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NAVIGATING THROUGH CONTEMPORARY WORLD WITH ADULT EDUCATION RESEARCH AND PRACTICE

Navigating through Contemporary World with Adult Education Research and Practice

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CONCEPT OF DYNAMIC CAREERS FROM STUDENTS' PERSPECTIVES – I WILL TRY IT BY MYSELF, BUT DON'T LEAVE ME ALONE

Abstract

The concept of dynamic career is extremely present in the field of theoretical and scientific debates related to the career development of adults. These careers, seen as a consequence of the society in which we live, are characterized by numerous specificities, and their consequences range from a continuously positive to highly negative ones. While our career development today is increasingly delivering more complex tasks, which are often only one part of complex tasks that we face on a daily basis, paradoxically, in career guidance policies, state in which individuals should independently deal with these tasks is more and more legitimized. This paves the way to the lack of programs, which will help individuals in solving issues related to their career development. One such program and its participants, were part of the research, which was conducted with the aim to examine how students of the University of Belgrade determine their careers, as well as what kind of help they expect from courses designed to support their career development. The research included 204 students of the final years of Bachelor studies at the University of Belgrade who participanted in the Belgrade University Center for Students' Career Development in the course entitled Career Management Skills. The research results show that students perceive a career in extremely different ways, from something that can almost be equated with life, something that represents a significant aspect of life, an important part of professional identity; through understanding their careers in relation to the tasks they are assigned to, and understanding their careers only as an instrument for achieving something related to some other aspect of their life. When it comes to support they need, research results show that students need help to better connect with the world of work, but, more importantly, they need a great help in dealing with issues concerning deeper understanding of themselves in today's world of work, in creating a real image of themselves, in creating a relationship with their own career. In that sense, it is noticed

that students should not be left alone in the pursuit of their careers, but more than that, programs of support must only be part of continuous and systematic assistance to individuals. This raises important issues of responsibility, where "fighting alone" is only possible on paper, but more importantly, where "fight alone" is maybe a strong call for all of us to struggle together.

Keywords: dynamic careers, career development, students, career guidance and counseling.

Introduction

We live in the time in which the concept of career is understood in a quite different way than some decades ago and today we are living dynamic careers on a much larger scale. According to the authors Pejatović and Mihajlović, "by looking at perceptions of a career in an international context, it seems to us that they have gone from equalising a career with one job to equalising a career with (almost the whole) life" (Pejatović & Mihajlović, 2017, p. 71). Having in mind that notions of career are set so broad, at the same time they are being defined by many subjective and objective features.

If we try to characterize all broad notions of career, we could find some common crossing spot – there is a thin line between professional and other aspects of our lives, careers are characterized by different jobs, activities, periods which are delivering us different professional tasks and which needs to be managed. This statement highlights the question of support of career development. If career tasks are becoming more complex, it is logical to expect that design and provision of career support, as well as nature and type of support should be much more specified and comprehensive. On the other side, we can withess that resolving of career development task is more and more shifting towards individuals. This raises a question of discovering a "real image" and a realistic domain of career support.

It would be hard to find a target group, which is not feeling consequences of dynamic career. We have decided to specify these questions to the group of young adults – students. There are several reasons for this decision, but in general, we consider that raised questions are a bit more challenging when talking about this group. Increased challenges when considering this group can be noticed in:

a) The young adults are a group characterized by an extremely complex phase of career development, most often accompanied with numerous career tasks (details in: Osipow, 1973; Guzina, 1986; Oljača & Kosanović, 1987; Herr & Cramer, 1992; McDaniels & Gysbers, 1992; Zunker, 2012; Athanasou, & Van Esbroeck, 2008; Patton & McMahon, 2006) and young

adults are in the hard phase of building their career identity and understanding of their career. At the same time, they are also located between the education and the world of work, and most often the world of work is just being anticipated.

b)   The interest for this group of young adults arises also from the complexity in terms of their position on a labor marker and high hopes set on them. Some thoughts, which are illustrating this group and their position, can go under "youth unemployment" "high risk of unemployment or of precarious job contracts" (Carneiro et al. 2015, p. 1), "skill gap which remains an important topic..." (Carneiro et al. 2015, p. 2) and a group which stands out "in international and national documents, then according to statistical indicators, based on research, as well as in the studies of different authors ". (Pejatović & Mihajlović, 2019, p. 10). Also, data obtained from Serbia, from different projects and researches targeting this group (CONGRAD, 2014, Marjanović, 2016) are good ilustrators of how fragile is this position.

c)   Finally, our practical experience derived from working with this group through this course and through Multiphase model of career support for students (Pejatović et al. 2014), gave us a precious insight in setting a scene for our research. The fact that we have conducted our empirical research on a group of participants of Career Management Skills course, (which is an elective course), gave us the opportunity to obtain data from those who have already, by making a decision to participate in the course, showed (what is often expected from all of us today), a proactive attitude and an active role in one's own career development.

Our intention was to find out from them how they understand a career and what type of support they expect from courses that are designed to support their career development. However, in order to answer this question, it is necessary to clarify what we mean by career support, but also to present in more details an example of a course that reflects that support – at the same time the course whose participants formed a sample of this research.

Career support for students

Bearing in mind already mentioned complexities of careers and career development, today we are witnessing different types of career support, which are most often placed under the term career guidance and counseling. This wide syntagm covers a range of activities, and its often hard to translate it to a "research language", so we have decided to consider several elements which will help us specify it for our research.

As authors Pejatović and Mihajlović (2019) are noticing a "process of career guidance and counseling is being more and more designed as a context of learning". As they have stated, this is being noticeable in the following directions:

"a) Diversification of career guidance and counseling activities, starting from information, through counseling, to clear separation of education and educational programs.

b) An increasing number of programs for development of career management competency, which should be a result of career guidance and counseling activities.

c) Increasing efforts aimed at specifying educational programs for the acquisition of career management skills, in line with the needs of extremely heterogeneous groups of beneficiaries of career guidance and counseling programs" (Pejatović & Mihajlović, 2019, p. 13). Having in mind this, as well as purpose of our research, we have decided to narrow the notion of career support to one of its component, to the educational one.

Another important element, which specifies career support, is that career support for students is often being placed under the scope of higher education. Some characteristics of this are well explained by Boffo & Gioli (2016), which are stating "higner education plays a role in preparing the professional identity and the inclination of students to be active in the search for a job. Finding work – especially work that is coherent with the study – is not only an urgency that students feel at the end of the academic pathway but has to be cultivated over time. Universities have to prepare students to the transition before they leave..." (Boffo & Gioli, 2016, p. 62). The program which we have choosen is an University program, open for all students, students of all faculties of the University of Belgrade and it prepares students, in a well known settings, to manage their further professional challenges.

Finally, another reason for operationalizing career support in this way, through a representation of one course, is that we see that this course (by its different ellements) can respond to mayority of tasks of career guidance for this group. As stated, "however, generally speaking, the most common tasks of career guidance and counseling related to this group are: career information, employability skills development, prevention of prolonged waiting for the first job, preparation for the world of work, increase in uptake of user numbers..." (Pejatović & Mihajlović, 2016, p. 77). For this research, we have considered career support for students through the course *Career management skill*, which is being realized at the University of Belgrade.

The goal of the course *Career management skills* is enabling students for career management, for their inclusion in the labor market, and supporting students in taking responsibilities and an active role in their future career development.

The course is elective and it is made for students of final years of BA, MA and PhD studies.

Upon successful completion of the Career Management Skills course, students will be able to:

- Use different sources of information on the contemporary labor market
- Research and identify their interests, needs, knowledge, skills and abilities and relate them to the demands of the modern labor market
- Decide on their careers, set goals and create a career plan
- Apply different job search methods and strategies
- Prepare an effective job application – CV, cover letter and select the form and content that is relevant to the competition
- Successfully present themselves to the employer for a job or internship interview[1]

By analyzing this course, it can be noticed that its outcomes are focused on a comprehensive support to students. Thus, we see a group of outcomes that is focused on continuous research of the labor market, but also on the acquisition of knowledge and skills that should support students throughout the various stages of their career development. Finally, this course is, partially, aimed at enhancing knowledge and skills about one's own characteristics.

Research methodology and research results

The aim of this research was to examine how students of final years of BA studies, participants of the Career Management Skills (CMS) course perceive a career, as well as what kind of support they expect from courses designed to support their career development. The research included 204 students of the final year of BA studies from different faculties of the University of Belgrade (participants of the course Career Management Skills). Research data were collected at the beginning of every new course, on several occasions between year 2017, 2018 and 2019. Research instrument contained open-ended questions which let our participants explain their notion of career and their expectations regarding career support they need. We have asked students to explain what career means to them, how they would define it. This question was important for us, having in mind how today it is becoming more and more difficult to explain a career through objective characteristics such as salary, position, prestige, etc. Some of the responces are listed in Table 1. The second question was related to career support they expect.

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1 Detailed information about this course can be found at the website of the Centre for Career development of students of the University of Belgrade http://www.razvojkarijere.bg.ac.rs/vuk

Data analysis was conducted using the sequential analysis technique: each of the three co-authors of the paper, based on the initial agreement, conducted a separate, independent analysis whose results were later mutually discussed and additionally adjusted. Key-words indicating a new occurrence that students directly linked to the term *career*, were sequentially separated, that is their clarification was initialized. Thus, expectations related to career support were analysed. In both cases, not rarely have students stated several occurrences (constructs) for which they connect their understanding of career, as well as a number of expectations from organized support for carer development. While conducting the analyses, we had in mind our former research, which was conducted during the year 2016 with 66 students of final years of BA studies, from various faculties (Pejatović & Mihajlović, 2016), in which we have established some categories of answers. This categorization was a valuable tool for this analysis.

During the work on establishing results of separate analysis, some small differences among results were noticed. They were discussed within set theoretical frame of this research, and as a final result, we have established 10 categories of answers. Based on frequencies (f) the following rank-list, with the description of the basic answers characteristics withing the categories, was created.

Career is a success (f=62): Most of our respondents defined career as success or promotion. Thus, as can be seen in the answers of our respondents, career is synonymous with success, and those who are successful, those who are progressing in their jobs, possess career. This understanding is close to the traditional career understandings, where career is most often determined with many objective indicators – position, high financial benefits, selected individuals. The common words in these definitions are success, progression, improvement, progress, achievement, ambition, climbing.

Career is a job (f=33): One part of our respondents defined careers as jobs. This notion was present in some early notions of career. Later, career started being seen as a sequence of different jobs and something more close to the professional path of an individual. Returning to definitions of our respondents, their answers in this cathegory were clear, unambiguous, without additional attributes assigned to careers. All the answers in this category were: career is a job.

Career is a job with certain characteristics (f=32): Unlike the previous category, in which career is defined as a job, unambiguously, without adding any attributes to that job, this category sees career as a job, but as a job that has certain qualities. Most often it is a job that is well paid, or a job that is meaningful to an individual, or one in which the individual can progress. Also, it is a job that brings pleasure, or which makes us happy. In addition, respondents in this group defined careers as a series of different jobs, which is really close to modern notion of careers.

Career – methaforical meaning (f=30*):* One part of our respondents used metaphor to define and explain their notion of careers. A career in this category is most commonly defined as a journey, a trajectory, a path, an interesting journey.

Career is a life or aspect of life (f=29): In this category of answers, career has a quite broad meaning, and it is equal to life or one aspect of life. In this sense, some of the answers we encountered implied that career is life or a significant part of life, but also career is everything that we do. In addition to these answers, there are also answers that a career is only one aspect of life, one that is dedicated to work and that allows an individual some development in the professional domain of life.

Career is a combination of success and failure (f=27): Unlike one of the previous categories of responces, which defines a career as synonymous with success, constant progression, this group of definitions includes those that view career as a constant replacement of success and failure. This definition is closer to the concept of modern careers by which careers are precisely those shifts of different periods – both success and failure, horizontal progression, periods of short or long-term unemployment and different working modalities.

Career is a field of learning and development (f=24): Extremely interesting definitions of careers are placed in this category of response. Career is defined as an extremely important area of learning and development of the individual. Thus, our respondents stated that a career is a space for the development or acquisition of knowledge and skills, but also a field for learning.

Career is a result of... (f=19): In this category of answers, a career is viewed as the result of something, as something that comes after an effort has been put into it, which indicates the activity of a person who wants to pursue a career. Thus, respondents said that career was a result of an effort, result of dedication, engagement, dedication, sacrifice, commitment, and ability.

Career is an identity (f=16): One part of our respondents defined career as an individual's identity, that is, a significant part of an individual's identity. This is a very interesting category because career is perceived as something that determines a person, something that determines him/her for their whole life, and it is a strong part of professional identity and belonging, but also something that represents a person's "identity card".

Career is an instrument for... (f=13): As our respondents indicated in their answers, career is an instrument for accomplishing some important goals and, through careers, some significant aspect of life is being realized. Thus, respondents stated that their career is an instrument for achieving other, more specific, important goals in life.

Table 1.
Examples of responces to a question what career is...

Career is success.

Career is a job.

Career is a job which makes us happy.

Career is a good paid job.

Career is an interesting journey.

Career is an identity.

Career is a professional success.

Analyzing these categories, it can be seen that the respondents' answers were extremely varied; both in terms of how they define careers and in terms of what characteristics they give to a career. Although in most of the responses career equates to success, the other categories are fairly evenly distributed. Thus, the answers range on a continuum, from the fact that career is merely an instrument for something, a less important aspect of life, or that career is merely a job, to those in which career itself is an important goal, an important area of personality realization, an important area of personality development. All these notions are extremely important for the design of educational programs of career support. We think it is crutial to further analyze these answers and investigate what characteristics of our respondents are associated with them. Having in mind the research settings and scope of this work, this analysis will be the subject of some future papers.

Another important part of this research was an examination of what students expect from a program aimed at supporting their career development. In the initial analysis of the answers we have found 6 categories of answers of our respondents:

1) *Gaining technical skills* (f=98)
2) *Making connection with the world of work* (f=86)
3) *Compass for the world of work* (f=40)
4) *Building professional identity* (f=38)
5) *"Me" dimension* (f=50)
6) *Career management skills* (f=26)

Following this categorization, further analysis of the responses revealed that several subcategories could be found within these six categories.

Gaining technical skills

This set of expectations refers to the knowledge and skills required to prepare job application documentation, that is, the knowledge and skills required to write CVs and supporting materials (motivation, cover letter). As we have further observed, the answers within this category can be classified into two groups, and the criterion for this categorization is the quality of job application documentation. Thus, a large number of students in their responses indicated that they needed assistance in acquiring skills to develop a CV, a motivational or cover letter, or a letter of recommendation. Although today there are many ways to acquire these skills, they still express an extremely high need to acquire these skills. When we further analyzie the answers in this category, it is observed that students on the one hand expect to learn to compile, produce CVs, and on the other hand, they expect to learn to produce CVs that have higher qualities than others, that is, to master this skill. In this sense, they often stated that they needed to write a CV that would "set them apart from others" that would present them in the best possible way, which would be of high quality and which will differ them from others.

Making connection with the world of work – handling the transition

The second category of answers to the question what kind of help they expect from this course is placed in the category of making connection with the world of work and labor market. Here, students emphasized that they need help to connect with the world of work, to find themselves in the world of work, that is, to master all ways of active job search, and then to easily overcome the gap between the world of education and the world of work. In addition, the students emphasized that they needed help with informing process, that is, they needed help to acquire information skills about the world of work, about the modern labor market. Namely, they need help not only with how to get information on labor market trends or information related to the labor market, vacancies, but, as they emphasize, they need help with learning on how to inform themselves, how to identify and obtain relevant, accurate information on the labor market.

Compass for the world of work

One interesting category of answers are answers related to finding the place in the world of work, labor market or sometimes within the working organization itself. In this sense, these responses can be described as students' need for support in their first steps within the world of work. Unlike the previous category of answers where students need help in coping with the potential role of the unemployed, this category would address the need for students to cope with the role of the employee. Some of the answers included assistance in communication within the organization, assistance in communication with colleagues and superiors. As typical

examples of these responces we have chosen "I want to know how to work in the organization" and "I need help to learn how to communicate with colleagues".

Building of professional identity

Building of professional identity is another response category that we have identified as a significant area of support that students expect. This category of responses does not imply expectations related to the world of work in general, but rather expectations aimed at supporting inclusion in the profession, that is, becoming a member of the professional community of the profession for which they are preparing. It seems to us that the answers of respondents in this category can also be placed in two categories. On the one hand, students need support to become members of that community, or to better connect with the professional community, very often to find a job in the profession. They also pointed out that they would like to network with leading experts in the field. On the other hand, part of the respondents stated that they needed help to connect with the professional community, but to gain knowledge about the profession, about the values and principles of the profession.

This means that support programs should be based on establishing cooperation with professional communities at different stages of program creation. We believe that their involvement is also important at the stage of program creation, especially those related to the labor market, during the actual implementation of the program, but perhaps even after the program is completed. This would make the program more meaningful for users. Examples of answers for this category: "I need support in becoming a member of my professional community"; "I need support in making better connection with the experts in the field"; "I need support in getting knowledge related to the values of my profession".

"Me" dimension

An extremely interesting category of answers regarding what kind of support young adults expect from this course is the "*Me*" *dimension.* The answers that fall into this category far exceed the answers related to presenting oneself for job interview or getting to know the job market, managing career, and the like. As can be seen in the answers that fall into this category, students need help in some more complex aspects of finding themselves, building a realistic picture of themselves, building self-esteem and self-confidence, identifying and discovering their interests, needs, skills and abilities, and recognizing their potential. This finding indicates the importance of incorporating content that is relevant to the "Me" dimension into support programs for young adults. It means that programs should have one broader basis and should support students even in some aspects, which are often being "taken for granted" in this age. In this regard, we believe it is extremely important, through some further research, to examine how programs can respond to these requirements and what educational content is best

to incorporate to address this type of need. Typical examples of responces in this category are: "I need to find myself"; "I need to create a realistic image of myself"; "I need help to build self esteem"; "It will give me stronger self respect"; "I want to recognize my interests, needs, skills, abilities"; "I want to recognize my potentials".

Career management skills

The last category of expectations belongs to the category of managing one's career. Students still need help with how to set career goals, how to learn to develop a career plan, and how to further manage their careers. This answer category is perhaps the most complex one because it is not tied to one moment in a students' career, but involves equipping students with the knowledge and skills that students will use throughout their lives. The complexity is being increased by the fact that setting career tracks is not an isolated process. This is very well illustrated by "as people try to establish a career path, it is important for them to understand their skills, interests, values and personal style" (Amundson et al., 2010, p. 70).

It is required from support programs to teach students not only how to build a plan, but how to learn to constantly gather, update and evaluate information about themselves and about the world of work.

Table 2.
An overview of some answers to the question what kind of support you expect from such courses

To get instructions on how to best represent myself and my knowledge and skills, both through CV and job interview.
To find out where I can apply for a job, who to contact after graduation and most importantly, to find a job which is in line with affinities.
That we will learn a little more about what a career is and how to influence the development of our own careers.
To be able to learn the best way how to plan our "career plan" goal, and to interpret it.
To get acquainted with how and where we can find important information related to our professions, jobs.
To learn to use different sources of information on the contemporary labor market, to identify my interests, needs, skills and abilities and to relate them to the requirements of the modern labor market.
I expect to learn how to write CV, motivation letter and recommendation letter which will fit the requirements of a particular job.
To be provided with information related to methods and strategies of active job search, to become more familiar with writing a CV and a motivation letter and to learn to avoid common mistakes, that is, to show me the most common mistakes in writing a CV and a letter of motivation. Also, I want to get acquainted with the job interview, how it works, how I should behave at the job interview itself for the best self-promotion.

To gain enough knowledge on how to write my CV and motivation letter as well as possible, which will set me apart from one of the other candidates. To learn how to act on a job interview. What I need to say and how to highlight my skills and qualities.

To learn how to get different information related to my profession. How to get a job search or professional development.

To build my own self-esteem and to become more confident in myself.

To instruct me what sources of information to use when looking for a job, how to write a CV and motivation letter, how to behave and how to present myself in the best light when interviewed for a job.

Getting the information you need to further manage your career. Gaining more confidence in your qualities, simulating job interviews.

To master a job interview, to learn how to present myself in the best way without going far from a realistic picture of me. To see what job opportunities are available, what options are offered, and which ones I find myself in.

To improve communication, to increase interest in actively finding the sphere of work I will be dealing with

To teach me how to gather more information about potential employment, how to improve myself professionally and improve my knowledge and strategy in employment.

To learn the rules of composing a biography.

To acquire the skills of finding a job, coping with job interviews, learning how to write a motivation letter and CV, hearing the experiences of successful business people on their most successful path to success.

To learn how to present myself most effectively at a job interview, how to find a job vacancy, how to communicate in a working place, with teammates and superiors, how to improve, or where and how to find ways and resources to learn something new from my field of work; how to choose what I am best at.

Getting to know the modern way of finding a job. I also expect that the course will give me a new insight into employment and career development opportunities, as well as that it will encourage me to improve and supplement the necessary knowledge and skills...

By analizing these categories, the least surprising category was the response category related to the *acquisition of technical skills*. This actually involves supporting students in mastering how to make the documentation necessary to apply for jobs, internships, scholarships. This is usually the most prevalent content in this type courses. Although the number and quality of resources that should support the acquisition of these skills has increased in recent years, students still expect such content to be found here. Bearing in mind that the answers were divided into two subcategories, we think that when designing such courses, it is important to keep in mind that there are students with a low level of knowledge in this field, so they need basic technical skills, but also that there are students who already have background in this field, but they are interested in how to make more quality documentation.

Analyzing the expectations that students have raised within the category *Making connection with the world of work* as the second cathegory of answers, indicates that students perceive themselves as vulnerable during school to work transition. Thus, it is noted that there is a great amount of information about the world of work that is unknown to them. Therefore, students need support to learn how to explore the world of work that they will soon step into. The third group of answers *Compass for the world of work* indicated to us that students feel vulnerable not only during the transition from the world of education to the world of work, but also in the first steps in the world of work. Specifically, they need support in how they can learn the role of a new employee. These answers correspond a lot with Barbara Okun's integrative model for career development of adults (in Hayes, 2000) and the importance of continuing support in working organizations must be considered.

Comparing the group of answers in the second and third category indicates differences in "how far the course should go". For someone, expectations only reach finding the first job, but for some, they go in providing support and employment. This means that when designing and delivering such courses, it is important to focus attention on these diverse student needs. Also, this may indicate that such courses could be organized through a modular structure. One of the more interesting categories of responses was that students needed support in building a professional identity and support for making a better connection with the professional community. This means that both, general characteristics of the labor market, and the specificities of different professions should be considered in such courses. In addition, these courses should include elements of understanding of different professional cultures. The last two categories, the "*Me" category* and the *Career management skill category*, may perhaps best illustrate what the basis of the courses should be, but also what the course effects should be. Students need skills that will empower them to manage their professional development, which means that courses should not be designed in response to urgent problems and current developmental tasks, but should also contain parts that will empower students to cope with all those things that they cannot so easily anticipate.

Conclusions – So don't leave me alone

The tasks of professional development are being more and more complex, and support for career development becomes our responsibility. This does not means that career support programs are lacking, but we must keep raising the question of whether they adequately meet the needs produced by the complexity of today's professional development. When taking into account a specific group of individuals we were addressing in this paper – young adults – students, situation becomes a bit more challenging because they are in a complex stage of career development, handling transition between the education and the world

of work, and the data on their perspectives on the labor market are extremely complex.

Starting from the concept of dynamic careers, the intent of our research was to discover how students, participants of the course Career Management Skills define career and what kind of support they expect from courses designed to support their career development.

The results of our research have shown that students are defining a career in very diverse ways. Career notions range from those in which a career is perceived as a job, or a job with certain characteristics, through those in which a career is seen as one of the instruments that help us achieve some other, most important goals in life, to those responses that view the career as one important part of life or almost like life itself.

The fact that these determinations differ to such an extent that they almost represent two points on a continuum, suggests that these differences should be taken into account when creating support programs. Also, we think it is extremely important to determine why these differences exist and whether and how they are related to the type and intensity of support students expect. This will be the subject of further research.

The second part of our research focused on discovering what kind of support the course participants expect. The first analysis of the answers showed that the answers could be placed in 6 main categories. These categories are: *Gaining technical skills*; *Making connection with the world of work; Compass for the world of work; Building professional identity; Me; Career management skills.* Further analysis of the responses revealed that subcategories could be identified within almost all categories. Main findings showed that students have a whole range of needs related to career support, but that we can talk about different levels of their expectations. All these should be the basis for the design and realization of further programs of career support and for thinking about how the support will be delivered to them when they leave higher education settings.

The fact that our respondents are students of the Career Management Skills University course, it seems to us that by their decision to enroll in the course, they showed a certain activity, involvement in pursuing their own career development. In that sense, they have already made an attempt themselves. If we look at how they see their own role in this course, we can see that they do not expect ready-made solutions, but show willingness and activity. On the other hand, analyzing what kind of support they need, it is often not something that can be answered by short-term career guidance and counseling activities. Of course, there are respondents who need this type of assistance quite well at this point in their career development, but they should, by no means, be left alone when it comes to supporting their career development. Opposite, the results of our research seem to indicate again that we need to speak about a career guidance and counseling system, centered on an individual with their own developmental needs.

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