

Anna Paszkowska-Rogacz, Dr

University of Lodz

Department of Occupational Psychology and Career Counselling

## Self-report

### Content

1. Name and surname.....	2
2. Diplomas and scientific titles; their name and year of receiving and the title of doctor's dissertation.....	2
3. Information about employment in scientific institutions .....	3
4. Indicating an achievement required by art. 16 of reg. 2 from March 14, 2003 about scientific degrees, scientific title and degrees art title (Journal of Law number 65, item 595 with changes) .....	4
4.1. Title of scientific achievement .....	4
4.2. List of publications composing a scientific achievement.....	4
4.3. Discussion of the scientific aim of above listed publications and received results .....	6
5. Discussion of other scientific achievements .....	25
6. Summary and scientific plans .....	32

## 1. Name and surname

Anna Paszkowska-Rogacz

## 2. Diplomas and scientific titles; their name and year of receiving and the title of doctor's dissertation

- **master of psychology** – Faculty of Philosophy and History, Jagiellonian University, 1978
- **Doctor of humanistic science** - Faculty of Philosophy and History, University of Lodz, 1986, the title of doctor's dissertation: "The family background influence on social adaptation of children with sight deficiencies"

Expanding my interest in career counseling and organizational psychology I completed the following courses:

- A training "Career counseling after Poland's entry into European Union- SDSiZ RP (2004)
- A training "Trends and directions of changes in Polish career counseling" – Ministry of Work and Social Policy (2003)
- A training "Career counseling on the turn of the century" - Ministry of Work and Social Policy (2001)
- A course "Executive Leadership" – Centre for Management Development in Ottawa (1997)
- A training "Human resources management in modern market economy" – Human Resources Team Ernst & Young (1997)
- A training "Trainer skills improvement" – Human Resources Team Ernst & Young (1997)
- A training "Modern financial management" – French Management Institution in Warsaw (IFG) (1996)
- A training "Modern personnel management - French Management Institution in Warsaw (IFG) (1995)
- A course "Modern marketing Management" – French Management Institution in Warsaw (IFG) (1995)



My analytical skills I have developed in courses:

- Analytical workshops “Introducing into structural equation modeling with Amos” – SPSS Poland (2010)
- A course “Statistical data analysis” – Stat-Soft: Statistica – (2001)

I also completed the following courses and trainings improving my professional qualifications to practice psychology:

- A course “Genogram as a method of work with a family” – Polish Erickson Institute (2005)
- A course “The force of source-autohypnosis” – Polish Erickson Institute (2004)
- A course “Discovering reality – system dispositions according to Bert Hellinger” - Polish Erickson Institute (2003)
- A course “Therapeutic work with a family according to Veronica Sherborne’s method” – Regional Methodology Centre in Lodz (1991)
- A course “Sociotherapy study” – Polish Psychological Society (1990)
- A course “Diagnosis and therapy of blind children and children with sight deficiencies” – Central Methodological Centre of Education and Career Counseling (1989)

### **3. Information about employment in scientific institutions**

#### **The main employment:**

- Department of Occupational Psychology and Career Counseling, University of Lodz, contract of employment since October 1<sup>st</sup>, 1978

#### **Other employments:**

- High School of Social Psychology - specific task contract (since 2001)
- Academy of Humanities and Economy in Skierniewice - specific task contract (1998 - 2001)
- Academy of Economy and Humanities in Lodz - specific task contract (1997 - 2005)
- National School of Public Administration - specific task contract (1997 – 1999)

#### **4. Indicating an achievement required by art. 16 of reg. 2 from March 14, 2003 about scientific degrees, scientific title and degrees art title (Journal of Law number 65, item 595 with changes)**

##### **4.1. Title of scientific achievement**

A series of publications: "Techniques of psychological self-assessment in career counseling"

##### **4.2. List of publications composing a scientific achievement**

**Publications in journals in *European Reference Index for the Humanities* (ERIH) base, listed in part C of Minister's of Science and Higher Education specification<sup>1</sup>:**

1. Paszkowska-Rogacz, A. (2010). Counseling expectancy questionnaire – empiric verification of Bożena Wojtasik's concept. *Adult Education*, 62, 125-141.

**Publications in journals lacking Impact Factor (IF), listed in part B of Minister's of Science and Higher Education specification:**

2. Paszkowska-Rogacz, A., Kabzińska, Z. (2012). Application of Kelly's Personal Construct Theory to Vocational Guidance, *Psychology Research*, 2, 408-421.
3. Paszkowska-Rogacz, A., Poraj-Weder, M. (2012). Students' Expectations from Career Counseling in Polish and Swedish Culture. *Journal for Perspectives of Economic, Political and Social Integration. Journal for Mental Changes*, 18. 29-48.
4. Paszkowska-Rogacz, A. (2008). Predictors of Client Expectations from Career Counseling *Ergonomia, an International Journal of Ergonomics and Human Factors*, 2, 119-133.
5. Paszkowska-Rogacz, A. (2005), Client Expectations about the Counseling Process and its outcomes – Towards Quality Standards. *Ergonomia, an International Journal of Ergonomics and Human Factors*, 4, 287-297.

---

<sup>1</sup> In the case of collective publications my part was presented in appendix number 4, and coauthors' statements in appendix number 5

6. Paszkowska-Rogacz, A. (2004). Relation of Client Activity Status and Expectations about counseling. *Perspectives on Economic, Political and Social Integration. Journal for Mental Changes*, 1-2, 89-102.

**Publications in scientific journals not listed in Minister's of Science and Higher Education specification from 2012, in Polish:**

7. Paszkowska-Rogacz, A. (2013). Młodzieżowy Kwestionariusz Zainteresowań Zawodowych MŁOKOZZ [Adolescent Career Interests Questionnaire ACIQ], *Psychologia Wychowawcza*, 45, 3, 52-86.

**Monographs in Polish – authorship, co-authorship and editorship**

- Paszkowska-Rogacz, A., Goleniowska I., Gosjer A., Hauk M., Jarmakowski-Kostrzanowski T. (2013). A. Paszkowska-Rogacz, (Ed.) *Wieloaspektowa Ocena Preferencji Zawodowych (WOPZ). Publikacja nt. stosowania WOPZ w praktyce. Podręcznik testowy*. [Multiaspect Evaluation of Vocational Preferences. Publication on its implementing in practice. A test manual]. Częstochowa: APUS. p.208, ISBN: 978-83-936361-0-5, reviewer: prof. Bohdan Dudek
- Paszkowska-Rogacz, A. (2011). *Młodzieżowy Kwestionariusz Zainteresowań Zawodowych. Podręcznik*. [Adolescent Career Interests Questionnaire. A manual]. Warszawa: Fundacja Realizacji Programów Społecznych. p. 212. ISBN 978-83-9230-886-7, scientific reviewers prof. Bohdan Dudek, and prof. Henryk Skłodowski.
- Paszkowska-Rogacz, A. (2009). *Doradztwo zawodowe. Wybrane metody badań* [Career Counseling. Chosen Methods of Research]. Warszawa: Difin. p. 208. ISBN 978-83-7641-042-5, reviewer: prof. Zofia Ratajczak.
- Paszkowska-Rogacz, A. (2006). Wpływ kultury i osobowości na oczekiwania młodzieży wobec doradztwa psychologicznego w sytuacji wyboru kariery zawodowej [Culture and Personality Influence on young people's expectations for psychological counseling in the context on choosing a career]. In: H. Skłodowski (Ed.). *Współczesny paradygmat doradztwa zawodowego w zastosowaniu praktycznym*. [Modern paradigm of Career Counselling in Practice]. *Seria SWSPiZ w Łodzi: Studia i Monografie, nr 13* (p. 165-176). Łódź: Społeczna Wyższa Szkoła Przedsiębiorczości i Zarządzania w Łodzi.. ISBN 978-83-60230-07-7, reviewer prof. dr hab. Tadeusz Nowacki.

### **A Chapter in a monograph in English**

- Paszkowska-Rogacz, A. (2003). The Relationship between psychological Type and Expectations about Career Counseling, In: E. Kalinowska, A. Kargulowa, B. Wojtasik (Eds.) *Counsellor – Profession, Passion, Calling* (p. 438-450). Wrocław: Dolnośląska Szkoła Wyższa Edukacji TWP. ISBN 83-89518-03-01.

### **4.3. Discussion of the scientific aim of above listed publications and received results**

Career counseling is distinguished among other psychological disciplines both for its history and contemporary understanding of its role. In contradiction to psychotherapy, similarly to other kinds of counseling it concentrates on situational and developmental problems in the area of widely understood prophylaxis. Starting in Poland free market mechanisms caused development of career counseling whose aim is helping young people and adults to choose a profession and education profiles. It created in this area a need for specialists - practitioners. In turn people practicing counseling began looking for theoretical explanations, practical guidance and clear definition of the role and duties of a career counselor based on reliable scientific data. Unfortunately, the data turned out to be scattered, incomplete and highly nonsufficient to create and implement a contemporary model of career counseling in Poland. Moreover, even in publications discrepancy of aims and scientific problems can be noticed. On one hand, authors working mainly in the andragogic area concentrated on the process itself, basically on the philosophy of counseling, on the other hand, diagnostic techniques were adopted hurriedly without taking into consideration their significance for diagnostic tasks based on definite stages of this process. These two scientific trends cause dichotomy which appears in the phenomenon called by experts a theoretical methodological schism, which means that in career counseling knowledge on vocational choice conditioning is only a little combined with theories and practice of guidance used in a situation in which the choice is taken. This dissonance is a weak side of contemporary counseling which makes noticing the whole spectrum of interactions between a client and a counselor impossible; it also indicates new research areas. At the basis of presented by me scientific achievements was a trial to weaken this fragmentation by introducing empirical studies into three areas: those related to a counselor, those related to a client and those related to an interaction which takes place between these two subjects of counseling process. So

defined set of problems introduced my studies into the area of (1) a counselor's attitudes and beliefs, (2) psychological determinants of a client's vocational choices, and (3) a connection which joins these conditionings in a relation "client - counselor".

I made three particular problems the subject of my analysis presented in twelve publications composing my scientific achievement:

1. How can attitudes and beliefs about a professional helping situation presented by career counselors be tested and what attitudes and beliefs about this type of help do psychologists-career counselors present?
2. What methods can be used to diagnose psychological determinants which are at the base of choosing a career and what characterizes these conditionings nowadays?
3. a) How to diagnose a client's expectations from counseling and b) what psychological characteristics of a client are connected with these expectations?

Answers to these questions required constructing entirely new, not used before research techniques whose creation I will discuss one by one, with reference to results characterizing three basic elements of the counseling process.

#### **Ad (1) Studies on counselors' attitudes and beliefs**

As the starting point for empirical analysis concerning the first research area I adopted the following assumptions:

- Career counseling uses theoretical bases beginning in western counseling which is a lasting in time relationship between a counselor and a client. This relationship aims at facilitating recognizing by a client his own thoughts, feelings and behavior, achieving self understanding, discovering and using his virtues so that he could make proper vocational decisions and act effectively at work.
- Counselors, often unconsciously, base their practice on a number of affective, behavioral and cognitive theories such as trait and factor theory, psychodynamic, developmental and social cognitive counseling. A counselor's theoretical preferences have a great importance in the process of assisting psychological help both for him and his/her client. Awareness of his/her own vocational orientation lets a counselor choose the most proper kinds of vocational training. It also allows a proper adjustment to supervisors, which in turn helps control professional activities quality.

In the perspective of these assumptions, my task was to create a simple tool to objective preference evaluation in reference to theoretical counseling orientations of career

counselors. This task has been described in the monograph *Career Counseling. Chosen methods of research, 2009*, item 10)<sup>2</sup>.

Available subject literature did not supply an unequivocal definition of theoretical orientation preferences in counseling. However, on the basis of Loesch and MacDavis (1978) and Shertzer and Stone's publications I assumed that counseling orientation preferences are the style of action preferred by a counselor, closely related to accepted by him/her theoretical approach. These publications inspired me to create a technique which would allow to answer the question "Which theoretical trend seems to be the closest to Polish psychologists -career counselors and which they tend to use in their counseling practice?" At the introductory phase of the subject of measurement conceptualization I used of Loesch & MacDavis's (1978) and Shertzer & Stone (1980) theoretical orientation division which distinguishes seven vocational orientations encountered among psychologists practitioners: Behavioral counseling, Existentialism, Gestalt therapy, Freudian analysis, Rational-Emotive, Trait/Factor, and Client-centered counseling. They were chosen with the use of five criteria such as defining by counselors nature of humankind, major personality constructs, nature of anxiety, counseling goals and major counseling techniques. The next stages of the procedure of creating the tool, with the participation of 100 psychologists - career counselors and 200 psychology students specializing in career counseling led to the formation of the first Polish diagnostic technique of this kind. Finally, in the 29-item Theoretical Orientation Preferences Scale I selected three subscales describing psychologists - career counselors' preferences – their theoretical orientations in a helping situation: humanistic, cognitive-behavioral, and psychodynamic which had satisfactory psychometric features. The descriptive data analysis indicated that the most preferred orientation, both by students and psychologists - career counselors was the humanistic orientation, then the cognitive-behavioral, and at least psychodynamic one. The scale proved to be a very effective tool of psychologists-career counselors autoreflection. The research results were also taken into account by *European Centre for the Development of Vocational Training* in Torino with which I cooperated in 2009, preparing a report for European Commission: *Professionalizing career guidance. Practitioner competences and qualification routes in Europe*.

---

<sup>2</sup> In discussing the different parts of the achievement I will refer to the numbering of the work contained in shown above list of publications that make up the achievement





### **Ad. 2) The diagnosis of psychological determinants of career choice**

The second research area was related to the need of broadening the available diagnostic tools in a way they could be used, both by the client and the counselor, to define determinants of good vocational choice. Work market studies and my pilot individual conversations with career counselors indicating a constant need to create new tools which are a significant diagnostic help for counselors and psychologists working with adults. Diagnostic tools in career counseling can be generally divided into assessment techniques (the whole diagnostic process is administered by a counselor) and self-evaluation (a part of the analysis and the results interpretation is left to a client). There can be also drawn a line of division between classical quantitative methods which explore the reality through objective measures characterizing a tested person or persons (questionnaires are the most often used tools here) and qualitative methods based on the assumption that to study some psychological problems it is better to use deepened analysis of a fewer number of cases. All above mentioned type of tools are useful in contemporary career counseling with an evident growing tendency to use both quantitative and qualitative methods of self-evaluation; since model of career counseling which promotes one dimension, objective look at the career and occupations the individual had in his life.

Among forms of self-evaluation the most important are those which diagnose needs and interests preferences and values connected with work (evaluation of the third essential predictor of choosing a career which is talent requires objective measures) and they became the subject of my studies. The studies covered four techniques of quantitative self-evaluation of psychological correlates of choosing a vocation:

1. Needs Assessment Questionnaire - NAQ (item 10)
2. Questionnaire "My Career" (item 10)
3. Adolescent Career Interests Questionnaire – ACIQ (item 7 and 9).
4. Multi-aspect Career Preferences Evaluation – MCPE (item 8).

I also developed, classified to qualitative techniques of self-assessment:

5. Vocational Rep-test - evaluation of vocational preferences technique (item 2).

Presented below questionnaires were carefully worked out to maintain validity and reliability standards but as it often happens in the case of creating new psychological techniques they require monitoring their usability and possible parameters adjustment.

### **1. Needs Assessment Questionnaire- NAQ (item 10)**

The theoretical base of the first discussed technique – Needs Assessment Questionnaire- NAQ (described in my monograph *Career Counseling. Chosen methods of research*, 2009, item 10, Ch. 5) is McClelland's (1967) and Barnes's concept of needs. My NAQ is a paraphrase of *Needs Assessment Questionnaire* technique – NAQ (Heckert, Cuneio, Hannah, Adams, Droste, Mueller, Wallis, Griffin and Roberts, 2000) and it is used to identify four social needs – achievement, affiliation, domination (authority) and autonomy – most often taken into consideration while choosing a career. The questionnaire was created as an experimental tool addressed to a population of people with higher education. NAQ results expressed in stens are interpreted as a level of certain needs related to a job situation. My study sample was composed of 586 adults. The existence of a four factor structure of NAQ was confirmed by factor analysis. The following studies verified validity and reliability of the scale. The results were also characterized by high test-retest stability. Moreover, I showed a positive relation between NAQ scales and affect in work and career values orientation. Interesting results were brought by the analysis of intergroup differences; it proved, for example, that scientists present higher achievement, autonomy and domination needs but a lower affiliation need than other vocational groups. In accordance with earlier, similar studies, women in comparison with men present a stronger need of affiliation and a weaker need of domination; and with age both domination and autonomy needs are stronger among workers. In my ongoing research of vocational groups (kindergarten teachers, sales representatives, policemen) which I continue NAQ proves to be an effective tool in predicting different needs of people choosing different careers.

### **2. Questionnaire “My Career” (item 10)**

In my studies on a criterion-related validity of the technique I showed a similarity of NAQ results to career value orientation (determined by the concept of Seifert and Bergman), which made me create the following scale (described in the work *Career Counseling. Chosen methods of research*, 2009, item 10, Ch. 6) measuring so called “career anchors” – a concept introduced by Schein (1987). A career anchor, which is understood as an element of imagining oneself in a career role, has three components: (1) awareness of one's talents and skills, (2) awareness of motives and needs, (3) awareness of attitudes and career values. Schein's studies proved that there is a strict correlation between a system of values, needs, competences and a chosen kind of career. Schein distinguished eight “career anchors”. Schein's original questionnaire has never been verified psychometrically but it takes into

account theoretical constructs important from the point of view of occupational psychology and inspiring reflection upon a career, so I decided to adapt it. In the process of adaptation I applied a translational strategy and used a back translation procedure. After translation I tested 180 high school students. In the discussed here publication was presented in detail the scale's characteristics, its validity and proofs of its psychometric reliability. Factor analysis and reliability statistics did not bring satisfactory results in the first stage of the research so I compared eigenvalues obtained by a factor analysis and parallel Monte Carlo analysis and I separated those factors whose value obtained in factor analysis was higher than value obtained as a result of a parallel Monte Carlo analysis. Thus I eliminated items least correlated to each subscale.

Obtained results, relating to psychometric features and the scale validity not fully confirmed the assumptions of the eight "career anchors". The items making up the subscales formed five separate internally coherent factors. To the final version of the questionnaire consisting of five scales I chose 25 items. The scales accurately describe five separate aspects of work – "Leadership", "Challenge", "Safety and stabilization", "Life style" and "Services and sacrifice for others". Verifying the scale's criterion related validity I used Value Survey (VS) in a Polish adaptation by Brzozowski; a method well known and applied in Poland.

Study of convergent and discriminative validity proved that the scales, as it was foreseen, relate in a different way to different values, for example high results on a scale "Services and sacrifice for others" are achieved by people who value such things as "feeling of achievement", "world peace", "equality", "the world of beauty". Values coexisting with high results on a scale "Leadership" are "well-off life, "social approval", and "courage". The result analysis reflects attitudes towards a career typical for a generation called by sociologists a Y generation. It appears that career orientations most valued by both male and female students are "Life style" and "Safety and stabilization" – which express hedonistic needs and fear of changes, and the least valued orientation is "Leadership". The last orientation was significantly higher valued by men (effect size - 6%). A questionnaire "My Career" is a tool measuring an important but scarcely explored area in career counseling. It is a valuable tool in a career counselor's hand as a form of helping a client in solving problems with identification with career roles and career reorientation.

Successive studies concerning career choice predictors (items 7, 8 and 9) present a procedure of preparing and empirical verification of two questionnaires – an Adolescent Career Interests Questionnaire – ACIQ for youth (article published in the journal *Psychologia*

*Wychowawcza* [Educational Psychology] in 2013 – item 7, and as a monograph in 2011 - item 9) and a Multi-aspect Career Preferences Evaluation – MCPE for adults (monograph published in 2013 - item 8).

### **3. Adolescent Career Interests Questionnaire – ACIQ (item 7 and 9).**

The aims of my studies conducted for the ACIQ were (1) creating a new tool for measuring interests and preferences appearing in a career choosing situation, and (2) empirical verification of the created tool's usefulness as a technique effective in foreseeing a future career path for the adolescents. The first aim was achieved in a series of studies with 1800 pupils testing validity and reliability in three age groups- primary, middle and high school graduates. Four studies were conducted – one selective and three validative.

A shown pattern of theoretical connections confirmed the technique status as measuring career preferences according to Holland theory. It is connected with a hexagonal model of career preferences types which in the ACIQ were called: objective, innovative, artistic, social, managerial and methodical. Their place in the model is defined by an arrangement of similarities and differences between the types. The tool received a very high reliability index (coefficient alpha analysis, item-total correlation, discrimination index analysis, test-retest reliability analysis and a split half analysis were done) and it proved factorial validity (explorative and confirmative factor analysis was done) and criterion related validity (with the use of *Multi-aspect Preference Questionnaire* by Matczak, Jaworowska, Ciechanowicz, Zalewska, and Stańczak, 2006 and *Temperament Questionnaire* PTS by Strelau and Zawadzki, 1998) were concerned. Means and standard deviations for scales, standard measurement errors SEM were calculated and 85% and 95% confidence limits were identified.

To the methods of result's profile analysis I introduced additional indexes which allow for its in-depth interpretation. These are untapped so far by counselors consistency indicators, differentiation indexes of Holland and L1 of Iachan and an entirely new so called intensity (elevation) factor. I transformed raw results of six ACIQ scales and results calculated for differentiation and intensity indexes into a sten scale (separately for three age groups and separately for girls and boys).

I also achieved the second aim – predictive validity - indicating that with the help of ACIQ you can effectively make a prognosis of the future adolescents' careers. A specific nature of this aim realization required testing 1800 adults doing jobs selected by occupational

experts and defining preference profiles typical for a given vocational group (included in a test manual).

ACIQ meets all test goodness criteria (objectivity, standardization, reliability, validity, and norms) it is accompanied by a manual and test tools both in a paper and electronic versions (off-line version). As a product which is the result of a project commissioned by National Ministry of Education it is distributed by Education Development Centre.

The use of ACIQ in three thousand schools and psychological-pedagogical counseling centers verified its status as a successful tool in counseling work. It is important ACIQ is used in longitudinal studies on development and preference changes on specific stages of educational cycle. It is worth mentioning here that in recent ten years, in spite of challenges made by changes in occupations and employment structure students' vocational interests studies have been neglected. The results obtained while creating the tool draw attention to several developmental trends such as a stable interests structure in different age groups, starting from the age of 12, a decrease of expressed interests intensity with age (with the exception of social interests ), a lower interests consistency of older pupils in comparison with younger ones, higher profile differentiation rates of older pupils, with significant differences between girls and boys as far as vocational differences and their intensity is concerned. I conducted research under a grant of the National Ministry of Education.

Currently, the questionnaire passes cultural adaptation procedure by Mariusz Wolonciej from the Catholic University of Lublin, who has the government project Prometeo scholarship (SENESCYT) at the Universidad Central del Ecuador in Quito. Its Spanish version will be used in the diagnosis of occupational preferences of adolescents in Ecuador.

#### **4. Multi-aspect Career Preferences Evaluation – MCPE (item 8).**

The aim of Multi-aspect Career Preferences Evaluation (MCPE ) as the next discussed self-diagnostic tool was creating a new scale to study career preferences of adults in relation to their interests and work qualities. The process of creating the technique described in a publication in 2013 which was developed in cooperation with Izabela Goleniowska, Adam Grosjer Mateusz Hauk and Tomasz Jarmakowski-Kostrzanowski (item 8) which is also a test manual begins with reviewing concepts describing a career choosing process and presenting theoretical assumptions and empirical data which are a starting point to validative studies.

Pilot career counselors stated that Holland's techniques withdrawn in 2006 from public institutions for financial reasons (American license cost ) were the most accurate and reliable techniques among those used so far, so we decided to return to Holland's concept in

a quantitative part of the MCPE test, as the best verified one among numerous concepts of career choice for more 50 years of its use in many countries. In defining career preferences a disposal approach was adopted, which treats them as an individual's tendency to prefer activities connected with objects or classes of objects of certain types (Strong,1943; Campell,1971; Gurycka 1978, Matczak 1991; Schiefele, Krapp and Winteler, 1992). The qualitative part of the questionnaire which is the basis of a career interview is to value concepts of Katz and van Maanen (1977), Hackman and Oldham (1980), Super (1984), and Ross, Schwartz, Surkis (1999). In the phase of preparing and analyzing the MPCE tool 1900 people took part. In the manual I presented along with co-workers the stages of creating the questionnaire and the results of empirical studies which aimed at showing reliability and validity of the tool, confirming in a confirmative analysis its six factor nature and a stable and adequate inner structure. The practical part of the manual contains a description of the procedure of diagnosis, calculating and interpretation of results. The manual supplement is an internet platform containing an electronic version of the questionnaire on-line. It enables the auto-diagnosis of preferences. After checking the results of the questionnaire items a client receives a report informing him/her about results in particular scales. This report serves a client and career counselor to direct future counseling work and plan a client's future career. MCPE received a high users' mark (the predictive validity was tested in the process of creating a questionnaire by more than 200 counselors) because it not only enables a reliable preference auto-diagnosis of clients but it also allows to collect data which may be a basis for individual counselors' and whole institutions' work analysis. The publication was developed in 2011-2013 in an innovative testing project "*Searching for new effective career and social stimulation methods of vocational groups requiring a particular back-up*" whose scientific manager and co-author I was.

### **5. Vocational Rep-test (item. 2)**

The fifth of the aforementioned diagnostic techniques represents a qualitative approach. It has been described in the article "*Application of Kelly's Personal Construct Theory to Vocational Guidance*" published in 2012 in the journal *Psychology Research* (item 2). With Zofia Kabzińska - co-author I conducted research on the use Rep-test in career counseling referring to the Personal Construct Theory of Kelly (1955). Kelly created Rep-test as a methodological supplement to Personal Constructs Theory, according to Kelly's conviction that the simplest method to recognize a client' personal meanings system is to ask about it. The Rep-test has a form of a structuralized interview with the help of which personal

constructs relating to a particular topic can be revealed. Since according to Kelly a career development is one of the basic aspects of an individual's life, something which gives sense and meaning, and he underlined in his theory existence of a separate vocational construct system, which combines those constructs which an individual uses to systematize vocational world and make vocational decisions verifying a possibility to use a Rep-test as a method alternative to Holland's scales (Neimeyer, 1989) we aimed at. We decided to compare personal constructs to vocational orientation type in Holland's model by giving answers to three questions: (1) Do subjective distances between vocations on a perception map of vocations representing six vocational groups reflect objective relationships between them indicated in Holland's interests model? (2) Do members of different vocational groups present different vocational perception maps? (3) Do members of the same vocational groups present similar vocational perception maps?

Two research techniques we used in our studies: Vocational Preferences Questionnaire Job-6 (Retowski, 2007 ) and Rep-test relating to personal constructs system. The tested group were students of different specializations. To analyze and visualize data a multi-dimensional scaling technique was applied. Obtained results (the goodness of fit measured by index called STRESS corresponded to a good and moderate fit of the model to the input data values between .4 and .6) prove that using Personal Construct Theory in career counseling useful and allows to obtain results complement to questionnaire methods. It is an alternative approach to auto-diagnosis whose usage is worth being taken into consideration in career counseling practice. A properly applied Rep-test is a valuable source of information about a client. It not only allows to recognize his/her individual system of meanings but also evaluate his/her cognitive development level and reconstruct a part of his/her perceptive space. Flexibility of the technique causes that it may be adapted to the aim of studies and modified according to a client's needs. The analysis of Rep-test allows to predict a tested person's behavior on a job market, what will be difficult for him/her and what criteria he/she will apply making vocational decisions. The conclusions of the research carried out by me and co-author, with the participation of 12 professional groups representing six Holland's vocational personality types fully confirm career counseling experts' opinion (Neimeyer, 1989; Savickas, 1997).

Studies related to the role of vocational preferences in career decisions I presented in 2010 on a congress of International Association for Educational and Vocational Guidance (IAEVG) in Bangalore in India and in 2011 on two scientific conferences in Poland – 20<sup>th</sup> Polish Developmental Psychology Conference in Cracow and 34<sup>th</sup> Scientific Congress of

Polish Psychological Society in Katowice. I also presented studies supported by a number of practical hints how to analyze vocational preferences in a qualitative paradigm in 2011 on 12<sup>th</sup> European Psychology Congress in Istanbul in Turkey (*Applications of Kelly's Personal Construct Theory to Vocational Guidance*) and on an international scientific conference "Qualitative methods in vocational diagnoses" organized by Department of Psychology, Wrocław University.

### **Ad. 3a) Diagnose a client's expectations from counseling**

The third problem area related to the discussed achievement which made a series of publications "Techniques of psychological self-assessment in career counseling" draws attention to aspect so far ignored in studies related to career counseling which is clients' expectancies and attitudes towards professional psychological help. Exploration of this domain was advisable because of lack of empirical studies related to this subject. Studies carried out up to now on a sample group of people looking for or benefiting from counseling had a very selective character; they concentrated mainly on a certain part of a counseling relation and they did not cover the whole process. In one of my first publications published in *Ergonomia, An International Journal of Ergonomics and Human Factors* in 2005 (item 5) from a cycle devoted to clients' attitude towards counseling I reviewed studies carried out up to now and their methodological approaches. I discussed among others studies of Galassi (1992), Goldstein (1962, 1962), Cox and Thorston (1977), Kelly, Crace, Martin, James & Wallace (1992) and Tinsley, Tokar and Helwig (1994) which prove that a client's expectations influence a decision to start a therapy or meet a counselor and continue it. They also moderate the effectiveness of the process. Expectations for a counselor are a complex construct, difficult to operationalize. In specialist literature scientists suggest to specify the concept introducing differentiation into *anticipations*, *expectations* which relate to probability of a given event appearance and *preferences* to how much is a given event desired. Tinsley, Bowman and Ray (1988) distinguished another variable which significantly influences a course of a counseling relation – *perception* of the process by a client. It consists of knowledge about a certain situation acquired on the basis of previous observations. Studies on clients' expectancies for counseling imply a number of contradictions and inconsistencies. So, for example clients often declare a distinct preference for directive counseling in the same time requiring a liberal attitude from a counselor during a session (Galassi, and others, 1992). On the other hand there is a need of a certain group of clients for so called "client-oriented" counseling. This approach, as it is understood by its author Rogers (1951; Raskin and Rogers,



1989) involves supporting a client's development process through a particular relation which takes place between him/her and a counselor, which consists of a counselor's respect for his/her client's needs, sincerity, empathy, feelings reflection and active listening. It is based on an opinion that a counselor cannot "direct" changes in his/her client's behavior but he/she should rather help his/her client realize his/her needs and potential independently. This contradiction, like many others, can be partially explained in the context of methodological and definition difficulties which accompany construct measurements. The collected data prompted me to do more research in counseling taking into account the perspective of the client. For the purposes of my studies I adopted Tinsley's, Bowman's and Westcot Barich's (1993) definition of expectancies according to which they relate to expected probability of an event (for example a counselor will show understanding of a problem) or appearance of an implied condition (for example a counselor will be a trustworthy person). Therefore I undertook to attempt to create methods of studying clients' expectations. As a result of its implementation I created two techniques:

1. Counseling Expectancy Questionnaire - CEQ (item 1)
2. Questionnaire "What do I expect from a counselor?" – WIEC (item 10, Ch.3)

The process of their formation, I will discuss in turn.

### **1. Counseling Expectancy Questionnaire - CEQ (item 1)**

At the stage of conceptual work on the questionnaire I have come across a methodological problem involving lack of suitable measures specifying clients' needs. Thus I tried to create a method of studying clients' expectations on the bases of career counseling styles concept developed by Wojtasik (1993). The research procedure I described in the journal *Edukacja Dorosłych* [Adult Education] in 2010 (item 1). A pilot study proceeded by a generation of test items for Counseling Expectancy Questionnaire (CEQ) I carried out on 268 high school students. A psychometric analysis of the tool did not confirm existence of theoretical scales described by such notions as expert, informer, leseferyst, consultant and guardian, but it appointed two superior categories - "Humanistic counselor" (10 items, Cronbach alfa = 0,834 ) and "Rational counselor" (10 items, Cronbach alfa = 0,741 ). The first scale describes a client oriented counselor who does not take decisions but also he/she does not leave a student alone, he/she caring and ready to help. He/she supports him/her in self realization and independent gaining knowledge about him/herself. A counseling process is long and depends both on a client and a counselor. Items which appeared in the other factor describe a counselor's behavior whose essence is task orientation and lack of high emotional

engagement in helping a person. Such counselor suggests his/her student taking up certain actions and gives information. He/she can also restrict psychological support believing that his/her student will manage to solve his problems alone. In this case a counseling process is short and its result depends on a client.

To verify the criterion-related validity of the test I applied two personality tests: Costa and McCrae's NEO-FFI Questionnaire and Gough and Heilbrun's Adjective Check List - ACL. I also checked that it is a method stable in time and worked out a final version of CEQ with normalization. Intergroup comparisons showed that boys' and girls' results proves that there is no difference between sexes as far as expectations for a counselor are concerned – eta square effect is low. Girls have higher expectations for a rational counselor and eta square is of medium value. Obtained parameters allow to apply the scale as an introductory method in career counseling. CEQ can be used by psychologists working in schools and Psychological Pedagogical Counseling Centers. It allows to learn what type of help a person needs. This in turn causes that a psychologist can adjust work to a certain client and the help is more accurate. In schools the questionnaire can be used in last grades of middle and high schools when students important further education choices.

## **2. Questionnaire “What do I expect from a counselor?” – WIEC (item 10, Ch.3)**

The other technique “What do I expect from a counselor?” WIEC (described in 2009 in the aforementioned monograph *Career counseling . Selected research methods*, item 10, Ch. 3) allows to analyze a client's expectations in detail and I worked it out on the basis of a counselor's trait and behavior specification made by Tiensley (1982) and used by him in a questionnaire *The Expectations About Counseling Scale – Brief Form (EAC-B)*. In the introductory phase of preparing the tool 237 subjects took part. Conducted analysis supplied data about factor structure of expectancies and verified psychometric goodness of the scales. I checked chosen aspects of criterion related validity of the prepared scales assuming there is relation of results for particular WIEC scales with chosen scales of ACL test. For example, it turns out that a scale Personal Characteristics of a Counselor positively correlates with an Adjective Check List scales such as: Number of favorable adjectives (Fav), Achievement (Ach), Endurance (End), Order (Ord), Intraception (Int), Nurturance (Nur), Affiliation (Aff), Personal Adjustment (P-Adj), and Nurturing parent (NP). In the course of the analysis I received a tool which had satisfactory validity indexes convergent with Tiensley's scientific reports. WIEC scale consists of 68 statements which make up five scales and 18 subscales which are combined logically and as far as the contents are concerned: (1) Counselor's

Personal Characteristics: Acceptance, Sincerity, Trust, Tolerance, Professionalism, Education (2) Process Tasks: Accuracy, Confrontation ,Effects, Responsibility, Openness (3) Client's Attitudes: Motivation, Sympathy, Practice opportunity (4) Counselor's Role: Empathy, Directiveness, Immediacy (5) Client's characteristics – realism.

**Ad. 3b) Psychological characteristics of a client connected with expectations from counselling**

Studies on expectancies for counseling I also devoted to their analysis taking into consideration psychological and demographic traits of clients and cultural conditioning. I studied, for example, a relation between students' vocational interests and their expectations for career counseling using a scale "What do I expect from a counselor?" (WIEC). Results I published in the chapter of the monograph *Counsellor – Profession, Passion, Calling* in 2003 (E. Kalinowska, A. Kargulowa & B. Wojtasik, eds. item 12). The analysis of a number of stepwise regressions where predictors were vocational preferences and dependent variables was intensity of particular expectancy categories for counselors proved that social vocational preferences are predictors of expectancies for such counselors features as being emphatic and liking a client whereas enterprising preferences are predictor of rather contradictory expectations which is adopting by a counselor a directive and confrontation attitude and in the same time treating a client in an open and tolerant way. Beta standardized weights indicated that the more intensified are conventional interests indicating the need to work in predictable conditions regulated by procedures the less tolerance a client expects from a counselor. From proposed 18 models 11 proved to be well adjusted to data. Confirmation in the study of the hypothesis bore fruit to a number of implications for counselors in their work with clients; they should take into consideration vocational interests as a factor modifying a counseling work style.

Further studies which I published in the journal *Perspectives on Economic, Political and Social Integration. Journal for Mental Changes* in 2004 (item 6) with the use of WIEC in Poland concerned comparing expectancies for counseling among students and unemployed men and women depending on the length of unemployment. Independent variables in this study was the level of activity and time of being unemployed. Study results confirm that expectancies for counseling are dependent on tested persons' activity. Unemployed people have low counseling expectancies and are skeptic towards counseling. These expectancies change in a positive direction when clients make progress in finding a definite aim and developing motivation to take action. Unfavorable configuration of a client's expectations for

counseling the unemployed group was connected to their underestimation of their personal contribution to a counseling result. The low expectancies of unemployed people for themselves may be a sign of a low self-esteem and a learned helplessness phenomenon.

These results are in agreement with results of similar studies conducted by D. Tinsley (1990) which implied that clients' expectations for counseling are related to their level of psychosocial maturity. These expectations were changing in the direction of more positive ones when clients made progress in defining their life and vocational aims.

Obtained results are important for counselors' practice and training giving them a distinct signal that in order to communicate effectively with their clients they should modify their counseling styles depending on different groups of clients. For example, career counselors who work with unemployed people should concentrate on developing their clients' sense of co-responsibility for counseling results.

Model presented in studies taking in to consideration possible cause-effect relationships between personality factors and dimensions describing a client's expectancies also included an additional variable relating to expectancies. This variable has an one dimension character and relates to a degree in which a preferred form of counseling is "client-centered". The idea of this construct comes from Raskin and Rogers' publications (1989) but the authors of the original questionnaire measuring the need to apply client orientation by a counselor (Counsellor Attitude Scale – CAS) are Nelson-Jones and Patterson (1975). Their Counseling Attitudes Scale was worked out in 1975 and it contains 70 statements relating to a counselor, on the topic of which a tested person is to express his opinion. In my studies which I carried out in 2004-2005 as a part of a University of Lodz grant "Individual differences in the perception of counseling services provided in career centers" (grant number 505/492) I carried out my first verifying studies of the technique which confirmed its one factor structure and acceptable indicators of validity and reliability. I was also particular about the equivalence of the original and adapted scales. Its adaptation allowed me in my further studies to widen a variable bank relating to expectancies for counseling and include a variable well established in therapeutic tradition. CAS questionnaire was used in an international scientific project "The Impact of Cultural Differences on Students' Expectations from Job Counsellors", which I directed in 2003- 2005. Its purpose was to get to know personal, demographic and cultural conditionings of counseling needs. The partners of the project were six scientific teams representing Austria, Cyprus, Lithuania, Poland, Sweden and Great Britain. All together we tested 1283 students – girls and boys in the age of 16 – 22. A report

of the studies under the same title appeared in 2006 in a form of a monograph edited by me. A part of additionally done by me analysis I published in the article in *Ergonomia, An International Journal of Ergonomics and Human Factors* in 2008 (item 4). Obtained results confirmed expected interactions between a vocational personality type (according to Holland) and youth's preferences relating to career counseling. It appeared that the highest expectations for client concentrated actions are addressed to counselors by people of an artistic type of personality and the lowest ones by people of a social personality type. This result confirms the results of Bruch's (1978), Kilvinghan's (1981), Lowman's (1987) and Miller's studies indicating that people of an artistic type positively react little structuralized interventions based on emotions and intuition. Lack of expecting this type of intervention from a counselor among tested people representing a social vocational personality may be a result of predominance of characteristic for this group a need to "give" in a social interaction rather than benefiting from it. In a counseling situation people of a social personality type may have a tendency to take up a counselor's role. A client-centered form of counseling proved to be, according to anticipations, less beneficial for people of a conventional vocational personality type preferring structuralized working place and consistent counseling of information character whose rules are well defined.

I also realized in 2001-2003 individual university grant "*Cultural and family conditionings of students' expectations for career counselors*" (grant number 505/567 and 505/469) which drew my attention to one more potentially essential element shaping expectancies and preferences for psychological help (results were published in the chapter of monograph, item 11). Few studies in this area (Peavy, 1997; Fuertes, Bartolomeo and Matthew, 2001) indicated the existence of essential differences in expectancy structure depending on a client's national culture. Adapting in studies an international perspective obliged me to recognize to what extant expectancy concept is culturally universal. Studies of Peavy (1997), who paid attention to the analogies between particular items of counseling process and culture dimensions distinguished by Hofstede (2000), were inspiring. For example, Uncertainty Avoidance dimension – one of dimensions describing national culture – is recognized in logistics organization aspects of counseling manifesting itself in a greater formalization and structuralization of meetings taking place in cultures of a high Uncertainty Avoidance. In turn, a directive approach to a client may have its roots in cultures of a high Power Distance, and the dimension Individualism/Collectivism manifests itself either by valuing personal achievements (Individualism) or social support (Collectivism). And finally,

promoted by a counselor “ male” or “female” way of dealing with a difficult situation (task orientation vs relationship orientation) relates to a cultural dimension Masculinity/Femininity. These studies made me formulate assumptions that culture and nationality relate to expectancies concerning a degree to which counseling presents a “client-centered” model. According to Peavy’s assumptions (1997) I expected positive relations between behavior expectancies from a counselor representative for this type of counseling and perceiving by a client his/her culture as based on a low power distance, individualistic, having a low ratio of uncertainty avoidance. Study results published in the monograph *Contemporary paradigm of career guidance in practical application* in 2006 (H. Skłodowski, Ed., item. 11) were supplied by analysis related to a quoted earlier project (*The impact of Cultural Differences on Students’ Expectations from Job Counsellors*). The influence of cultural variables I studied applying a multiply regression analysis, where an explanatory variable was expectation for a counselor and in the role of predictors were three dimensions of culture and sex. It should be added that three dimensions of culture - Individualism /Collectivism, High/Low Power Distance, High/Low Uncertainty Avoidance were determined in result of analyzing data obtained with the help of a created for the project’s needs Culture Manifestation Questionnaire (a distinguished by Hofstede dimension Masculinity/Femininity was poorly fitted to the model so it was ignored). Results of regression analysis showed that the most essential predictor of expectancies of a client oriented counseling proved to be Uncertainty Avoidance dimension. The lower results presented people tested in this dimension , the more intensively they expressed the need to meet a client-centered counselor. It should be stressed that perceiving one’s culture as presenting a low level of avoiding uncertainty is characteristic for Polish (Hofstede obtained contradictory results studying in the nineties of the 20<sup>th</sup> century adult Poles) and British young people. It means that students growing up in a culture promoting challenge (which Polish culture has become for young Poles) tend to make independent decisions, made as an effect of benefiting from non-directive form of help, in which a counselor plays a role of a facilitator rather than give his client ready-made solutions.

Further analysis verifying the role of culture as a modifying factor of expectancies for counseling I presented in *Journal for Perspectives of Economic Political and Social Integration. Journal for Mental Changes* in 2012 (item 3, co-author Magdalena Poraj-Weder ) as the result of studies carried out with 163 Polish and Swedish students. This time expectancies were measured with a described earlier scale “What do I expect from a counselor?” – WIEC and a two- form cultural variable arising from an obvious difference of

belonging studied people to two different nations was measured by Questionnaire for Culture Study containing 32 dilemmas corresponding to four culture dimensions according to Hofstede (2000), constructed specifically for the studies' sake. The dilemmas reflected a specific character of young people's everyday life.

To verify the formulated scientific hypothesis comparison analysis and a canonic analysis method were used, separately for both groups of students. Comparison of studied variables results indicated differences between Polish students in two dimensions of perceiving own national culture (the value of eta square for Power Distance = .42 and for Masculinity/Femininity = .20 – in both cases Polish students presented higher results for Power Distance and Masculinity) and in ten out of eighteen dimensions characterizing expectancies for counseling. In the last case the biggest differences were in scales relating to clients' expectancies for themselves. For example, there was a difference in the results of the scale "Client's Characteristics-realism" where Polish students' expectancies were significantly higher than Swedish students' expectancies - the value of eta square = .32 - and results for scales "Motivation" and "Openness" where Swedish students' expectancies were higher (the value of eta square respectively = .19 and .17). In expectancies for a counselors behavior there could be noticed a distinct effect of tested students' nationality – in assessment of a category "Openness" more intensively expected by Polish than Swedish students (eta square = .14 ). The canonic analysis and Pearson's linear correlation revealed the following relationships between the analyzed groups of variables:

- A cultural dimension which has the biggest share in forming expectancies for counseling is Power Distance. High results in this dimension correlate with a high motivation to take part in counseling process and a perceived need to take a higher individual responsibility for its final effects. In the case of Swedish students located low on Power Distance scale high results are related to a higher level of realism while evaluating projected results of the process. As far as expectancies relating to a counselor's attitudes and behavior are concerned high values for Power Distance in the case of Polish students intensify preference for directive approach and in the case of Swedish students they intensify the need of acceptance, confrontation and education. There are analogical relationships for Uncertainty Avoidance. The direction of the relation is here reverse, low Uncertainty Avoidance induces expectancies for acceptance, sympathy, tolerance and trust experienced from a counselor.

- The followers of directive approach in counseling in the group of Swedes are people placed low on Individualism scale. In the group of Polish students this dimension does

not play any role in forming expectancy structure. Lack of essentiality in the canonical analysis indicates a little range of cultural variables' influence structure of expectations for a career counselor in this group. A possible explanation of this phenomenon is a poor clarity of Polish culture which is an effect of a social and political transformation which took place in recent years. System transformations and changes in Poland's geo-political situation caused changes in mentality, promoted new values and action standards (Granato, Inglehart, & Leblang, 1996). It started a reform process which among others included education and counseling. At the same time, new possibilities and educational models came into conflict with a traditionally expressed career path. Changes are common but their dynamics is different depending on the environment. It may explain a low prognostic value of national culture for the structure of expectations for counseling among Poles. Culture influences individuals in each aspect of their lives, however it changes slowly (Matsumoto, 2000). Poland is now in a transitional period (Boski, Van de Vijver, Hurme, Miluska; 1999) so described scientific results should be treated as temporary.

Study results referring to clients' expectancies for career counselors I presented on conferences in Poland and abroad – in 2003 on a conference organized by International Association of Educational and Vocational Guidance (IAEVG) “Quality Development in Vocational Counselling and Training” in Berno in Switzerland (*Relations of type of client and expectations about counseling* ), on the 32<sup>nd</sup> Polish Psychological Society Scientific Conference in 2005 in Cracow (*Influence of culture on young people's expectations for psychological counseling in the context of choosing a career*), on the 33<sup>rd</sup> Polish Psychological Society Scientific Conference in 2008 in Poznań (*Counseling Needs Questionnaire – empiric verification of Bożena Wojtasik's concept*) and in 2009 on the 18<sup>th</sup> Nationwide Conference of Developmental Psychology (*Students' expectancies for career counseling in Polish and Swedish cultures*).

All presented studies which the achievement "Techniques of psychological self-assessment in career counseling" consists of allow to draw the following conclusions:

- I. Knowledge serving career counseling has an empiric base and it allows to carry out studies explaining conditionings and a course of career; Using the concepts of career counseling interactions taking place between a client and a counselor can be described, and by properly chosen techniques this relationship can be explored;
- II. Conducted analysis of validity and reliability of the tools allowing a deepened self-description of counseling process participants drew attention to certain



scientific problems which may be taken up with the use of these tools, for example, further analysis of socio-demographic predictors of variation of vocational interests and adaptive or maladaptive role of stability of preferences is required;

- III. An essential problem, which is a question who are people serving counseling help and what theoretical orientation they present, showed that both among counseling adepts and psychologists with a big counseling experience definitely prevails approach treating a client as a responsible partner, concentrating on building trust and supporting him in achieving aims;
- IV. However, forecasting the effectiveness of help may be unreliable if we do not take into account what expectancies clients have for counseling and what are correlates of these expectancies;
- V. Study results which my achievement consists of have further implications for career counseling. They serve counseling practice giving an opportunity empiric use of confirmed psychological knowledge in diagnostic actions carried out by psychologists – career counselors.

## **5. Discussion of other scientific achievements**

I have been employed at University of Lodz since 1978 and my scientific activity can be divided into two periods – till 1993 when my scientific interests concentrated on psychological aspects of disability and since 1994 when I committed myself to realization of an innovative project assigned by Ministry of Work and Social Policy, as a part of TOR 8 project which was to create from scratch a program for a new psychological specialization “Career counseling”. Since then the issue of career counseling, work and organization psychology has been the main subject of my scientific studies. Studies connected with the first phase of my scientific work I will discuss briefly because the subject of most my publications are psychological problems of career counseling which I have dealt with in the second period of my work.

### **Problems connected with disability in research**

My early scientific interests were educational and rehabilitation psychology issues. My employment at University of Lodz and scientific activity I combined working as a psychologist in a kindergarten for visually impaired children and in a educational-vocational centre. My studies were then inspired by practical experiences of a contact with disabled

people. Scientific studies in the years 1981 – 1989 I carried out as a part of central scientific programs – P.W.11.9 and CPBP 09.2, “Contemporary Polish families condition and transformations”. Their effect were first of all reports from my own studies on family, educational and vocational conditionings of social adaptation of blind and visually impaired people – published in the years 1988-1991 in *Psychologia Wychowawcza* [Educational Psychology], *Kwartalnik Pedagogiczny* [Pedagogical Quarterly] and as chapters in monographs “*Family conditionings of children’s and teenagers’ interpersonal contacts*” and “*Influence of family background on rehabilitation process of visually impaired children*”, in scientific journal of University of Lodz *Acta Univesitatis Lodziensis, Folia Paedagogica et Psychologica* and in a scientific journal *Przegląd Tyflogiczny* [Tyfology Review]. They indicated for example a big polarization of parents’ attitudes towards visually impaired children making for inconsistent upbringing. They also proved that children’s disability intensifies emotional ties with mothers and weakens them with fathers. Conclusions drawn from carried by me studies were in agreement with study results of other authors who study family constellations of disabled people (Bauman, 1964, Perzanowska, 1985, Gałkowski, 1986).

Results of my further studies, carried out with Grażyna Poraj, relating to marital functioning of disabled people were discussed in several publications which appeared in the years 1989 – 1993 in *Problemy Rodziny* [Family Problems] and *Problemy Rehabilitacji Społecznej i Zawodowej* [Social and Vocational Rehabilitation Problems]. In the studies we compared elements of marriage satisfaction of disabled people and people whose disability as not diagnosed. Comparisons indicated, for example that dimensions particularly essential for good functioning of disabled people’s marriages are openness, mutual help and cooperation, whereas in the control group these dimensions were not significant. The last issue I dealt with in my studies on disabled people was creative thinking of hearing-impaired people. One of my studies presented in *Psychologia Wychowawcza* [Educational Psychology] in 1993 contained the first in Polish literature analysis of connections a creativity level, intelligence and social behavior of deaf and hearing children. My studies had a comparative character and studied groups consisted of pairs of deaf children (learning in their centre) and hearing children. This work verified hypothesis concerning lower creativity and abstract thinking levels resulting from limited hearing perception. In the studies I applied Raven’s Matrix Test, Markowska’s Student’s Behavior Sheet and Jellen’s and Urban’s Creative Thinking Test. The obtained results related both to task performance standards and connections between variables. Deaf

children appeared to follow instructions eagerly (to a larger extent it applied to girls) which agrees with cultural norms, but in the case of deaf children is also the effect of institutional education. Among deaf children in comparison with hearing ones a higher intellectual level is accompanied by a higher attachment to hard facts and among hearing ones to abstraction. But concrete drawings of deaf children with a higher intellectual level were original and unconventional. The results may be related to speech development and features of stimulation from educational background because teaching deaf children aims at developing conceptual thinking, building analogies and synthesizing, it is, however, mainly based on concrete material. It may be presumed that deaf children's creativity of non-verbal character is not lower but different from hearing children's creativity.

The study gave fruit to a publication in an international magazine *European Journal for High Ability* (now *High Ability Studies*) in 1992 and an invitation to publish the results in a monograph edited by Cropley and Dehn *Fostering the Growth of High Ability; European Perspectives* of American scientific publisher Ablex which appeared in 1996. For a series of articles on psychological issues of disability I received in 1989 University of Lodz Rector's Individual Award of the third degree.

#### **Problems connected with the issue of career counseling**

After organizational changes which took place in Institute of Psychology at University of Lodz in 1993 I began to work in Department of Occupational Psychology and Career Counseling. This fact and becoming a member of University of Lodz National Consultants Team which realized a contract assigned by Ministry of Work and Social Policy, as a part of TOR 8 project made me broaden my scientific interests by career counseling and occupational psychology issues. My first scientific study was to provide in 1995 an expert opinion (unpublished) assigned by Ministry of Work and Social Policy verifying existing in Poland opportunities to educate career counselors. This expertise won Ministry's recognition. Taking part in the project enabled me to start cooperation with career counselors and I also began to work as a psychologist-career counselor in the Non-material Aid for the Unemployed Centre. My experience in post-graduate education of career counselors, developing this specialization as a part of psychology specialization at University of Lodz and cooperation in 2009 with "European Centre for the Development of Vocational Training" in Torino preparing a report for European Commission *Professionalizing career guidance. Practitioner competences and qualification routes in Europe* recently proved to be worth popularization in the counties beginning work on building a counseling system. Due to this I

was invited by European Commission agency TAIEX in 2011 to present this issue as a lecture *Developing higher education counselor training programs at the University of Lodz in Poland* at a conference organized by Ministry of Education in Morocco.

Described activities inspired me to develop the concept of career counseling psychology as a field of studies and psychological practice.

### ***The Concept of career counseling***

The first sphere of my scientific interests was related to an analysis of functioning in the world and concepts in the situation of choosing by an individual career optimal for him/her. On the basis of different theoretical approaches review I defined career counseling as a psychological specialization with elements of knowledge about conditionings and an individual's vocational decisions realization. Studies take up in this sphere describe psychological facts and look for cause-effect relationships between different aspects of this process. Thus, practitioners may understand the gist of the phenomena they can influence. My publications on this topic, such as a chapter in a book *Psychological issues of career counseling* (1999, H. Skłodowski, Ed.) and as a monograph *Psychological foundations of vocational choices. A review of theoretical concepts* (2003) explain vocational choice conditionings and specify vocational choice determinants, noticing their developmental aspect to show finally effects of these decisions for individuals as vocational adaptation or its lack. I expressed my concept of career counseling synthetically preparing an entry "Vocational choice" for *Pedagogical Encyclopedia of the 21<sup>st</sup> century* published in 2008.

Analyzing theoretical approaches in contemporary career counseling I paid a special attention to new postmodern trends in career counseling in my opinion favorably influencing development of this domain of psychological knowledge and practice. They assume stimulating an individual's career rather than its automatic adjustment to a vocation, verifying fundamental assumptions of human development theory leading to treating a career as an individual's personal aim they combine a career development theory with a counseling theory and diminish the role of a diagnosis for the sake of biographic analysis and auto-diagnosis. These publications appeared in journals *Psychologia Rozwojowa* [Developmental Psychology] (2004) and *Folia Psychologica* (2002 and 2004).

One of the most important attributes of contemporary career counseling is a resulting from intensity of social migration multicultural approach, thus my publication on a reviewing character published in Polish (2006) and in English (2008) *Vocational Guidance and Multicultural Challenges* with cooperation with Elżbieta Olczak, Ewa Kownacka, Dominika

Cieślukowska supplies knowledge about requirements and standards of a counseling activity sensitizing to the issues of cultural difference. It contains a theoretical justification for taken by me studies indicating analogies between particular elements of a counseling process and chosen dimensions describing culture. The role of culture as a factor of shaping counseling tasks was also empirically verified by me in a mentioned earlier, designed and coordinated by me in the years 2003 – 2005 international scientific grant Leonardo do Vinci. A multi-author monograph (Renata Baltrimiene, Andrea Egger-Subotitsch, Eva Ericson, Christos Giannoulis, Linda Johnston, Lambros Kaikitis, Andreas Kleanthous, Linda Stoker, Julia Zdrahal-Urbane) presenting study results from six countries and edited by me appeared in 2006. What makes me personally satisfied is the fact that it was included in a reading list for a subject *Education, Culture and Lifestyle in Sweden* at the Lund University.

Data collected while creating this publication I presented in 2011 as a Polish representative during the Polish Presidency in European Union at a conference “*Labor market integration of immigrants in Europe – implications for guidance policy, practice and research*” organized by CEDEFOP in Thessaloniki in Greece.

#### ***Career counseling systems in Europe and in Poland***

An important aspect of my theoretical analysis was including the fact career counseling functioning in definite organizational structures in Europe. Traineeships in scientific centers in the years 1993 – 2001 devoted to career counseling which I pursued in Trinity College and University College in Dublin, Manchester Metropolitan University, Newman College in Birmingham and cooperation with “European Training Foundation” in Torino allowed me to get to know developmental tendencies in this domain of academic knowledge and practice. Its popularizing and further development in Poland became later my task.

Issues connected with standardization of counseling services for young people competence profile of a career counselor I discuss in *Psychological counseling issues* (1999, H. Skłodowski, Ed.), *Pedagogy of Work. Career Counselling* (2004, H. Bednarczyk, J. Figurski, M. Żurek, Eds.), *Mentoring in career counseling* (2007, H. Skłodowski, Ed.), and in my monograph *Career counseling in school systems in EU countries* (2001). Presenting European solutions I recommended a career counseling system development in Poland based on school and academic career centers. Leonardo da Vinci project *Self-help Model Group of Job-seeking for Students and Graduates* which I directed in the years 1999 - 2001 laid foundation for Academic Career Offices existing now at almost all universities. One of my

following publications – *A school career counselor* (2003 ) was created in cooperation with a career counselors team (Elżbieta Drogosz-Zabłocka, Alicja Łukasiewicz, Roman Ponczek, Grażyna Sołtysińska, Bożena Wojtasik, Elżbieta Żywiec-Dąbrowska) on National Ministry of Education commission and became a bases for issuing the Ministry’s regulation enabling introduction of career counseling into the Polish educational system.

### ***Career development and organizational behavior conditionings***

In the adopted career counseling concept I distinguished a number of career development situational conditionings such as social structure, historical changes, social and economic conditions, employment procedure, school, society, family, culture and subject conditionings, among which the most essential are general and specific talents, interests, needs, values, self-consciousness level and attitudes and achievements. Hence the next area of my scientific interests which deals with both stimulating and blocking an individual’s vocational development. Here are both review publications and my own studies presentations. Monographs *Forming employees relations* (2001) and *A Human in a firm* (2009) written with Ewa Brzezińska (several times renewed) were developed with the use of organization psychology scientific bank and became guide books for many management practitioners. In teaching psychology of organization chapters in monographs *Adjustment to the work environment - conditions and consequences* (2010, D. Merecz, Ed.) – chapter *Fit to work for practitioners* and *Introduction to psychology for economists* (2012, E. Bielawska-Batorowicz, Ed.) – chapter *Working man - psychological perspective* (co-author Bohdan Dudek). The latter publication received in 2013 the Rector of the University of Lodz prize for best academic book published in 2012.

My empiric studies based on knowledge about organization were published in *Przegląd Psychologiczny* [Psychological Review] (*Cultural and personality determinants of bank employees’ ways of coping with organizational changes*, 2004 ), *Journal for mental changes* (*Effects of unemployed: Casual attributions of psychological well-being*, 2000) indicated the existence of well-being predictors of people planning work change, consisting of demographic (age, sex), personality, situational (time of being without work, financial support) factors and cause attribution of difficulties connected with employment. The study results I also published as a chapter in a monograph *Family – development – work. Selected issues* (2002, T. Rostowska, Ed., chapter *Causal attribution of unemployment and a sense of well-being of the unemployed*). An important aspect of a weakly explored in empiric publications appeared to be a family role in shaping vocational preferences. So I took up this

subject in my studies and I published in their results in a monograph *Family and work in crises conditions* (2011, E. Bielawska-Batorowicz, L. Golińska, Eds., chapter *Family determinants of work motivation*). I conducted the studies applying the earlier discussed Needs Evaluation Questionnaire, M. Plopa's Parents Retrospective Evaluation Questionnaire and Affect Scale Questionnaire in A. Zalewska's Polish adaptation. I aimed at defining a connection between parental attitudes presented by mothers and fathers and an affect felt at work (positive and negative) and needs satisfied at work by their adult children (both sons and daughters). The hypothesis were formulated on the basis of long-term but not giving unambiguous conclusions studies conducted by McClelland (1953), Winterbottom (1958), Green and Parker (1965), Medvene (1969), Roe and McGarvey (1999). They assumed that retrospectively evaluated demanding, inconsistent and protective attitudes of mothers and fathers will be connected with feeling by their children a negative affect at work but conceived by adult children overprotective attitude did not appear to be a negative emotions at work predictor as it was suggested by Cheng and Furnham (2004). In a male group, on the other hand it is connected with a positive affect. Maybe with age this dimension in a retrospective evaluation is perceived as a desirable care symptom.

The results of my research in this area were presented respectively at 10<sup>th</sup> Nationwide Developmental Psychology Conference in Gdańsk in 2001, at 31<sup>st</sup> Polish Psychological Society Scientific Conference in Lublin in 2002 and at a cyclical conference "Family and work" organized by University of Lodz Psychology Department in 2009.

For a cycle of publications devoted to this issue I received in 2005 University of Lodz Rector's Individual Award of the second degree.

### ***Career Counseling in practice***

Using my studies results I developed modern methodological resources for people who want to take up counseling professionally, preparing a number of publications of practical character. In the first handbook from this cycle *European career counselor's workshop* (2002) I included a worked out by me three-element counseling model in a contact with an individual client, which consists of development of knowledge about oneself, growth of information about science and work and vocational career planning. In the following publication written with Małgorzata Tarkowska - *Group work in career counseling* (2004) didactical issues I broadened by group counseling methodology. The most important item here is a three-part collective publication *Methodical and didactic materials for students' vocational career planning* (2006), which I edited at the request of Ministry of National

Education. This publication is used as a handbook in all middle and high school in Poland and is treated as a basic source of information by school career counselors. A significant theme of my application analysis, similarly to my scientific studies became the role and tasks in the counseling process. At my initiative a pilot Leonardo da Vinci project *My child is choosing a career* was completed, whose effect was edited by me handbook for parents taking an active part in the process of planning their children's vocational career (2008). It was published in several language versions as the work effect of a directed by me international team. The following publication on this subject of my authorship and edition *Parents as counselors of their children* (2010) as a result of an international project Grundvig was published by Lambert Academic Publishing and got the approval of both its users and professional counselors societies in Poland and Europe.

## **6. Summary and scientific plans**

After receiving a doctoral degree I took part in eight scientific grants. In one of them (1985 – 1989) I was a subcontractor, in four following grants I was a manager and a contractor. In realization of three grants – two national and one international in the years 2003 – 2013 I was an applicant, a scientific manager, a study contractor, a co-author and a publications editor. The international grant was realized by a Polish university and six academic centers – from Austria, Cyprus, Lithuania, Sweden and Great Britain. I published nine monographs – 4 as co-author, 5 chapters in monographs in English, 31 chapters in monographs in Poland, 1 article in a journal which has Impact Factor (IF) in the base of *Journal Citation Reports* (JCR) mentioned in part A Ministry of Science and Higher Education list, 3 articles in journals in the base *European Reference Index for the Humanities* (ERIH) mentioned in part C of Ministry of Science and Higher Education list and 11 articles in journals which do not have Impact Factor (IF) mentioned in part B of Ministry of Science and Higher Education list. Moreover, I was the editor of 2 collective nationwide publications and 3 collective publications in English of an international range. In edited collective publications I was a project author, co-author and research coordinator. I presented study results at conferences, conventions and scientific symposia in the years 1985 – 2013. I took active part in 19 foreign and 37 national conferences. Most presentations was published as chapters in monographs or as articles, among others in *European Journal for High Ability* (now *High Ability Studies*), *Perspectives on Economic, Political and Social Integration*, *Journal for Mental Changes*, *Psychology Research*, *Psychological Review*, *Adult Education*, *Developmental Psychology*. Some presentations were published as abstracts, among others in





*International Journal for Psychology*. In my scientific work a significant place was taken publications devoted to occupational psychology and career counseling, mainly in the aspect of vocational choices psychological conditioning and course of counseling process. In this area my biggest achievement is drawing attention to issues so far neglected in studies devoted to counseling which are psychologists' attitudes towards counseling and clients' preferences for professional help in connections with psychological predictors of vocational choices. The results of my studies indicated a significant role of a relation client – counselor in a counseling process and enriched a scientist's and counselor – practitioner's workshop with new techniques of self-evaluation carried out by a client and a counselor.

Thanks to a membership in an international association – International Association for Educational and Vocational Guidance (IAEVG) which unites researchers and practitioners devoted to career counseling I commenced an international cooperation in application and scientific projects, not only as a partner and subcontractor, but also as a project applicant. I could also share my achievements on the academic forum lecturing at Macedonian University in Thessaloniki in Greece as a part of Erasmus program, and in 2013 at Department of Psychology at Padua University as a visiting professor.

Obtained results can be scientific resources for modern career counseling development in Poland both in education and psychological help given to adults. I present them at lectures popularizing knowledge about career counseling. An example may be my participation in improvement trainings organized by Regional Labor Offices and Psychological and Pedagogical Counseling Centers.

Nowadays I continue studies connected with career counseling concentrating on developmental problems of adulthood, career maturity and job satisfaction taking into consideration a mediating role of temporal orientation. I presented initial results of not published yet studies in 2012 at an international conference IAEVG in Mannheim in Germany (*High school students' career readiness and their temporal orientation*), in 2013 at a conference "*Life Designing and Career Counseling: Building Hope and Resilience*" organized at Padua University in Italy (during my scientific visit) and at 13<sup>th</sup> European Psychology Congress in Stockholm in Sweden (*A sense of adulthood of young adults and their life satisfaction. Mediation Role of Time Perspective*). Achieved so far results seem to be promising. Studying correlates (conducted by canonical analysis) of young people's readiness to take up vocational roles carried out that temporal orientations stopping them take up vocational tasks a significant role is played by a past-negative orientation and a present

fatalistic orientation. In my following studies these orientations proved to be significant mediators of relations between the sense of adulthood and life and job satisfaction gained by young adults. In the subject literature there are few positions taking into account the issue of temporal perspectives, in particular the role of their mutual balance in vocational career designing and in my opinion this area is worth including in my scientific plans. In subsequent work I intend to integrate this aspect in-depth research of my own.

A handwritten signature in blue ink, appearing to read 'M. J. P.' or similar, written in a cursive style.