

## Entity of Dialogue in Career Guidance of Secondary Vocational Schools

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**Abstract:** Dialogue is currently one of the main instruments used in career guidance practice in education and employment, including, also in secondary vocational education. Entity of dialogue in students' career guidance can be provided systematically organized interventions that are integrated into the school's educational process and where their contribution is willing to give not only a career counselor, but also school teachers and other stakeholders. Such progressive dialogical interaction reveals interrelationships among all three components of career guidance - career information, career education and individual counseling. Therefore in scientific article is to answer the following *questions*: Is there mutual correlation among the career guidance components? Whether there is a dialogue among career guidance components in secondary vocational education? Aim of the study is to identify and to assess the entity of a dialogue in career guidance in secondary vocational education. Objectives: 1) to explore the role of the dialogue in the students' career guidance of vocational education; 2) to evaluate the career guidance components - career information, career education, individual counselling and their interaction in the development of dialogue.

**Keywords:** Career guidance, career information, career education, career counselling, entity of dialogue.

### Introduction

On the entity of dialogue in career guidance notes dynamic socio-economic processes, both worldwide and in Western Europe. Humans, like society as a whole has to deal with the challenges of the 21st century - the rapid development of the labor market and the varied career opportunities that reveals the fact that career choice is becoming increasingly difficult and more complicated (Learning for .., 2011). Those circumstances have contributed a paradigm shift in career guidance. As one of main instruments of intervention emphasizing dialogue that helps an individual to cope with uncertainty, doubts and varied labor market offer and career in the construction of his life. Early as 1997 the Canadian scientist V. R. Peavy (1997) wrote that the context of constantly changing labor market changed also own individual career counselling process, which by its nature has become a sociodynamic - with a global perspective on contemporary social life and constructivist philosophy, which means to help, so by changing counselling practice in its entirety. counselling in career guidance means the communication process, the aim of which is to provide advice and emotional support, to show understanding, to go into the client's situation, enabling the customer to realize its potential to help oneself and encourage to adopt reasoned decisions (Peavy, 2001). Such counselling is based on dialogue which an aim is with them and their life satisfied person. It means that in order to understand own life and career development, an individual tells a variety events of own life, but career counsellor helps to formulate, evaluate and to create good ideas on how his client could live his life (Peavy, 2004, 24). To achieve this, the career guidance is growing emphasis on client' proactivity in shaping of their life. So now the career guidance is defined as a person's whole life, which constructed by himself, interacting with the surrounding social environment (Savickas, Nota, 2009; Peavy, 2004). Dialogue of career guidance is referred as a cultural tool or artifact invented by human, because counseling is much more sensitive in the context of post-industrial than it was before. It means that there are used such as mental devices like as concepts, ideas, words and diagrams, which are used for cultural discourse through which are created feelings, meanings, constructed reality and communication takes place (Peavy, 2001). Therefore, the use of dialogue has gained an important place in career counseling, ahead of the psychological techniques (Guichard, 2013; Savickas, 2005; Peavy, 2001).

Career guidance is defined as a set of measures that include availability of career information, career education and individual counseling for students career planning and target setting in the choices relating to education and work (Career Guidance..., 2004; ELGPN Glossary, 2012; Izglītības likums, 2013). Scientists A. G. Watts (2010), R. Vuorinen (2012), P. Plant and R. Thomsen (2012) believes

that the implementation of career guidance measures at all levels of education can achieve both short and long-term goals. A scientists group leading by D. Hughes and S. Bosley (Hughes, Bosley, 2002, 8-9) has figured that short-term objectives are achieved by providing information and advice in such a way improving an individual's knowledge, skills and motivation for self-employment. In turn, long-term goal related to both with individual and the economy as a whole. At policy level, these objectives are seen as a one of the initiatives of development of human resources. Thereby in provision of career guidance are involved all levels of education establishments, the State Employment Agency, private institutions, etc. companies. Career support services such as long-term measures are designed to encourage the choice of individual professions and educational direction according to his abilities and interests as well as to develop the skills independently to manage own career life.

Scientists R. Sultana and A. G. Watss (2005) as well as E. Hansen (2006) found that career guidance consists of three components: career information, career education and career counseling. They can be seen as three-stage types of services providing information, guidance and counseling with progressively increasing interaction between a career counselor and the client and which allows client to make decisions about their life, learning and work. It reflects the learning process, job and personal life interactions of individual. Whereas the dynamic changes of the recent years in the global labor market has been affected by changes in the career development process, they expressly have tagged invaluable role of individual as a unique, free, socially responsible and proactive beings in shaping of his life. Therefore, the third component of career counseling is increasingly obtained the status of individual counseling (Hansen, 2006). The career guidance is defined similarly in Concept of "Career development support system" approved by Latvian Cabinet of Ministers (Par koncepciju..., 2006) and the Amendments to the Law on Education (Grozījumi Izglītības..., 2013).

One of the functions of career guidance in the education system is the cognition and evaluation of learners' needs and expectations watching them everyday learning process and to see the progress of their knowledge, skills and attitudes. It means that career guidance of learners must be continuous until they are able to successfully integrate into the labor market (Guiding At-Risk..., 2010). Assessing the career guidance in vocational education system, it is still necessary for students, despite the fact that they have already made a first professional choice because not always made the right choice and yet during the learning process it can be changed. Therefore is important not only involvement of parents but also career professionals, teachers and potential employers in students' career development. It can be illustrated by D. Super (1990) findings that the essential feature of young people (between 15 and 24 years) is a searches of the career opportunity and meaningful life, which often need assistance and advice from the sidelines. Data of the State Employment Agency shows that in January 2015 was unemployed 9.2% of young people from the total number of registered unemployed (Bezdarba situācija..., 2015). If the educational environment, including vocational training environment should be provided with systematic guidance, it would be possible to better motivate students not to leave initiated training and education programs. Drop-out number of students of secondary vocational education schools was ~ 20% in the first academic year, but overall proportion of the drop-out was ~ 6.1% of the total number of students (Izglītojamo skaitis..., 2015). The above problem would be less if efficiently used career dialogue as a common way of thinking, reflection and cooperation among all stakeholders for the development of innovative understanding of successful construction of the students' life and career. Dialogue can be found in all three components of career guidance. Firstly it gets the *subject - subject* relations as an individual dialogical communication with himself, acknowledging their interests, desires, skills and character traits; and between the individual and the surrounding social environment. Secondly, it is a the *subject - object* dialogical activity, his interacting with guidance and its three components - information, education and individual counseling and the parties involved to help him construct his career.

## Methodology

The study consists of a theoretical discussion and empirical research on the role of dialogue in the career guidance for students of vocational secondary education, raising the following research issues: Is there mutual correlation among the career guidance components? Whether there is a dialogue among career guidance components in secondary vocational education? Based on the theoretical

scientific cognitions: 1) is explore the role of the dialogue in the students' career guidance of vocational education; 2) are described the career guidance components - career information, career education, individual counseling and their interaction in the development of dialogue. There is a survey, which showed teachers' views about career guidance in secondary vocational education schools. The survey involved 28 teachers from Riga, Zemgale, Kurzeme and Vidzeme regions.

### Results and discussion

Although the career guidance is increasingly being considered as a key strategic tool in the implementation of lifelong learning policies of the European knowledge society, there is still need for guidelines of encouraging people to continue develop their knowledge, skills and competences over a lifetime related to the changing needs of the labor market (From policy..., 2008). Career people spend all his life, so it is should be a constant focus of its planning and implementation, especially on the social and economic factors, as well as the individual's ability, character and capabilities what provides the life itself. These factors are closely linked to the human personality development stages. D. Super (1953) believes that the inherent personality trait is a career maturity, as well as successful execution of the career development tasks in accordance with the person's age and achievements. Childhood and teenage years are the two most important stages of life when a person grows not only physically, but her personality is laid for the development of self-knowledge bases on which to successfully create interest of profession and career. Therefore, both the time when carried out the first serious professional choice and its acquirement requires qualitative and systematic career guidance. In turn, N. Amundson (2003, 27) believes that assistance helps the student to define their values and make informed decisions for future action, because they are fundamentally dependent on an understanding of what he wants to do. Here are searched answers to questions about his life, which can only be obtained if have already thinking or begin to think and discover opportunities that become important in his later life.

Both authors' indirect observations and analysis of different Latvian education documents (Par koncepciju..., 2006; Guiding At-Risk..., 2010; Karjeras attīstības..., 2013) suggests that implemented services of career guidance in vocational education establishments does not reach the planned results, because they takes place a fragmentary and not always accessible to all. This is evidenced by survey of secondary vocational education teachers who gave their views on career guidance in their work places. To the question "Does students are taken of career guidance measures in your vocational educational establishment?" 12 of the 28 respondents answered that students' career guidance is done, while the 1/3 or 9 teachers are convinced that it does not happen, and 6 of respondents not really sure about the existence of these measures. 11 respondents said that it is administered by either the school principal (5), or deputy director (6). Two respondents believe that student' career development and employment paths taken by potential employers who are at the same time also managers of students' practice. One respondent believes that career guidance should be done outside of school through the local employment services. Nevertheless the greatest work of students' career development shall be carried out subject teachers (75% of the total number of responses), it also reveals the real situation in secondary vocational education system, namely that qualified career counselors are not involved in the students' a career guidance - none of the respondents did not mention that their schools working a career counselor.

However asking the question "Does your secondary vocational school is required systematic career guidance?" nearly all respondents (89%, or 25 out of 28 respondents) answered positively: it should be with a systematic preventive nature, because not all students are able to justify their professional choice and learning motivation. On the question, "What the students get, if a career guidance as a systematic service would be integrated into the school's educational environment?", the views of surveyed teachers were as follows: it will improve students' motivation for learning; develop a deeper understanding of their future occupation; the student envisage a meaning of learning and most developed sense of their personality; would be seriously evaluated and selected the most appropriate direction of the chosen professional field; expand students' views and choices to find their place in the labor market.

Asking the question, "How is integrated a career support school educational environment?" 20 teachers felt that most those are lessons where learning curriculum is related with students' future occupation. These are negotiating with the group's mentor (14) because they frequently listen the students and require a case, they know they can seek and receive support at times when addressed not only issues of training and education, but also their personal life issues. Also, 14 teachers believe that learning excursions to the organizations to help create more objective insight and understanding about the learned curriculum. 12 teachers are convinced that the information / advice / assistance that student receives from his peers is also an important informal support because they make personal contacts for cooperation, which can be a valuable medium of their career development.

In turn 9 teachers were answered that a valuable source of information and the convenient place is school library because there can seek a career information not only print, but to use the Internet access and e-mail. Usually it is one of the most important internal career development supports providing information at school. If the student has only required information on general issues of his career, he can handle himself without any help, but when must seek the necessary bibliographic resources, he may seek the assistance of a librarian. 9 out of 12 teachers believe that contribute to students' career development gives a meetings with the local entrepreneurs. Well as Shadowing Day (7) and the various projects (5), are the activities what noted vocational school teachers. However, none of the teachers did not mention that the students create portfolio' folders in which they stored their learning experience proofs. Basically, portfolio folder has one of the factors that help a young person to explore oneself: be aware of own strengths and weaknesses and improve self-esteem.

On the question "Do potential employers participating in developing of the content the curricula and practices?" more than half (15 of 28) of surveyed vocational teachers responded that they have not felt this kind of involvement of local entrepreneurs. Only 1/3 of respondents given an affirmative answer, but 6 of them have doubts about it. It means that cooperation between the two institutions has insufficient which does not contribute students' integration into the labor market. Based on the above described data, can be concluded that career guidance has not yet become an integrated package of measures throughout the training process, which is operated by a qualified career counselor together with school' teaching staff and stakeholders. But there is no watches a sufficient link with measures what to promote the students' motivation to learn, to improve their success and to reduce the number students who leaving school. Career guidance and counseling are most often organized in learners' groups by applying the "average" student, and these measures are often not very effective for the groups at risk or particularly gifted students.

Currently, career guidance is viewed in the context of lifelong learning, in which center is located individual with his life and career experience. It is defined as a set of activities that allow individual to identify their skills, abilities and interests and to take the career decisions for guiding own life pathways in education and work as well as in other circumstances (European Lifelong..., 2014).

Career guidance usually involves a number of activities that encourage individual to create positive vision of their future, as well as to plan and implement activities which bring them closer to the intended achieve the objectives (Borbély-Pecze, Hutchinson, 2013, 10). A key role of career guidance is to be a mechanism through which is promoted a smooth transition from education to work, thereby allowing more and more effectively functioning labor market. One may agree with a recognition of B. A. Irvin and B. Malik (Irvin, Malik, 2005, 4-5) that in first, career guidance in this manner provides a real objective information and assistance that is appropriate to the reality of the labor market; in secondly, it enable an individual to develop their skills to think and act critically. N. Amundson (Amundson, 2003, 27) says that the career development process, which is usually conceptually designed, logical, controlled and sequential row of different interventions, an individual first of all learn to find a relevant and accurate information about the world of work, as well as to get advice and individual counseling. In turn, B. Law (Rethinking Careers..., 2005, 211) writes that it is interpersonal, hence, dialogical process, which plea consists of questions for discussion which do not need to know in advance.

When viewing the entity of dialogue in career guidance and counseling is needed to characterize each of the supporting components. The first component is *career information* whose extraction is an

important part of the career planning process because it helps the individual to discover whether the chosen profession is appropriate for him. E. Hansen (Hansen, 2006, 28) writes that the career information is the basis for providing career guidance services. It includes all the information that helps an individual to make an informed choice on education, vocational training and on his working life as a whole. Besides, given the career information must be up-to-date and accessible for each individual in the level of self-service; it must be capable to cheaply reproducible and in large quantities; must take account a level of reading skill of the target audience, as well as must be responsible professional of career guidance who disseminate this information. In addition, N. Amundson (2003) believes that the information collected must be coordinated and consistent with the individual's self-realization and supportive context, because it facilitates a well thought-out decision making of career. As written by W. Patton and M. McMahon (2006), this is particularly important now when increasingly is being used constructivism approach to career guidance where information collection, compilation and use in various ways is a key role in an individual's career development.

The second component of career guidance - the *career education* is a planned set of measures, courses and programs in the schools for teaching students to learn and develop the skills on commensurability of their interests, abilities and possibilities; in putting forward a career targets as well as the career planning and management throughout their lives (Izglītības likums, 2013; Karjeras konsultāciju..., 2009). The career education goal is to help learners to make informed decisions about their training and / or employment opportunities so that to be able to participate fully in the labor market. Therefore, the career education should be attractive, evolving, comprehensive and accessible to all. The Australian scientists W. Patton and M. McMahon (Patton, McMahon, 2001, 13) have figured out that in developing and implementing process of career education programs, it is important to be aware of the context in which occur the learners' career development and career decision-making, because without learning it is also influenced by factors such as the variables of individual, social and environmental context.

The final stage of career guidance is an individual *career counselling* with a personalized, individual approach, which corresponds to an individual's specific needs (Sultana, Watts, 2005). In this way is formed an individual' vocational or careers identity that is based on his ability assessment and targeted career guidance provision, which includes not only the career management skills, but also draws more attention to the young person's rights and responsibilities, recognizing that the himself must take responsibility on their career development (Kuijpers, Meijers, 2011). Such an identity acquires a well-structured form of stories which are based on his life themes (Savickas, 2005). Has to agree with cognition of J. McLeod (McLeod, 2003, 17) that learners have to appear voluntarily and prepared on individual counseling - when they are understanding and aware their career development problems for the right decision-making. Then this cycle of individual counseling is a form of support centered on the individual's needs and objectives and provides an opportunity to help be aware own capacities and situations well as to support and to encourage their in the fuller use of own potential and possibilities. Identifying an individual's personal interests, skills and competencies, career choice is made on trusted and useful process (McLeod, 2003, 12-13). As shown study of the career guidance' measures in vocational education of the European Union countries, are increasingly providing these services schools collaborate with external partners or constitute a multi-agency services with a holistic approach to addressing the vocational needs of students.

According to the researchers of European Centre for the Development of Vocational Training (CEDEFOP) for many students are sufficient only career information, but it is not enough for most disillusioned young people who need more holistic support (Guiding At-Risk..., 2010). Whereas developed careers vision during the adolescence its role can also save later in life, it is important that guidance professionals encourage young people to set ambitious goals. In order to keep these goals and to develop, young person must actively engage in a dialogue with the surrounding environment and themselves.

All three components of career guidance has recursive character - it means that an individual can repeat any of the guidance activities in own career development process in order to strengthen both the obtained information and the knowledge, skills and confidence about correctly chosen careers direction. Similarly, all three guidance components have cyclicity, revealed when the individual is

realized the current careers goals through their career identity and feel the need to bring forward further careers goals. Both guidance traits are because individual' career development is accompanied by dialogue. It can see in the relations of *subject - subject*, as a dialogical communication between individual and himself (internal dialogue) and among others (external dialogue). Secondly, dialogue can form relations of the *subject - object* in the form of a dialogue activity in which an individual is interfacing with a careers counselor, teachers and other stakeholders as well as with the three components of career guidance - information, education and individual counseling at school environment. In both dialogical relations student create their own vocational identity through continuous dialogical activities related with self-convincing and the information that he receives from others. P. McIlveen and W. Patton (2007) write that the internal dialogue is proposed and brought to the operation the individual's identity through negotiations. M. Savickas (2002) believes that focusing on past events and memories, individual dialogue with themselves creates life themes that become a starting point for careers problems are viewed and analyzed in the present and future perspective. N. Burbules (1993) writes that the dialogue is characterized free and open participation of any participant, during which they come forward alternately with statements, questions, answers and repetitions of variable duration, thus creating a sequence of communication, which are constantly evolving through research and inquiring mood. It provides of communicative interchange with itself and others, which is driven by the desire to look at the nature of the problem in order to reach a meaningful understanding and accordance between participants.

B. Law (Rethinking Careers..., 2005, 104) writes that career guidance work in the school environment consists of a number of learning settings, capable of responding to the different needs of students, their knowledge in different learning stages, to respond to their different learning styles, feelings and complexity levels for their career development. B. Law offers it to see in two dimensions - as the expansion and development. Expansion means that are used a number of learning settings where is involved increasing number of people and requires increasingly agreements, let the career guidance work to be successful. Development means that there is a need to invest increasingly time, skills and other resources for the students' career development. However career guidance work can also be seen through a continuous dialogue in different ways and with increasing intensity, which also acquires features of educational dialogue (see Fig. 1).

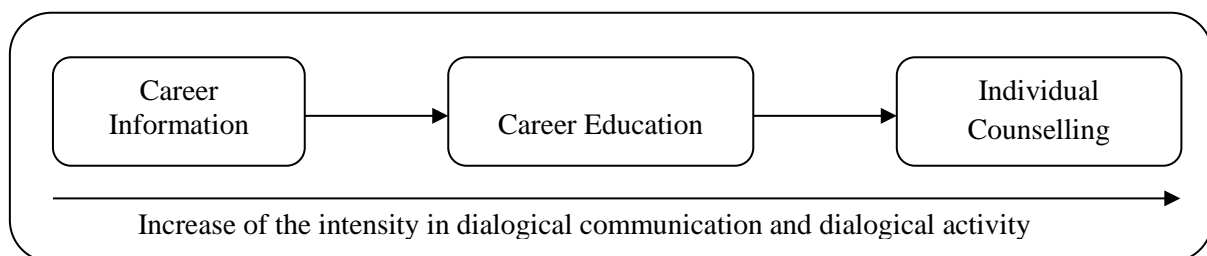


Figure 3. Increase of the intensity in dialogical communication and dialogical activity in career guidance.

In school learning process it driven directly or indirectly, either career counselor or teachers pursuant elements of didactic methods, including moments of silence, allowing the student to express independently, despite the inaccuracies in his statements, but in the end of dialogue is reaching that he himself defines the desired cognitions. Such dialogue provides an opportunity to track of progress of student' thoughts and his real ability to follow career professional 'driven counseling or teacher' curriculum sets out the conduct and to adjust it.

In the developed pattern of B. Law (Rethinking Careers..., 2005, 104) is discernible dialogical communication and dialogical activity, in whose center is located student and they needs to develop own vocational identity and career. The given learning settings in the school' career guidance includes a variety of learning ideas and dialogue forms to speaking by words of J. Dewey' (1997), belonging to a set of discourse where learning process should be exchange of experience. It means that student acquires his experience, what he offers the surrounding social environment, in turn, whom he can be interpreted in own career development. For example, in the first learning setting "Career resources work" student finds and reads the information that encourages himself reflection and self-awareness.

The second learning setting "Face to face help" student can ask and talk with teachers and / or career professionals. This is a work in small groups or individually, which helps to explore themselves and the world of work, to plan his career and decide how to proceed. The third learning setting "Recording, action planning and portfolio' work" student should be possible to write an action plan for implementation of own professional aspirations. It will help him to develop remarks about their experience, capabilities and own intentions in relation to working life. In the fourth learning setting "Personal and social education" the student shall inform of his careers plans. It means that he needs to link their career plans with other expectations / intentions / plans - as a citizen, as a consumer, as a family member, etc., as the holistic person who carries out many social roles and has dialogical relations with the closest social environment. Here student acquire learning experiences in dealing with work and life problems, which expressed nature is related with more personal, social and moral context nature. In the fifth learning setting, "Specialist careers education classroom work" can help students to understand, create and to use learned social skills of the previous setting, let to get assistance and training the teacher-expert (specialists of the companies) on site of classroom. Student working in the various planned activities, which are examined in detail the most important aspects of the work carried out by these teachers-experts. It helps the student to develop a realistic picture of the chosen careers direction. In the sixth learning setting "Integrated work" student' careers plan could derive from what the subject' teachers in their lessons have said or encouraged to think and operate the student in practice connected with their future occupation. In such way, student development learning link with working life situations. In the seventh learning setting "The community-linked activities" means cooperation with the local employers and the community in which the student has much more possible to recognize the correlation between their life and all of what he learns in school.

B. Law (Rethinking Careers..., 2005, 107) described the career guidance work in mutually integrated career development levels: level-A links are needed to subject' teachers should be prepared to recognize the value of career development to integrate into their educational work with students. Level-B relationship develops from links of level-A where colleagues / teachers support the careers measures and have interested in self contributing to careers support. Such a movement is determined that the school is ready to accept departmental initiatives that are proposed also in the level of classroom. In turn, level-C is the basis for long-term co-ordination and co-operation projects, which require different involvement of stakeholder in common career guidance work of the students.

Based on the above written, it is reasonable to assume that all three components of career guidance is containing dialogue of what it characterized D. Bohm (Bohm, Factor, 1991) - as an activity that is based on serious negotiations, which encourages individuals to think; as the mutual learning process and creative participation between participants in the dialogue. Such career guidance has a socio-dynamic nature to be determined by at the existing dialogue that reveals wholeness of the individual, his capacity, identity, self creation and transformation (Peavy, 2001). It is on the career-oriented learning environment where student can get a real life and work experience as well as learning according to his professional interests and qualifications. He can participate in career-oriented dialogue about their learning experiences and their future occupation, thus creating their own personal stories that reveal the nature of the problem (Meijers, Lengelle, 2012). Such a learning environment changes his thinking and leads to a purposeful activity (Amundson, 2003, 161). In dialogical communication student begins to see meaning of the events of his life in the scope of time, looking at their problems from the past, present and future perspectives. Assistance and encouragement of career counselor on the student to speak, helps to think of ourselves as the targeted personal being that has his own *Self*. When he reveals his identity, then have clear vision of his future actions, and can then to understand what kind of assistance is needed (Kidd, 2006, 41). One may agree with cognition of N. Amundson (2003) that career counseling requires the active involvement, because it is a creative process and it is widely used dialogue: storytelling, interview, operational strategies and developing of relationships, leading to occurs the creation of the meaning- making, both from the student' and the counselor' perspective.

## Conclusions

- Among the three components of career guidance - careers information, career education and individual careers counseling there is a mutual relationship where careers information is the basis to initiate an individual's careers development. In turn, the second component - careers education which is integrated into the curriculum of school education environment provides an opportunity student to develop career management skills. But the third component - individual career counseling such as consultancy cycle shows own learner engaged and informed cooperation with career counsellor, under whose direction he solves problems of their career and take a right decision.
- All three career guidance components has visible in various ways in both the dialogical communication and dialogue-activity. Through dialogue is provided career guidance activities continued expansion in all educational settings of the secondary vocational school, **ranging** from students' self-awareness **till** cooperation with interested employers' organizations. **Dialogue is helping to focus the student on mutual consistency of his own ability, interest and his vocational activities because they everyone has own distinctive way of learning, personal experience and what they want to do at the moment.** The using of dialogue in career guidance is making a lasting contribution to the students' career development, motivating them to better learn and understand the purpose of own learning, as well as **to** graduating the secondary **vocational** education school **they** will successfully integrate into the labor market.

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