

International CareerS Conference
**Serbia within European Paradigm of Career Guidance –
Recommendations and Perspectives**

University of Niš, October, 24th 2013

PROCEEDINGS

Publisher

University of Niš

For the Publisher

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Printed by

Unigraf-X-Copy, Niš

Circulation

100

© 2014 by University of Niš, Republic of Serbia

ISBN 978-86-7181-082-1

CIP – Каталогizacija u publikaciji – Narodna biblioteka Srbije, Beograd

005.961(082)

37.048.4(082)

INTERNATIONAL CareerS Conference Serbia within European Paradigm of Career Guidance – Recommendations and Perspectives (2013 ; Niš)

Proceedings / International Careers Conference Serbia within European Paradigm of Career Guidance – Recommendations and Perspectives, Niš, October, 24th 2013 ; [editor in chief Miodrag Lazić]. – Niš : University of Niš, 2014 (Niš : Unigraf-X-Copy). – 64 str. : graf. prikazi ; 24 cm

Tiraž 100. – About Project CareerS: str. 6. – About Conference "Serbia within European Paradigm of Career Guidance – Recommendations and Perspectives": str. 7. – На насл. стр.: "Tempus Development of Career Guidance Aimed at Improving Higher Education in Serbia Tempus Project 517119-Tempus-2011-RS-Tempus-SMGR". – Bibliografija uz svaki rad. – Registar.

ISBN 978-86-7181-082-1

а) Каријера – Зборници б) Професионална оријентација – Зборници
COBISS.SR-ID 211370508

INTERNATIONAL CAREERS CONFERENCE

Serbia within European Paradigm of Career Guidance – Recommendations and Perspectives

University of Niš, October, 24th 2013

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This publication has been published within the Tempus project "Development of Career Guidance aimed at Improving Higher Education in Serbia – CareerS" coordinated by the University of Belgrade, Serbia.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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Multiphase Model of Career Support for Students – Example from Practice

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Abstract — This paper describes a multiphase model of work with students of Andragogy at Faculty of Philosophy in Belgrade, which can be used as an example of good practice and aims to prepare students for the increasingly complex challenges of career management and provide comprehensive support for their career development. The paper deals with each stage of the model: Studying the theory of occupational choice and development, which is a part of the program of the course Andragogy of Work; Active Job Search, training for students (as a part of the same course); Visits to two relevant institutions (National Employment Service and institution that conducts some of the forms of vocational education, which is inextricably related to the management of "changing careers"). The last stage of the model is professional practice of students, organized in cooperation with "GIZ" and "The Professional orientation on transition to secondary schooling Project" which allow students to test their skills as a trainer and career counselor for high school students. Given the fact that in Serbia there are increased efforts aimed at improving the quality of career management activities, the paper considers how each phase corresponds to the activities of "changing careers" management and how this model prepares students to self-manage their careers. Also, this paper offers proposals for career management activities that can be conducted in the courses that students attend, all with the goal of a comprehensive career development support for students. Furthermore, considering the fact that the process of career management is a lifelong process that begins long before the "entrance" of the world of work, this paper considers in what ways students can participate in career counseling for high school students, as well as how both sides benefit from it.

Index Terms — career, career development of students, multiphase model of career support for students, the activities of career management, career management as a longlife process.

I. INTRODUCTION

More than ever requirements have been set to career guidance and counseling to cover a very large number of users – members of different target groups. So, today we can talk about needs for career guidance and counseling of different user categories (while using more division criteria): elementary school students; secondary school students; university students; adults (both employed and unemployed) of different ages, different educational and professional backgrounds; persons with special needs, etc. Requirements set to career guidance and counseling have

their starting points in the level of individual personal development, as well as in the level of broader social goals. As far as individual personal development is concerned, the above mentioned groups have different needs for career guidance and counseling (as well as needs for different activities within career guidance and counseling). Those needs are, among other things, shaped by other life roles an individual plays, as well as by development tasks arising from those roles. Needs for career guidance and counseling are not different only on the level of age groups, but with respect to the needs, differences exist among people belonging to the same user groups. The differences within groups are particularly expressed when it comes to adult users.

On the other hand, career guidance and counseling is shaped by the fact that it is a tool for achieving social progress. These two qualities of career guidance and counseling (a tool of personal development and a tool of social development) to a large extent determine what kind of career guidance and counseling should be "delivered" to different target groups.

The focus of this paper is career guidance and counseling of students, that is, of Andragogy students of the Faculty of Philosophy of University of Belgrade, and its specific characteristic is reflected in the following:

- it contains elements of personal development (empowerment for the role of someone who self-manages his/her career);
- it contains elements of preparation for performing tasks in the field of career guidance and counseling of other people, that is, it represents one of professional roles of andragogues.

In this regard, career guidance and counseling is in this paper considered through the presentation of the model of career support to Andragogy students which contains several elements, that is, phases. Through the presentation of the activities available to Andragogy students an insight can be gained on how within formal education, within certain study subjects (through the subject contents, subject implementation, pre-exam duties and the exam) support can be provided to student career development. The presentation of these activities provides an insight into how preparing staff for career guidance and counseling of other people can be supported. In the

case of Andragogy students, these activities among other things, support those outcomes of the Andragogy study programme which refer to career guidance and counseling.

II. CAREER GUIDANCE OF STUDENTS

According to the definition of the Organisation for Economic Cooperation and Development (OECD) “Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers“ (OECD, 2004). It seems to us that from this definition we can draw three key characteristics which further direct activities of career guidance. Accessibility to people of any age is the first of those characteristics. In this sense, career guidance activities are directed towards a larger number of age groups. The second characteristic implies that different life situations people are in should be taken into account when creating and providing services and activities. From the first two characteristics complexity of requirements set to the career guidance process, that is, implementers of this process, can already be anticipated. Namely, career guidance activities must not be the same for all groups, but they have to be carefully planned, designed and monitored in order to genuinely respond to individual needs of users and broader social needs, and to have certain positive effects on individual level and social level. Furthermore, services and activities should be directed towards providing assistance not only in relation to professional decisions, but also to decisions related to education and development. Although in today’s conditions the decisions related to professional life, education and development cannot be sometimes clearly separated, this characteristic is very important when it comes to planning and creating career guidance and counseling activities.

Finally, this view of career guidance stems from the new career concept, but also from its elements, in the form of experiences related to employment “...training, education, volunteering, but also unemployment“ (Arnold, 2005:520). These experiences again direct the programme orientation of career guidance and counseling. In addition, “the new paradigm of career guidance brings change of emphasis from the former career choice to career development“ (University centres for career development and counseling of students, 2012:4). Such career development is based on a series of career choices and decisions an individual makes during life, and they always touch other spheres of life. In this sense, the resources an individual has, in terms of knowledge, skills, competences and attitudes, become key to career development.

This definition of career guidance, as well as its above mentioned characteristics, all under the auspices of the new paradigm of career guidance, are an important guideline when it comes to the target group analysed in this paper – the target group of students. In our country during the last several years there have been huge efforts directed towards development of career guidance and

counseling of students. Without getting into the analysis of those efforts on this occasion (expressed through adopting certain strategies, development of the institutional network, programme orientation...) it seems that career guidance and counseling of students should provide students with comprehensive support related to planning, development and sustainability of career. However, one of the guidelines of this and such support can be considered on the level of the standards of career guidance and counseling programme for youth, aged from 19-30 years of age. Those standards refer to three areas:

1. *Personal development of the individual*: (using different techniques for the assesment of one’s own short-term and long-term goals in proffessional development and further education; taking actions towards further training and gaining of skills and knowledge needed for further personal and professional development; identifying advantages and disadvantages of potential professional options and offers);
2. *Exploring studying and employment options*: (identifying the advantages and disadvantages of future professional plans and potential implications on personal development; creating a critical relationship with different resources of information in the career field; collecting relevant information, in accordance with the individual’s personal needs; training in differentiating potential implications that would cause changes in studying or work, and financial options planning);
3. *Planning and management of one’s career*: (training for individuals to take responsibility for one’s career; training for considering potential implications which cause changes in learning or job and planning financial options); (Strategy of Career Guidance and Counseling in the Republic of Serbia, 2010).

These standards can actually be related to the results of the reasearch which implied the analysis of the relevant European documents which refer to the career guidance and counseling process where it is seen that “career guidance should enable youth to clarify their career goals, understand the world of work and develop one’s own capacities for career management“ (Mihajlović, Popović, 2012: 38).

These standards seem to us as an important basis for career guidance and counseling of students, since the largest number of students belong to this age group. Of course, it is important to bear in mind that this group is very heterogeneous, so within the group one can find those who do not study, but who have been working from the completion of elementary school and training for a certain occupation, after completed secondary school (three-year, four-year vocational schools or grammar schools), or who are unemployed. This group can be further considered on the basis of possible life and work positions their members take, but on this occasion we are going to focus on students, given that the largest number of students still fall into this age category. Students’ needs certainly vary in relation to prior education, year of studies, level of studies, the faculty they have chosen, that is, all this has to be taken into account when planning career guidance and counseling activities. It seems to us

that all this speaks in favour of the fact that students need comprehensive career guidance and counseling (in the system, as well as in institutional and programme sense). The way in which some of these specific characteristics have been considered can be seen on the example of work with Andragogy students.

III. CAREER GUIDANCE OF ANDRAGOGY STUDENTS

When it comes to career guidance and counseling of Andragogy students, some of its specific characteristics arise from:

- A complex relationship between elements of preparation for performing tasks in the field of career guidance and elements of career self-management;
- The status of an andragogue profession and the fact that it is characterised by a low level of external recognition, which is further reflected on a low level of external recognition of andragogues by clients as experts who can provide them with services in the field of life-long career guidance and counseling.

The above mentioned role, which refers to performing the tasks in the field of career guidance and counseling, can be presented through the outcomes of the Andragogy study programme. Among other things, the outcomes project the development of the following competences:

- Bachelor Andragogy studies: "...performing the tasks of professional informing, counseling and guiding adults and participating in recruitment and selection of human resources;..." (Bachelor Andragogy studies 2009/2010; 2013)
- Master Andragogy studies: "...creating strategies and programmes of career guidance and active job seeking and providing support in their implementation...". (Master Andragogy studies 2009/2010; 2013)

By taking a look at these competences we can notice how they become more complex with the level of studies – from performing tasks to creating strategies and programmes. When it comes to career guidance and counseling we can observe outcomes of the study programme on two levels:

- 1) Development of knowledge, skills, attitudes and competences aimed at improvement of one's own professional development – independent career management;
- 2) Development of knowledge, skills, attitudes and competences aimed at performing tasks and creating strategies and programmes of career guidance and counseling.

Taking into account specific developmental characteristics of the andragogue profession, as well as foundations and the scope of work aimed at development of the listed competences, we believe that we can currently rather speak of the *career support model*, than of career guidance and counseling of Andragogy students (in the true sense of the word) due to several reasons:

- the career support model does not contain all, but only some of the elements of career guidance (as narrow professional activities);
- it contains elements of preparation for providing one of possible professional services, thus combining elements of empowering students for self-management of career and empowering for the tasks of career guidance and counseling of other people (regardless of whether they carry out direct advisory work or perform tasks which enable creating pre-conditions for implementation of career guidance and counseling – creating strategies and programmes of career guidance, creating training programmes for career advisors...).
- it contains elements of planning and development of certain support strategies, in relation to the above mentioned specific characteristics of the andragogue profession.

Further in the paper we are going to present some of the elements, that is, phases of the career support model to Andragogy students.

Professional contents

The basis for dealing with career guidance and counseling, either directly, direct advisory work with users, or indirectly (as everything that precedes this process), is certainly the theoretical knowledge from this field. The Canadian National Association of Career Development set the essential competences needed for career guidance, and one of them is the theory of career development which implies "Theoretical basis and knowledge which are considered essential for professionals dealing with career guidance and development" (according to: Amundson et al, 2010:3). Within the subject Work Andragogy students receive the theoretical ground through studying different theories of professional choice and professional development (general and specific theories). In addition, during the practical part in this subject, students study andragogical elements of these theories and in different ways they reflect on possibilities and barriers to application of these theories in practice (in this case an interaction is achieved by combining contents and work methods on the process of knowledge acquisition and basing certain relevant skills). Also, those contents on different understanding of career are added to the above mentioned contents, as well as those on basic principles of changeable careers. Finally, all these studies lead to the understanding of the process of career guidance and counseling, but also to growing requirements imposed to the process of career guidance and counseling, and to all those dealing with it. In this sense, students receive professional knowledge which is needed if they want to perform tasks of career guidance and counseling (the professional role), but they also learn about career self-management (support to personal development).

Visits to representative institutions and organisations for adult education

Andragogy students are provided with "going into practice" through visits to institutions which are considered representative as far career guidance and

counseling is concerned. Namely, the students traditionally visit the National Employment Service and they become familiar with the work of the institution itself, and they become familiar in greater details with the work of two centres: Centre for Professional Counseling and Centre for Additional Education and Training. The visits are organised in a such way that the andragogues employed in this institution present the work of the institution, as well as the jobs they do. Through this visit, students get an insight into certain system solutions when it comes to career guidance and counseling in our country. In addition, through detailed information on staff structure, then information on available resources, as far as career guidance is concerned, they get a clear insight into possibilities and challenges imposed in work. Through information on the work of the Centre for Additional Education and Training, they get an insight into which educational activities can be undertaken when it comes to career guidance. Different types of vocational education (re-training, additional training, re-qualification), as well as ways in which they can be planned, organised and implemented, present one of career options. Given the authorities of the National Employment Service, they get additional information on programmes intended for the unemployed.

In addition to this visit, students usually visit some of institutions/organisations where adult education programmes are implemented. It is often one of people's, workers' or open universities, which is for them yet another significant resource of information, since for certain career guidance and counseling activities it is crucial to know the educational provision for different target groups. Finally, students have an opportunity to visit some companies (where andragogues work). In addition to more detailed descriptions of jobs they do, they always present the company they work in, and in particular they present all related to educational activities delivered for employees. In this way, students often get information when it comes to the company policy regarding career development of employees and the like.

These visits are important for them for several reasons:

- They gain an insight into their professional options (where andragogues work?);
- They gain an insight into the provision related to career guidance and counseling (of the employed and the unemployed);
- They gain an insight into educational measures and their place when it comes to the process of career guidance and counseling.

Attending and monitoring of implementation of different adult education programmes

As one of the pre-exam obligations in the subject of Work Andragogy, there is monitoring of one term (session) of vocational adult education (most often foreign language courses, IT courses, as well as vocational training). Based on the protocol (the tool for monitoring the term), the students report on the term. In that sense, their skill in assessing both the contents and term implementers, as

well as participants, is shown. In addition, they recognise, but also assess, adequacy of forms of work, methods, aids. Also, one of their tasks is to skillfully present the term, so that those who did not take part in the term can, based on their report, get a clear picture on everything that happened during that term. Through this pre-exam obligation, they are partly empowered for the role of the assessor, of someone who monitors educational activities. This is also part of their professional preparation. Finally, this activity can certainly be important when it comes to monitoring the process of career guidance or assessing training in the field of career guidance and counseling (as part of the growing need for testing the quality of career guidance and counseling and the need for improving this process). In addition to providing an opportunity to get to know more about the educational provision intended for adults, the described obligation is aimed at introducing students to real situations of training implementation within which it is acted on development of certain skills.

Training for active job seeking

The training for active job seeking has been delivered for several years already within the subject of Work Andragogy. It is intended for the third-year students of Andragogy. The training lasts 16 hours and is organised through two events of 8 hours each. The training itself has a doublefold aim:

- 1) On one hand, training Andragogy students to learn how to look for a job, acquire those knowledge, skills and attitudes they need when it comes to looking for vocational (professional practice), volunteering and job.
- 2) On the other hand, training Andragogy students to (as potential future practitioners in this field) to implement training of similar contents (training of trainers), but also to plan and organise different educational activities related to career guidance.

Following these objectives, the contents of the training itself is divided into four parts: Labour market, Self-assessment, Job application and Job interview.

As far as labour market is concerned, students become familiar with basic characteristics of labour market and specific characteristics of the labour market in our country. In addition, an overview is given of resources available to them, when it comes to the information needed for the labour market, both through the short overview of some of the institutions that can help them, as well as through an overview of different activities available to them when it comes to the information related to the trends on the labour market.

In addition to the labour market, their skills are particularly strengthened regarding labour market research and monitoring trends on the labour market. These skills are important in order to empower students in relation to their own career path, but also in order to help the others within their professional role. Additionally, in this part, the analysis of potential employers is carried out as far as the profession of andragogue is concerned. This is important, since through this activity they become

familiar with certain fields of work of an andragogue, which can certainly be a significant part of their future professional decisions.

Self-assessment represents the second important part of the training for active job seeking. Besides emphasising the importance of self-assessment in job seeking, its importance is highlighted when it comes to career self-management. In this regard, students have an opportunity to learn how to do self-assessment, but also what kind of relationship there is between self-assessment and development of career plans. They are further informed about the function of the plan, as well as about the elements of the career plan. They practise certain elements of plan development during the training.

The third part of the training refers to job application. The students become familiar with the content of the application. In that sense, they learn how to write CV, a motivation, that is, cover letter and a letter of recommendation. Additionally, they learn how to prepare other documentation important in the job application process. They are also given several CV formats out of which they analyse one in greater details. Namely, CV preparation of a person from their surroundings who has a rich career is one of their tasks in the subject of Work Andragogy, within which they receive one of CV formats. Besides practising such a CV format, they become familiar with several more formats, but they are also shown how to keep record of all important data from their career and how to, in their CVs (which still lack working experience), present in the best way possible knowledge and skills they acquire during the studies and relate them to the positions they apply for. The fact that they prepare other person's CV is very important, since previously they have to talk to that person and thus learn how to select information, to single out important data, learn how to search for the data from someone's biography, learn how to present someone's professional path in the best way possible. In this way of work they acquire certain competences important for their role of a professional in the field of career guidance and counseling.

Finally, in the fourth part of the training, the students become familiar with the specific characteristics of job interview. In this part, their communication skills are upgraded, as well as negotiation skills, team work skills, so it can be noticed that this is a set of skills employers ask for, regardless of the area of work or a position advertised within the certain area.

Through the entire training, future andragogues practise trainer skills, and some of the skills necessary for the work of career counselors. Namely, during the training they are put in the situations where they have to think about the training content, the most adequate methods and aids in relation to the training objective and content. During the training, the students do not only practise the presentation skills (which are also important when it comes to experts in this field), but also the skills of integrating the contents, skills of group work, skills of using certain methods in training, skills of developing materials or assessing adequacy of methods and aids in

relation to the content and different target groups involved. Also, they become familiar with the ways in which they can monitor participants during the training, and many of those methods can be put into the function of monitoring candidates – users of some of the activities/services of career guidance and counseling.

It can be seen that the training covers and “includes the initial assessment of interests and competences, participation in the research of career and working experience, development of initial CV or professional resume and development of the initial plan for employment“ (Strategy of Career Guidance and Counseling in the Republic of Serbia, 2010:11). In addition, it is a kind of basis for career planning which “refers to the goals the person sets in relation to his/her own career, to the decisions he/she makes in certain circumstances and in the light of the goals set, as well as to the assessment of importance or values of certain activities and circumstances...” (Pejatović, Jovanović, 2009:143). Finally, it prepares them for one of professional decisions, but also for planning resources related to personal development.

A meeting with practitioners

Another activity through which Andragogy students are connected to practice is a meeting with practitioners. During one semester one term is devoted to the meeting with practitioners in the field of adult education (those who completed Andragogy studies). During the visits, lecturers always present their professional path, the job they do, knowledge and skills needed for the job they do, but also those which were particularly significant, and which they acquired during the studies. In addition, these visits initiate further cooperation with students (students can do practice or volunteer in the organisations where they work). In this way students get new professional opportunities, ideas, but also an opportunity to ask practitioners all that falls under the area of their interests, and is related to the tasks of an andragogue.

Bringing lecturers from home and abroad

Students are often in a position to listen to lecturers from our country or abroad, who, on that occasion, among other things, present in greater details their professional paths. On this occasion, a special reference is made to the activities they were involved in order to get to the situation to test themselves out in those activities, to opt for those activities or to be chosen for performing those activities. Also, they explain the way in which those activities were significant in relation to their professional development. In addition, lecturers always give advice to students about what is important and desirable in the business world and the like. After that, they present those areas of work or areas of their professional or research interests, after which they practise with students some of the exercises, using different methods. In that sense, students are faced with plurality of methods they can use later in their work, with new contents, with the contents that are current in the country or abroad. Furthermore, lecturers often make themselves available when it comes to further cooperation, they refer to additional information resources, providing certain types of recommendations and the like.

Professional practice

Professional practice is a compulsory part of Andragogy studies. First of all, students are informed in great details about the way practice is implemented and in line with their interests they select the institution where they are going to do practice. They find out more about some of the ways of informing about the practice within the above mentioned training for active job seeking. After that, they are obliged to do practice lasting 15 working days. It often happens that the practice lasts longer than that, that is, that students continue their involvement in a certain institution. This is important for students, since they learn about the organisation, its structure, but they also become part of the working environment and they learn about their role in a real working environment.

After completing the practice, students prepare the practice report. This is important since detailed work reports are more often written in the business world, so this is a real preparation for the world of work. The structure of the report is such that they are required to really explore the organisation in which they do practice, to explore the organisational and staff structure, to present and analyse the activities they carry out in that organisation, with particular emphasis on educational activities, those intended for adults. Also, in this way they practise how to explore and select information. In addition, they have an obligation to monitor one educational term (by the modified and more complex Protocol mentioned in one of the previous parts of this paper). Also, one part of the Report asks students to give a description of jobs they performed. In this way they often gain a considerable insight into what they have learnt, and the presentation of the job and analysis of the job descriptions is one of the aspects of their professional role (so again this is a part of their professional preparation). As part of the report, they submit certain materials (which in some way illustrate the work of the organisation, or even more importantly, in some way they illustrate some of their tasks, so among the materials they submit there are often agendas and training programmes they created by themselves or with the mentor's help, materials they prepared for the training purposes, photos from the training, evaluation of training by their participants). Finally, students defend the Report on practice and raise it to a higher level in relation to the overview of the situation their experiences and reflections on experiences from practice, in the form of recommendations from the perspective of an andragogue. Through this activity they recognise some of the characteristics of practice (desirable or undesirable elements) which can be significant for them when it comes to career guidance of other students. By analysing the practice they themselves did, they actually single out those elements that are good or bad and that can become one of selection of elements regarding the selection of practice for other students (which can be one of activities of career guidance and counseling of students).

Defending the report on practice is a significant element of monitoring students. Based on their experiences, and the talk to the people with whom they cooperated, an insight can be gained into the knowledge, skills and attitudes students acquire during practice. It is a basis for its improvement.

The Project "Professional orientation on transition to secondary schooling or the world of work"

In two years, through the project "Professional orientation on transition to secondary schooling or the world of work" more than 50 Andragogy students did their training and practice. Before the practice students are informed about the job description within this project, which is very significant for them.

Students are primarily trained for implementation of the Five-phase model of professional orientation. Besides the knowledge and skills they gained through this training, they have an opportunity to implement training in a real context. Also, they prepare materials, plan certain educational activities, and as mentioned, they try themselves out in the role of training implementers. They also implement the training with another trainer, so it is significant for them to try pair trainer work. Previously they worked in teams, so they were in a position to practise team work skills for the first time as far as the real world of work is concerned. Finally, mentors are in charge of their work, so this is an opportunity to practise or improve business communication. Additionally, they are engaged in activities of career counseling and guidance of secondary school students, in youth offices. This is a great opportunity for them to meet the world of work and tasks of career guidance and counseling in the real environment.

Involving students in different activities of the Institute for Pedagogy and Andragogy

As yet another activity in which Andragogy students are involved is assistance in organising and implementing some of the activities at the Institute for Pedagogy and Andragogy at the Faculty of Philosophy of the University of Belgrade. One of such activities is the Andragogy Day (which gathers together graduate andragogues once a year). Students-volunteers are involved in a whole set of activities, that is, tasks. Some of those tasks are: preparing materials, preparing halls, registration of participants, technical support, coordination of certain activities. This is important for students since they develop organisational abilities, business communication, and it is a special opportunity to find out where andragogues work, on which activities. When it comes to international conferences, students have the opportunity to put into operation their knowledge of foreign languages, most often the English language. Finally, by this segment of tasks, which refer to a certain set of an andragogue's tasks, the "learning to work" dimension is accomplished, which is often missing when it comes to studying.

Study visits to other countries

Study visits to other countries are very important for students. Most often they last several days and their content is related to adult education. Through study visits, students have an opportunity to become familiar with the relevant institutions they learnt about during the previous years of their studies. Also, within the visits needs of different students are "covered", both of those who are interested in organisation and policy of adult education,

and of those interested in work with human resources in big companies. In addition, different workshops are organised for them implemented by top lecturers, which is yet another way to, by observing others and being part of interesting workshops, strengthen trainer competences or get some ideas for further work.

Study visits to other countries are in some cases linked to the activities of the Institute for Pedagogy and Andragogy. Namely, they are often organised for those students who were previously engaged on voluntary basis and responsibly approached the challenges. In this sense, this is a kind of promotion of voluntary engagement. Thus students see different benefits from volunteering, but they also break potential prejudice they have about volunteering.

Camps European Master in Adult Education

These camps are organised for students of final years of study and for students of master studies. The camps are important for students since they provide them with an opportunity to work in the international environment. They are in a position to exchange experience with colleagues from other countries. In addition, in the next six months students work on trans-national projects, and during the camp they have the task to identify the issue they are going to work on, and after six months they have to submit a detailed report. During the identification of the issues, specific characteristics of all countries participating in the camp are considered. This implies research, comparison with other countries, business and professional communication in English. The formed international research student teams are supported by two teachers – mentors from different countries. The camp participants have an opportunity to become informed in this way in greater details about the options for continuing studies and about the conditions of studying in other countries.

IV. CONCLUSION

Bearing in mind that studying today is seen as an element of someone's career, the one in which different positions overlap in relation to employment, career guidance and counseling is becoming an important support tool for the target group of students. In contrast to the time when studying mostly presented the flat line leading to the next key point – employment, today students are faced with much greater possibilities, but also with the challenges related to planning and developing career. In order to be able to recognise and use opportunities, and to successfully overcome the challenges related to their career development, they need knowledge and skills related to career self-management. In that sense, the efforts are not surprising to provide students with different activities of career guidance and counseling services, and many of them are directed towards acquiring the above mentioned knowledge and skills. However, career guidance and counseling cannot be comprehensive (although it needs to be such) unless its connection with formal education is strengthened.

The overview of activities intended for Andragogy students in the form of the career support model represents one of the examples in which within formal education multiple support can be provided to the process of career guidance and counseling of this target group of young adults. In the case of Andragogy students this support stems from the outcomes of the Andragogy study programme at bachelor and master studies. Most activities within the model of career support are, in terms of contents, exclusively directed towards the needs of Andragogy students. However, we believe that it is very important to empower the connection between career guidance and counseling on one hand and contents of study programmes on the other hand. This is one of the ways to train students to self-manage their careers.

On this occasion the multiphase model of career support is presented, which is implemented during the Andragogy studies and is aimed at developing in students both general competences of self-managing their careers and vocational competences for performing certain segments of tasks within the professional role of an andragogue. This model starts “in the classroom“, from the knowledge level, and tentatively it ends “in the world of work“, that is, in real working conditions, and often for a certain number of students in the international environment, bringing them to the level of, to a certain extent, developed competences. At the end of presentation of this model particular attention should be drawn to the fact that for establishing this model it is necessary to have cooperation of different stakeholders from educational institutions, scientific and research organisations, professional associations, relevant state institutions (in this case the National Employment Service and others), non-governmental organisations and enterprises. Furthermore, the model opens a way to alternation of education and work, which should certainly contribute to easier transition of students from education to the world of work and more secure move to the labour market.

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