

## THE HISTORY AND PRESENT IN CAREER COUNSELLING AT ELEMENTARY AND SECONDARY SCHOOLS IN THE CZECH REPUBLIC

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**Abstract:** *Gives information on the development of career counselling which deals with professional counselling and guidance in the choice of career and studies. Sound counselling has a positive effect on the person's peace of mind and personal satisfaction of pupils and students of elementary and secondary schools in the Czech Republic. Described are the basic theories, regulations and directives on which the activities of the present educational and psychological career counselling are based.*

**Keywords:** *career counselling, choice of career and studies, tradition, psycho-technics, professiography, counsellors*

At present career counselling is the abbreviated name for guidance in the choice of profession and studies and in cases of adaptation problems in studies or profession.

In the European Union (as documents on the topic of counselling imply) the interest in career counselling and its development is considerable because it is assumed that the economic and social impact of counselling services will be seen in the optimal development and employment of qualifications and talents on the labour market, the employment rate and in making the productive and salaried labour market accessible for all who are able to work.

The resolution of ministers of education of the European Union of 2004 says that first-rate lifelong counselling care is the key element of strategies in the area of education, professional preparation and employment rate in order to achieve the strategic objective of Europe to become the most dynamic society based on knowledge before 2010.

Career counselling is about discovering the properties of the mind and personality of the individual with regard to predictions of success of his/her study or working activities and helping him to make an effective choice of the educational and career path. It has a long tradition. Correct choice of career is closely connected with health because it is the source of well-being and satisfaction.

As far back as antiquity it was known that not all men are formed to the same end in their career as the stoic **Epictetus**, philosopher from the 1<sup>st</sup> century AD, stated (56–136 AD):

“Friend, bethink you first what it is that you would do, and then what your own nature is able to bear. Would you be a pentathlonist or wrestler, consider your shoulders, your thighs, your lions – not all men are formed to the same end”. In his own way Epictetus in fact anticipated the modern trend that before choosing a career everybody should consider if his abilities are in tune with the requirements of the chosen career. We can even go so far as to say that Epictetus pronounced one of the basic theoretical problems in which present career counselling is involved. It is the problem of optimal harmony between man and his activities.

However, in antiquity the profession was mostly based on clanship and more or less was prescribed by social conventions. These restrictions applied for the ruling classes as well; their members could not accept a profession which would no doubt be in accord with their potentiality and aptitudes but would be in conflict with their social status.

Harmony between man and his activities is dependent not only on his abilities and skills and his overall potential. It is also dependent on his motivations, orientation, i.e. on his needs, interests, tendencies, inclinations etc.

It is connected with the demand that man’s activities be not only objectively effective but also to evoke subjective feelings of satisfaction and well-being and in this way contribute to man’s healthy lifestyle. After all, **health** is defined not only as physical contentment but also as psychological and social well-being.

As early as the medieval ages, and naturally also in modern times, we see that first it is demanded to examine the abilities, possibilities, aptitudes, potentialities and other qualities of the individual, that is his *potential subject* and only then to choose the type of studies or the profession. For instance the Spanish physician Juan **Huarte** y Navarro (1530–1592) in his book *Examen de los ingenios para las ciencias* from 1575 on ability testing for scientific disciplines set down the rules for exploring the capacities in various free professions and he proposed a motion to the government to ensure that everybody should pursue such a career (occupation) which would be most in accord with his natural talent. It was probably the first textbook of differential psychology. If we are to accept J.Huarte’s proposal it is of course necessary first of all to specify exactly the demands which the profession or studies lay on the mind and personality.

In 1708 at the new-humanistic university in Halle an official letter from Berlin appeared which as though urged to carry out selection processes in the professional and study area for “those elements which on the basis of their intellectual qualifications are not suited for university studies to be rather engaged in manufactures, crafts, military service, even in agriculture”.

Jan Ámos **Komenský** (1592–1671) voiced important opinions on future career counselling and in his “Velká didaktika” (The Great Didactic) he stated: “The work of the academy will be easier and more successful, firstly, if only youths of definite talent, the elite of mankind, are sent there, while the others will be left to the ploughs, crafts and trade, each to the end to which he was born.”

In the 18<sup>th</sup> century Immanuel **Kant** (1724–1804) to a certain extent anticipated the present opinion that to perform various professions various qualities (“steps”) of intellectual properties are necessary; today we embrace them in the conception of general and special abilities. Kant differentiates three cognitive faculties: *Verstand*, *Urteilkraft* and *Vernunft*. *Verstand*, i.e. the ability to imagine something under concrete terms, will do for instance for a servant, whereas an officer who has to abide only by general rules requires *Urteilkraft*, independent reasoning because he must make his own decision whether the instruction is or is not a rule. Finally the general, if he has to deduce the specific from the general and himself come up with rules, he must have *Vernunft*. In his teaching that “many who become invisible on the highest step, stand out on the second step,” Kant is in accord with the recognised opinion that people of lower capacities and possibilities cannot find their place in the higher career category (the so-called *Peter Pan Syndrome*).

However the findings of earlier thinkers have not penetrated generally and so even today the statement of **B.Pascal** (1623–1662) that frequently “it is coincidence that rules the most important matter in life – choice of career” although the economic, health and moral losses from a bad choice of profession and studies are ever more obvious for the individual as well for national economy.

Random or preferential selection of career which enables incapable individuals to take up positions the demands of which they absolutely cannot manage and frequently making individuals of outstanding qualities do simple and monotonous work is a dangerous waste of intellectual powers of the nation.

In the 1920’s, based on the exigency for adequate professional selection of individuals for specific professions and as a consequence of technology progress which laid increasingly higher demands on the human factor, a new branch of applied or practical psychology, called *psychotechnics*, with its specific working methods, started to develop. It was based on the mottoes: “*The right man for the right position*” and “*Contribute to management with the natural talent of the population.*”

The idea of professional (now career) counselling emerged in the late 19<sup>th</sup> century; it became more intensive at a time when the first possibilities of differentiated psychological studies of the psyche and personality of the individual appeared and when general criteria were formulated of qualitative and quantitative assessment of the individual differences among people, and that was in the late 19<sup>th</sup> century.

However career and study counselling centres as institutions did not appear until the 20<sup>th</sup> century and rapidly spread to all cultural nations.

The first career guidance centre was established at the instigation of **Frank Parsons** (1854–1908) in 1908 in Boston; it became a co-initiator of the later international movement, the scientific foundations of which were built principally by Hugo Münsterberg, professor at Harvard University, who is also the author of the term *psychotechnics* (with W. Stern).

Frank Parsons proposed to institute the special profession of “counsellors” and began to organise courses for them. Apart from the techniques and methods of counselling work he stressed the specific profile of the counsellor highlighting his/her personal traits, quick mind, university education and several years of practical teaching, social work or work in other similar vocation, age over 25 years and wide knowledge in social

science disciplines (economics, history, sociology etc.). Basically Parsons wanted everyone entering the job market to consider his own talents and interests and have knowledge about the job. The result of a sound confrontation of understanding oneself and the profession could be an adequate choice of vocation or studies. Through a confrontation mechanism Parsons attempted to describe and influence the personality. His major work "*Choosing a Vocation*" was published posthumously in Boston in 1909 at the Houghton Mifflin publishing house.

The concrete impetus for H. **Münsterberg's** (1863–1916) studies was the increasing number of accidents on electric tram lines in large cities in USA before WWI. The owners of the tramlines asked the German psychologist living in the USA to explore the human factor of the accidents.

Münsterberg proceeded by modelling some of the components of the work process of drivers of electric trams stressing the changes in the working situations and studying the mental reactions of the drivers. He used the conclusions of this research in his psychological selection of candidates for the jobs of tram drivers. The accident rates of drivers selected by the psychologist (psychotechnician) were compared with accident rates of drivers of the control group who had not been subject to psychological tests and showed that psychological counselling was very effective when choosing candidates for the jobs of tram drivers.

Later Münsterberg explored the job of female telegraph operators and other professions. Basing on his results he formulated the following scientific-practical conclusions:

1. to succeed in a number of professions one must be equipped with a *complex of mental traits* and each one must exist within certain limits or boundaries (both lack and excess are undesirable),
2. for such professions obligatory *selection* is necessary (desirable) applying the so-called small psychological experiments because the traditional methods of selection when assessing the required traits of the psyche and personality were impotent.

According to Münsterberg the prerequisite for the development of psychotechnics was on the one hand to establish and elaborate the *vocational science* (Berufskunde), i.e. the *professiographical* determination of those traits which are important for the vocation, on the other hand to construct and launch examinations to determine the candidate's ability for the vocation. He further pointed out that it is necessary to explore not only the general intelligence level but also memory, attention, motor and other functions of man.

Methods of psychological selection rapidly spread during WWI. Special psychological services were formed in the armed forces for psychological selection. The first was apparently instituted in France to select airmen. Analogical services were formed in England, Germany, Italy and the USA. In the USA one million and seven thousand soldiers and forty thousand officers took tests organised for the literate and illiterate (army alpha, army beta). The final effect of the selection carried out by a psychologist many times exceeded the costs involved.

The very first counselling bureau was opened in Moravia on 15 November 1919 attached to the Czech department of the trade land council in Brno. It is worth mentioning

that the psychotechnics department of the bureau was built up by the later academician Otakar **Chlup** (1875–1965). Here an employment agency for apprentices was opened. The first counselling bureau in Bohemia was established in 1920, attached to the Land Labour Office in Prague. In 1921 the first *Psychotechnical Institute of Masaryk Academy of Labour* in the Czechoslovak Republic was instituted and was primarily involved in physiology and psychology of labour in industry. Later this Institute branched off and as the Central Psychotechnical Institute pursued issues of choice of career of adults. At that time the director of the Institute in Prague was František **Šeracký** (1891–1942).

As early as 1932 academician Vilém **Chmelař** (1892–1989) characterised this new situation saying: : “Only the 20<sup>th</sup> century brings a clearly formulated and therefore innovative thought that the choice of career and consultations (hitherto based only on an interview the validity of which is too dependent on the personality of the interviewing person) must be based on scientific grounding; that young people and adults will not be assigned to positions primarily on the basis of the social conditions and job market but according to their talents and leanings (i.e. psychological aspect), health conditions and effective distribution of the labour force within the entire national economy in order to prevent any coincidences and other harmful side effects in the course of the choice of career.”

In the Czechoslovak Republic the vocational guidance bureaus were instituted usually at youth welfare offices but also other institutions began to be interested in counselling; namely institutes for the development of trades, social and health institutes and others. On top of that counselling bureaus of other specialisations were established, for instance student (academic), military and other. Some companies also established their own career counselling, e.g. Prague Electric Companies (which on psychological grounds did not recommend about 30 % of candidates), Vítkovice Ironworks etc.

In Bohemia for instance Rudolf **Mudroch** (born 1904) explored the abilities of young persons to practice the chosen vocations or studies. He devoted his attention to apprentices, students of secondary schools and universities and he sought to exclude individuals who lacked adequate intelligence, i.e. the necessary intellectual powers. He proceeded in accordance with the then promoted psychotechnics and psychometrics. Among others he was involved in the low quality of university students.

In 1930 he published his study “*Otázka výběru studovaného dorostu*” (The issue of choice of the studied young people). He compared the results of a 70-minute investigation with the school results and he came to the conclusion that his prognosis corresponded with the annual school reports. Nevertheless he admitted that unfortunately we have no objective 100% reliable methods to assess the student’s aptitude for university studies. Even today we have no such methods. Still, a 75% reliability of the diagnostic psychological methods is better than only laic selection.

It is remarkable that as early as in 1933 the vocational guidance centres in Moravia investigated medically and psychologically 24 % of all boys and 11.5 % of girls out of the total Czech population of 14-year-olds. Academician Vilém **Chmelař** (1892–1989) recommended to work out exact annual statistics of the supply and demand of young people for all vocations across whole Moravia and to follow roughly the economic perspectives of the respective branches.

The group and particularly individual investigations of the candidates in Moravia were based on methods, tests and diagnostic examinations recommended by the *Land*

*Central Office for Choice of Career in Brno.* At the guidance centres the material obtained from the investigations of the candidates was elaborated on a regular basis before the end of May and in June the eligible candidates were placed and distributed. Many schools and many craft enterprises did not accept candidates who had not undergone psychotechnical examinations and were not found eligible for the respective vocation.

The Bohemian guidance centres were managed by the Prague-based Central Office for Career Counselling. However, the Moravian guidance centres were not managed by the Bohemian central office (personal statement of S. Štech, (1967), the Brno psychotechnician).

In 1939 the 59 guidance centres in Moravia examined 11363 young people, i.e. 34.6 % of all the school-leaving youngsters. Bohemian and Moravian guidance centres closed down during WW2 (in 1941).

In terms of the investigations proper in the guidance centres, the investigation of one individual took, on average, 5–6 hours.

Dozens of diagnostic tests were used. Collective investigations were frequently conducted in the schools and they were completed with individual investigations at the guidance centre. Many of the diagnostic tests had a high validity rate and were constantly checked.

The counsels were confidential and were passed on to the candidates or their parents mostly only orally. In cases of contractual covenant the enterprises received the recommendation in writing.

In actual fact the same principles of investigations in the guidance centres were applied in all parts of the Czechoslovak Republic; small differences were only in the greater or smaller emphasis placed on the individual methods. For career choice the following was investigated: general and practical intelligence, defects of the senses (in particular sight, hearing, sense of touch), level of concentration, memory, spatial imagination, technical faculty, work speed, steadiness of hand movements and manual skill, level of basic mathematical operations and some special traits required for performance of the vocation.

As a certain drawback in career counselling we can see the tendency to diagnose the psyche and to make decisions on the basis of a single or short-term investigation and the assumption that many psychic traits are changeable only a little. Scientifically and professionally insufficiently sound procedures could also be caused by the fact that a large part of the staff working in career counselling were non-psychologists showing interest in this problem, even though the staff of the centres mostly leaned upon the then *Central Psychotechnical Institute in Prague*. Special individual psychological examinations were conducted only in some cases.

It is beyond dispute that the staff of the Psychotechnical Institute, later the Human Labour Institute and then the Czechoslovak Institute of Labour had a great share in the development of professional counselling services. For instance J. Doležal (1902–1965) worked here (he was director until the institute was dissolved on 30 June 1951), J. Čepelák (1915–1989), L. Stejskal and others. Allegedly (according to L. Stejskal) the professional staff of the Institute counted more than a hundred members.

After WW2, in the 1950's to be exact, career counselling was mistakenly considered as an institution preventing the development of economics. The staff of the labour

departments said that counselling would only complicate their work. Psychological counselling was criticised particularly from the ideological point of view. The ground for the anti-counselling arguments was the statement that after the defeat of the exploiting classes a class society emerged and that there would be no problems with education, with criminality of children and the juvenile and with the choice of career and studies. In various forms these arguments lived on until the 1960's despite statistical findings. It was as if pedagogy was without children, i.e. without knowledge of their psyche, without psychology. In the process of education the psychologists were taken as a foreign element, as a "Trojan horse". Extremists even called them "sorcerers of imperialism".

In the totalitarian period a finer differentiation of people, as well as regard of their individual traits, were not desirable.

After 1948 pursuant to the new Education Act career counselling was conducted only in schools and the schools gave preference to economic-recruitment aspects and administrative and organisation methods of work. The correlation among the social, economic and individual aspect of professional counselling was underestimated.

It was not until the late 1950's that attention was again devoted to vocational and educational counselling in our country and abroad. The countries most readily developing career counselling institutions were Poland, Yugoslavia and Czechoslovakia. In Poland the first psychological counselling was established as early as 1957.

In our country further development of career counselling was interrupted from WW2 until 1957 when psychological consulting centres, psychological educational consulting centres and clinics were established under the national committees (Bratislava 1957, Brno 1958, Košice 1959).

*The first Czech post-war psychological consulting centre* was opened in 1958 in Brno. Its asset was that it re-established the tradition of broad co-operation of teachers, physicians and psychologists (including co-operation in research activities). Since its establishment the centre was also an educational facility of the Department of Psychology and Pedagogy of the Faculty of Arts of J. E. Purkyně University in Brno. Originally the consultation centre was economically and operationally affiliated to the detention children's home in Brno and later came under the division for education of the National Committee of Brno. Professionally and methodically it was managed by Vilém **Chmelař** (1892–1989) and Boleslav **Bárta** (1929–1991) from the Department of Pedagogy and Psychology of the Faculty of Arts of UJEP<sup>1</sup> in Brno.

From the very beginning the centre's scope of activities was very broad. It was engaged in children, young people (also university students) and adults. In co-operation with the Department of Pedagogy and Psychology of the Faculty of Arts of UJEP it carried out (in 1959–61) relatively extensive research activities in the field of career education and choice of career (the research confirmed the success of the rectification of educational problems by means of developing special-interest activities focused on professional orientation, and methods were elaborated to discover attitudes to career etc.). Valuable were experiences in providing practical career guidance based on psychological investigations. The Brno centre also helped to develop similar centres in the territory of Moravia.

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<sup>1</sup> If we mention the Brno University before 1990 we use its then name UJEP (University of J. E. Purkyně) which today is the name of the University in Ústí nad Labem.

These centres were always engaged in educational activities (holding professional lectures and seminars for educational counsellors, parents, teachers, instructors and counselling co-operators). Their *popularisation and publication activities* in the media, radio and TV were also extensive. If required they conducted research in the area of applied research, not only in career orientation. For instance, the effect of pre-school collective education on the child's mental development was objectively and closely explored.

Since 1959 the Board of the Ministry of Education and Culture of the Czechoslovak Republic had several times dealt with the preparation of young people for their choice of career. On the basis of Resolution 21/60 of the Board of the Ministry of Education career education was experimentally launched in school year 1960/61 in 30 selected schools in the CSR. The experiment was assessed at a session on 10–11 April 1961 in Bratislava.

The session was attended by psychologists, educators and physicians. Special attention was devoted to vocational orientation. The experiment conducted at selected schools confirmed that the idea to assign a specialised worker at the school to coordinate career counselling was correct. The type of qualification of this person should be new – **a career counsellor** (originally a career and psychological counsellor or psychology counsellor). At the same time a tentative study plan for career counsellors at university departments of psychology was proposed.

The resolution of this working session said: “In conjunction with the extension of the number of psychological counsellors to open psychological counselling in the individual districts on the basis of experience of the existing clinics and careers service.” The attendants of the session came to the conclusion that in the area of career counselling the session was a successful beginning to co-operation between psychologists and teachers and physicians as well as representatives from the sphere of industry.

In 1961 the Ministry of Education instituted *a central committee for career counselling* and began to devote attention to the education of talented students (although at the same time they warned against elitism), to problematic backward pupils and young persons.

The committee issued *directives on the development of a system of education counselling at elementary (1962) and secondary (1963) schools* and measures in the area of scientific and scientific-research activities.

Experimental post-gradual studies of career counsellors of elementary schools were launched at the Faculty of Education of Charles' University in Prague in co-operation with the Psychological Institute of Charles' University in the school year 1965/66.

At the same time *studies of career counselling* were opened at the Department of Psychology of the Faculty of Arts of UJEP in Brno as post-gradual studies for graduates of university teaching education and as university courses for those who were not.

Very important for the further development of psychological educational counselling was the institution of the **Research Institute for Psychology and Pathopsychology of the Child in Bratislava in 1964** as an institution of the commission (later ministry) of education. The sphere of activities was regional in the area of child psychology for Slovakia and in the area of child pathopsychology for the entire CSSR. The establishment of the institute was connected with the development of activities of the

Psychological Educative Clinic in Bratislava which since its establishment in 1957 had not only been a centre of psychological, diagnostic and counselling care of the family and school but gradually to a greater extent it undertook the solution of scientific issues of development of the normal as well as the disturbed child. The new institute also provided methodical assistance to the emerging psychological-educational facilities. The Research Institute for Psychology and Pathopsychology of the Child also published the important Czechoslovak professional and scientific magazine *Psychology and Pathopsychology of the Child*.

The periodical *Educative counsellor* launched in 1964 had a certain impact on the exchange of practical professional experiences among the counsellors and providing theoretical information. The initiative to found the magazine came from Bratislava (the credit goes to Oskár **Blaškovič**) but in the course of preparations of the first issue the Ministry of Education and Culture moved it to Prague. The first editor-in-chief of the *Educative Counsellor* was J. **Doležal** (1902–1965), the then head of the Department of Psychology of the Faculty of Arts of Charles' University and after he died (15 January 1965) it was taken over by Marta **Klímová**.

The organisers of psychological counselling (J. Koščo, V. Chmelař, O. Blaškovič, J. Hvozdič, M. Bažány, B. Bárta and others) were interested in creating an *integrated system* of institutions of psychological counselling, i.e. such a system the internal structure of which would horizontally embrace the entire scope of psychological issues. One of the stimuli for the application of psychology in practice was the idea of development. For instance Levitov, Vygotskij, Rubištejn, Wallon, Piaget, Super, Stavěl, Chmelař and others applied the developmental concept in their psychological theories. The central cornerstone was the *theory of developmental assignments* which specifies the basic spheres of problems which virtually all individuals encounter: starting school, training and education (including universities), choice of career, choice of partner, profession, career, leisure time, parenthood, retirement, putting efforts into active old age, preparation for death etc.

Vertically the system presents various levels of demands for psychological services.

In 1967 the first instruction of the Czechoslovak Ministry of Education was issued (29 March 1967, Ref. No. 4685/67-I/2) "*On the institution of regional professional psychological educative workplaces*". As a consequence of the instruction a number of new establishments emerged, especially in Bohemia (incl. Prague where the first director was Vladimír **Hrabal**).

In 1967 the *Laboratory for Social Research of Young People and Career Counselling* was established in Prague at the Faculty of Education of Charles' University originally headed by František **Kahuda** (later by Marta **Klímová**). The **Institute for Social Research of Young People and Career Counselling** emerged from this Laboratory.

In 1968 at the Faculty of Arts of Komenský University in Bratislava the *Institute of Psychology of Career Development and Counselling* was established (managed by Josef **Koščo**) which in 1970 was again incorporated as a department of the Psychology Institute of Komenský University.

The Institute of Psychology of Career Development and Counselling in Bratislava methodically managed and professionally trained the staff of the regional

careers centres and through them also the careers counsellors at elementary and secondary schools. This is also the beginning of university career counselling.

The representative of the official Czech conception of counselling was Marta **Klímová**, professor of the Faculty of Education of Charles University in Prague. She maintained that since the establishment of the central committee for career counselling at the Ministry of Education of CSR (in the 1960's) there were major discrepancies between Czech and Slovakian professionals in terms of the conception of counselling. It was seen in the disputes over the name of the counselling system; however it was not only a matter of terminology, but a matter of the conception.

Marta Klímová always enforced the name *educational counselling* indicating social practice, i.e. education which the counselling system should serve, while its opponents (particularly in Slovakia and Brno) enforced the title *psychological educational workplace* in order to highlight the main discipline of the system. Klímová considered that highlighting the case studies of psychologists and exclusive use of the casuistic or clinical method as erroneous. She also pointed out that the tendency to separate the professional orientation, in terms of the concept and organisation, from the total process of forming the child's personality as it was done (in her opinion) in Slovakia, was unsuitable. In her opinion the result of highlighting the importance of psychology in educational counselling in the early 1970's was that the principles of psychology were given preference over the specific tasks of various areas of social practice which require psychology. She criticised the Slovakian proposal of constituting a government body which would administer counselling work with the individual. In fact, in Slovakia there was a government committee for counselling issues whose secretary was K. **Adamovič** (1934–1996). According to M. **Klímová** this went against the basic principles of philosophy and social and human sciences and was also politically and objectively wrong. The negative feature of Klímová's conception was also a retreat from the biodromal (or life-span) and supra-ministry orientation of the original psychological educational care.

The new terminology in the names of educational counselling centres appeared for the first time in 1972 in official Czech materials elaborated by F. **Zeman** from the Czechoslovak Ministry of Education. The annex of the resolution of the Czechoslovak government No. 27/72 on the proposal to establish a system of counselling care for children, youth and family for the first time mentions educational and psychological counselling centres and not psychological educational workplaces or workplaces for psychological educational care.

The official instruction of 2 April 1976 which codified this new terminology was issued on 28 May 1976 and was called *Instructions on the System of Educational Counselling in the Field of Activities of the Ministry of Education of the CSR* (ref. no. 8172/76-201). These instructions helped to enforce the position of specialists in educational counselling. These specialists occupied managerial functions in counselling.

For instance we consider that it is wrong to involve non-psychologists in the application of psychological diagnostic methods regardless of the fact that allegedly some of them achieve good results. That is to say that the replacement of psychologists in practice by laics always presents some degree of danger. We even heard an incorrect opinion that even "trained monkeys" can apply psychological methods and that trained secondary-school-educated laboratory technicians would do when applying psychological methods.

In our opinion it is also wrong that some non-psychologists as directors of educational-psychological workplaces and other, for instance special pedagogy schools, tend to overstep their competencies, they order the qualified psychologists which methods they should use and they even correct or modify their professional conclusions.

In principle the guidance centres remained to be scientific-practical, operative, routine, methodical and explorative units which provided concrete service primarily to schools and extra-curricular educational facilities and families. They also elaborated results of their own routine research activities and they were engaged in the development of diagnostic and remedial methods and prevention of behavioural disorders. In fact many guidance services worked on the basis of generalisation of clinical (casuistic) practice. (It does not apply to psychological counselling only, but also to counselling in health service: pediatrics, internal medicine, oncology etc.).

Specialisation of counsellors in the respective departments of the centre enables deeper penetration into the scope of problems. Spatial closeness and working with other staff members of different specialisations gives the opportunity for consultations and joint team solution of the case, and/or to flexibly turn over the case to another specialist if need be. A central uniform *case documentation* which is essential for such care in its complexity provides abundant research material important for the practical educational process as for theory and for the management of the society.

Exceptionally important is counselling of *problem youth*. We have in mind a diversiform group of children and young persons whose common denominator is that their social incorporation brings about many problems and that they require special approach which is different from the approach to the majority of the population. Here we place intellectually backward or defective children or juveniles and children and young persons suffering light brain dysfunction but normal intellect, children and young persons showing dissocial, asocial and antisocial behaviour, children and young persons with limited working ability. With young people suffering a permanent somatic defect which results in limited working ability the object of the psychologist's interest is not the defect itself, but how the individual psychically adapts to it and the specificities of the psychical reactive ability of the individual to the handicap. If the mental handicap is permanent it is particularly a matter of how to psychologically "measure" the deficit and the consequences it has for placement in the school and vocation. The way to a considerable reduction of various maladaptations is solely to understand the regularities of their origin and their course and on this based prevention.

Integration of the problems of the choice of career with educational problems is in accordance with the narrow connection of problems of all educational-psychological aspects of training the children and young persons. No matter what actual dominating partial problem the psychologist resolves with the child or young person he must handle it in connection with the other problems and with regard to the overall structure and dynamics of the individuality of the concrete child or young person and with regard to the overall psycho-social context of his/her hitherto and prospective development.

It still remains an arduous problem to implement co-operation and co-ordination of the activities of school counselling with the health care institutions (school health service, child psychiatry, youth medicine), with bodies of the Ministry of Labour and Social Affairs

(labour economics, mobility, flexibility of manpower, labour exchange and social security) and with the planning bodies and other involved sections (Ministry of Justice etc.).

The *co-ordination bodies of counselling care of children, youth and family* established by the Ministry of Education of CSR on 13 March 1973, ref. no. 7758/73-210 had to provide functionally integrated counselling. However, the autonomist tendencies of the individual ministries failed to be mastered. In the course of time their activities were inhibited.

Counselling has a number of components which should correlate in terms of functional co-ordination and co-operation.

In the first place they are *counselling activities*:

- health;
- social legal;
- employee-information;
- psychological;
- special pedagogy;
- social pedagogy;
- educational.

Educational counselling activities are closely connected, in the first place, with the school and the key role of the teacher in the educational process. Naturally this does not exclude the part of partial educational activities and the part of pedagogics in the system of counselling centres (e.g. didactic diagnoses and rectification of didactic deficits, advice concerning concrete methods of the child's homework, rectification of dyslexia and dysgraphia, speech therapy – applying training and therapeutic pedagogical methods in cases of speech disorders, methodical guidance of counsellors, methodical visits to schools, co-operation in the guidance of psycho corrective and ortho-psychagogical groups, co-operation in art-based education and therapy, art-therapy, bibliotherapy, musikotherapy, co-operation in the organisation of holiday camps for problem children etc.).

*Problem spheres* in which the counselling-oriented pedagogical-psychological centres were engaged from the very beginning can be divided into four groups:

- psycho-didactic problems;
- psycho-social maladaptation;
- problems in psycho-social relationships;
- problems of careers and study education.

The *psycho-didactic problems* include issues of the preparedness of the school, teaching and study styles, problems of partial defects and disorders of gnostic functions, didactic retardation due to extra-intellect and intellectual reasons, exploring the causes of failure (at secondary schools and universities), problems associated with care of talented individuals, differentiation of pupils in classes, psychological assessment of the effectiveness of teaching methods, guidance to optimal self-education.

The correlation between the results of studies and higher intelligence is relatively not very close. Especially for university students the extra-intellectual factors are evidently very important. At the Faculty of Education UJEP in Brno M. **Hradecká** and G. **Valová** (1974) discovered (N = 182; 38 males, 144 females) that the average IQ in Amthauer's IST test was 103.4. In Raven's progressive matrices the IQ of 83.5 % was above 110.

The *psycho-social maladaptations* include difficulties, neuroses, psychopathy and disharmony of the personality, failure in profession or studies based for instance on poor identification with the subject of study and following intellectual passivity. **Hradecká and Valová** (1974) discovered that the average neuroticism of students of the Faculty of Education UJEP in Brno was 12.01. Using the Eysenck personality questionnaire L. **Míček** (1966) discovered on average 11.3 neurotic symptoms in 113 male and 324 female students of the Faculties of Art, Natural Sciences and Education of UJEP in Brno. The average university female student had 12.4 neurotic symptoms.

*Problems in psycho-social relations* are cognition and formation of relationships in the study group and teacher-pupil relationships, relations among members of the teaching staff in terms of their influence on the pupils, family-school relationships, relations among siblings, between students and parents, relationships among parents in terms of the educational consequences. This area also includes social-psychological aspects of managerial work in the school in terms of the school “atmosphere” and its impact on the pupil and student.

Psychological issues of *careers education and choice of career* include long-term monitoring of the development of traits of the pupil’s personality with regard to how he will make his mark in studies or profession in the future, finding and forming individual interests in a career. The course of adaptation to the selected studies and later assertion in the profession is monitored by means of catamnesis.

Each person tends to give preference to a certain group of similar activities and actually in this way to incline to a corresponding grouping, bunches of related careers. Sometimes the person’s physical, sensory or other handicap forces him to take up this preference.

Job performance affects the development and maturation of a number of personality traits (e.g. industriousness, willingness, initiative, diligence, precision etc.).

Most people can occupy a number of various professions because there are great possibilities of compensation, of evening out the shortcomings with assets and particularly the possibilities of training specific professional skills and habits.

- In many aspects the theoretical bases of Holland’s theory recognised at the present time link up with the previous general principles of Donald Edwin Super’s (1910–1994) theory of occupational development which were formulated in 1953 into the following ten principles:
- People differ in their abilities, interests, traits and personalities.
- By virtue of these characteristics each person is qualified for a number of occupations.
- Each occupation requires a characteristic pattern of abilities, interests and personality traits (professional profile) with tolerances wide enough to allow some variety of individuals in a number of occupations.
- Vocational preferences and competencies of people change with time and experience. These factors then have a considerable influence on the choice of future career and initial adaptation in the occupation.
- The process of choice of concrete career consists of development and dynamics through several life stages: (a) imagination stage; (b) stage of pre-choice; (c) phase of realistic pre-professional choice of career; (d) phase of adaptation in occupation.

- The nature of professional development of the individual is influenced namely by: (a) the socio-economic standard of the parents; (b) intellectual powers; (c) personality traits of the individual; (d) opportunities in which the individual finds himself.
- Systematic influencing of the individual's abilities, aspirations, interests and self-confidence may significantly shape the professional orientation of the individual in the respective stages of his development.
- The process of career development is a process of gradual self concept.
- The process is a compromise process based on self-estimation and estimation of other people; a compromise between the self concept and reality with which we are constantly coping.
- Work satisfactions and life satisfactions depend on the extent to which an individual finds adequate outlets for abilities, interests, personality traits, and values in occupation and personal life.

Theories which distinguish the personality types of the employees in relation to the main types of work environment are very valuable; for instance the theory of J. L. **Holland** who distinguishes the following environments:

- *motor* – agricultural workers, machine operators, pilots, truck drivers, carpenters, masseurs, repairers, dressmakers, painters, bricklayers, founders, excavator operators, electricians, heating engineers etc.;
- *supportive* – for instance teachers, counsellors, social workers, diplomats;
- *conformable* – office workers, accountants, secretaries etc.;
- *persuasive* – for instance state official, senior managers, insurance company clerks, lawyers, businesspeople;
- *aesthetical* – musicians, graphic artists, window-dressers, sculptors, painters, writers, poets etc.;
- *intellectual* - mathematicians, chemists, physicists, biologists, cyberneticists etc.

Ill-considered re-deployment of the individual among the work environments may have a negative impact on his/her personality and psyche.

It is always necessary to take education into account (primary, apprenticeship, secondary and university), length of practice, age, hitherto income and other competencies.

Based on hierarchy values each of us tends to choose a career belonging to one of the six groups of work environment. We can see this trend as early as when making the choice of the first career. According to this theory the orientation of each individual is particularly motor or intellectual, supportive, conformable, persuasive or aesthetical.

*Modal orientations* of the individual may be classed in a certain hierarchy according to the relative power. The life style which heads the hierarchy then determines the main career choice or the person's efforts. This intra-personal hierarchy may be defined by coded "interest inventories".

No two persons are the same. Each person must therefore be approached individually if our communication is to work.

Holland's types of modal personality orientations can be compared to the typology of the German philosopher and psychologist Eduard **Spranger** (1882–1963) who also distinguished six personality types (religious, theoretical, social, aesthetic, economic and political).

And now let us give a more detailed characteristic of the modal personality orientations according to J. L. **Holland**:

*Type of motor orientation – realistic type*

People of this type of orientation enjoy activities which require physical strength, masculine even aggressive action, motor co-ordination and dexterity; they prefer what can be called the male role. They give preference to concrete and well-defined problems over abstract problems. They prefer to “do” things manually, solve them, rather than to contemplate over something. They avoid situations which demand verbal and inter-personal skill because this is what they often lack. They are frequently threatened by close relationships to other people or at least that is what they feel.

They see themselves mostly as aggressive, strong and masculine types with conventional political and economic values. They are typified by their masculinity, physical strength and dexterity, concrete and practical ways of dealing with life problems and poverty of social skill and awareness. Motor-oriented individuals should be chosen for occupations which come under the motor environment (for instance agriculture, the building industry and crafts).

*Type of intellectual orientation – cognitive type*

These persons are more oriented to thinking out their problems than to solving them in practice. They are strongly inclined to understanding and thought-organising this world. They like vague, difficult tasks and introspective activities and their values and attitudes are rather unconventional. They often avoid interpersonal problems which require frequent contact with groups of people and with many people in general. Typical of these persons is abstraction in contrast to concreteness, analysis in contrast to verbalisation, “orality”, introspection in contrast to extraspection, the asocial in contrast to the social. The main features of this orientation resemble Stern's conception of the intellectual type. In this sense Horneyová speaks of the stand-offish type.

*Type of supportive orientation – social type*

People of this type have teaching and therapeutic abilities. They are verbally and interpersonally adept. Their orientation apparently reflects their craving for socialisation and precisely defined and therefore common background and for the attention of other people. They are responsible, socially oriented and they tend to accept female impulses and tasks. The main values of their personal system are humanistic values. They feel threatened by situations which require intellectual methods of resolving problems or physical dexterity; they avoid activities. They prefer to resolve problems by means of highly controlled interpersonal manipulation. An analogue to this type is **Fromm's** receptive orientation and **Horneyová's** submissive type.

We have lists of occupations suitable for the social personality type, for instance: assistant in hygienic service, nurse, children's nurse, dietary nurse, physiotherapist, hostess, driving instructor, castellan, clinical psychologist, librarian, bookseller, curator, lector, air hostess, masseur, teacher, health visitor, personnel manager, midwife, psychologist, reception clerk, rehabilitation worker, orderly, social worker, street worker, trainer.

*Type of conforming orientation – conventional, flexible type*

These persons prefer stabilised and clearly defined structural and verbal administrative activities and subordinate positions. They achieve their goals through conformity. In this way they reach satisfaction and avoid conflicts and anxieties caused by confused situations or problems which are connected with interpersonal relationships and activities requiring physical adeptness. Their subordination obviously makes them especially suitable for working well defined and more or less automated tasks. Their characteristic is extraspection. They frequently accept the cultural values and attitudes fully and they assess their life according to how it is assessed by their neighbourhood; this is coupled with excessive self-control. They develop a need for conformity and they are interested in rules and regulations for life. **Stern** calls this type stereopathic. The occupations are for instance office clerks and secretaries.

*Type of aesthetic orientation – artistic type*

Persons of this type prefer indirect relationships with other people. They resolve their own problems by means of artistic self-expression. They avoid problems requiring interpersonal interaction, a high degree of "structurality" or physical adeptness. They remind of persons of intellectual orientation in their introceptivity and lack of sociability. However, they differ from them because they have a greater need for individual expression, they are more feminine and they seem to have less self-control and greater need for direct emotional expression; they probably suffer more emotional disorders. Ill adapted students tended to a higher score in artistic, literary and musical scales, i.e. **Kuder's** scales. The complex personality also reflects this type of orientation to the dimension complexness - simplicity.

*Persuasive type – persuasive, motivating, enterprising type*

Persons of this type like to use their verbal skill in situations which give them an opportunity to influence others. They also frequently try to achieve all possible changes in people at their workplaces, for instance changes in knowledge, changes in the approach to work activities (i.e. changes in motivation), changes in behaviour of the individuals (e.g. to make them stop smoking) and changes in the behaviour of groups. They make efforts to overcome the dislike of people for changes, and to overcome the tendency to inertia. Persons of persuasive modal orientation of personality have strong dominant, power and masculine tendencies. They avoid the accurately defined language or one-sided and accurately defined work situations as well as situations which demand

long and persistent periods when it is necessary to develop intellectual efforts concentrated on a partial problem. Although they have extraceptive orientation common with the conforming type, they differ from the conforming orientation in their need for difficult, highly demanding and vague verbal tasks and related skills, in their sociability and keener interest in self-assertion, in power, prominent social status and leading role in general. Weinstein's compound lexeme "*person with an orally aggressive orientation*" aptly determines this type. **Weinstein** used this expression in his study on lawyers. **Fromm** speaks about market, sales orientation and **Hornby** of an aggressive type. This type includes managers of all types, from the *top managers* (involved particularly in strategy, tactics and only to a small degree in operative activities), to the *middle managers* (involved most of all in tactical approaches, to a lesser extent in strategic affairs and operative activities) to managers of the *first (lower) line* (involved mostly in operative activities, to a lesser degree in tactics and least of all in strategy).

The persuasive type is fit for solving processes of the personnel management, i.e. in searching for, recruiting, hiring and allocating the staff, when solving issues of work and social adaptation, education and training, motivation and stimulation, assessment, professional career and releasing workers.

Nevertheless the *company culture* dictates the basic goals, forms and methods of personnel management.

In the framework of recruitment, selection and hiring workers the personnel management also explores the ability to work and competency of the workers.

Let us now focus on the methodical procedure of investigating persons in terms of predicting their success in certain occupations. In point of fact J. L. **Holland's** interest is to find degrees of similarity of the investigated person with one of his six modal orientations. He developed a theory according to which people are outright determined and urged to give preference to one of his modal orientations. There is a witty theory or hypothesis saying that "*birds of a feather flock together*".

Provided one type of personality modal orientation distinctly predominates over the others, professional orientation is then simple. However, if the person relates to two or more orientations, career discords and conflicts appear.

Therefore Holland applies his *inventory of career preferences* as the main method and Strong's list of interests. He encourages further expansion of investigations exploring interests and values. Holland's test of the personality types was published for instance in František **Bělohávek's** manual "*Osobní kariéra*" (Personal Career) published by Grada in Prague in 1994. Holland recommended other methods too, e.g. intelligence tests, investigations of self-assessment and understanding of oneself, and tests of knowledge, knowledge about vocations which would also be a reflection of the force of interests and level of selective perception of information in the area of the respective careers. Holland then wants to explore the relationships among the results of the individual methodical procedures.

On the basis of his hitherto several investigations Holland pronounced a number of hypotheses: persons better informed about the work environments can make a better choice of career than persons less informed. The adequacy of choice of career is partly a function of age because time provides more opportunities to collect information. Career knowledge of persons with a more adequate choice of career is more differentiated and

organised than of persons with a less adequate choice of career. The volume of knowledge about careers will be in positive correlation with the developmental hierarchy of man.

Persons will know more about careers which are at the top of his developmental hierarchy than about careers which are at the bottom of his personal hierarchy of values. This developmental hierarchy is explored by means of coded interest inventories. Persons, who have an inaccurate understanding of themselves, including self-assessment, may make inadequate decisions with regard to the extent and level of the choice. Persons whose extent, orientation and level of understanding themselves are limited (for instance in the relative level of intelligence) will present extremes in inadequate choice of career; on the other hand, persons who have a relative accurate understanding of themselves will make more adequate choices.

The relation between typological particularities of persons and types of human activities are considered to be the theoretical basis of professional or career counselling.

The optimal approach for career counselling is the *casuistic*, structural approach which thoroughly, universally and in the long term studies the individual cases from the casuistic and prognostic aspect and compares them with professionographic analyses. It is necessary to get to know the person comprehensively, in a team; to integrate the individual pieces of information of his organism and components forming the structure of his personality and to predict further development – perspective of his health condition, personality traits and his behaviour, including his performance.

For instance when selecting and allocating people at their workplaces we should not assign an unstable and unsettled (choleric) person to a workplace demanding predominantly monotonous work, requiring intensive concentration and tenacity or, on the other hand, we should not entrust a persevering but tardy person with work demanding great adaptability and distributive attention.

The founder of the so-called *technocracy school* the American sociologist and economist Thorstein **Veblen** (1857–1929) saw the development of the society in the application of socially psychological knowledge. With the increasing importance of technology a new social group emerged – the *technocrats*. They controlled technological and administrative production management. The psycho-social conditions were fully appreciated in the theoretical-practical movement called *human relation* which was founded by Professor Elton **Mayo** (1880–1949), professor of Harvard University.

The problem spheres of counselling are internally close-knit by causal associations which are hidden behind the phenomenal association of the problems. For instance, neurotic features of the personality, defects or disorders of the personality or perfunctory interest in the career, which had not yet become a component of the pupil's personality, often results in maladaptation to the career, to failure in the career or studies. On the other hand the difficulties can be remedied by way of special-interest activities focused on adequate choice of career or studies.

In 1994 the *Institute for Pedagogical-Psychological Counselling of the Czech Republic* was instituted at the Ministry of Education, Youth and Sports. It resolved current issues of pedagogical-psychological counselling, co-ordinated the system of counselling, further education of counsellors and the transfer of professional and methodical information from the area of pedagogical-psychological counselling. Information about the issues of counselling services is also published in the newsletter of the Institute for Pedagogical-

Psychological Counselling of the Czech Republic and is called Educational Counselling.

The present system of pedagogical-psychological counselling involves not only educational counsellors and state-based, church and private pedagogical psychological counsellors, but since 1990 also *special pedagogical centres* focused on the welfare of the child and juvenile with sensory, physical or mental handicap and children and juvenile with speech impediment and so-called *centres of educational care* ensuring prevention and therapy of socially pathological phenomena in children and youth and counselling in this area, not only as out-patients but also in the form of boarding schools.

With effect from 1 April 1998 counselling services were provided at schools and educational facilities according to the *methodical letter* of the Ministry of Education, Youth and Sports Ref. No. 13409/98-24.

Since 9 February 2005 *Regulation No. 72 / 2005 Sb. on Providing Counselling in Schools and Educational Counselling Facilities* applies for school advisory centres.

At the present time psychologists working in counselling centres apply both the psychometric and clinical-psychological (casuistic) approach according to their disposition and to a various extent.

In our opinion the main method when drawing up the psychological case diagnosis should be the casuistic method. In concrete single events the advisory method could prevail. Along with casuistic methods and consultations all the counselling facilities should have at their disposal a number of other techniques, including laboratory aids.

If the consultation is to be effective and of practical importance it must fulfil a number of necessary assumptions: in the first place it assumes somebody who really wants the advice; assumes that he is able to comprehend the advice correctly and shows efforts and skills to implement it and, finally, assumes that he will be able to implement the advice consistently.

Psychologists working in the area of school counselling, apart from psychology, must be familiar with pedagogic and the respective school, the same as psychologists in health service must have orientation information about medical science and the health facility.

From February 2005 the pedagogical-psychological counselling centres work in accordance with *Regulation No. 72/2005 Sb. on providing counselling in schools and educational facilities*.

The critic of the mainstream of classical and traditional psychology, the English philosopher and socially constructionist psychologist Rom **Harré**, can be ranked among contemporary *post-modern psychologists* important for counselling; in 1972 together with P. F. **Secord** he published the book "*The explanation of social behaviour*" and since then a number of publications where he attempts to propose a completely new, so-called ethogenic psychology or *ethogenetics* which links up for instance with *microsociology* exploring microstructures, e.g. the family, school class, working group, team, clan, ethno-methodological school of Harold **Garfinkel** (born 1917), dramaturgical interactionism of the Canadian sociologist Erving **Goffman** (1922–1982) who used theatrological terms and analogues between the psychosocial life and theory to explain social interactions, and the theory of bipolar personal constructs of the American psychologist George Alexander **Kelly** (1905–1967) who pointed out the subjective, individual and specific perception, imagination, thinking and feeling of the individual persons whose content of even common personal concepts (terms, constructs) and their contrasts often differ from the content of these concepts and their contrasts in other people.

Particularly R. Harré criticised these departures of psychology: a mechanistic model of man, a “Hume” concept of causality and positivistic methodology.

We recommend that counsellors respect his *anthropomorphous model of man* who approaches the individual as an autonomous human being (and not as a machine, mechanism or computer, or as a non-human living organism) which lives in a certain not always socially just economic, sociological and political system. Post-modern psychologists (for instance Erica **Burmanová** (1997) were also exceedingly interested in *emancipation of men and women* and they had the impression that traditional psychology was too *patriarchal* (androcentristic) and *dehumanised*. It also means that psychology should be socially more useful and increase the personal potentials of the individuals in the given social and cultural context and if necessary to contribute also to social and economic changes and political systems.

Traditional psychology is criticised for giving preference to positivistic and quantitative natural-scientific methods, for an allegedly poor respect to the diverse cultural and social contexts of the groups and communities, to the standard of social and political justice, for not stressing enough the efforts for social usefulness and possible a change in social systems.

Post-modern psychologists recommend diversion from the traditional quantitative-oriented cognitive methods of psychology and tendency towards the new, qualitative view of the social life of people and to the exploitation of the method of discursive analysis (description and explanation of the concrete social behaviour, conduct, state of matters and phenomena) and semiological use of narratives (stories, accounts), to intensive exploration of natural social interactions, everyday conversations at workplaces and in families. They have a more positive relationship to the hitherto practical psychology than to theoretical psychology.

The conception of team, complex and biodromal development of counselling leads to a positive self-concept and self development, awareness of one’s limitations and possibilities, formation of abilities, use of personal capacities and experience, finding the correct lifestyle, social contacts, system of desirable personal values in all stages of life.

It seems that the area of professions whose psychic and somatic demands can be mastered by every person of average health provided he/she is interested in the profession is expanding (Bureš, 1982). Education to the majority of such professions will be conducted particularly by schools.

Special psychological diagnosis and special psychological counselling will be of paramount importance only for some groups out of the total population of young people.

## **HISTORIE A SOUČASNOST KARIÉROVÉHO PORADENSTVÍ NA ZÁKLADNÍCH A STŘEDNÍCH ŠKOLÁCH ČESKÉ REPUBLIKY**

**Abstrakt:** Je prezentována informace o vývoji kariérového poradenství, které se zabývá odbornou poradenskou podporou při volbě povolání a studia. Dobře realizované poradenství má kladný vliv na duševní pohodu a osobní spokojenost žáků a studentů

základních a středních škol České republiky. Příspěvek popisuje základní teorie, vyhlášky a směrnice podle kterých současné pedagogicko-psychologické kariérové poradenství postupuje při své poradenské práci.

**Klíčová slova:** kariérové poradenství, výběr a volba povolání a studia, tradice, psychotechnika, profesiografie, poradci.