

Career Counseling as a Tool for Successful Implementation of Managerial Competencies of Secondary School Graduates in the Slovak Republic

Droppa Milan¹, Lysá Ľudmila¹, Budaj Pavol¹, Szitová Miroslava²

¹ Faculty of Education, Catholic University in Ruzomberok, Slovak Republic
² Bilingual High School Spišská Nová Ves, Slovak Republic

Abstract – The object of this paper is the issue of career counseling for secondary school students using the "Model career counseling" (hereinafter MCC). The aim of this paper is to demonstrate the contribution of the MCC for students while deciding about the choice of their further education and career choices with the implementation of abilities, interests and personal abilities of the student. The method is an analysis of personality preconditions, general, specific abilities and interests of students by using standardized tests and non-standardized author's questionnaires. Consequently, comparison is realized of the collected data about students with graduate profiles in the study program. Based on the observed results, the focus of their further study is recommended to the students.

Keywords – Career counseling, professional orientation, career counselor, Model career counseling.

1. Introduction

Current changes in the labor market are placing ever greater importance on the choice of the field of study which should guarantee the quality of preparation for the profession. One option to help high school students with the proper selection of

further study and profession is offered in career counseling [22].

Career counseling according to an OECD study, the European Commission and the World Bank, represents the services and activities intended to assist individuals of any age and any stage of their lives during the choice-making of education, training, occupation and managing their career [15]. It includes the provision of career information, evaluation and self-evaluation tools, counseling interviews, career education programs, testing programs, programs for job search services for the transit periods. Career counseling is a comprehensive professional help to humans in solving the developmental tasks, situations during the life journey, and to complement the needs in the sphere of labor, employment, profession [24]. There are two types of advices - situational and personal, not as divergency, but as continuum [9]. The main objective of career counseling is to propose students appropriate field of study and consequently improving the employability of job seekers through the application of information, technical guidance tools and activities. These are focused on the acquisition and development of key skills to overcome barriers while finding a work place [21].

2. Current conditions of the solved problems

Career counseling model dates back to the beginning of the 20th century and its origin can be found in F. Parsons paper work [19]. Parsons' approach was created during the social, economic and scientific changes in the United States. At the beginning of the 21st century, among others the market has been characterized by globalization, diversification and deregulation and massive development of new technologies and by shortening the live cycle products' life. This places demands on the work of career counselors who have to introduce life structural interventions to the candidates and explain them what career counseling can and can not

DOI: 10.18421/TEM64-11

<https://dx.doi.org/10.18421/TEM64-11>


Corresponding author: Droppa Milan,
Faculty of Education, Catholic University in
Ruzomberok, Slovak Republic
Email: milan.droppa@ku.sk

Received: 21 June 2017

Revised: 23 September 2017

Accepted: 28 September 2017

Published: 27 November 2017

 © 2017 Droppa Milan et al; published by UIKTEN. This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivs 3.0 License.

The article is published with Open Access at www.temjournal.com

do [20]. Another way is to revise the old theory to infer important practical or theoretical conclusions [3]. Several authors care for professional career guidance. The best known ones in Slovakia are [25], [11] and [27]. Career counseling for college students is dealt with in [18].

Involved in psychological aspects of career counseling are [8]. Responsible for the career counseling in the education sector is [16]. The theoretical background of various authors such can be used with clients as. [12]. In professional sources, career counseling is divided according to the sector in which it is provided. This paper deals with the issue of career counseling in the education sector [14]. For the purpose of career counseling, the following professions: educational counselor, school psychologist, school special teacher, special needs teacher/social worker, whose competences are include in the Ministry of Education notice no. 43/1996 Coll, were especially established in this sector [26].

3. Required competencies for future managers

For successful performance of management positions are generally publicly recommended (required) the following competencies:

- a knowledge of 2-3 world languages;
- to be a bearer of new ideas;
- to dispose of strategic thinking;
- to initiate and support change;
- to initiate and develop contacts with the media;
- to follow the ethical rules;
- not being afraid to take risks;
- to be harmoniously developed personality (communication, assertiveness, empathy, prosociability, the ability of praise);
- the ability to lead people;
- be able not to use excessive force and aggression, do not enforce one's own ego, to repress the desire for position;
- be able to handle the complexity of the aspects of the new position and detect early emerging problems;
- to distinguish the frontiers between their personal interests and the interests of the society;
- to respect everyone who doesn't agree with them;
- to evaluate actually the great obstacles and do not rely stubbornly on what has already been used successfully in the past;
- to avoid the risk to be supercilious and conceited;
- to have a sense of objectivity;

- to predict early enough;
- the ability to make good decisions quickly;
- to create the opportunities for team building;
- to create the conditions to involve employees in managing;
- to create the conditions for teamwork;
- to create conditions for the development of employee skills;
- to create conditions for the diversity of the employees' work;
- to create conditions for innovation;
- be able to explain and convince others why something matters (persuasion);
- to resist the temptation to concentrate too much power [7].

According to the experts in the terms of final success, the balance of talent, the character and the manager's innate persuasive power is needed [5].

4. The characteristics, procedural and methodological viewpoint of the Model career counseling

The main objective of the MCC is to increase the number of graduates who are satisfied with their professional direction and are able to find job in the labor market in accordance with their abilities, interests and aspirations [1].

4.1. Characteristics of the Model career counseling

Decision-making in career choices is affected by the internal and the external aspects. External aspects are given by social and cultural conditions, the situation on the labor market - supply, demand, availability and opportunities of trainings equals the potential of the world of work [2].

Internal aspects are those ones a person inhibits (consisting of qualities, skills, knowledge, experience, skills = human individual potential). They are influenced by cultural, social status of an individual in a society, his physical and mental disposition and a willingness for job opportunities mobility etc. [3].

Hopkins and Tracey have found out that interest and abilities predict the choice of profession, but interest is therefore a stronger predictor than ability [13]. In the consultation process the analysis of the student's interest orientation for the choice of profession is very important. Interests (in coherence with the performance and personality attributes and assumptions) are among the main determinants of the choice of human activities and reflect a conscious preference in realizing the chosen direction of activity. This is particularly true in the choice of study, profession choice and job opportunities [4].

The MCC is focused on the three categories of the attributes: the interests, the abilities and personality preconditions.

Since the 70's of the 20th century, Holland's theoretical model in the field of diagnosis of professional interests, which became a standard in this area has been dominated [12]. Holland has defined the six personality types: practical, intellectual, artistic, sociable, entrepreneurial and conventional that may be presented in the shape of a hexagon (hexagonal with peaks PIASEC) in which neighboring types significantly correlate [23].

Table 1. The typology of the personality

Letter	Type	Orientation
P	practical	a practical work with tools, animals, manual labor
I	intellectual	a scientific, analytical work, problem solving
A	artistic	an artistic, creative and independent work
S	sociable	a work with people, team working and helping people
E	entrepreneurial	a leadership, managerial work in a competitive environment
C	conventional	a work is organized and defined

Source: [23].

Beside the mentioned predictors, an optimal human health, the demographic characteristics (age, gender) and a qualifying potential are non-negligible.

4.2. The Model of career counseling from the viewpoint of the process management

From the viewpoint of the process management the MCC consists of six phases listed in Figure 1.

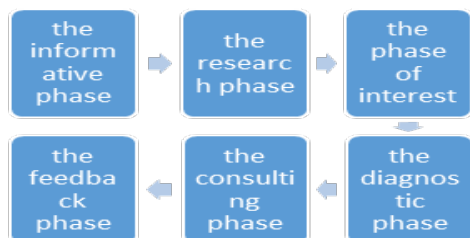


Figure 1. The phases of process management in the Model career counseling; Source: [23]

1. The informative phase: School management (directors) is contacted by the school educational counselors and it is offered a program for students in the final year.

2. The research phase: Based on the cooperation with directors and educational advisors and the application of the profession choice questionnaire, profession undecided students are identified.

3. The phase of interest: In this phase students sign informed consent for inclusion in the model.

4. The diagnostic phase: In this phase the diagnostic focused on students' interests and analysis of the intelligence structure is realized.

5. The counseling phase: In this phase individual consulting based on the evaluated questionnaires and tests is executed. At the same time the final report of the student's profession development is issued.

6. The feedback phase: In this phase a questionnaire of profession decision-making regarding the factors that most influenced the student's decision in choosing further study and the profession choice is performed.

4.3. Model career counseling from a methodological viewpoint

From a methodological viewpoint the MCC contains eight diagnostic methods stated in Figure 2.

The entry questionnaire

"Questionnaire of profession decision-making" is used to search the profession undecided students.

The diagnostics

"The test of intelligence structure" determines the level of intelligence associated to speaking, understanding numbers, a spatial and figural imagination, the ability of attention, perception and memorization.

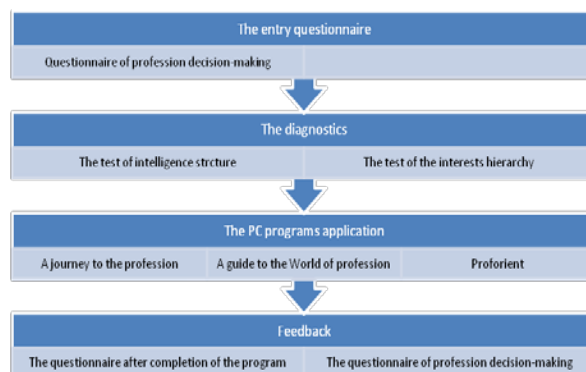


Figure 2. Diagnostic methods used in the modeling career counseling; Source: [23]

"The test of the interests hierarchy", T200, is based on the principle of paired comparisons of the infinitive phrases, representing a total of 17 different interest orientations in the three basal categories - interested in ideas, people and things [6].

The PC programs application

A. "A journey to the profession", based on the student answers a suitable profession is identified.

B. "A guide to the World of profession", the program improves self-knowledge, job opportunities, identifies professions corresponding with student's hobbies and provides information about each profession.

C. "Proforient", provides an overview of higher education in Slovakia and the Czech Republic - overviews of the faculties, study programmes, deadlines of application forms delivery, the entrance exams, the acceptance criteria.

A feedback

"The questionnaire after completion of the program", students have expressed their opinion on the quality of the MCC.

"The questionnaire of profession decision-making", students express which factors influenced the most their choice of further study.

5. Research results

The focus group is consisted of six psychologists, two special pedagogues, two social pedagogues.

5.1. The characteristics of the students

In a research sample, the students from the following schools have participated: three Grammar schools in Spišská Nová Ves, Business Academy in Spišská Nová Ves, Technological Academy in Spišská Nová Ves and students Grammar school in Gelnica. Total sample consisted of 370 respondents, their number was calculated by Gavor. The expected number of students in the last year of study at secondary schools in the SR is higher than 10,000 (the number is about 50,000 annually), the current levels of significance 0,05 and 0,1 [10]. The results were evaluated according to [17].

Table 2. The answers of the respondents before participation in the Model career counseling Source: [23]

No.	Question	Yes	No	Yes %
1	Have you thought about your profession?	370	0	100
2	Do you know in which profession would you like to perform?	217	153	59
3	Do you know your options for further study?	215	155	58
4	Have you chosen the school where you wish to continue your studies?	161	209	44
5	Do your parents leave the choice of school up to you?	208	162	56
6	Do you need an advice about choosing the school?	312	58	84
7	Are you deciding in choosing the school just by the financial possibilities of the parents?	170	200	46

Table 3. The answers of the respondents after participation in the Model career counseling Source: [23]

No.	Question	Yes	No	Yes %
1	Was a participation in the Model career counseling helpful for you?	293	77	79
2	Did your participation in the Model career counseling contribute to improve your self-knowledge?	268	102	72
3	Was your participation in the Model career counseling helpful in choosing the optional seminar important for your further studies?	277	93	75
4	Was your participation in the Model career counseling helpful in expanding your knowledge about the possibilities of further studies?	303	67	82
5	Have you chosen a school where you want to study based on the participation in the Model career counseling?	238	132	64
6	Have you chosen a profession in which you would like to perform based on participation in the Model career counseling?	247	123	67
7	Would you recommend the Model career counseling to your friends?	303	67	82

5.2. Correlation analysis

The results of the correlation analysis after participation in the MCC are shown in Table 4. Evaluation of the results of the correlation analysis.

Based on the results of correlation it can be stated that the strongest linkages are between Q7 and Q4 (correlation coefficient = 1), Q6 and Q5 (correlation coefficient = + 0,948) and Q3 and Q2 (correlation coefficient = +0,939). In practice this means that all respondents answered both questions equally (either "yes" or "no"). In the case of negative correlation, the respondents have stated to one of the questions "yes" and the other "no" (eg. Q1 and Q2, Q1 and Q3, Q1 and Q5...).

Table 4. The results of the correlation analysis after participation in the Model career counseling

	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Q1	1	-,078	-,082	,796**	-,048	-,065	,796**
Q2	-,078	1	,939**	-,086	,828**	,797**	-,086
Q3	-,082	,939**	1	-,062	,778**	,742**	-,062
Q4	,796**	-,086	-,062	1	-,057	-,079	1,000**
Q5	-,048	,828**	,778**	-,057	1	,948**	-,057
Q6	-,065	,797**	,742**	-,079	,948**	1	-,079
Q7	,796**	-,086	-,062	1,000**	-,057	-,079	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Source: own processed

5.3. The evaluation of the contribution of the Model career counseling

Before participation in the MCC the respondents were asked seven questions to answer. Two of them were related to professions in which respondents would like to apply, one question was related to knowledge of the possibilities of further study and 4 questions were related to the school choice. Respondents' answers to the questions are presented in Table 2.

After participation in the MCC, the respondents were asked seven questions to answer. Two of them were related to a possible further study, each single question was related to the use of MCC, to self-knowledge, to school choice, one to profession choice and to MCC recommendation to friends. Respondents' answers to the questions are presented in Table 3. Benefits of the MCC are demonstrable in the areas of clarifying the choice of profession, the choice of schools and the study possibilities - see Table 5. and Figure 3.

Table 5. A contribution of the Model career counseling

No.	Solved area	The respondents before participation in the MCC	The respondents after participation in the MCC	The difference in the number of the positive responses of the respondents	An increase of the positive responses after participation in the MCC(%)
1.	A clarification of profession choice	217-questions 1, 2	247-questions 1, 2, 6	30	8
2.	A clarification of study possibilities	215-questions 3, 4, 5	303-questions 1, 2, 3, 4	88	24
3.	A clarification of school choice	161-questions 6, 7	238-questions 1, 2, 5	74	21

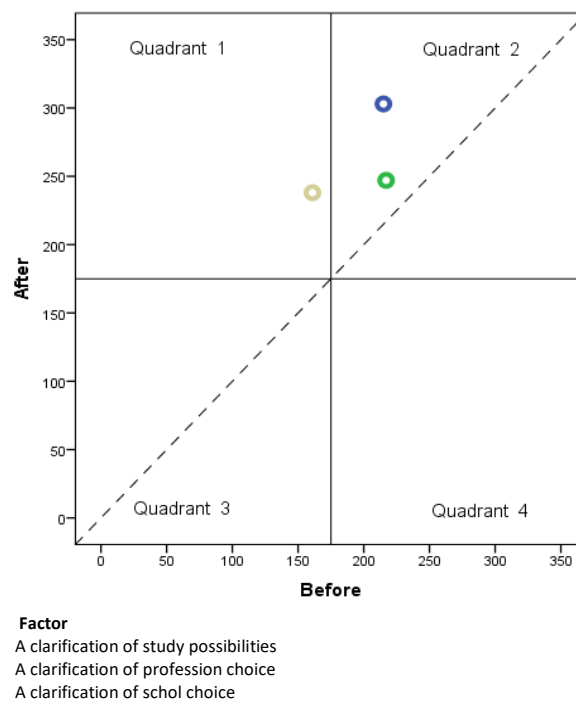


Figure 3. A contribution of the Model career counseling; Source: own processed

If there is no change (neither positive nor negative), so all points would be lying on the diagonal line (dotted). However, a positive change has been shown as the points are above the line. The greatest improvement has been achieved in factor 2 "The clarification of study possibilities."

6. Conclusion

This paper was aimed to demonstrate the benefits of the "Model career counseling" to facilitate a decision-making of high school graduates in choosing their options for further study. Solving the problem is quite difficult because this process is affected by several subjective and objective factors. The use of the "Model career counseling" positively contributes to the resolution of this complex problem.

The authors believe that the determined target has been achieved. To confirm this claim, it is possible to use the results in Table 5. and Figure 3. However, the quality of diagnostic tools focused on comprehensive assessment of student competencies hasn't been answered. It should also be noticed that the diagnostics of further study claims (graduate's profile) which should reflect performance requirements of the expected job executor is equally important. From this perspective, it can be stated that this process requires continual improvement in the future. The next step is to evaluate the degree of correlation between student's competencies (graduate's profile) and workplace demands, according to which student should be recommended the most appropriate study.

After participation in the MCC students will be more competent to decide the profession choice according to their abilities, interests, personality preconditions in accordance with the possibilities of the labor market. By participating in the MCC and subsequently adequate career decision making, a student will be more applicable to the labor market and will be able to realize himself / herself in a job position.

References

- [1]. Day, R., & Allen, T. D. (2004). The relationship between career motivation and self-efficacy with protégé career success. *Journal of Vocational Behavior*, 64(1), 72-91.
- [2]. Arnold, J., & Jackson, C. (1997). The new career: Issues and challenges. *British Journal of Guidance and Counselling*, 25(4), 427-433.
- [3]. Arthur. M. B., Hall. D. T., Lawrence. B. S. (1989). *Handbook of carrer theory*. Cambridge University Press.
- [4]. Bright, J. E., Pryor, R. G., & Harpham, L. (2005). The role of chance events in career decision making. *Journal of Vocational Behavior*, 66(3), 561-576.
- [5]. Budaj, P. et al. (2006). *Vybrané problémy teórie manažmentu a marketingu*. 1. vydanie. Prešov.
- [6]. Černý, V, Smekal. V. (1984). *Test hierarchie záujmov*.
- [7]. Droppa, M. (2009). Vplyv dopadov hospodárskej krízy na formovanie manažérov. In 2. vedecké sympóziu Manažment '09. Žilina.
- [8]. ĎURDIAK, E., & GATIAL, V. (2006). Psychologické aspekty výchovného a kariérového poradenstva. Nitra: Pedagogická fakulta UKF, 208, 80-8094.
- [9]. Van Esbroeck, R., Tibos, K. I. M., & Zaman, M. (2005). A dynamic model of career choice development. *International Journal for Educational and Vocational Guidance*, 5(1), 5-18.
- [10]. GAVORA, P. a kol. *Elektronická učebnica pedagogického výskumu*. Bratislava: Univerzita Komenského, 2010. ISBN 978-80-223-2951-4
- [11]. GRAJCÁR, Š. (2009). Kariérny alebo kariérový. *Zamestnanosť a sociálna politika*, 6(8), 17-18.
- [12]. Holland, J. L. (1998). New and old perspectives. *British Journal of Guidance Counselling: Cambridge*. 26(4) 555-558.
- [13]. Hopkins, N., Tracey, T.J.G.: (2001). Correspondence of interests and abilities with occupational choice. *Journal of Counseling Psychology*, 48(2).
- [14]. Koreňová, D., Čepelová, A. (2016). *Actual Problems of Economics*. 177(3), 80-88.
- [15]. Kram. K. E.,Lynn. A. I. (1985). Mentoring Alternatives: The Role of Peer Relationships in Career Development. *The Academy of Management Journal*, 28(1), 110-132.
- [16]. Lepeňová, D. (2012). *Kariéra v meniacom sa svete*. Metodicko- pedagogické centrum v Bratislave.
- [17]. Lysá, E. (2004). *Kvantitatívne metódy v manažmente*. 1. vydanie. Liptovský Mikuláš: Vojenská akadémia v Liptovskom Milkuláši.
- [18]. Markovič, D. (2015). *Kariérové poradenstvo v prostredí vysokých škôl na Slovensku*. Prvé vydanie. Ružomberok: Verbum.
- [19]. Parsons, F. (1909). *Choosing a vocation*. Houghton Mifflin.
- [20]. Patton, W., & McMahon, M. (2006). The systems theory framework of career development and counseling: Connecting theory and practice. *International Journal for the Advancement of Counselling*, 28(2), 153-166.
- [21]. Savickas, M. L. (2016). Reflection and reflexivity during life-design interventions: Comments on Career Construction Counseling. *Journal of Vocational Behavior*, 97, 84-89.
- [22]. Super, D. E. (1993). The two faces of counseling: Or is it three?. *The Career Development Quarterly*, 42(2), 132-136.
- [23]. Szitová, M. (2016). *Aplikácia Modelu kariérového poradenstva v Centre pedagogicko-psychologického poradenstva a prevencie*. Dizertačná práca. Katolícka univerzita v Ružomberku.
- [24]. Thompson, M. N., & Dahling, J. J. (2012). Perceived social status and learning experiences in social cognitive career theory. *Journal of Vocational Behavior*, 80(2), 351-361.
- [25]. Vendel, Š. (2008). *Kariérní poradenství*. Praha: Grada Publishing a.s.,
- [26]. Vyhláška MŠ SR č. 43/1996 Z. z. *O podrobnostiach o výchovnom poradenstve*.
- [27]. Živčák, J. a kol. (2008a). *Základy kariérneho poradenstva I*. Prešov.