nelson & Narens, 1994).

Wells (2000, p. 6) suggest a complex definition of metacognition as “any knowledge and process that is involved in the appraisal, monitoring, or control of cognition” .

Applying the structure of metacognition to career decision-making

Theories of career development and counseling address more or less explicitly the metacognitive components of career decision-making. From the abovementioned structure of metacognition, the best represented metacognitive components are the metacognitive knowledge, and within this, knowledge about self. Psychological theories of career development address knowledge about personal variables, although not always specifying its metacognitive role in generating and selecting alternatives for problem resolution.

The Cognitive Information Processing Approach to Problem Solving and Decision-Making (CIP; Peterson et al., 1991; Peterson et al., 2002) explicitly addresses metacognitive components of the career decision making process. The CIP theory outlines three kinds of overlapping metacognitive skills that can be learned by clients in order to become more effective career decision makers: self-awareness, self-talk, and monitoring and control (Peterson et al., 1991; Peterson et al., 2002).

Self-awareness conceptualized as the awareness of personal feelings and thoughts as individuals engage in information processing tasks is important in the decision-making process (Peterson et al., 1991; Peterson et al., 2002). Such feelings (cognitive and affective reactions) become one of the internal cues that prompt individuals to employ metacognitive skills and revise goals (Carr, 2004). Reardon et al. (2000) stated that “good problem solvers are aware of their feelings as they engage in information processing tasks”. Carr (2004) also suggests that the answer to whether a choice (e.g. for a specific major) is taken on the perceptions of other’s expectancies or on the personal interest resides in the awareness of one’s own feelings and thoughts while making a decision.

The automatic thoughts generated by some schemata a person holds about himself or herself are named self-talk. These automatic thoughts reflect several specific distortions or systematic cognitive errors that systematically occur and bias an individual's information processing in classifiable and predictable manner (Beck, 1976, Robins & Hayes, 1993). A goal of career practitioners would be to uncover automatic thoughts that could generate indecisiveness or even faulty decisions and challenge them (Carr, 2004).

The Learning Theory of Career Counseling (LTCC; Krumboltz, 1983, Mitchell & Krumboltz, 1996) also emphasizes, without stating it explicitly, the metacognitive role of a person's tacit assumptions and explicit thoughts about self, careers and career development in the process of career decision. People's beliefs about themselves and the world of work influence their approaches to learning new skills, developing new interests, setting career goals, making career decisions and taking action toward career goals (Amundson, 1997, Mitchell & Krumboltz, 1996). Core career beliefs as self-sufficiency, external influences, and self-advocacy significantly contribute to the variance of career indecision score (Herr, 1996).

Awareness of tacit assumptions and thoughts about self and careers is critical to effective career decision making. Krumboltz & Jackson (1993) noted that bias, misinformation and distorted negative beliefs clients bring to career choice could lead them to self-defeating and disabling experiences as well as limited future learning opportunities. Negative self-statements can lead to career indecision, and result in inappropriate choices by impairing clients' ability to use occupational information (Elliot, 1995). Alternatively, positive career beliefs facilitate clients' movement through the career decision-making process, creating positive and realistic expectations and engaging in career-related behavior (e.g. career exploratory behavior) (Blustein, 1989).

Beliefs that can potentially cause distress in career decision-making are probably based on faulty generalizations, self-comparisons with a single standard, exaggerated estimates of the emotional impact of an outcome, drawing false causal relationships, ignorance of relevant facts, and giving undue weight to low-probability events (Krumboltz, 1983). Counselors could lead clients to identify and be aware of the biased thoughts.

In the Social-Cognitive Career Theory (SCCT; Lent, Brown & Hackett, 1994, Lent, Brown & Hackett, 2000) self-efficacy and outcome expectations are viewed as important shapers of people's aspirations and career trajectories, both in a distal and proximal relation to the career choice. Self-efficacy is defined as "people's judgment about their capabilities to organize and execute courses of action required to attain designated types of performance" (Bandura, 1986, p.391) and derives from four principal sources of information: performance accomplishments, vicarious learning, verbal persuasion and physiological arousal. Outcome expectations are personal beliefs about the probable outcome of a certain behavior, and involve the imagined consequences of the behavior.

The authors consider that people set goals and make choices based on the judgements they make about themselves in a particular situation, giving to self-efficacy and outcome expectations a metacognitive role. In the vocational literature the concept of barriers/perceived barriers is often used to explain/depict the metacognitive role of self-efficacy and outcome expectations. Different types of self-efficacy addressed within studies on social-cognitive variables show a great impact on the selection of activities and careers children chose to enter or explore. Children's perceived academic, social, and self-regulatory efficacy influence the types of occupational activities for which they judge themselves to be efficacious and gives direction to the kinds of career pursuits children seriously consider for their life's work (Bandura, Barbaranelli, Caprara, Pastorelli, 2001).

Awareness of the world of work and careers is a domain of metacognitive knowledge also addressed in studies on career choice, with myths about career and occupational stereotypes being given the most attention. Students who are undecided about the career they would like to pursue, proved to have significantly more myths about career (Larson, 1988, apud Stead et al, 1993). Myths refer to faulty generalizations about careers and the career decision making process. Examples of myths are: "Career testing will tell me exactly what occupation is right for me", "I will only have one career in my lifetime", "I can trust in fate to bring me to the right occupation", etc.

Occupational stereotypes consist of expectations regarding the traits (i.e. attributes and behavior) of persons based on their membership in an occupational group (Workman, Freeburg, 1997). They have predominantly a negative content and commonly include race, ethnicity, sex, socioeconomic status, attractiveness, appearance, speech and often personality and character traits. Occupational stereotypes influence the choices that people make; e.g. gender stereotypes are influencing the way girls and boys relate to careers by: altering the knowledge about nontraditional occupations, influencing interests for nontraditional occupations (people are interested in occupations traditionally associated with their gender, Levy, Sadovsky, & Troseth, 2000) and altering selection procedures (Valian, 1998).

LTCC sustains the idea that beliefs about the world of work influence one's aspirations and actions toward career fulfilling (Mitchell & Krumboltz, 1996). Beliefs about work are the result of people's worldview generalizations.

The career mindset framework (Stewart, J. B., 2002) considers three key components of career understanding: availability of career knowledge, ability to process information against this knowledge domain and the ability to monitor one's thoughts and thought processes. Applied to the multicultural career counseling setting, the framework revealed the need for counselors to monitor their thoughts in order to avoid making common errors and biases like: dispositional attributional error (attribute causes of behavior to personality factors), confirmatory bias (confirm the first impression), behavioral confirmation of expectations (using initial beliefs about people to plan the interactions with them), overconfidence effect (confidence in the accuracy of his or her judgments, being unaware of biases of cognition).

Metaphor was used also as a frame to identify deeper constructs related to career (Amundson, 1997, Inkson, 2004). There were identified nine key metaphors extensively used by theorists, practitioners and workers to conceptualize career. Career can be conceptualized as: inheritance – passed on from one's class, gender and ethnic origin, construction – an ongoing craftsmanship through which a person expresses himself and endeavors to meet his/her ongoing needs, cycle – a sequence of predictable stages through which a person progresses, matching process - a “hole in a pegboard” shaped for a person to fit into, a journey – an ongoing travel through occupational and organizational space, encounters and relationships – a network of social, organizational and economic relationships, a set of roles – a performance based on the personal interpretation of a script, resource – a building block for organizational performance, and story – a piece of rhetoric on how people should live (Inkson, 2004).

Knowledge about the process of career decision-making

A special attention was given to the locus of control associated to career decision-making. Research has consistently revealed significant career decision-making benefits associated with a belief that career decisions are internally caused and controllable (Blustein, 1987, Luzzo & Ward, 1995). As Taylor (1982) summarized, individuals who believe that career decisions are internally caused and under their own control “may take both an active role in the direction of their educational/vocational futures and personal responsibility for decision making and for gathering the kinds of information necessary to such decisions” (p. 319).

Career decision-making self-efficacy, originally defined by Taylor and Betz (1983) as the individual's belief that he or she can successfully complete tasks necessary in making career decisions, has received extensive attention from researchers (Betz & Luzzo, 1996). Career decision-making self-efficacy has been measured by using the task domains of accurate self-appraisal, gathering occupational information, goal selection, planning, and problem solving. Research indicates that career decision-making self-efficacy is inversely related to career indecision (Bergeron & Romano, 1994), positively related to more adaptive career beliefs (Luzzo & Day, 1999), and career exploratory behavior (Blustein, 1989). Studies have suggested that career decision-making self-efficacy can be increased through verbal persuasion, one of Bandura's postulated four sources of efficacy information and through attributional retraining (Luzzo, Funk, & Strang, 1996).

Metacognitive regulation is addressed by CIP Theory (Peterson et al., 1991; Peterson et al., 2002). The two metacognitive processes monitoring and control are conceptualized as being related to the “thoughtful balance between compulsivity and impulsivity” and consist of knowing when to stop the decision-making process and when to move ahead (Reardon et al., 2000, p. 88). Poor monitoring and control skills can yield to extreme behaviors, from impulsive decisions based on trial and error attempts to compulsive decisions stuck in the search for the “perfect” career. Competent decision-makers and problem-solvers monitor the content and extent of information in the lower-level processes. They can quickly detect when there is a deficit in information that will prevent progression to the next stage in the decision-making. Decision-makers who exercise monitoring and control skills also know when to move forward in the process of decision-making.

Improving monitoring and control skills can lead to a better performance in career decision making process. Monitoring and control are essential for deciphering the information needed to solve a career problem and for deciding when a person is ready to move to the next step in the CASVE Cycle (Herr, Cramer, Niles, 2004).

Implications for research and counseling

Metacognition is an important aspect of career decision-making. Good decision makers are metacognitively regulating the process of information gathering and use. In order to develop people’s metacognitive skills we need to know how metacognitive knowledge and regulating strategies work. However, there is an imbalance in the amount of research approaching metacognitive components of career decision, with more attention being given to the knowledge component of metacognition. Also, none of the models described in this study approached metacognitively the relation between metacognitive knowledge and the career decisions making or counseling process. Questions like “How people decide they need more information about themselves or about careers?”, “When do they stop the exploration process?” are related to personal standards and models of the processes that were just slightly investigated.

Some new research approaches can be very useful in the attempt to investigate metacognition:

The Recognition/Metacognition Model (Cohen et al., 1998) although developed in a tactical decision making context can be used as a framework for investigating metacognitive mechanisms. The model incorporates two kinds of metacognitive processes: critiquing processes, that are useful in identifying problems at the level of information (e.g. incompleteness, conflict or unreliability of information), and correcting processes that respond to these problems by instigating external actions, such as collecting additional data, and two kind of internal actions, attention shifting and information revision.

The metaphor paradigm as a practice-based research of career (Mignot, 2000). It enables practitioners to use metaphors as a career research and counseling tool. By means of the metaphors people work with, counselors are able to identify the tacit beliefs which emphasize rules of people’s conduct and to work with individuals to construct an alternative guiding metaphor.

The CIP model for evaluating the effectiveness of cognitive reframes of dysfunctional career thoughts (Carr, 2004) can be used as a research tool as well as a screening and monitoring tool for practitioners.

Integrating metacognition into counseling can benefit the process with: 1) enhancement of an individual’s ability to understand the decision-making process and the requirements of the task and 2) ongoing monitoring and coordination of vocational development issues. These aspects are important for counselors as well in order to develop effective strategies for preventive or remedial interventions in career indecision. This can be attained by: first, raising awareness of beliefs and assumptions people hold about themselves, careers and the career decision making process, and of their metacognitive role. To uncover core career beliefs a downward arrow technique can be used (Roll & Arthur, 2002). Conversely, an upward arrow technique can be used to explore changes in career beliefs. Repeating cue phrases such as “What would happen?”, “Then what?”, “How would you feel then?” can help clients to focus on thoughts, behaviors and feelings associated with career beliefs; second, developing a career mindset, with facilitative metacognitive knowledge (e.g. an

integrated model of the information needed for career decisions); third, promoting metacognitive regulation of the process of career decision and creating opportunities for clients to exercise metacognitive regulation skills into the process of career counseling; fourth, assessment of the content of the client's self-observation and world view generalizations and the process by which they arose, and challenging troublesome career beliefs.

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UNDERSTANDING POLICE WORK - from American movies to Romanian reality -

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Abstract

Every year at least 10.000 people applied for police high school, Police College or Police Academy in order to become police officers. Some of them regret their decisions because real policing is not Hollywood. For a better understanding of police work we present some of the psychological requirements of this job. Then we show that police profession is a high-risk lifestyle because it predisposes for developing attitudinal problems, behavioral problems, intimacy and relationship problems and it's associated with high rates of alcoholism, divorce, suicide, and other emotional and health problems. So failure to adequately assess and manage stress in police organizations can pose a threat to police officers' safety and the community. Police agencies that want to achieve success in the 21st century should be able to change traditional military mentality and invest more in employee training and counseling.

The profession of policeman is very attractive among many young boys and teens. In childhood many people dream to become police officer, special agent, spy, and undercover cop. Most of them forgot this dream, but few choose this profession. In Romania every year 1000 young boys applied for police high school, 5000 teens applied for Police College and 5000 applied for police Academy. So thousand of pupils want to become police officers. Police applicants tend to see police work as an adventure, as a chance to work out-doors without being cooped up in an office, as a chance to do work that is important for the good of society, and not as a chance to be the toughest guy on the block. Police recruits come to the profession with high ideals and positive ethical standards. Unfortunately few of them know which is the difference between policeman from movies and policeman from real life. And this is a very big difference, which could make some people regret their decisions.

They don't know this difference because nobody tells them the real true. The recruiters show them only the white parts of this profession so the parents are motivated by the financial aid and the stability of this profession and the children are motivated by the adventure nature of that profession. Almost all of them, parent and children, know what police work is only from movies and newspapers. In mass media police officers are sometimes big heroes and other times corrupted person. Where is the reality? What a policeman have to do in his job? Which are the characteristics of a good police officer? How stressed is police work? Why a policeman became corrupted?

1. THE PSYCHOLOGICAL DETERMINANTS OF CAREER SUCCESS IN POLICE

Although some research has failed to identify police recruit characteristics that differ significantly from the general population before hire (Carpenter, Raza, 1987; Sayles, Albritton, 1999) the police work requires certain characteristics of applicants.

1.1. The work activities in police

Officers come to the profession with conceptions about the everyday nature of policing. Born of movies and media, these views are romanticized. As early as the first few weeks of the police academy, recruits sense that what they will be doing is a far cry from the media's promise. The materials studied, the activities performed and the stories told by instructors alert young officers that "real policing is not Hollywood." Rather than heroic sagas, the recruit confronts tales of the mean streets. The recruit hears of danger and betrayal, feel anger and frustration, and gains a glimpse of an unforgiving bureaucracy.

In order to understand more exactly the specific of police work we provide a short list with main activity, skills and abilities for people involved in police (Liță, Grigoraș, 2004; Stoian, Liță, 2000):

The more relevant police work activities are related to the management of information and the management of people. Those activities include:

1. Observing, receiving, and otherwise obtaining information from all relevant sources.
2. Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
3. Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
4. Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
5. Translating or explaining what information means and how it can be used.
6. Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
7. Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
8. Analyzing information and evaluating results to choose the best solution and solve problems.
9. Performing for people or dealing directly with the public.
10. Assessing the value, importance, or quality of things or people.
11. Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
12. Providing information to supervisors, co-workers, and subordinates by telephone, in written form or in person.
13. Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.
14. Developing specific goals and plans to prioritize, organize, and accomplish your work.

1.2. The psychological requirements of police work

The oldest known usage of psychology in policing was for mental testing, which was soon followed by personality testing (Bartol & Bartol 2004). During the early 20th Century, several prominent psychologists tested the intelligence of police officers. For example, the well-known psychologist Louis Terman in 1917 found that the average IQ of some California officers was only 80, and for many years, *80 was the IQ cutoff for being able to be hired* in a public safety job. The psychologist Louis Thurstone in 1922 found some Michigan officers with an average IQ of 71. It wasn't until the late 1960s when most police officers achieved at least an average score, an IQ of 100.

Intelligence testing today is still quite controversial, with some studies saying that IQ only helps with academy performance, but the majority of studies saying IQ tests do have predictive utility for field performance (Bartol, 2004; Brewster, Stoloff, 2003; Davis, Rostow, 2003; Scarfo, 2002; Aamodt, Flink, 2001; Lyons, Bayless, Park, 2001).

Although little consensus exists over which personality test is most useful for personnel purposes in police the personality showed to be a better predictor of job performance (Barrett, et.al, 2003; Black, 2000; Cortina, et.al. 1992). The personality test results are used to assist selection boards to either "screen-in" or "screen-out" applicants for police work (Talley, Hinz, 1990). "Screening-in" usually refers to predicting who will be above-average employees, and "screening-out" usually refers to predicting who will be below-average employees. Most personality testing under such circumstances is, unfortunately, aimed at "screening-out" those with such severe, maladaptive personality traits that those applicants are deemed "unsuitable" for police work (Hiatt, Hargrave, 1988).

In order to be able to perform the police work a person should have some specific skills:

1. Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
2. Talking to others to convey information effectively.
3. Communicating effectively in writing as appropriate for the needs of the audience.
4. Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
5. Understanding written sentences and paragraphs in work related documents.
6. Being aware of others' reactions and understanding why they react as they do.
7. Understanding the implications of new information for both current and future problem solving and decision-making.
8. Considering the relative costs and benefits of potential actions to choose the most appropriate one.
9. Adjusting actions in relation to others' actions.
10. Persuading others to change their minds or behavior.

Also a good policeman should have the follow abilities:

1. The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
2. The ability to listen to and understand information and ideas presented through spoken words and sentences.
3. The ability to communicate information and ideas in speaking so others will understand.
4. The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
5. The ability to communicate information and ideas in writing so others will understand.
6. The ability to see details at close range (within a few feet of the observer).
7. The ability to apply general rules to specific problems to produce answers that make sense.
8. The ability to identify or detect a known pattern (a human figure or an object) that is hidden in other distracting material.
9. The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules.
10. The ability to speak clearly so others can understand you.
11. The ability to read and understand information and ideas presented in writing.

A future police recruit should have a specific work style, that requires:

1. Maintain composure, keep emotions in check, control anger, and avoid aggressive behavior, even in very difficult situations.
2. Be honest and ethical.
3. Accept criticism and deal calmly and effectively with high stress situations.
4. Be careful about detail and thorough in completing work tasks.
5. Be reliable, responsible, and dependable, and fulfilling obligations.
6. Be sensitive to others' needs and feelings and being understanding and helpful on the job.
7. Willingness to take on responsibilities and challenges.

8. Develop one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
9. Be pleasant with others on the job and displaying a good-natured, cooperative attitude.
10. Be open to change (positive or negative) and to considerable variety in the workplace.
11. Persistence in the face of obstacles.

2. THE STRESS IN POLICE WORK: between Hollywood and Hospital

The policing profession has been the subject of extensive research on various elements of stress. A substantial literature has discussed stress relative to the inherent hazards of police work and increasing crime rates (Dunham, Alpert, 1997). Unlike members of most other professions, police officers encounter experiences of physical danger, including the threat of serious injury or death to themselves, and exposure to others who have been seriously injured, killed, or otherwise traumatized. In addition, they are exposed to a number of organizational stressors that include negative public perception of police, perceived lack of departmental support, and interface with the judicial system.

The stressors of police work could be classified in four categories:

1. *Police External stressors*: political interference, biased press, an ineffective Criminal Justice System, absence of career development and lateral entry, minority attitudes, derogatory remarks, lack of community resources.
2. *Police Internal stressors*: excessive paperwork, absence of an extrinsic reward system, annoying and silly policies and procedures, absence of upward mobility, too lenient or too tough supervision.
3. *Police Task-related stressors*: poor equipment, role conflict and strain, fear and danger, rotating shift work and disruption of family rituals, victim pain and anguish.
4. *Personal Problems*: health problems, addictions, harassment, marital and family relationships, peer group pressure, depression, discrimination, and lack of accomplishment.

Studies have called police work a "*high risk lifestyle*". Not a risky job in terms of the physical dangers, but risky in terms of developing attitudinal, behavioral, intimacy and relationship problems (Liță, Stoian, 2004). The research generally indicates that acute and chronic stressors experienced by police officers can lead to various undesirable physical and psychological outcomes that can adversely affect their professional and personal lives. Today, law enforcement is widely considered to be among the most stressful occupations, associated with high rates of divorce, alcoholism, suicide, and other emotional and health problems (Finn, 1997).

In Romania 60% of police high school recruits have been thought to leave this military school for a civil one, although nobody did. The reasons are: restrictive environment and climate, the absence of freedom, the heavily adaptability, the necessity to wear uniform outside the high school, the distance from house, the pressures and misunderstanding from superior officers, uncertain future, the conditions for accommodation and food, the attraction of other profession (Liță, 2004). Also, 25% of recruits felt the school's climate had a negative influence on them. With regard to the work satisfaction many pupils are not pleased by the conditions for spending time (88%), the quality of food (82%), the instructors understanding of their personal problems (68%), the conditions in which sport activities are performed (67%), the conditions in which cultural activities are performed (66%).

It is generally believed that policing is inherently stressful because of the dangerous and unsavory tasks that are part of everyday police work. This stereotype is called into question by the empirical evidence that shows that police officers find organizational rather than operational experiences more bothersome. Dealing with road trauma, violent offenders or distressed victims might appear stressful to the general community, but police officers may view these tasks as little more than routine aspects of a job they have chosen to do. This view is supported by teacher stress research, which shows that the organization context of teaching is more distressing than the actual job itself (Borg, 1990; Hart, 1994; Hart, Wearing & Conn, 1995; Kyriacou, 1987).

Many police departments now provide some type of orientation and/or counseling to help their personnel better manage the stressors they encounter. All those remain a significant concern for police agencies, in part because many officers continue to be guarded in expressing their job-related stress problems because of lingering stereotypical views of such candor as an indication of personal weakness. Policemen keep feelings inside and not disclose anything that will make them appear less than perfect to the psychologist (Liță, 2004). For a police officer possibly the hardest job of staying healthy is to admit that he/she has a problem. Yet, the failure to adequately assess and manage stress can pose a threat to police officers' safety and that of fellow officers and the community.

3. THE FUTURE OF POLICE WORK

Police organizations predominantly still uses old models of bureaucratic design, with power centered at the top, resulting in modest change efforts. Today's police organizations engage new organizational practices that focus on empowerment, teamwork, and participative management. The implementation of these designs in law enforcement environments proves challenging. There are still some problems in police work like abuses and corruption practices. Personnel misconducts in the law enforcement area have been pervasive and it continues to be an extremely serious problem within many police departments all around the world (McCafferty, et.al. 1998).

Police abuses have been a social issue in Romania during the communist regime. Till 1990 police brutality was widespread, corruption was deep-seated, and discriminatory practices were common. In the last 15 years the old Romanian society had gone through a deep process of transition and reshuffle with the aim to build a new democratic society. Without any doubt that kind of situation may create the context for an increase of corruption's practices.

Generally speaking, police corruption encompasses the receipt of unauthorized and unearned benefits taken by an individual because he or she is a law enforcement agent. Corruption involves a wide variety of activities ranging from the receipt of free food to outright criminal acts such as theft (Barker, 1996). The explanations for such behavior identify three possibilities causes (Delattre, 1994):

- the damaging role of society at large,
- corrosive influences within police departments, and
- one's natural inclination toward criminal wrongdoing

In Romanian the first two factors are present. The society and the police departments were in a very deep process of change and instability. But the modern world has become a place of constant change and transformation. In this environment, success depends on how well organizations recognize and adapt to change. Police agencies that want to achieve success in the 21st century must be able to identify and be ready for emerging trends. This involves creating an organizational foundation that is suited to the rapidly changing environment of the next millennium. The traditional military mentality of these agencies must be replaced with one that is characterized by flexibility and network-type communication. Attention must also be given to human resource considerations such as employee recruitment and placement, employee training and performance appraisal.

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TEACHING SOCIAL AND COMMUNICATION SKILLS AT THE UNIVERSITY

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Abstract

Preparing youngsters for the world of work means not only career counseling but also specific education and training. The optimal competency profile of any employee contains at least three types of competence: general competence in the field, specific on-the-job and transversal competence. For the graduates, the first category of competency is formed in the university; the last one is formed by the employer, but what about the second one? Who is in charge with teaching graduates some general knowledge and skills about communicating and relating at work?

The research in the field of vocational and work/organizational psychology has shown that communication and social skills are a major part of the transversal competence for work that facilitates the organizational socialization. Could the training for communication and social skills become a part of the mission of the university? The aim of increasing the employability of their students must lead the universities to reconsider their curricula and become more market-oriented in their educational politics.

Education for career choice and development helps graduates to be more active, responsible and involved in the management of their own career. The paper presents the experience of the Transilvania University of Braşov in implementing a new curriculum for some of its faculties, which includes learning social and communication skills.

Social and communication skills in theory

The concept of "social and communicative competencies" could be defined as a cluster of knowledge, skills and attitudes that allow an appropriate functioning of the individual in social interactions. In this field of general social and communication competencies there are some area related to professional fields of communication and social interaction, such as psychology, education, social work, counseling, that require specialized competencies and where one can find the most of the psychological theory, research and applications.

The social and communication competences became a matter of psychological study in the 60's and 70's. The works of Argyle (1967, 1994), Baron (1991), Hargie (1990, 1996), McKay & Davies, a.o. (1983), Miner (1992), Moscovici (1992, 1996), Seta (2000), and others enlarged the domain and enriched the conceptual system. At the present, two directions of development can be identified:

- a theory building by research and conceptualization – Brehm & Kassin (1990), Derlega & Janda (1981), Feldman (1985), Goffman (1990), Miller (1974), Miner (1992), Moscovici (1992, 1994), O'Hair (1996), Sabini (1992), Singleton a.o. (1979), Weiten (1987), Yost (1987), and many others.
- a development of training methods and techniques for the development of professional communication skills and competencies, mainly in the field of business, social work, and career counseling: Ball & Ball (1996), Barbour (1974), Douglas (1998), Driggers (1999), Hybels &

Weaver (1989), Larson (1984), Linver (1994), Ludlow & Panton (1992), Nelson-Jones (1990, 1996), Odgers (2000), Schilling (1995), Zuker (1983).

To these two directions of development, one can add the popular literature on skills improvement, which has to be seriously taken into account for its impact on the awareness of the importance of such skills.

In Romania, the field of social and communication competencies is covered mainly with translations from English, French and German and less with original scientific works. However, Romanian psychologists become more and more interested in the field of social and communication competencies, at the level of research and training. The mass literature also promotes a large range of books aimed at helping the self-improvement, most of them translated from English, targeted to the newly born Romanian business community. The success of such type of literature indicates a growing interest in improving the social and communication skills in the general population.

For the teachers involved in the education of students for the world of work, planning and implementing a subject dedicated to the social and communication competencies for the professional life has to rely mainly on the literature of the second direction – training methods and techniques. In order to facilitate a deeper understanding of the practical skills learned, they cannot, however, ignore the basic theoretical issues of the topic. But what basic knowledge on social competence would be appropriate to be taught?

Argyle (1967) made a first distinction between social competence and social skills and emphasized their levels of functioning: general and professional. He also pointed out the difficulty of defining the social competence. In his conception, the dimensions of the social competence are the following: perceptual sensitivity towards people; warmth and rapport; repertoire of social techniques; flexibility, energy and initiation; and smooth response patterns.

In 1974, Barbour identified the main dimensions of the general social competence as being: interaction with others; self-awareness and others awareness; identity; self-image and self-esteem; authentic self-presentation; verbal and non-verbal communication, listening and giving feedback; empathy; conflict management; and group relations. McKay, Davies, e.a. (1983) stated the following dimensions of the general social competence: listening; oral and written communication; formal and informal communication; interpersonal relationship; using nonverbal language in social interaction; negotiation; public speaking; assertive behavior; conflict management; self-disclosure; fair-play.

As for professional social competence, Baron (1991) identified the following dimensions: interpersonal perception; communication; persuasion; action and influence in the group; management of the co-operation; competition and conflict. For Hargie (1996) the main components of the professional social competence are: communicating at verbal and nonverbal level; capacity of reinforcing others (social feedback); skills of questioning; reflecting; augmenting; influencing; explaining; listening.

Because jobs and professions require different social skills, it is difficult to define the social professional competence at a general level and to establish its scope. Huczinsky (1991) proposed the concept of "core skills", which encompass the common denominator for the most of the professions: oral and written communication; group working; reasoning; management of relationships; and some specific skills required by the managerial occupations (planning and organizing others' work; leading others; decision). Recently, Seta, Paulus and Baron (2000) identified the following components of the professional social competence: social perception; communication; persuasion; conflict resolution; team work; interpersonal relations; work ethics and leadership; career self-management.

Some interesting issues could be identified in the discussion above: psychologists do not agree yet on the scope of the general social competency, neither on the components / dimensions. Furthermore, professional social competency is still to be defined, but researchers and theorists identified some common dimensions that could be considered as "core skills": interpersonal perception, communication, interpersonal relations, group / team work, career self-management, leadership. These skills can be easily divided in two general categories: communication and relating skills. Reading the field literature, it becomes however clear a trend of quicker development the area related to the communication skills.

Social and communication skills in practice

The idea of providing more work related training at the university started from several feedback signals coming from the labor market about the necessity of having more "market-oriented" curricula: graduates and employers seemed to be unhappy about the "practical" competencies at the end of the studies. In their opinion, this was a significant "shortcoming" of the higher education, because these competencies are required by the work itself. No matter the professional field, there is a common denominator: communicating and working with people. But university curricula rarely include disciplines related to this field. Some other knowledge and competencies were also missing from the initial training, concerning legal and management /entrepreneurial issues of the work.

This gave us the idea to change something in the content of the education of our students, in order to make them more fitted with the requirements of the labor market. Changing the curricula was more difficult, so we started small by providing a "complementary" training. The CME-9602011 Tempus project aimed to build up a centre of mediation between the labor market and the university. The objectives of such a centre were to provide complementary education for the students in order to prepare them better for the work requirements and to ensure the link between employers and graduates /students in search for a job.

The first objective was supposed to be accomplished by an analysis of the training needs, the design of an appropriate curriculum, and its implementation by a summer school. The partners involved in the project were the following: City of Bath College (Great Britain), Fachhochschule Würzburg (Germany), Gh. Asachi University from Iași, Lucian Blaga University from Sibiu and Transilvania University from Brașov. After informative visits at the foreign partners, the consortium of the project started the analysis of the training needs in the area of the Romanian universities involved. The results of this investigation have shown the following issues:

- the university curricula did not meet all the training needs for a smooth adapting to the job requirements;
- the employers were very demanding regarding employees competencies, but they were able and interested in providing only specific on-job training;
- there were not, at that time, opportunities for the graduates to acquire transversal knowledge and skills.

A more detailed view on those needs gave us the idea of three training topics:

- general knowledge about labor legislation: labor contracts, rights and duties of employees and employers;
- knowledge about the organization and functioning of companies, communication and relating skills in the organization and the work group; communication skills related to career self-management;
- general knowledge about small business, such as marketing management, new product promotion, negotiating skills.

The philosophy of the summer school organized in the frame of the project was to provide senior students and recent graduates a complementary training in these fields in order to help them to find /create a job, to adapt more easily to it, and to become more proactive in managing their own career. Although the graduates are not so affected by unemployment as general population, the university has the duty to be concerned about their education not only as specialists in different fields, but also regarding their capacity to independent, dynamic and responsible agents on the labor market.

Three training modules of 30 hours (one week) were prepared by professors representing the three Romanian universities: Module A: "**Marketing management for small business**" – G.P. Luca from Iași; Module B: "**Legal issues of work relations**" – M. Țichindelean from Sibiu; Module C: "**Communication and personal efficiency in career**" – M.R. Luca from Brașov. Each professor provided a manual and some teaching material of at least 100 pages / topic, given to the students during the summer school. The manuals and teaching materials elaborated were entirely new and were not included in the curricula of the partner universities.

The summer school was promoted in the three universities during April and May 1997 and the courses started simultaneously in the three universities, in September 14 and ended in October

2, 1997. Each professor taught his/ her module during one week, at each university. The total number of participants was 191. Most of the students applied for all three modules and the evaluations they gave about the content of the module, the teaching style, the quality of teaching materials and the utility of knowledge and skills learned were good and excellent. The manuals were distributed to the libraries of the partner universities in order to be available for future and to disseminate the project outputs.

The module "*Communication and personal efficiency in career*" was designed to teach five main professional social and communication competencies, as identified in the training need analysis:

- self evaluation: realistic self-image; awareness of own personality traits and abilities; appraisal of personal resources (strengths and weaknesses) comparing to the requirements of different jobs and occupations;
- exploring employment opportunities: searching for information about jobs and employers; self-promotion by endorsement letters and résumés; self-presentation for screening and employing interviews; salary negotiation;
- maintaining the job: understanding how organizations are functioning; learning about organizational culture; work ethics; psycho-social issues of work groups; social skills for work relations;
- communicating with and within the organization: social perception; active listening skills; communication techniques and skills – oral and written;
- personal development and career self-management: being aware of the personal learning style and using it in self-directed learning for career development; planning and implementing a career self-management strategy; gaining personal power in organization and using it in his/her own career management; knowledge of the personal stress response style and learning some coping skills.

In Transilvania University, the Tempus summer school had some good side effects: several faculties introduced in their compulsory curriculum a new topic – "Communication skills" for the first year, with 14 hours of course and 28 hours of exercises. Even if, in the end the Centre intended to be established as a second objective of the project didn't function, the awareness of the importance of such disciplines increased.

The main difficulty in designing the syllabus of the new discipline was to adapt the previous content to the particularities of the first year students. Since 1998-1999, the subject has been taught during the first semester, with the following topics: basic concepts of communication; organizational communication; work groups; interpersonal relations at work; personal development within the organization and career self-management. The using of the occupational standards as a basis for designing the new curricula leads new curricula designers to reconsider the social and communication competencies in the competency profile.

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REINTEGRATION IN COMMUNITY OF MINOR DELINQUENT, BY REGAINING HIS NEW SOCIAL PART

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Summary

Reintegration, with all its aspects: personal, educational and cultural, is a part of the social responsibilities that community has towards the minor, found in a decisional moment of personality development, also influenced by failures, that can harm him.

Conceiving and applying an personalized educational strategy concerning the reintegration of the delinquent in community and the regaining of his new social part, make the program “I can do it, too” (a program for helping the assisted minor to find a job)show its realism and viability.

The applied educational strategy underlines the importance of giving a chance to the minor to reintegrate in society, determining a new attitude regarding the constructive – destructive report, which implies the acceptance and the changing of mentality of the members of community.

This is how, the minor delinquent under penal punishment, will find moral and social support to accomplish his bio-psycho-social development according to the communicational and relationships with the community in these given social situations.

Reintegration, with all its aspects: personal, educational and cultural, is a part of the social responsibilities that community has towards the minor, found in a decisional moment of personality development, also influenced by failures, that can harm him.

But, until getting to the point of the painful reintegration, community has to reconsider itself as an interested partner in identifying and capitalizing modalities and ways to become a mark point, a priori its complex development, encrypting and decrypting attitudes. It is important to know that he, the minor delinquent, needs his connection with community, needs to report himself to the components of a future social structure, passing through the stages of socialization and integration, as a behavior-attitudinal identity mark.

Passing to the identification of the social integration of the minor delinquent, starting from: acknowledgment of all data concerning personal records (social, medical, penal); surveillance of his social reintegration (family, school) and operational proposals in case of manifestation of inadaptability in the social environment, represents the moment in which the action in time makes integration and socialization occupy a strategic place in the personality development of the future “social consumer”, as beneficiary of everything that means occupying a place in society.

In this context the implication of psycho-social factors in the reintegration of minor delinquents in community, implies a series of behavior changes both of family, school and group of friends and social assistance starting from the studying of the parts and parts modifications concerning social recuperation. Considered as a individual variable, the social assistance represents

the evaluation of an aspect of the social world. As J. Oxford underlined (1998) “for the moment it is important to consider that the social role is mostly active for obtaining a central place in the psychology of community, because it seems to have a powerful potential to help us understand the connection established between individuals and their communities.” In this direction, we approached the social support, from the point of view of the length of a life, which can modify during this period, starting from the study of the parts and parts behaviors. Thus, in one way or another, the community implies directly, giving social support, as a strategic element that receives the message of its future social action, meant to respond to the social command found under the incidence of the social reintegration of the minor delinquent.

The entire educational process of reintegration in community of the minor delinquent has as starting point personalized strategies, which concern: educational programs, the relation with their family, educational component, social sequence and individual self-knowledge. Materializing the actions taken for the assisted minors, we worked for their reintegration both on the educational side (completing the studies) and the social one (finding a job), developing a series of programs contained by the **personalized educational strategy** applied in this context.

In this context, the elaboration and correct application of the personalized educational strategies concerning the obtaining of a job, materialized by conceiving and applying the program “I can do it, too” by counseling three assisted minors: S.E. – 16 years; A.M.D. – 16 years and B.M. – 16 years, between May and June 2003, preparing them for their release.

As an element of internal organization, “I can do it, too” program was developed along 8 classes, one a week, having a period of 30-45 minutes (depending on subject and students).

The assisted juvenile delinquents in the program “I can do it, too”, were learned to establish their priorities and prepare for the social action they had to take. That’s why we established and learned certain stages necessary for applying a personalized strategy such as:

- consulting information sources;
- listing of available and suitable jobs;
- analyzing the options (possible difficulties, tests, interviews, stages to pass for occupying a job, chances to succeed)

Objectives of “I can do it. Too” program:

- understanding the needs and expectations of the employers;
- developing promotion abilities of their own image;
- understanding and approaching an adequate behavior during an interview.

The evaluation criteria aim:

- establishing their needs and expectation and those of the employers for the chosen option;
- composing a curriculum vitae, a letter of intention or a recommendation ;
- presentation and behavior during an interview;
- knowing and showing that he can materialize the techniques of searching a job.

Starting from this theoretical base, the activities we initiated developed in an interactive way, training the minors to elaborate personal strategies for finding a job. The eight classes had the following subjects:

T1 = What do I know about me and work?

T2 = Where can I get correct information?

T3 = What do I write in a C.V.?

T4 = What do I tell about me?

T5 = What papers do I need for the employment?

T6 = My personal project.

T7 = Personal contract.

T8 = Evaluation of the program (based on the personal contract)

It must be mentioned, especially, the **personal contract** which, by his emotional load and the required responsibility, is perceived as a new attitudinal identity. The desire to succeed, the

implication and the personal way of understanding this new social relation with the community by reintegration is impressive. The personal contracts have been presented this way:

1) S.E. – 16 years – condemned for robbery:

“I want to change and I am glad that I have someone to help me. I will speak nicely to them. I don’t want to still anymore. I want to learn from those who show me. I know I can be good and I know I can work, please trust me and take care of me so that I won’t be desperate anymore.”

2) A.M.D. – 16 years – condemned for robbery:

I don’t want to go back with the gang. I know I can legally earn my living. I can work if I need money. I’m already better. I can wait to know my new work partners. I want.”

3) B.M. – 16 years – condemned for robbery:

“I start to think that I can do it if I want. I will be fine. Wherever I will go, I will be fine. I like cars. I will change. I hope I won’t do any mistakes again.”

All these personal contracts show, by specific approach methods of the juvenile assisted delinquent, that change is needed, that he has **new chance**, an alternative, that he can do it if he wants, that he can find support if he needs but, especially that his **new social role** can insure him stability, security, confidence, responsibility being the first step that he makes towards the **social reintegration in community**.

The applied educational strategy underlines the importance of giving a chance to the minor to reintegrate in society, determining a new attitude regarding the constructive – destructive report, which implies the acceptance and the changing of mentality of the members of community.

This is how, the minor delinquent under penal punishment, will find moral and social support to accomplish his bio-psycho-social development according to the communicational and relationships with the community in these given social situations.

The applied program showed its viability, as a result all the assisted minor found a job in 2004, taking advantages from the new chance they received.

The value of the educational construction results from the “social product” that gives back to the society when the most beautiful years are shaken by insecurity, isolation, giving the minor confidence, acceptance, hope and **chance** to go on because he is in the **castle** and not outside.

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CAREER COUNSELING AND GUIDANCE: A SYSTEMIC APPROACH

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Structure

1. Issues of principle and method.
2. A philosophy to project and organise *counseling* services.
3. Users' demands and services for students.
4. University structures.

1. Issues of principle and method

This paper presents the criteria to project, carry out and manage career counselling services in the University of Lecce (Italy).

The theoretical and methodological framework implies a systemic approach to organise the service and considers the student in the university milieu and in the territorial context. According to this conception, in the paths of university education, students utilise their motivational and cognitive resources, which are correlated to the possibilities given by the university framework to foster the processes of identity forming, the training of the professional profile and life project and the perception of the employment possibilities and the job choice.

That involves structures specialized in *counseling* able to offer:

- a support in the choice of the study course and in the checking of the success/failure factors;
- the monitoring of the educational path and the support to the educational success;
- Services and experiences to facilitate the introduction to the working context.

Consequently, the *career counseling* is conceived and organised as a complex activity, which requires *inter* and *intra* institutional synergies and implies a longitudinal consideration of the processes leading to an efficient support to the *employment*.

In the European university policy and in the development programs of the Italian university system, guidance is getting a clearly central position: it needs resources and collaborations from the territory, too, and requires synergies among public bodies, companies, enterprises, labour organisations, data banks and marketing companies.

The wide social sensitiveness and the scientific interest about this theme highlight the necessity to:

- satisfy the market and profession demands in the complex society;
- avoid students' excessive extension of the study course and the dropout phenomenon;
- form highly specialized professional profiles;
- promote the professional qualification and re-qualification of graduates.

The great amount of studies and researches about *career counseling* issue critically analysed, still refers to the slogan "the right person in the right place". It risks though confiding problem solutions

to easy stereotyped escapes without facing the questions in their irreducible complexity. Considering the many experiences on this side, we must realise that it is more and more useful to underline the need for a systemic approach to problems and a holistic perspective of the human development, than for the great number of examinations, questionnaires, tests and checks.

Career counseling sets in the complex system of guidance activities – at the beginning, during, at the end. It involves our administrative structures, requires new professionalism training and engagement, changes education logics and teaching structure and implies therefore reflection upon:

- the theoretical-epistemological environments and psycho-pedagogical knowledge to be mastered;
- the intervention contexts and the scientific aspects of the action;
- The methods to be adopted and the experiences to be used as best practices.

Nowadays, guidance implies the ability to manage communication and organisation problems for everyone involved in the training processes, so that reductionism and bureaucratisation are avoided. The attention to the person, the care of the educational guidance, of the tutoring and of the interpersonal communication can avoid the risks emerging from the mere information on formative offers, which assumes some times marketing connotations and methods. Furthermore, it is necessary to produce a widespread awareness to build a bridge of functional communication between training and education contexts and working ones.

2. A philosophy to project and organise *counseling* services

Some of the problems and decisions we had to face to assure *career counseling* services a scientific study and a project dimension, always required by the operative organization and the innovative interventions, are here explained.

According to our experience in organising the services for students, *career counseling* is not a mere final activity to facilitate *placement*, but it is instead carried out through the many *counseling* activities, which accompany and support the students during their whole educational course. Furthermore, it involves the guidance at the beginning of the study course and gets concrete through several guidance activities at the end, involving also the guidance organisation during the study course.

2.1. Career counseling and guidance to the choice

Entry guidance activities pay much attention to the initial mastery of requisites and competences fit to the chosen study course; more difficult is to assess the role of motivations, the attitude, the mind set and the self-guidance ability.

In the youth, a study choice and a oneself project are linked to the possibilities of development offered by the environment, to the shared dimensions of values, to the widespread trends and to the social image of the professions. They result from a hard work of meeting, dialogue, explanation of exigencies and values, based on the comprehension and the confirmation of personal demands.

Both in the university life and in the modern society, people are overwhelmed by a multiplicity of messages and stimuli difficult to be decoded. People live more and more out of their home and experience an emotional and physical closeness to the others. This closeness can lead to a positive life sharing, but also to an excessive exposition to tensions and conflicts; therefore, lacking a coherent world to compare each other, it is likely to happen a fragmentation of the sense of self (G. Vico) and a guidance difficulty.

On the grounds of these criteria, a psychological and pedagogical counseling line was planned for the high schools of the district, in order to guide the pupil's option.

2.2. Career counseling: adaptation and integration

Tasks of guidance have always been to support personal realization, to strengthen one's identity, to promote a life project, to avoid maladjustment and to favour integration. Nevertheless, these concepts are to be re-considered nowadays, because they lead to new problems. What do *adaptation*, *integration* and *personal realization* mean? It would be useful to reflect upon it.

Adaptation: the failure in the studies is often attributed to adaptation troubles. Adaptation is surely a target in the personal growth, but there are possible negative implications in it. At times, adaptation means self conform to a situation giving up the idea of change, to accept a reality that after all we don't share: in a sense, it can mean that, adapting to a system; people prefer paying the lower price. This kind of adaptation implies to renounce to what can be done, to avoid the engagement, to refuse the change; even if it could be convenient or had a value in a static mono-cultural society, in a complex society it cannot be proposed and is highly risky, because the modern world of work requires the capacity of initiative and creative innovation, the sensitiveness for the emerging problems, the availability to the change and the desire of more suitable forms of relationship and role management.

In order to satisfy the demands of maladjusted and not integrated subjects, a psychological COUNCELING service was projected and Groups were started to reflect upon the university experience (G.R.E.U.). The staff INVOLVED has professional and specialized competences in the psychological and psycho-pedagogical field. their tasks are preventing and recovering the dropout phenomenon, supporting and re-motivating, in order to re-elaborate critically the educational path.

Integration. Also the concept of integration has an ancient history and the word can be misunderstood; for too long time integration has meant homologation. In order to avoid this risk, it is necessary to help each subject to integrate each other, giving value to the differences and the personal authenticity, rather than assuming a given model. Young people have many belongings, many identities, many models of reference and we cannot leave them out.

Besides, it is important to avoid that the *career counseling* works only for the integration in one's own micro-system of reference, considering the university life as a context isolated from the rest of the world. New wider horizons are necessary to experience the participation in the working context and the sharing of action and life projects. So, the process of self-guidance is conferred the parameters to define oneself on the world.

The stage activities – such as ‘enterprise Workshop’ and ‘equal opportunity Training’ – were carried out in collaboration with local bodies, public and private companies to offer the students, at the end of their study course, the chance to experiment their own professional and organizing abilities and to give them the cognitive and methodological instruments essential to project and develop self-entrepreneurship initiatives through a job in sectors appropriately identified and coherent with their study path.

2.3. Career counselling and personal realization

The perspectives of the personal realization need to be re-defined in relation to the new exigencies given by the social reality we live in and clearly relate our personal becoming to.

Self-orienting in the world is implied in every kind of one's own study projects and vocational training check. Nowadays, a plural mind and an emotive intelligence (H.Gardner; D. Goleman) seem to be the aims of the educational commitment more suitable to the promotion of the difficult social dialogue required by the local reality and the global context. Active and project-oriented adaptation implies a social commitment. The new three-year university courses provide educational activities – such as workshops and trainings – whose purpose is the formation of new professional

profiles. They are formative experiences, requiring open-minded personality towards the economic and cultural reality, offering room for active participation and making possible the operative sharing in learning.

Projectuality. In a university in progress, students undertake a commitment not only at a level of subjective growth, but also at the one of the participation in the academic life. Higher education involves the whole personal horizon in the active present: past experiences, future expectations and projects (A. Perucca, 1998). There is a need of action projects involving numerous interaction systems and permitting to experience directly or indirectly the belonging to several learning contexts and to control the transition from the close to the far one, from study to job. This task is to be carried out through a diversified range of meaningfully-oriented activities, which requires also the revision of the personal project, the specification of the choices and the optimal ability to enjoy the university context according to personal systems of expectation and decision.

Self-realization. Also the aim of the personal realization is to be re-considered.

In the second half of the last century, the Eastern countries spoke about the personality cult in a negative way, whereas in the Western countries the selfism concept developed. Some sociological surveys – carried out in Italy, too – reported that young people had fragile belongings, were concentrated on themselves, suffered from a late affective maturity and showed a scarce social availability. As divulgation, they translated many books about the self-help, the guide to self-affirmation and the way to become leader and successful. A paradox came out by these proposals of self-realization, of personality affirmation, of care to the project of the self as self-realization: the aim was to create a strong personal Ego, but instead a minimal one was built (C. Lasch, 1985).

It is absolutely necessary to drop this self-centred and self-referential view of a self-project realization. The complete self-realization is often carried out through the participation to the life context in order to find responsible solution to the emerging problems. The participation to the project of the activities and services makes the students learn to give concrete answers to real and shared needs, avoiding so believing that it is the reality the one which satisfies our desires, expectations and attitudes.

Many students collaborated in the creation of the initiative Orienta-Estate, a project which makes students much more aware of all the activities and the opportunities of formative experience available in our university. Thanks to Orienta-Estate, students can also participate in the scientific and cultural activities promoted by the departments and/or by the bodies, institutions, foundations and companies from our district. It is a typically summer program implying:

- the information about all the activities (building sites, workshops, schools, congresses, expositions and archaeological excavations) that can be carried out in the university during the summer, so that the students perceive all the formative opportunities offered by the university also out of the curricula;

- the organisation guidance stages to job and research;

- days for the guidance to job, offering the seniors a chance to compare with exponents from the university world, work and institutions market, and meetings with ex-students established in their profession.

3. Users' demands and services for the students

The professional choice introduces the future in the student's perspectives and is linked to a life philosophy, a vision of the world and a concept of the work. Professional people *satisfy* at the same time personal and social exigencies through thinking and action, influence and building.

The professional project is oriented not only to form one's own personality, self, success and image, but also to carry out what people is able to do "with and for the others" (P. Ricoeur).

In advanced-economy countries, the job offer is highly articulated and fragmented, so that people rely on temporary and often occasional choices, based on the payment rather than on the satisfaction, with a plurality of contexts, belongings and job experiences in rapid succession or coexistent. The agreement between life project and job choice is getting more and more problematic aspects in connection with the evolution of modern society.

3.1. Educational path monitoring

Also the university world offers more opportunities than the ones enjoyable by students to carry out their own educational path. This multiplicity of possibilities makes guidance difficult and creates anxiety and stress. Not everyone is able to face the problem of choice and responsibility emerging by the multiplicity of opportunities. The information about the way the educational path is going is important, because it permits the self-evaluation supporting the consistency of the choices, the responsibility and the systematic nature of the study commitment. The new idea of counselling is not of an expert type, but rather it represents a hand to find out the right and personal perspective to face the university course through; it is the strategy useful to prepare to respond adequately to a context requiring self-management and decision skills.

The success of the university path is founded on a suitable project of the self, which becomes a consistent project of life.

Activities defining the entry profile were projected through the use of tests prepared on purpose by the Special organizations (O. S.)of Florence.

A consultation was offered for the outcome of competences (motivation, general cognitive, logical and linguistic abilities, anxiety control, skills at problem solving, study method), for the check of the educational success, the support, the re-motivation and the critical re-elaboration of one's own educational project.

3.2. The support to the study method

Nowadays, during the educational path, the university takes care of the students from many points of view, in regard to their educational needs rather than the forming of their own professional identity. University studies are not only a moment to acquire specialized knowledge and competences, but also a way to build the abilities to learn autonomously and critically, to single out and solve the emerging problems, to give evaluation to and take responsibility of one's own actions. The university study and working method are definitely different from the school one.

Students need to develop skills in interconnecting the subjects knowledge, in elaborating 're-organizational cognitive schemes', in overcoming monodisciplinary paradigms to reach the professional competence, in facing the uncertainty of knowledge and action (E.Morin).

Learning is becoming more and more complex, not only because of the increasing number of professional competences and notions to acquire, but also because of the responsibilities everyone

has to take. After the reform, the university context is both a place offering organized and pre-established learning paths and a complex world rich in educational opportunities, where students have to learn how to *surf* in order to build their own competence and professional identity.

Seminars about study techniques were held and consultation on the personal learning method was offered, in order to encourage the metacognitive and self-knowledge abilities and to foster a study method suitable for the various disciplinary fields. The aim was to offer not only techniques to articulate the rules and procedures of the study, but also strategies to manage what is learned and use it on the grounds of the task and the personal cognitive style. Individual and/or group consultation was intended to improve the students' application skills and their ability to deal with their learning in an autonomous and efficient way.

3. 3. Job choice and life project

Job choice guidance cannot be minimised to a mere search of aptitudes and requirements, since the right evaluation of these elements requires a wide observation of the subjects in the situation, referring to the motivational outline, to the targets and to the values ruling their conduct and founding their life project (J.Nuttin).

Difficulties at orienting can arise in a complex, fragmented, hypertrophic and multi-sided society and they can turn into problems for the self project and the identity forming.

Young people have to get aware of the sense of their job choice in their life and the others' one.

Career counseling must provide a complete outline of information about the job opportunities offered in the working world, in order to strengthen the ability in contact, comparison, dialogue, pro-action, pro-ductivity¹ and to foster students' skills to give real evaluations to their own choices, bearing in mind the opportunities offered by the market, the personal aptitudes and the ethic-social aspects of the profession.

In this view, we set up specific activities aimed at information about job opportunities, at personal evaluation (preferences as to activities or professional areas), at the acquisition of a great awareness about one's own working world and profession representation (expectations, beliefs, values, etc. ...), at the preventions of working failure.

4. University structures.

For us, *career counselling* activities focus on the present aspects of the self-guidance and always require new interpretation and intervention tools. The guidance is the promotion of the personal development in a social context; what today holds a prominent position is the support in the university students' forming of the professional identity and the self project.

The University of Lecce is equipped with some structures of service, in order to manage with all the guidance and counseling activities:

¹ In the perspective of efficientism linked to consumer society, the concept of production was reduced to the mere action of making or manufacturing, but pro-ducing and making actually don't share the same meaning, because "to produce" means "to do something for the advantage of someone", the pro-duction implies the awareness of the aim, the meaning of making, not only to attain quantity.

- **UOFT Office** (Guidance Training and Tutoring Office), which manages all the guidance activities and cooperates with a Technical Scientific Committee (CTS), composed of professors and students representatives of each Faculty and the people in charge of the SOFT Project¹ initiative.

- **CAS** (Welcoming Centre for Students), where appropriately formed just-graduate and seniors are employed as front-office operators. They offer a specific consulting oriented to the satisfaction of the exigencies of students from all the different disciplinary areas (Classical, Economic-Juridical and Scientific-Engineering). CAS offers also services strategically decentralized throughout the territory in some Employment Centres. It offers, moreover, a Green Number to the users, in order to welcome and sort the information and the counselling requests².

- **The ConCentro** (Counselling Centre for the Promotion of the Educational Success), which manages the services of psychological consulting, carriers monitoring, choice support, educational success and dropout and dispersion preventing. In addition to clinical psychological consulting, the Centre carries out guidance to choice, support to study method and consulting to the educational structure for tutoring tasks. The different service lines are handled at different levels of responsibility – supervision, coordination, consulting, welcome – by psychologists and pedagogists, professors or graduates with specialized professional competences and seniors attending research doctorate in Clinic Psychology, Community Psychology and in Developmental Pedagogy³.

- **BancaLaureati** is an on-line service aiming to be the “virtual window” the University of Lecce introduces to the world of job its graduates through. The service is addressed to both graduates and companies and is absolutely free and implying no obligations. The site publishes the

¹ SOFT Project (Guidance Training and Tutoring Service) is financed by the *National Operative Program “Scientific Research, Technological Development, High Formation ” 2000-2006* and is directed towards the experimentation of models and good procedures and the starting up of real structures of service for welcoming, guidance, counselling, monitoring of the dispersion and tutoring.

STAFF OPERATING IN THE GUIDANCE AND COUNSELING STRUCTURES AND SERVICES
(three-year period from 2001-2004)

SOFT PROJECT	STRUCTURED IN THE UNIVERSITY	CONTINUATIVE COLLABORATIONS	PROFESSIONAL SERVICES	TOTAL
STAFF EMPLOYED	4	34	51**	89

** 5 professional services refer to the working group of the Management System for Quality (SGQ)

² CAS is subjected to the certification applying the UNI EN ISO 9001:2000 norm for the Management System for Quality and works to a 87% degree of users’ satisfaction.

CAS CONTACTS 2004

	NUMBER OF CONTACTS	FEMALES	MALES
CLASSICAL AREA	15920	12252	3668
SCIENTIFIC AREA	2631	1174	1457
ECONOMIC AND JURIDICAL AREA	11445	6494	4951
TOTAL	29996	19920	10076

GREEN NUMBER CONTACTS 2004

NUMBER OF CONTACTS	FEMALES	MALES
3823	2651	1172

³ In ConCentro, new services of psycho-pedagogical counseling were added to the pre-existent clinical ones, for they are more suitable to the widespread demand of the students.

CONCENTRO USERS ACCORDING TO THE SERVICE TYPOLOGY 2004			
	N.	M	F
CHOICE GUIDANCE*	14	6	8
UNIVERSITY CARRIER CONSULTING*	10	3	7
PROFILES RETURN	30	8	22
SEMINARS ON THE STUDY METHOD*	218	78	140
PSYCHOLOGICAL SUPPORT	20	8	12
G.R.E.U. GROUPS	34	3	31
CONSULTING TO STUDY METHOD	11	5	6
TOTAL	337	111	226

* Started up few months ago.

announcements of selection, the job offers, the news about university scientific activities and about the post-graduate formative offers. It also provides the ‘Albo d'Oro’ section, which aims to favour the comparison with graduates already brilliantly integrated in the working context. Apart from the university educational structures, BancaLaureati cooperates also with the *Industrial Liaison Office*, set up between the University and Assindustria Lecce, for the promotion of placement. BancaLaureati guarantees therefore a service, which is an innovation as regards the national ones and which satisfies accurately the demands of the users and of the local companies¹.

- **Learning Center** is a recently-created multifunctional structure, producing multimedia teaching aids, available for the students also on-line. They are considered a useful means to improve learning, to reduce tendencies to drop out and to limit the dispersion phenomenon.

Learning Center is structured upon three services: a *Mediateca*, an *operative e-learning Centre* and a *multimedia Laboratory*.

Learning Center relies on different methodologies according to the sections it is composed of. It carries out a systematic work of recognition, collection and organisation of the teaching materials produced within the SOFT Project and, then, organises them into forms useful for teaching to be offered for their following use².

The *career counselling* becomes so part of the complex system of *guidance and support activities* and is meant as a strengthening process of the students’ skills at taking their responsibilities about the decisions regarding their professional life. It involves formation and consultation activities, projected and managed by specific university structure and specialized and appropriately formed staff.

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¹ The BancaLaureati service has required a full-time commitment of a network expert, for the management and the implementation of the database, and an expert in public relations, for the site’s contents and the contacts with the graduates and the companies.

BANCALAUREATI 2004

ENROLLED GRADUATES	2996	1974 WOMEN, 1022 MEN
NEW MEMBERS (JULY/DECEMBER 2004)	744	520 WOMEN 224 MEN
DEMANDED CURRICULA	9507	
DEMANDED CURRICULA IN THE PERIOD JULY/DECEMBER 2004	3146	
ENROLLED COMPANIES	104	
ENROLLED COMPANIES IN THE PERIOD JULY/DECEMBER 2004	22	

² Learning is now committing to put on the Internet with Fad and multimedia methodologies the teaching materials, which, in agreement with the Didactic Councils, are supposed to improve learning.

TEACHING AIDS IN THE MULTIMEDIA LIBRARY

MATERIAL TYPES	
VHS	76
DVCPRO	49
DIGITAL 8	117
TOTAL	242

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ELASTIC CAREER DEVELOPMENT

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Abstract

The success in career requires the people to be elastic and to avoid the events that threaten their career. The elasticity is facilitated by the self-knowledge, the understanding of the company business status, continuous study and, among others, by the existence of a plan of reserve and the availability to go to action.

Organizations can bring their contribution to the elasticity of their employees` careers by means of systematical programs and proceedings, which offer the information they need in order to plan their career development. In addition, the companies interested in having an elastic labor force should offer extensive educational possibilities, clear evaluation standards of competence levels for key jobs and increased flexibility for defining the roles along a period of time.

People often define their careers in the term of final point, as their promotion in a high position. But a deeper comprehension emphasizes the numerous transition points in a career ^[7]. In the last years, the proportion and the frequency of the changes and the redirections that one can expect have dramatically increased even after a 40 years old career ^[2]. The changes occur at the organizational level either, in the same time with the modification of the global economy, of the business medium. The increased rate of the fusions, of the purchase, the personnel reduction, reorganizations and the use of part time employees or in cooperation regime represent examples in this respect. The globalization penetrates in different ways. A fusion or a joint-venture company often implies organizations from different countries. Such changes affect the individual careers. People starting their careers nowadays should expect to change many employers and even field of work during their life^[2]. Connected to the global approach, everything justifies the learning of a foreign language and getting some abilities of communication and cooperation with the customers coming even from other cultures.

These organizational changes also comprise the alternative of the career re-energizing through new occupational interests, but everything should be paid. The main price is that the organizations become more and more incapable to assume obligations against the employees on long term ^[6]. Within new economy, the strong involvement of everyone gets a sense, and the capacity of being an efficient “free agent” is a key factor of a successful career. The career should never be relied on the organization. In the new reality, the success doesn't mean to keep the job forever but to be able to anticipate the problems, to make a leap backwards from any harmful circumstance and to maintain the career forwarding^[1].

The notion of self – employment is important when the followed finality is an elastic career. There are strategies in an elastic career that help to anticipate the problems, to control various situations to maintain the desired position. The elasticity is facilitate by:

- Self-knowledge. Whether we know the answers to some questions related to the occupational identity, the orientation in the career, our both sensitive and strong aspects, whether we understand the way we take certain decisions and why we have certain preferences, then we shall never lose control on the entreprise called „career”.

- The understanding of the company business medium which can bring its contribution to avoidi the catastrophs to elaborate efficient strategies in order to face the problems. This

understanding may consist in transferring to another company in other branch or in remaining in the same company in another position.

- Caring the professional reputation. The other colleagues should know the whole portfolio of achievements and abilities. The connections established with the partners may represent an information base, support and a source of publicity for the obtained success as well.

- Mobility and evolution. The abilities should be continuously maintained and developed as well as the formal training and education. In certain cases when the present job does not bring satisfaction, the job record is re-negotiated or another job is looked for.

- Specialization as well as more knowledge and competence in order to get flexibility. The development of a high competence can classify someone as an expert within the respective field. Investment should not be done just in one field of activity as this would lead to inflexibility and vulnerability. The ideal situation comprises those skills in high demand on the labor market at present and abilities in progress.

- The gained results and achievements. The persuasive presentation of the labor result adds value, satisfies the employers and considerably contributes during the negotiations with the present or virtual chief.

- The existence of a plan of reservations and the disponibility for acting. Whether the existent position „shakes”, it is important to have a plan of survival (reserve), which should be changed in connection to the own evolution or to the medium one.

- Psychic and financial level. The stress should be controlled by carrying out a social support system made up by family and friends. People can control their behaviour and emotions when they are enough motivated and prepared to make the necessary effort. Unsecure periods of time are connected with low incomes and stressed careers.

The organizations can bring their contribution to the elasticity of their employees careers by^[3]:

- Programs of career planning. Concerning the specialty literature, the career planning is a complex process by which there are established the career objectives, its strategies are elaborated and implemented, the opportunities are analyzed and the assessment and individual self-assessment are achieved from the professional preferences point of view. Thus, the individual should identify his abilities, aspirations and capacity by a realistic self-evaluation, and orient his/her efforts towards a training and development that insure him/her to reach the proposed professional targets by being assessed and assisted by the organization. The organization should identify the personnel it needs and the opportunities in this field, to plan the personnel, to assist it and to make all the information available for an evolution as good as possible for each employee.

- In the planning process of the career, the harmonization of the individual requirements and aspirations with the requirements of the organization personnel should be taken into account, thus achieving a concordance between individual efforts of training of the employees and the programs of training and development applied by organization for the own staff. In this respect, the graphic description in Fig 1 is relevant.

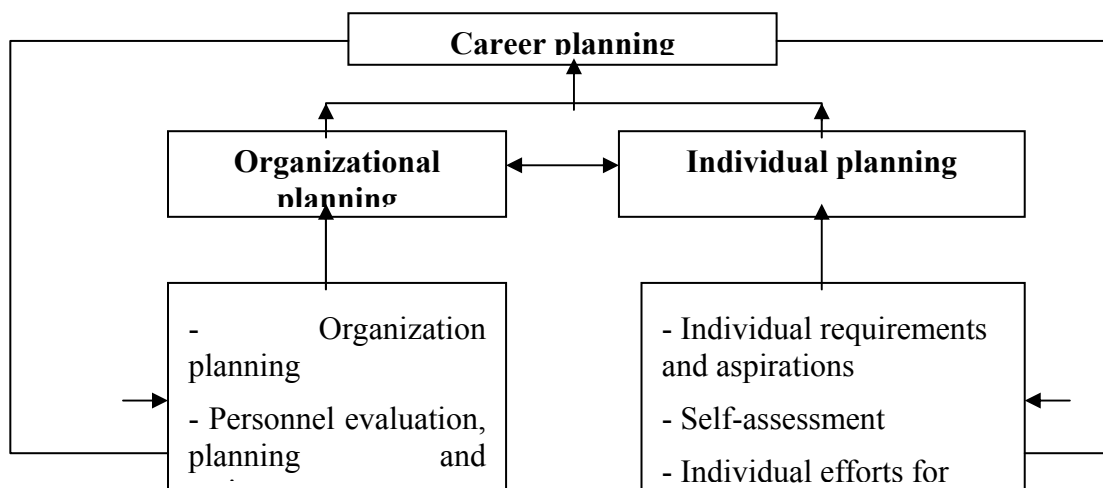


Fig. 1

The career planning can be considered from two perspectives : organization and individual. According to some specialists` opinion (L.A.Klatt and R.G.Murdick), the objectives of the career planning at both organizational and individual level are shown in the table

In R.L.Murdick`s opinion, there are three career planning models where the whole personnel of the company can be included. These models are: “chance and luck” model, “organization knows the best” model and self-oriented model

The “chance and luck” model consists in the fact that the individual rely only on the chance and the blind luck in order to get the desired job

According to the second model of planning the career, namely “organization knows the best”, the individual is moved from a job to another one depending on the organization requests. The young employees usually accept this type of model, however its application on a mature person may have negative effects even in psychic plan.

The third model for career planning called self oriented one is the most popular.. According to it this, individual is the only one who decides his/her professional trajectory while the organization only have the role to assist in career problems. The individual is the only responsible for the orientation, implementation, control, assessment and development of the own career.

The general opinion is that the new information technologies have brought a lot of benefit in applying a great number of tests and questionnaire of interest. They support the process of the orientation and assistance and diminish the customer` distrust and prejudice by transparency and objectivity^[5].

- Career planning program ACT – Career-planning program (CPP) is created by American College Testing for pupils, students, adults. The values granted to the labor by the customer are also evaluated. Each of these tools is interpreted afterwards. Cpp aims to increase the self-consciousness of the assisted ones, to offer data about occupations and to discover personal options in designing the career.

- Career assistance. Career assistance is the process that fully matches the individual`s resources, demands, aspirations, values and interests to the real offer in the field of education, socio-professional formation and integration^[7]. This external resource aims to assist the employees to explore the alternatives and to take decision in their career. Some companies have consultancy from abroad in order to dispose of expertise and to provide confidence. The career assistance can be also made by e-mail, web-sites accessible via internet, telephone, audio – video equipment, other types of services online or by distributing printed materials.

- Programs to help the adviser. There are programs that help the adviser by offering some strategies of approaching, some alternatives and solutions.

COACH is a computerized program that helps the advisor to find the causes due to which a customer does not have progress in assisting process.

Special attention should be paid to the questions regarding the use of the advisor's abilities such as empathy, paraphrase, summarize, encouragement, feedback, opening, auto-revelation, spontaneity, confrontation.

The advisor can also use a tutorial in case of any doubt. He will get recommendation regarding each situation that help him to improve the professional strategies.

- Information systems for the career. The programs searching information on the computer, references that are at the company library about the tendencies on the labor market, minimum qualification for important jobs are included here. The programs searching information (information – retrieval – systems – systemes de chercheurs documentaries) are mechanisms used to find stored data considering different criteria in database of various sizes and complexity.

Information system on education and employment is a program financially supported by the Dutch govern since 1991. The program facilitates the connection of the information from the educational system in the network to the description of the jobs and the labor market.

- Marking and assessing the skills. The employees need clear information about their level of competence and the degree of education for the exigency of the job. The clear competence levels are related to the jobs on the labor market and in the company as well^[3].

- Information about the strategical direction and the economical results of the company. A continuous dialogue about the company financial condition and its position related to the leaders in the respective field of activity helps the employees to adept and adjust their plans having the exact information^[3].

- Extensive educational possibilities. Elasticity requires continuous education; an important condition for keeping the flexibility in performing the job is the continuous training. The adult people need to identify his/her needs and the proper opportunities at different moments of his career, to creatively relate himself to learning, and to positively react against the challenge of the professional medium (working style, competition climate, authorities in the domain)^[4]

The individuals have the main role in managing their own career and the organisations offer their employees by means of this effort, support and complete information required to facilitate the intelligent, strategical options for their careers.

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POSITIVE METHODS FOR CHILDREN'S EDUCATION

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Abstract:

A child must be treated as a unique entity and not generally, as the education necessary for one of them will not be proper for the other. But as a general principle, if the parents will no longer give orders, if they will preoccupy to satisfy the children's needs and if they will know to motivate them accordingly, they will have well-mannered children, obedient, with a strong structure and personality.

We hear more often the expression “the children today are bad, do not learn, behave badly in society”. Who can be guilty for this? Some blame the traditional rigid educational methods, which act as a barrier between generations. Others blame the new educational methods, more liberal, which allow children too many things. We could also say that the negative changes are to blame, which take place in society, the violence, scenes with sexual note presented on TV, starting with cartoons, movies, news and even entertainment shows. All these have some influence on the children's behavior but the root of the adapting problems must be actually looked up at home.

In order for the negative influences from the society not to affect the children's education, the parents must change in the same manner but positively.

Getting some skills and certain individual liberties make the education through fear no to be effective anymore. In change, education through love and good understanding will lead to the forming of more intelligent minds, to children free from fears and frustrations.

The present social environment assumes competition and the development of such characteristics is not possible through old educational methods but through appealing to new and more efficient ones. Controlling the child through domination, fear, forming of guilt feelings will create a feared, frustrated teenager, motivated only by the desire to get love and to win privileges. The old educational system considered that only obeying the parents is a good behavior and if the child tried to get out from this pattern he was catalogued as obstinate. The motivation was realized under the sign of fear and guilt feeling.

Opposed to the traditional education, the positive education is based on feelings of trust, compassion, and cooperation. The purpose assertion is a good thing and not a bad one, but only as the cooperation desire is important. In the conception of the traditional education, for the parents, a child must obey and this thing implies for him to respect the imposed rules. This thing can only degenerate in two situations: either the child will change into an obedient adult or he will become a “rebel” teenager. In both situations, as an adult, that child will not manage to distinguish himself from the big mass of the others.

But if for a parent a good child would mean forming a self-sure person, capable of leading his own destiny, then that child will transform into a leader, who will not follow others by inertia, but will also not mutiny to be himself.

Children have inside them the desire to please their parents. It must not be stimulated through fear and domination but supported through the process of positive education. For this purpose, following methods are useful:

- a. methods for developing cooperation;
- b. methods for reducing opposition;
- c. motivation methods.

a) Methods for developing cooperation

Passing from using a traditional education method to positive methods seems difficult but in fact it is very easy just because of children, of their special flexibility. A child is happier to cooperate than to obey because of fear and will be very sensitive to a changing in this way. Even with a teenager can be tried such a changing with extremely amazing results. The child must be perceived as a very good friend to the parent, fact that will realize an important project for both of them.

Applying this method assumes respecting the following rules:

- ask and do not command the child.

If the parent dictates the child what to do, the result will be only a feeling of frustration from his side and of interruption of the communication means. The child will be bored to receive orders and will stop listening.

Like this NO

Go and clean your room.
Do not run.
Do not touch those things.

Like this YES

Will you clean your room?
Will you stop running?
Will you leave the things the way they are?

- using expressions like “will you...” instead of “can you...” when something is asked.

The first expression shows clearly the request of doing something in time, the second one will put into question the child’s capacity of doing a certain thing or is felt like a complaint, which demobilizes in doing the action.

Although it seems and sounds more politely, the expression “would you...” or “could you...” is not useful at all because the message can be confusing. For example: as not obeying a rule or as doubt regarding his capacity and qualities.

- giving up rhetorical questions.

These contain an implicit message, which will awake guilt and insecurity feelings.

For example: the rhetorical question: “When are you going to finish your homework?”

Possible implicit message perceived by the child: “You are not able of anything. I always have to look after you. You are either stupid or lazy. You cannot do anything by your own.”

- the message must be expressed directly.

Using some indirect messages, through which is tried to motivate the child in doing something but without asking or accentuating the thing that the child has not done right, does not help creating a cooperation. Instead of “Your things are not at their place again” the expression “Will you put your things at their place” will be used.

- no explanations must be given to the child.

Instinctively they know that the parent has the power and giving explanations will suggest that this one gives it up and will confuse the child. Explanations are nothing but reasons that the parents try to give their children for doing something. They will actually oppose to reasons and not to the request itself, which will be formulated at the end of the explanation.

- no lessons must be held.

Generally they refer to what is good and what is wrong and most of the times are long and will bore the child. It is necessary to set some rules without these having motivation role for the child.

- manipulation by means of feelings will not be used.

Expressing only the positive feelings of the parents will help children to realize easier feelings and their role. Instead, negative feelings must not be expressed because children will feel responsible for them, which will determine either guilt feelings either the feeling that they are manipulated.

- direct participation at actions.

For example using the expression “Let’s do together...”

b) Methods for reducing opposition

Reducing opposition in the vision of positive education is not made through unconditional obeying but through accepting a moderate resistance. If the parents allow their children to oppose in some limits, then they will succeed to strengthen the cooperation because they will feel that they are listened just the way they are listening to their parents.

If the parents will channel well their children's resistance, then they will help those to know their inner world, feelings, desires and own needs, knowledge that will lead in time to forming of a strong will. Using this method, adult will be formed that will know to pass attempts, which will appear during life, will adapt quickly to changes.

Decreasing resistance is made by increasing cooperation and this will be stimulated by educating will and not by annihilating it.

Stimulating cooperation will be made by satisfying needs of orientation, rhythm, understanding and coordination. According to the temper of each child, these needs require a special attention. Some children may react well to coordination while others will be more receptive to rhythm.

Thus:

- more sensitive children will need in greater proportion listening and understanding. If these children are not listened and understood, their problems will grow and the lack of understanding will lead to psychological suffering and even physical one. Encouraging them or underlying some positive things will do nothing but determine the child towards negative sides. The sensitive child does not wish a solving to his problems but to be listened, to feel that the parents suffer together with him. The message that the parents have to send to such a child is that: his negative feelings are normal.

- the preparing and coordination will be appropriate for active children because they are generally preoccupied by facts, actions. They will cooperate best when they know what they have to do, when they have a plan they must follow. Coordination is essential in the case of these children, without them getting easy out of control and they will oppose. In their case, the parent must think in perspective, they cannot be left without an action plan where the rules and limits are clearly set, their existence will reduce the resistance of active children. Clear and direct formulations will reach their target in the case of these children. They need to feel that they are controlled more than other children. Having a lot of energy the parents get tired before them, especially if they will not channel their energy into doing something, to an aim.

- if the children are sociable they will need guiding and fun. Characteristic to them is the need to experiment everything that appears or everything they come into contact with. They need to establish relationships with the world, to react to what happens around, in order to build their personality. The need for freedom is greater, these children do not like monotony but the things that change. They will not manage to concentrate on a certain thing, will pass from an action to another without finalizing them. They forget very quickly what they have began and this thing should not upset the parent, but he should try to guide the child again to the desired action, and in time the child will learn to concentrate. The resistance of the sociable children can be reduced by reorientation to new activities. Very useful is distracting attention by means of song, involving in the housework, reading stories at bedtime.

- The receptive children will need ritual and rhythm. They want to know what will happen, what they should expect. They do not like change or expressing their desires, preferences. Changes must happen in time and be signalized. They are more oriented towards dreaming, participating at an activity may reduce, in their case, to simply observing. In time, if they are not neglected, if they are well guided, they manage to assume risks involved by what is new, and to participate actively to activities. Things that repeat will offer them secureness. Their resistance does not imply anger crises because they do not want to upset the parents or to disturb them.

c) Methods for increasing motivation

Increasing motivation is possible by stimulating cooperation and giving up punishment. It is not useful to obtain a result or an answer from the child through fear and threatening. The desire to cooperate and help his parents exists in every child, it must be only stimulated through love and understanding. Punishment does only strengthen the child's negative behavior, especially because parents are not constant in their manifestations. Often they express love feelings so that later they change their attitude and the result will be nothing but confusing for the child.

The cooperation from the little ones increases if they know that they are rewarded for their work, especially if the reward is made by recognizing the success. Anticipating the reward will determine them to be more obedient and cooperative. If the parents will reward the children due to a reaction or positive answer, then they will draw their attention to things they are doing right. Instead, the

punishment will accentuate the things they are doing wrong and the idea that they are bad by birth and must be corrected. Thus, the little ones will understand that it is normal to make mistakes that will be forgotten and not brought up again on every occasion.

The adult must pay attention to the tasks well finished and to accentuate them and the mistakes will not be underlined or insisted upon.

Recognizing the merits will help children to create a positive self-image, which will push them to cooperation. But one must not fall into the trap of a too gentle education. This happens very often to parents, who do not like confrontations and prefer to please the children in order to avoid the anger crises because they do not know to impose their point of view.

In order for the rewards to be efficient, the parent must find out those things that really motivate the child, i.e. those things that especially please the child. If the parent will appeal to such a reward, at the right time, he will certainly obtain the child's motivation for one action or the other.

Although the reward is a useful method it must not be used in excess just because it offers a quick solving to the cooperation problems. It must be used when the requirements, satisfaction of needs, listening and understanding do not have any result. If the children do not have the needs satisfied, the reward can prove to be un-efficient.

Here are some example in this sense:

- the parents do not have time to listen to their children and these are disappointed and they just need some understanding and communication;
- their ordinary rhythm has been disturbed;
- they do not have the certitude of what will follow next;
- they are hurried to do one thing or the other;
- the rules have not been fixed, what is wanted from them.

No child will be pleased if he receives only rewards. So the parents, who are afraid that by offering rewards their children will get used to ask for something, in return of a reaction, must not be afraid. The reward itself is nothing but another possibility of educating the child's natural motivation of cooperating.

Just like the reducing of resistance differs according to the child's temper, the same way the offering of rewards must be thought differently from one child to another and according to the respective moment.

Here are some models of rewarding:

- If you do your homework now, then we shall go together for a walk with the dog.
- If you help me out and pick up your toys, then I'll have time to bake you pancakes.
- If you come now, then you can play later.
- If you stop talking now, then we can go to the pastry shop.

In conclusion we may say that actually children are not beings that are born with the tendency of being un-obedient, but the inappropriate education will form them in this way. As long as the adults will treat them equally, as they were a team colleague, they will feel important and will develop the desire to cooperate. If the little ones are educated in this sense, of cooperation, it will be much easier for the adults to understand them. A child must be treated as a unique entity and not generally, as the education necessary for one of them will not be proper for the other. But as a general principle, if the parents will no longer give orders, if they will preoccupy to satisfy the children's needs and if they will know to motivate them accordingly, they will have well-mannered children, obedient, with a strong structure and personality. In life they will become adults with a healthy thinking, able to develop and to handle problems on their own, persons that care about the people and what happens around them.

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COMMONALITIES AND DISTINCTIONS BETWEEN CAREER COUNSELING AND PSYCHOLOGICAL COUNSELING

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Abstract.

The study synthesizes opinions and points of view regarding the commonalities and distinctions between Career Counseling and psychological Counseling. We start from the assertion put forward by N.C.Gysbers and his collaborators (1998). In their opinion, this problem can only be understood if we analyze the nature and structure of the two forms of counseling. We focused on the common elements and interdependence between the two forms of counseling, as it is emphasized by the vast majority of specialists in the field of career counseling. While accepting all these arguments, we consider, nevertheless, that the two forms of counseling differ in three important aspects: the nature of the problem dealt with, the goals pursued and the structure of the counseling process. Finally, we make a brief presentation of the stages involved in the process of career counseling as they are described by N.C.Gysbers and collaborators.

The process of career counseling takes place within a professional relationship in which the counselor helps individuals or groups of individuals to explore their decisions or to solve problems related to the choice and development of their career in school, in a community or at their working place. Essentially, the individual is helped to choose a profession, to prepare for it or to practice it in an efficient way.

According to some American authors (N.C.Gysbers, M.J.Heppner and J.A.Johnston (1998)), the relationship between career counseling and psychological counseling can be clarified only on the basis of a thorough analysis of the nature and structure of the two types of counseling. Starting from this assumption, the Romanian psychologist M. Zlate (2004, p.369 – 370), synthesizes certain distinctions that can be found in the specialized literature of the 20th century.

- A first distinction comes from the nature of the problems the two types of counseling deal with. In the case of psychological counseling, the problems that are dealt with are of a personal – emotional nature, whereas in the case of career counseling they have to do with one's profession and work. This distinction emphasizes a false gap between work and non-work. Therefore, the nature or the specific features of the problems do not differentiate between the two types of counseling, on the contrary, they constitute a common ground, due to the fact that both of them involve the individual's confrontation with a series of problems.
- Another distinction stems from the **stereotype perception of the two forms** of counseling. Thus, psychological counseling is viewed as an exploratory and facilitating relationship, since the counselor's attention is focused on the client's personal – emotional problems, whereas career counseling is viewed more as an information and testing relationship, a process based on a quantitative evaluation of data. Such a distinction appears only at a perceptive level, which makes it insignificant.
- Finally, the last distinction between career counseling and psychological counseling takes into consideration the length of time they involve. It is a well known fact that psychological counseling takes a longer period of time, since, it requires the use of

adequate intervention strategies. As far as career counseling is concerned, it involves a shorter period of time, a fact that limits the possibilities of intervention strategies and ignores **psychological processes such as indecision**.

Undoubtedly, the length of time the two types of counseling require is important, but it is not decisive. In our opinion, the solving of the client's problem is what matter most, the sooner it takes place, the better.

Consequently, the above – mentioned considerations lead us **to the idea of a similarity** between the two types of counseling, rather than a discrepancy. Based on this assumption, we can say that N.C.Gysbers and his co – workers are right, in putting forward their thesis “ career counseling is part of the general process of counseling, since it has all the characteristics and intrinsic qualities that any form of counseling has. “ (N.C.Gysbers et al., 1998, p.2).

Most specialists concerned with the theoretical and practical aspects of choosing a career consider that we cannot separate career counseling from the personal counseling, since the choice and development of a career is influenced by the development of one's personality. (E.Ginseberg, J.Holland, D.E.Super, A.Roe and others). In trying to bring arguments in support of their thesis, the authors show that career development is linked to the moulding of one's image of oneself and therefore “career counseling is not a form of treatment radically different from personal – social counseling” (F.A. Nugent, 1990, p.138).

For instance, according to D.Brown (1985) career counseling is recommended for individuals with personal problems, and in J.O.Crites's opinion (1981), career counseling is a process that not only facilitates personal development, but **it also helps the individual's personal adjustment**. That is why, those who prepare for a counseling career should also attend courses on career development. The vast majority of authors in the career counseling field, starting with E.G.Williamson (1939), were concerned with classifying the problems their clients have to deal with in choosing a career. One of these taxonomies is that of F.A.Nugent in 1990. Starting from the assumption that the **choice of a career and personal counseling** are interdependent, he groups the client's problems into four categories:

- a) The need for vocational exploring and information.
- b) The conflict between the client and other persons related to the choice of career or with professional performance;
- c) The client's inner conflict, the ambivalence or mixed motivations related to two or more professions.
- d) Conflicts that appear in the clients personal life (F.A.Nuget., 1990, p.140).

- An important argument that supports the idea of interdependence between personal and career counseling is “**the use of the general counseling theories in career counseling.**” For instance, J.D.Krumboltz (1979) presented the way in which social learning theories can be used in career counseling (J.D.Krumboltz, 1979, p.19–49). E.S.Brodin and S.J.Segal applied psychodynamics theories to career counseling and J.O.Crites was concerned with the use of client – centered techniques for career counseling. At the same time, many supporters of social learning theories, as well as those of behavioral cognitive theories consider that indecision in choosing a profession or the conflict involved in this process are the result of insufficient learning experiences career – related. They also consider that undecided persons have not learned systematically how to take decisions.

The representatives of psycho – dynamic counseling consider “the diagnosis of the client's problem as essential”, the diagnosis being based on the client's interview. Afterwards, the client is helped to take a decision and make all the changes within his personality, if necessary. They emphasize the dynamics of the relationship between the client's needs and career development. On the other hand, supporters of humanist approaches of counseling consider that C.Rogers client – centered theory helps the individual implement his image of himself into a consistent occupational role. In contrast with the psycho - dynamic approaches, in which tests are extensively used, in non-directive career counseling they are used only at the clients' request. (J.O.Crites, 1981).

Undoubtedly, **theories directly related to career counseling** have also been developed. The following are well – known theories in the field: Ginzberg and Super’s professional development theory, the interdisciplinary theory of career choice, based on empiric investigations in the field of economics, psychology and sociology; Roe’ need theory, based on Maslow’ hierarchy of needs, and, finally, the theory most extensively used in career counseling, J.Holland’s typological theory.

- The interdependence between career counseling and psychological counseling is also supported by N.C.Gysbers and E.J.Moore in 1987. Comparing career counseling with the general counseling process, the two authors emphasize that “if there is one single fact generally accepted in the counseling literature, that fact is that a positive relationship between a client and his counselor is the only thing unanimously agreed on” (N.C.Gysbers, E.J.Moore, 1987, p.173).

Along the same line, L.E.Isaacson (1986), emphasizes the fact that, in all types of counseling, the counselor should be able to react to the feelings, behavior and attitudes expressed by his client. The major distinction between career counseling and other types of counseling consists in the additional amount of information related strictly to the occupational field. Also, in the final stage of counseling, career – related decisions are considered as part of the necessary change in attitude and behavior.

- Finally, as far as **models of career counseling** are concerned, the American authors J.O.Crites, N.C.Gysbers and E.J.Moore, put forward the so – called **comprehensive counseling model**, described as an eclectic type of career counseling.

This model is, in fact, **a synthesis** of the trait – and – factor theory created by Fr.Parsons at the beginning of the 20th century, of Roger’s client – centered theory and also of psycho- dynamic and behavioral theories. J.O.Crites views this eclectic counseling model as having three stages:

- a) **the diagnosis**, in which the counseling relationship is established and information about the client is gathered;
- b) **the process**, in which the counseling relationship is developed and problems are explored and clarified;
- c) **the result**, which includes (the development) the growth of the client’s personality, with special emphasis on his professional adjustment.

The other two authors, N.C.Gysbers and E.J.Moore describe just two stages of the model:

- a) **in the first stage**, problems are clarified, the relationship is established and information is gathered;
- b) **in the second stage**, the problem is solved, the counselor’s intervention takes place and the client takes action; this stage also includes an evaluation process meant to establish the degree in which the problem was solved.

While accepting all the common elements and the interdependence between career counseling and psychological counseling, we consider, nevertheless, that the two types of counseling do not overlap. The distinction between them stems from the nature of the problems dealt with, from the final goals pursued and also from the structure of the counseling process itself.

As we have already mentioned, psychological counseling deals with personal – emotional problems, whereas career counseling focuses on problems related to one’s work, profession, career. The emphasis on professional problems in the case of career counseling involves the use of data based on the research made in the field of professional development as well as of professional development theories. As far as **the final goals** are concerned, career counseling performs the function of prediction, prevention and personal – professional optimization, whereas personal – emotional counseling has mainly recovery goals.

Referring to **the structure of the career** counseling process, N.C.Gysbers and his co – workers put forward a structure that consists of two main stages and six sub – stages (N.C.Gysbers et al. 1998, p.4 – 6). This structure is quite different from that of personal – emotional counseling.

- The first stage consists in **establishing the client’s objectives** or in **identifying, clarifying and stating his problem**. It includes three sub – stages:
 - a) **the counselor’s opening towards the client or the building up of a working alliance**.

During this stage, the counselor identifies his client's problem, listens to his thoughts, tries to discern the dynamics of his client's feelings, defines and clarifies relationships. In this stage the counselor's as well as the client's responsibilities are also established.

- b) **gathering of information about the client.** During this stage, the counselor makes use of counseling guides, quantitative and qualitative techniques to explore the client's perception of himself and of others. The counselor also tries to determine the way his client represents different roles in life, places, events, he establishes if the client is aware of possible obstacles and constraints. At this stage, the counselor also tries to determine the decision – making styles of his client.
- c) **The use of career related theories, as well as theories related to counseling and personality.** The counselor makes use of these theories in order to put forwards hypotheses related to the obstacles encountered by the client in choosing the best intervention strategies, thus taking into consideration such variables as sex or cultural background, that might influence his client's behavior. The counselor also tries to cope with a possible resistance on the part of his client.
- The second stage of the structure of the counseling process refers to **solving the client's problems and achieving his goals.** This stage is made up of three sub – stages: a) **the action;** during this stage the counselor uses counseling techniques, makes quantitative and qualitative evaluations in order to help his client solve his problems; b) **establishing the goals and the action plans;** now the counselor prepares some plans of action, together with his client. These plans are meant to achieving the goals or overcoming the obstacles;
- d) **the evaluation of results and closing of the counseling relationship.** This sub - stage intervenes when the client's goals were achieved or his problems solved.

In conclusion, we can say that career counseling is a form of counseling closely linked to he general and social counseling process, since the choice and development of a career are closely related tot he individual's personal and social needs, as well as to his cultural background and personal development.

Career counseling has its origin in an educational setting and for a long time it has been developed exclusively in schools. It is only during the last decades of the 20th century that it has been extended to various community and business agencies.

The general practice of contemporary counselors involves working in various programs of educational, social and psychological assistance with clients concerned about their career. There are also counselors who are specialized in the placement work in schools, communities as well as government and non-government agencies.

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DIVERSITY COMPETENCE IN COUNSELING

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Abstract:

Two cases are presented here which show how Career Consultants can successfully work with the increasingly diverse workforce in Germany. One case demonstrates how leader qualities can be developed in an industrial and industrial environment which is very hostile to migrant women becoming team leaders. The other case deals with the wishes of a young migrant girl to find an apprentice job she likes, and to work with a German boss in spite of possible cultural conflicts with her family. A conclusion is that the Career Consultants have to deal very consciously with many constraints, based on a deeper knowledge on the cultural obligations and social commitments of migrant populations. This has nothing to do with a “naïve empowerment strategy”.

Many Economists, sociologists and psychologists in Germany have stated an increasing tendency of separation of the German society – due to a critical economic situation and fundamental changes in labor market policy, taxes, social and health care: The incomes of the richest 25% of the population have increased significantly during the last 3 years in West and East, whilst the incomes of the 25% poorest have dramatically decreased. The risk of long-term unemployment is increasingly concentrated on particular groups like 2nd generation of male descendants of migrants. The mental impact of this social disintegration process can be felt: An increasing fear of job losses, income and social insecurity are spreading in many groups and even in the middle classes. As the competition for jobs is increasing, people who feel that their social status could be threatened by unemployment tend to react sharply to migration from Eastern Europe or other countries, and even to exclude social groups like migrants. At the same time we observe a trend of self-exclusion and dissociation of some migrant populations from the mainstream society. This has to do with the loss of the perspective of social advancement in these groups, with the loss of industrial jobs where unskilled labour was used and their replacement by jobs in the service industries where social and communicative skills are needed, and with a sceptical attitude of many migrants towards formal education. Moreover, the concentration of migrants in some urban and suburban regions contributes to the trend of segregation.

In particular, the Muslim population is threatened by this trend towards segregation. Many of them have mentally and from the linguistic point of view left their origin countries but not yet arrived in the German society. Obviously they have strong problems in the process of development of a stable identity. Sometimes they would develop a common habit and common symbols of a new original culture that can be compared with the juvenile culture of the 1950s and 60s which reflects resistance, distrust, and the need for demarcation. Sometimes they would rather fall back to the culture of their lost home country, and even stick to the extreme conservative elements of this culture. To take an example, many Turkish people in Germany have conserved or developed a conservative habit that you wouldn't find in Istanbul. This increases their problems to find a job, and the lack of integration increases the development of a habit of isolation and self-segregation so that a vicious cycle develops. This has been shown by representative investigations.

But how can Career Development Facilitators and Career Consultants react to the needs of the increasingly diverse workforce, and deal with the migrants' special needs and access problems to

the labor market, taking into account the tendency of self-segregation and the increasing mistrust to German educational institutions and the increasing German mistrust against people from Islamic countries? (Germans usually link people from Turkey, North Africa and the Middle East mentally with Islam, whatever they think or believe.) How can we overcome with the blind spots of society and deal with the challenge of bringing Muslim people to work and career? This would be a most important issue to fight against the tendencies of segregation and social disintegration.

Let me show by two short case studies how this could work:

1. The first case deals with a big Swiss food processing company with a factory in Germany. The jobs are in the low-wage-sector. About 75% of the workers are low-qualified migrants from more than 50 nationalities, many of them are Muslims. This factory couldn't exist without the migrants' work force as well as many other companies and industries. As the management is really aware of migrants' needs at work, they try to promote the career development of migrant people. One of the promoted persons is a young Turkish woman - Nuriye - , speaking German fluently, with formal skills and some organizational competencies, who because of these skills was slightly pressed to become the leader of a team of Turkish women, most of them elderly people. The bosses had the best intentions: The young woman was expected to be an effective team leader in a homogenous group of her own cultural background and a role model for other Turkish women. But this didn't work very well. Nuriye was about 23 years old and most of the other team members were about 40 to 50 years. At work most of the team members seemed to accept the instructions and suggestions given by Nuriye. But at the bus-stop outside other things happened. The elderly women talked to Nuriye this way: "Look, the management made you our leader. But you are too young, you are not married. So don't forget to honour and to respect us elderly women having founded big families and educated many children as you might know." The human resources manager then came to realize that ongoing pressure to conformity with social norms and values of this group could weaken Nuriye's leadership position and discourage her. The manager discussed this issue with trainers and supervisors and decided not to give up promoting Nuriye but to find another way. As the manager was convinced of her personal qualities they came to make her a team leader in another team consisting of mostly Non-Turkish but diverse members. That enforced her to experience ongoing leadership. I should mention that this is not the normal way career development of migrants takes place in Germany. But it is an encouraging example of good practice and can show us how to overcome with challenges of promoting migrants to job and career within a company.
2. What can the Job Consultant do if her or his young client with a migrant's background is looking for a qualified job but has grown up in the conservative culture of a migrants' family where unemployment nearly has become hereditary. Let's have a look at Susanne, Job Consultant in her own agency and counseling 18 years old Fatima, a head-scarfed girl from Morocco who is looking for an apprenticeship as a doctor's assistant. Susanne just finished the intake-interview and discussed Fatima's role and position in her family. So she learned that Fatima was educated in a rather traditional way in terms of gender and religion but was allowed by her parents to come over with school and to look for a job. Susanne confronted Fatima with the problem she probably might have presenting herself at a doctor's consulting room wearing her headscarf. She learned that Fatima felt not to be able to her headscarf, but it wasn't quite clear whether this was due to her religious feelings or because she worried that her parents could find out that she didn't wear her headscarf at work. Susanne asked Fatima whether she could imagine to work in a female doctor's practice with Turkish or Arabian background. Fatima agreed but encouraged by Susanne's empathic counseling style then told her that she would prefer a German doctor as employer. German bosses (whether doctors or not) are said not to be so severe and rigid as bosses from other countries are. Susanne accepted this and suggested two options to Fatima: First Fatima would look for female doctor in a migrants' quarter where she could expect to be accepted as assistant even with her head-scarf. This could even increase the trust of the patients, and Fatima's apprenticeship could even be an advantage for the doctor. But it could take a long time to find such a liberal employer, and Fatima had to be prepared to search for such a job for a long time. So Susanne very carefully made another proposal: Fatima could think about putting away the head-scarf during work as other women from Muslim background do the same in some cases. First Fatima rejected but then promised to think over if she could make sure that her parents did not hear about this.

What conclusions about diversity competencies can we draw from these case studies? What did the human resource manager and the Job Consultant do to find an appropriate solution that would fit to the client's need and to the situation?

Over all, they recognized and respected culturally shaped behavior even if they thought that it could have a negative impact on the aims and career perspectives of their clients. The central question is: Are we as Career Consultant allowed to initiate and to support the client's break to her or his cultural origins (as it is usually done in recruitment procedures in Germany, when the husband of a mid-east woman is sent out of the room, etc.)? Or do we have to accept the full influence of the social network the client is linked to? Do we have to take into account this collective "culture of obligation" which can also be an important resource for unemployed and unskilled clients? In general, the Career Consultant has to avoid naïve empowerment strategies. He / she has to find out how strong their clients are, and if they wish to escape from their social network, or if they rather should make use of it because they wouldn't be able to get a job without it, or if they could find a compromise, or a niche "between the cultures".

In our cases, the Career Consultants didn't do missionary work with their clients, and neither did they give them the advice to resign early from their plans and to adapt to the values and attitudes of their environment. They found solutions to deal with the constraints of the situation and with the restrictive habits and traditions of the social environment that actively or passively influenced their clients. In the first case, the young person was enabled to experience her leadership qualities in another diverse team, thus avoiding to surrender too early. She could choose whether her commitment to her cultural group or her interest in becoming a team leader was stronger. In the second case, the Career Consultant has tested the degree of obligation of the family's values and traditions for the young girl. Susanne has tried to find niches for Fatima in order to avoid a big "cultural clash". Working in such a niche could reduce the pressure on her and allow her to reflect and balance her family's values and her career wishes. The Career Consultant is able to take the cultural values and traditions into account but she or he has not to judge about but leaves it to the clients to make their experiences whether these values and traditions can be compatible with a career or not.

What experience could have enabled the human resource manager and Susanne to be empathic and look carefully to the needs of their clients? They have developed their diversity competencies "on the job", working for a long time with a diverse population, thus

- having learned about their own values and norms, stereotyping and judging patterns: When does stereotyping help, when does it hurt? When have you been caught by your own stereotyping assumptions? What about yourself as a victim of stereotyping? etc.
- having deepened their knowledge in terms of cultural and other diversity dimensions (gender, age, religions) to gain a better understanding of mental programs that shape our minds: Where do our mental cultural programs come from? What about the impact on thinking, feeling, communicating, acting? On norms and values of individuals?
- having always experienced new possibilities of behavior and getting feedback about their progress by the clients' reactions.

Moreover, both have participated in our intercultural workshop and have reflected their experiences there. There they found out that they had made their own experiences with diversity. E.g. for the human resource manager, as he told us, it was a "clash of cultures" to change from a cheap food label to a premium class label producer. He remembered of having been stereotyped as the "junk chocolate man" for 10 years...

The three steps above (sensitising, deepening of knowledge, development of new forms of behavior) have been described very well by Taylor Cox jr. (2001) and Lee Gardenswartz / Anita Rowe. We feel that our approach (Weissbach / Kipp 2004) is rather close to these approaches. They can successfully support Career Consultants to deal with the challenges of diversity.

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DETERMINANT FACTORS OF THE BRAIN DRAIN AND BRAIN GAIN IN ROMANIA.

SOCIAL AND ECONOMIC IMPLICATIONS

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Summary

Labour migration, especially of highly skilled labour is triggered by a variety of factors, from general economic, demographic and social ones, to personal factors, of professional accomplishment and human development. In addition, more and more often it is acknowledged, including here the decision-makers, that the relation labour migration – structural occupational adjustment – economic growth becomes more intense by the day. Also, it is clear that modern modes of communication have facilitated the creation and maintenance of cross-border networks of people that promote the transfer of knowledge and technology across borders (1).

“Brains” migration is nowadays the most valuable form of persons’ mobility. By the potential added value of these highly skilled persons, who are specialised, performing and innovative “knowledge and innovation” became “the engines of sustainable growth today” (Fiegel, 2005) (2). Attracting and keeping performing labour force on the national market represents a condition of competitiveness, of insuring sustainable development at local and national level. Migratory flows of highly skilled population are triggered/oriented as volume, intensity and movement directions by totalling conditions:

- differences with respect to **qualified and performing labour potential supply** originating from the system of initial education on geographic areas and development regions;
- differences referring to the **professional profile** supplied through the education systems and **demand** of the economic environment or of the research-development sector;
- financial capacity and the **policy of attracting qualified staff** promoted by certain either state or private institutions or companies;
- **personal development opportunities** (building a career, financial standard, social position etc.).

It should be mentioned that brain drain flows are the result mainly of shared several factors—push and pull type, and **migratory flows are oriented on a few traditional movement axes**: South to North, East to West and from Europe to USA or Japan. The deficit of highly skilled human resources triggered by a weak correlation between the training supply of education and the competencies’ and qualifications demand of the economic environment is adjusted/added through the attraction to lacking labour market segments of the performing migratory workers.

The satisfaction degree of labour market demand with highly skilled labour is sensibly wider in the destination areas of brain drain, of performing, competent and highly innovative personnel. While Europe is certainly a higher educated society, only 21% of EU working-age population has achieved tertiary education, significantly lower than in the US (38%), Canada (43%) or Japan (36%), as well as South Korea (26%) (3).

With respect to **students’ mobility**, as potential source of brain drain feeding, it should be observed that the flows unfold around the same axes as labour migration. The EU area, for instance, attracts about 400 thousands students, from which 60% originate from other countries than the

member states. The net balance (outgoing students – incoming students) is in the favour of 60 thousands persons entering (school year 2001/02), whereas in the case of Romania the balance is negative in the same period of a loss of about 10 thousand persons being recorded (12.5 thousand students left and only 2.6 thousand foreign students entering the country) (4). Even EU as a net receiver of foreign students may attract and retain fewer talented minds (according to Kok report the main disincentives to mobility consist of administrative and legal impediments) (5). The interest of EU area countries for brain drain has been clearly defined by the EU Ministers of Education, who had already set by the Detailed Work Programme the objective of transforming the EU into “the most favoured destination of students, scholars and researchers from other world regions”.

Adjustment factors of highly skilled population flows

Brain migration represents a more and more intense process that comprises **increasing numbers** of population categories. The 1990s saw a significant increase in the international mobility of highly skilled workers, looking for jobs in the fields of new technologies, education and healthcare (6). **Nowadays, attracting the most performing to work in companies, institutions, research centres, etc., form another area than the area of origin begins at even earlier periods, already from the time of secondary education.**

Best students are stimulated through various performance methods. They even receive the inducement of a behaviour focused on ‘specialisation and thereafter of building an exceptional career’. Through the offers of continuing their studies or specialisation in prestigious education institutions of the world, or in renowned research-development institutions acknowledged by the scientific community the first step towards brain drain has already been made.

Attracting **overqualified persons** with completed education, who are already present on the labour market or are in search of a job ‘according to training’ is achieved mainly in two ways:

- **brain shopping**, when labour conditions and incomes are negotiated;
- stimulating participation to high specialisation courses and thereafter attracting and employing on a labour market, as a rule outside the country/area of origin.

Brain drain, as different from labour migration **targets a clearly undefined time horizon**. The work relation is based on a longer employment contract (well-stipulated in time, or not) **and is conditioned by the achievement of high performance**. The employer shall uphold his contractual undertaking as long as there are no replacement possibilities with another person more performing comparatively and maybe not as ‘expensive’, or for whom, potentially a better cost-performance/results relation is ensured.

The **factors triggering migration behaviours** are different on age groups and depending on the statuses of each individual:

- a) *for pupils/students migration is triggered by:*
 - **the wish of furthering their education** and improving in the best education/research units;
 - eagerness to compare with pupils/students from other countries;
 - the **opportunity** of ensuring after studies’ completion **a suitable job according to personal qualification** and which would allow for the development of an excellence career.
 - b) *for those already entered/present on the labour market, respectively for working-age population, the motric/incentive factors for migration are determined by :*
 - the **wish to assert themselves in profession**, which cannot be materialised in the already held job;
 - the hope of **gaining financial comfort** adequate to performances and social position
- Chiefly, three groups of **factors** were identified as **deciding over the migration destination** (7):
- a) the **economic attractiveness** of the destination region ;
 - b) the **presence of family** members or people of the **same ethnic origin**;
 - c) the point of entry into the country and the **proximity** of the country of destination to the country of origin.

To stimulate brain mobility host countries offer, punctually a sum of economic and/or social advantages for the migrant and his/her family.

If labour migration has concrete objectives of temporary covering the deficits on well-defined labour market segments, **brain drain is a permanent action of recruiting over-endowed persons**, irrespective of their specialisation field.

Brain drain is cause and effect of incorporating technological change and of promoting ITC technologies.

Brain migration flows are stimulated by:

- The new requirements of employers with respect to occupation, in the sense of **permanent qualitative labour demand renewal** in relation to the technological level of corporal intangibles, with modern methods of production and labour organisation, including the ones triggered by ITC use. One of the biggest challenges today's employers face is creating an organisation that attracts and keeps talented people (Pink 1997) (8);
- The permanent change of workplace requirements diminishes the importance of stability, experience and competency in job if not coupled with continuing learning with the purpose of fitting to new work environment. Continued employment is tied to lifelong learning and ongoing skill development, practice that enhance career growth and the potential for career advancement and mobility. More than ever, **today's workers must be entrepreneurial** – they must function as free agents, marketing themselves and the skills they can offer to employers who serve as “customers” (Brown 1998) (10);
- The importance of professional **self-fulfilment** associated with ensuring a certain financial comfort (10);
- **Mutual recognition of professional qualifications and fitting the school curricula to EU requirements in the field.** Introducing special courses for graduates to ensure the knowledge demand in the field requested on the EU labour market. Improving the institutional knowledge frame (Diploma acknowledgement and equivalent-accreditation – with the Ministry of Education, the Ministry of Health and Family, the Office for Labour Force Migration, etc.);
- **The possibility of transferring the social insurance benefits**, therefore an increase of the current security. At EU level, for instance, an openness is shown to this end: “ a major overhaul of 30-year-old legislation made social security rules more user-friendly for people travelling to or working in another country. This move came in tandem with the introduction of the European health insurance card, which simplifies procedures for those in need of healthcare abroad... 2006 will become a year for action for workers' mobility in Europe ” (11).
- Ensuring **easier access to labour force demand at international level** by organising international fairs of jobs in Romania, as well as by developing regional employment services. Labour mobility is no longer regarded as just “one of the basic freedoms....is a necessary tool for economic adjustment” which triggered at European level, for instance, “strengthening the network of European employment services” that could facilitate this mobility (12).

Brain drain, brain gain and brain exchange. Dimensions and earmarks

Although the total migration-rate in Romania, comparatively to the rate of other states is relatively low (about half, for example it reached 1.4% as average in the period 1991 - 2002), the structure on age and professional training levels and occupations is significant (13). **As general remark, youth with special professional training and performances are the ones to leave** (more than 10% of total emigration flows and many more using either indirect legal/illegal migration channels).

Legally and illegally migrating population is represented to a large extent by the young generation:

- Undergoing various stages of training (about 1/5 from total) ;

- From the age-group 18 to 40 years, with a high creative-productive capacity. This group of population of working age represents about 40% from the emigrant population (with an emigration rate during the transition period of 1.5 – 5%), and quasi-totally as labour migration.

From the total of migrant population, the higher education graduates (ISCED 5-7) assimilated with brain drain represent about 10% from the total of emigrant persons; representing at the same time a superior percentage to the share of this group in total population aged 15 – 60 years, which confirms the migration propensity of this labour force category. They leave because they cannot ‘find their place’ respectively an ‘adequate and attractive’ job.

High-migration level potential (with good chances of changing into emigration) is a feature of graduates of upper secondary education. More than quarter are high-school graduates (ISCED 3G and ISCED 3V) and post-high school education (ISCED 4), but the mentioned percentage is smaller than their share in total population aged 15 – 60 years (about 1/3).

A special significance has the **professional-occupational structure** of migrant persons. Incomplete statistical data, outdated/unadjusted to the present do not offer details with respect to the most dynamic professional-occupational segments (hardware and software, telecommunications engineers, paramedical staff, etc.). The evolution of emigrants’ distribution on groups of selected professions (statistically recorded) highlight a professional-occupational and educational polarisation. **The largest part** of emigrants remain **diploma engineers and architects** (over 6%, data 1990 – 2002), followed by professors, technicians and foremen (about 1/3 from the above-mentioned group) and economists, physicians and pharmacists. Per total, these groups accounted for around 15%(1990 – 2002).

Higher education graduates emigrating from Romania have a predilection in choosing destinations that include the most developed countries: Canada, USA, Germany – almost 40% from total emigrants for 2002, for instance – and those entering the country are with preponderantly from Moldavia (1.4 of total immigrants in 2002).

Irrespective if we place ourselves at economic, financial or cultural level “brain circulation” net balance is to the disadvantage of the origin country and to the advantage of the destination country and of the migrant person (14). A brief presentation of the advantages/disadvantages *for the origin country* takes into account the following aspects:

- *main losses refer to:*
 - a) *the risk to the economy on longer term of skill shortages.* Exit flows and entry flows are only to a small extent replacement ones and, as a rule, immigration to transition countries or less developed countries is performing weaker than emigration. The labour exchange under this aspect is inferior qualitatively, even when the numerical relation is ‘in favour’ of brain gain flows.
 - b) *Effects on obtaining and using skills.* In the longer run, if inward migration is seen as displacing local workers, this may create disincentives for locals to invest in education and training. Importing skills versus training locals does not represent an alternative not even on short term. Permanent investment in the human resource by training proves to be in present and future the most profitable policy of stimulating competitiveness.
 - c) *Highly skilled labour mobility, either temporary or permanent triggers a competencies’ skills’, and work habits exchange.* The net balance of these exchanges tends to be favourable at local level and on specific market segments for the origin country and the destination one.
 - d) *The dependencies determined by the expected work income level, by working life standards and career development opportunities* produce negative effects on the ‘net exporting’ market at least through two channels: on one hand, the incapacity of the market to employ high skilled persons, and on the other, by dislocating persons already employed (who leave) and the incapacity to reemploy for these jobs at least under comparable conditions;
 - e) Highly skilled labour exchange leads also to a *professional-occupational ‘de’-structuring* and could trigger pressures on narrow market segments – penury/deficit for some occupations and professions and over-supply, hence long-time unemployment on others.

- *Advantages, respectively gains are too few and pretty volatile:*

- *Labour market unwinds* and, in time, unemployment diminishes but this does not compensate for the expenditures made by society for educating the migrant person;
- *Financial transfers from working abroad are limited*, as a rule, accidental in case of brain migration and if migration becomes final, these vanish, as a rule.
- *Gains at the labour culture level or at the one of added value in case of return are relatively lower* than the gains generated in the emigration country.

Due to brain gain issues of labour deficit are solved for narrow segments of market, but for highly skilled labour same issues of inefficiency occur with respect to employment because of lacking/insufficient financial resources for endowments with performing research equipment and more stimulating remuneration.

Brain “import” on an insufficiently developed market might lead to temporary/transitory (to other more attractive areas) employment, or even to social tensions – unemployment, failure to adapt, etc.

Implications of brain exchange processes

Brains’ mobility, even if it is temporary or permanent attracts a number of positive and negative effects.

Brain drain isn’t a purely academic problem. Billions of Euros and tens of thousands of jobs are at stake, because science drives economic growth in the IT, biotech and pharmaceutical sectors. Europe can’t afford to fall further behind... Only if we manage to keep our innovation at the top we will be able to reach the level of prosperity that will allow us to keep our welfare system in today’s changing conditions (15). Concern reasons are much greater for Romania because economic restructuring, in order to generate performance and competitiveness on medium term cannot be achieved but by incorporating technological change and employment of highly skilled human resources.

As long as the economic and social environment cannot support any performing education system, nor can ensure the employment of highly skilled experts, **brain circulation processes shall continue, even intensify**. But, more than brain drain, entrepreneurship drain is a central point which could hurt long term innovation and prevent competitive development of local high tech companies and the creation of jobs for young scientists (16).

In order to counteract the negative effects of brain circulation from a transition country, the efforts are a lot more significant. In Romania there is necessary a series of initiatives towards:

- **“reconciling” labour market and education market**, the achievement of a **functional connection** between these for increasing the graduates’ absorption capacity by the labour market;
- concrete initiatives and measures for **permanent contacts, of collaborating between Romanian specialists remaining in the country and those migrating** (definitively or temporary), including the stimulation of their return in the country, and implicitly on the labour market;
- initiate ‘brain gain strategies’ in the form of **proactive immigration policies** and search for replacement skills (recruiting abroad in key segments, return of talents, construction of brain gain network, etc.). Aggressive recruiting of some professionals needed on North America and Europe’s labour markets denuding the origin region of scarce skills, and not all the time the local labour markets can afford to lose them.

- **Attracting funds** for research development and financing performing technologies assimilation projects on current or future competency fields of the Romanian economy. Financing was and remains the main restriction in creating stimulating workplaces for highly skilled labour, in shaping conditions for stimulating and developing performance education and research.
- **Developing a new ‘culture of competitiveness’** based on material rewards and ensuring career advancement for the most competent and performing ones.
- **Stimulating international co-operation** through education networks (continuing, specialisation), and research.
- Promoting a new system of **specialisation scholarships abroad and ensuring adequate jobs** on return, incentives for career development.

If **migration management as globalisation phenomenon became a necessity** at national, regional and international level, **brain migration management represents an imperative of employment policies at national level**, especially for less developed countries which are less attractive because of diminished opportunities offering to the most performing categories of labour force.

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