THE ROLE OF INTERPERSONAL COMMUNICATION IN CAREER COUNSELING FOR STUDENTS

Maria Dorina PAŞCA

University of Medicine and Pharmacy Targu Mures, Romania

Abstract: *The relationship between career counseling (C.C) and interpersonal communication (C.I.) represents a new conceptual attitude concerning the implementation of psycho-social strategies which can respond to certain commands of conjuncture.Thus, professional accomplishment represents for student represent the sine qua non condition to report to society, proving his own capacities of adaptation and success, starting from the logistics of vocational career. The intervention on time of counseling in career also supposes interpersonal communication, which facilitates the duality of success taking in consideration: the time, the goal and the cause.*

Key words: *interpersonal communication, counseling,*

If we start our incursion from E. Sabato's words: "*We never manage to communicate properly. It's like shouting one at another from different islands*" then we will easily discover that we have a serious problem of communication that needs to be solved immediately, with both ourselves and the people that surround us. What is the best solution? Laurenţiu Fulga reacts to these quotes with a precise accusation regarding our ignorance "*Asking questions of high importance*", leading to an inevitable awakening of the nation.

Thus, in more practical terms we can evoke the existence of a relationship which is established within the context of implementing strategies to address psychosocial short order, namely the biunivoque sequence between career counseling (which will be noted as C.C. during this essay) and interpersonal communication (which we will note as C.I. in this essay). These two items complete one another, resulting in this form:

$$C.C. \Longleftrightarrow C.I.$$

decoding the conceptual and structural situation.

Starting from this point on we can establish that in specialized literature, Pasca M.D. and Tia T. (2007), guidance is a unique way of interpersonal communication based on mutual trust, honesty and willingness, born of the desire to assist another human being and it manages a transfer of experience and responsibility for the one in need, by providing a spontaneous and simulating pieces of advice.

In other words, counseling is a process of communication with interactive and permissive character, which provides guidance in matters that outrun the competence of the person to whom they are addessed.

When talking about carrer giudance (CC), Lemeni G. and Miclea M. (2004) follow the development of skills as a possible solution to all career issues (indecision, anxiety related with career, academic insatisfaction, career planning etc.), which is considered to be the essence of psychological intervention. We can decode the C.C. strategy (career counseling) through logistics:

- Who is involved and who provides expectations?
- Where does it take place (location)?
- When is it implemented?
- How is it structured in order to respond to the requested items?
- What's the purpose?
- For how long is it allocated?
- What is the motivation?

using the result as a tool for decoding positive/ negative responses given by our

client in a situation created as a result of our attitude.

Considering the relationship established between the emitter (E) and receiver (R)

$$E \longleftrightarrow R$$
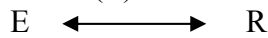
as being the structural element of our motivation,we can conclude by saying that interpersonal communication (C.I.) is vital in career giudance because it triggers another report of cognitive features which intend to shape a new attitudine and a more positive view when it comes to:
- the subject of labor and employment;
- professional involvement;
- the successful training of labor;
- personal satisfaction;
- cap, monotony;
- frustration;
- refusal / failure;
- dissatisfactions / instability;

the list could continue in order to separate the referance group and to influence its educational and psychological characteristics, knowing its age particularities. But until then, it is necessary to determine the features of communication starting from N. Stanton (1995) which always seeks four main objectives:
- to be heard;
- to be understood;
- to be accepted;
- to cause a reaction (a change in behaviour or attitude).

In the structural limitations, E. La Monea (1994) - by Lupu I., Zanc I., Săndulescu C. (2004), which holds nine goals, whether alone or combined with each other, can be found in any process of communication like:
- to study, to transmit and receive knowledge;
- to influence people's behaviour;
- to express feelings;
- to explain and understand our own behaviour and others reaction;
- to maintain connections with the ones who surround you/to get integrated in the society;
- to clarify a problem;
- to achieve a goal;
- to reduce tensions and resolve conflict;
- to stimulate their interests or those around them.

Another feature of interpersonal comunication (C.I.) is highlighted by Lemeni G. and M. Miclea (2004) who state that communication is defined as the process which transmits pieces of information from a transmitter to a receiver using a system based on signs and symbols. The same authors state that the effectiveness of communication depends on the existance of these skills:
- active listening - the ability to emphasize both the content of the message and emotions in order to ensure the most accurate understanding of the message;
- the exact transmission of the message;
- identifying conflict sources and using specific strategies to solve conflicts.

We will also stress out the strategy of interpersonal comunication (C.I.) starting from the following questions:
- Who are those who communicate?
- Who is it addressed to?
- Where does communication take place?
- Where does communication take place?
- Why does this take place?
- For how long does communication last?
- What is the motivation?

noticing that the two entities have common features which simplify their interaction.

What implements interpersonal communication (CI) as a medium of knowledge, is the stated communication (CA), Holdevici I. (2000) is an attitude and a way to act in those situations where we need to express our feelings, to claim our rights and say „no" when we are not willing to do a certain thing.

In conection with this idea we must relate the resultant of stated communication (CA), the stated behaviour, knowing that the author believes this holds the middle position between two extremes: aggression and submission, so it's really important for everybody to understand that we are entitled to ask what we wish, respecting their own rights as it does for those around them. At this level:
- the issue is taken into consideration;
- your rights are sustained;
- you choose your own lini of work;
- you have complete confidence in youself;
- you recognise both your rights and others.

When discussing about stated behaviour (C.A.), Lemeni G. and Miclea M. (2004) underline that this:

- attends to the construction and development of personal and social identity and social, of efficient adapting (re)finding the mental, physical and emotional balance;

- promotes and maintains positive interpersonal relations by providing support for a constructive and amicable resolution of conflicts, practically statements facilitate solving tense interpersonal situations.

All of this have a strong effect upon the solutions of all career problems which have :

- time
- location $\Longrightarrow$ own identity
- shape

conciving and applying personalized strategies helping the subject in these particular situations:

1) at the end of primary school when he has to choose something(stimulated by his desire or by the people who surround him)- early teen age;

2) at the end of secondary school when all options are already countured,and students take into consideration the demand and supply on the market when deciding upon a certain university;

3) at the end of university when in order to gather profesional fulfilment one must attend different courses:postgraduate,master,doctoral as means of specialising in certain fields;

But, in order to use the benefic results of interpersonal communication (CI) in career counseling (DC) vs. career counseling (DC) and interpersonal communication (CI) it is absolutely necessary to know the particular age of the subject, even his features, to act on future motivational characteristics of his social identity.

But before we look for all his age particularities it is compulsory to identify the age from these two points of view:

a) cronological - considered a variable constant, relatively egalitarian, for those born on the same date(it mainly refers to the year);

b) psichological - it doesn't concern only the complexity of personality in general but also the stratification and adaptive behaviour which allowadjustment forms and social contribution.

Şchiopu U. and Verza E. (1981) state that in order to analise age particularities we have

to consider the criteria that establish the different stages of development of personality:

1. dominant undertaken activity;
2. the socio-cultural relations;
3. specific mental structures.

The same authors established a hierarchy of life cycles in the form:

a) the cycle of growth and development of the first 20 years of life, which in turn includes specific stages;

b) adult psychological cycle which extends up to 65 years, marking the period in which human personality engages in social and profesional responsabilities;

c) age regression cycle (of old age), which extends from 65 years to death, which leads gradually to the final regression, also known as the terminal cycle.

We believe that in this case, along with the compartmenting above, Eriksan E. (MD Pasca after 2007) surprises in a particular way life cycle, and identifying particularities of life. So in this context, we will discuss upon:

1) teen age (identity - role confusion) - stage that coincides with adolescence, ie the age frenetic, but very troubled when, at the end of all bio-psychological storms that cross, the young man wants to know who became. That explains why at this stage, the crisis of identity and role confusion, it confuses him so frequently;

2) young adult (intimacy-isolation) - this sequence is dominated by the need of the individual to make basic social relationships constantly, but at the same time, to find a genuine partner of the opposite sex to populate his intimacy. Otherwise, he finds refuge in stressful situations without finding an optimal solution for the conflict that troubles him;

3) medium adult (career - the withdrawal itself) - refers to the age when the individual has to choose between two alternatives, one of toil in the future (in the new generation) in a variety of activities or to center his interest upon himself. At this state, the evolution stops;

4) old age (integrity-despair) - last ontogenetic stage is inevitably accompanied by an existential balance. When at the last inventory there are more achevemnts than failures, the individual seeks a happy sense of satisfaction and health. Conversely, if not, late

regrets and the fear of death, which becomes stronger, make people despair.

Thus, knowledge of bio-psychological identities of persons falling under the categories mentioned above, we can decode inter-relations between career communication (CC) and interpersonal communication (CI) at the strategies submitted to our attention.

The benefical „cohabitation" between career advice (CC) and interpersonal communication (IC) is manifested especially in the university - where students included in the European system of education-Bologna, are forced, after the period of three years (in most situations) to continue their training courses in the form:

a) MA (2 years);
b) Postgraduate (6 months-1 year);
c) Doctoral schools (4 years).

which implies a new attitude towards lifelong learning/continuing included in adult education.

However, after the 1996 UNESCO report scored four foundations and directions for the XXI century to the students and the universities, namely:

a) learn to know - to know the reality of the past, present or virtual, learning to teach permanently, to emphasize the cultural values that exist at a certain time;

b) learn to do - to learn to deal reaching a pragmatic skill in a given horizon of activity, learning to cope with diverse and complex social situations in which you tend to integrate;

c) learn to live together - to be permissive and care one for another, to be receptive and value your ideals, to achieve joint projects and be ready to manage any conflicts while respecting the values of pluralism, of the mutual understanding and peace;

d) learn to be - to value your personality, to become capable of providing your own judgement, to create all along, to live through values, to spread and amplify them through through your own acts.

We can foresee the need of interpersonal communication (CI) in the career counseling (DC) as graduate students bound for professional achievement by a way of specialization required in some situations by the actual labor market, the society as a form of supply and demand:

$$C \longleftrightarrow O$$
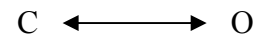
transforming these words into:

- reques - to give, to offer;
- supply - to receive, to do.

This is perhaps the point at which one form or another, the student needs to find a proper specialization, but also a way of achieving, to know whether the situation in which he lies is a problem or not and how it can be resolved, involving direct interpersonal communication (CI). At this point, career advice (CC) should be involved modular, helping students in resolving the issue that really boils down to:

- What specialty should I choose?
- How would I know I did wrong? / I made the right choice?
- Where should I ask for clarification?
- When is the best time to know all about this?
- Why do I need information?
- Who can help / advise me?

which competes in terms of the methodology with:

- defining clearly the student's problem;
- drawing up possible alternative solutions;
- choosing an alternative and practical implementation.

Thus, we are ensured with special asistance, through steps, Băban A. (2001) as following:

a) defining the problem - settling the problem and its form;

b) describing the problems - behavioral, cognitive and emotional problems;

c) identifying possible factors which develop the problem - this is a necesarry stage in its elimination;

d) identifying the factors responsible for maintaining and activating problems - prevents the formation of appropriate attitudes and skills effectively;

e) the intervention plan includes all ways of achieving the objectives of the intervention; plan formulation stages are:

- the formulation of long-term objectives;
- the formulation of goals;
- intervention strategies;

f) intervention assessment - amends knowledge, attitudes and skill.

Considering our paper, the same author, Băban A. (by Paşca M.D. - 2007) constitutes the specific operations involved in the process of solving problems, namely:

a) finding alternatives - the ability to generate alternative multiple solutions, overcoming stereotypes and rigid beliefs which state that a problem has an unique and ideal solution;

b) forward thinking - the ability to anticipate the long and short term consequences of some situations;

c) planned approach - the ability to plan ahead a series of specific actions to implement a certain solution causing a positive approach forcing students to see themselves as capable persons who can solve their problems and take responsability for solving them.

Considering the problem under these auspices, the student will know to choose which master it meets both his material and spiritual needs, succeeding in a short time to be involved in community-by finding that role, and social position, which he wanted, now being able to have it. But, there are situations in which in order to get here, the student needs counseling and communication, vanquishing in the end. In other words, he needs our help.

Very fit in this context,as a flexible way of undertanding and accepting change we can invoke the terapeutic story - Give him you hand - Peseschkian N. (2005):

A man had sinked in a swamp in the northern part of Persia. Only his head was out of the gutter. He was shouting for help. Soon many people gathered at the around him. One decided to save the poor man. "Give me your hand, he screamed. I will get you out of the swamp". But the one covered in mud just continued to call for help and refused to be helped. "Give me your hand," the man asked several times. But the answer was always just a pathetic cry for help. At a certain moment, someone told the man: "He will never give you his hand. You have to give him your hand. This is the only way you can save him".

And nothing will harm the personality of the graduate student, eager to achieve professionalism and why shouldn't we admit that if we stand by our students when they come to a crossroad it's like giving him out hand. We started our incursion with whether, and now, when we have to end it, we come to realize how important it is to "see the closet and not the drawers" or "the forest and not the tree" meaning that, as Gary Sinise said "When I think about work, I think in particular about the possibility of having control over your own destiny and not wait for "faith's mercy" which shows that career advice (CC) and interpersonal communication (CI) have at one time, a common route finished with a role and a social position for each one of us.

And if Mihai Ralea stated that „Each man has to have a time to listen to his soul" we can parapharase him and say: We all have our time for counseling and comunication but it's important to find it, to hear it and especially to „listen" to it, and we can finally consider that out intercession has reached its purpose if turning into then.

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