MULTICOLORS
AN INTERNATIONAL JOURNAL OF
EDUCATIONAL RESEARCH

Career Realization Model: Perspective of Individual Values and Attitudes, as an Educational-Developmental Tool for Teachers and Advisors

Beata Jakimiuk - The John Paul II Catholic University of Lublin

Correspondence concerning this article should be addressed to Beata Jakimiuk; e-mail: beata

jakimiuk@gmail.com

Abstract

This article presents a theoretical model for career realization, the basis for which is the assumption that an individual independently shapes their career, where career is interpreted as the implementation of accepted values that determine a person's attitudes and behaviors. It characterizes contemporary careers and analyzes the issue of values as the basis for action in relation to career realization. A career model based on accepted values and demonstrated attitudes illustrates certain regularities in the methods of career realization with regard to the possibility of change and the actualization. The model indicates an axiological scope of the career realization process, constituting a proposition for discussion and thought on the methods of interpretation of career, its course, and its determinants. It can prove useful in career counseling for students, adults, and active professionals, and in diagnosing their preferences, interests, attitudes, and value systems. It can also be used in designing curricula for pedagogy, psychology, sociology, human resources administration, and so forth, because it facilitates understanding of motives underlying human behaviors and actions in different situations in private and professional life.

Keywords

Career realization model, Values, Attitudes, Career patterns, Career development, Career counseling, Career education

1.   Introduction

The transformations of the job market and uncertainty of employment do not favor the realization of one's professional career. It is difficult to define once-typical phases of professional development: the school stage of preparing for a profession and the stage of performing professional work, frequently in one place until retirement. The situation in the job market forces changing one's place of employment, and lifelong learning enables repeated changes of profession. However, despite the complicated paths of professional life that are characteristic of modern times, one can recognize certain tendencies in the attitudes and orientations pertaining to the realization of one's career. These are the reasons for research aimed at defining relatively constant frames of human behavior in the face of one's career development in times of employment uncertainty and dynamic changes in the surrounding world. It appears that it is worth approaching the matter by developing a model of the job market functioning that may constitute the basis for theoretical discussion and practical action within the scope of supporting the career development of adults. The main direction of research in this field pertains to the search for an outline that will enable the description and analysis of current professional careers.

This paper investigates the methods of functioning in the job market and the realization of adults' careers, through analysis of literature on topics related to career realization in the modern job market. The goal of this paper is to present a model that depicts strategies of adults in relation to realizing one's career.

On the topic of career models and examples, many interesting elaborations have been made (e.g., Baruch, 2004a, 2004b; Derr, 1986; Hall, 2004; Schein, 1990, 2006; Super, 1980); however, it appears possible to complement existing theories, illustrate and adapt them to changing working conditions and cultural-social changes in order to, despite an unpredictable future and a lack of stability, find a concept that describes the behaviors and attitudes of people on their career paths. This justifies research on this issue; thus, this article includes an analysis of modern professional careers and presents a new model of professional functioning in the context of accepted values and presented attitudes.

The model presented here can be used in school guidance counseling: in the process of "helping people achieve a better understanding of themselves in the context of their profession and working environment, regarding the choice of suitable occupation, job change and appropriate professional adjustments" (Bańka, 2016, p. 16). This is a significant function of vocational counseling, understood as working in a specific profession, as well as a particular career choice understood as a specific lifestyle. This is connected to choosing preferred and important values that determine one's sense of professional and private fulfillment, resulting in an improved quality of life. Career counseling is aimed at students who are unsure about which profession to choose and about which would be the most suitable for them, as well as at adult professionals who want to change occupations or develop their competencies.

2.   Characteristics of Contemporary Professional Careers

In recent years, career realization has undergone major transformations. First, there is a gradual decline of the traditional model of linear careers, related to stable working conditions, in favor of multidirectional, dynamic, and fluid career paths (Arthur, 2008; Baruch, 2004a). This means that the course of a career is increasingly dependent on the person realizing it, becoming a certain characteristic of the individual (Baruch, 2006) related to the active stance toward their development and accepting responsibility for their behavior. Careers affect everyone, as every person realizes a career even if they are not aware of it; also, each person realizes a unique, individual career. A career does not imply success or lack thereof; it does, however, help define facts from a person's life and their consequences, and it is a unique sequence of professions and jobs, values and roles, played by the individual throughout their life. The individual character of a career is related to the personal perception,

experience, and construction of one's career, which is a subjectively experienced sequence of attitudes, stances, behaviors, and actions related to work and all of one's life (Hall, 2002). In the situation of career paths growing increasingly complex and unpredictable and companies being unable to guarantee their employees not only career progress but even constant employment, a significant role is played by the individual, who in realizing their career undertakes an effort of constant learning and actively reacting to changes.

New trends of describing contemporary careers pertain mostly to the changing and uncertain situation in the job market, accentuating one's responsibility for the realization of one's own career. The development of an individual's career depends primarily on the level and structure of their professional and personal competencies, the range and quality of which they must take permanent and active care for. The currently realized career type is mostly defined as the varying career, taking multiple forms (protean career), or the career without boundaries (boundaryless career) (Baruch, 2004b). New career models include a variety of options and many possibilities for growth. This follows from the individual perception of career, which people associate with goals significant for them and moreover realize it through various means.

The protean career is related to immense mobilization, assumption of a lifelong perspective, and developmental progression. A person realizing a protean career is steered by their own system of values in making decisions or taking action and is proactive and independent, set toward progress. The opposite attitude is presented by people who usually apply existing examples and models of behavior (Briscoe, Hall, & Frautschy DeMuth, 2006). The protean career means that the person, and not the employing company, manages their career, making use of all of their educational and professional experiences as well as their individual traits and predispositions. Choices and actions regarding one's career also constitute the elements that integrate various areas of a person's life (Hall, 1976). This understanding of career emphasizes the importance of increasing one's personal responsibility for its realization. This approach is a real breakthrough in comparison to career interpreted in the traditional sense, in which the latter's progress depended primarily on the employing company (Hall, 1996).

The boundaryless career refers to a sequence of professional actions that transcend the bounds of singular employment (Defillippi & Arthur, 1994). This approach also differs significantly from the traditional view of the career, in view of the economical, technological, and social realities of the job market. Careers of this type are more open and varied, are less controlled by employers, depend primarily on the individual's attitude toward various limits related to the realization of a traditional career, and are tied to the initiation and maintenance of active relationships regarding one's work and personal life (Briscoe, Hall, & Frautschy DeMuth, 2006). The concept of the boundaryless career does not refer to a singular form of career but rather shows the scale of a career's possible incarnations, as independent from the traditional career path (Arthur & Rousseau, 1996). Careers of this type can reflect mobility, such as switching from one company to another, or developing one's competencies and professional potential in a given place of work; thus they transcend past subjective and objective views of the career and are also related to the disappearance of boundaries between professional activities and other spheres of life. Realization of the boundaryless career can happen in a vertical layout and express itself in promotions, to increasingly higher posts, or in a horizontal layout, through a drive toward wider competencies. Such a career can be combined with the transcending of boundaries related to physical mobility due to a change of trade or employer, or to psychological mobility, meaning readiness for a change of career (Sullivan & Arthur, 2006).

Effectively managing one's career is apparent through the realization of the intelligent career, a necessary condition of which is possessing practical knowledge. One of its dimensions is defined as know why, which is connected to values, attitudes, needs, identity, and lifestyle; another dimension is know how, or competencies pertaining to career realization: skills, predispositions, experience, possessed potential, and qualifications.

The next dimension is related to know whom, or assembling a network of contacts and relations, and knowing the right people (Arthur, Claman, & DeFillippi, 1995). Career realization cannot happen without know what, or awareness of chances, threats, and requirements; know where, meaning training and improving one's knowledge; or know when, which enables making decisions and taking action at the right time (Baruch, 2004a).

Characteristics of the presented career profiles demonstrate the complexity of the problem, which encourages avoiding restrictive approaches to methods of career realization. Contemporary careers, constructed personally by the individual, largely depend on their activity and readiness for change. The modern understanding of the career transcends a strictly professional scope, connecting it to one's lifestyle, personal growth, methods of action, and held values. From this, one can conclude that a career encompasses all of a person's life in all of its aspects, which intertwine and interact with each other. This points toward a multifaceted character of career, and thus implies discourse over its determinants and conditions and encourages searching for a model that enables description and explanation of methods of contemporary career realization.

3. Values as a Basis for Career Realization

The basis for further considerations of the determination of regularities tied to career realization is the assumption that people independently shape their own careers, wherein career is understood as the process of realizing held values.

Career development is always based on values—they determine goals to be reached and define needs, beliefs, preferences, and modes of behavior. Values pertain to the expectations of a person related to their work, personal life, and career. They shape aspirations and interests; they are an important criterion for professional and personal choices, contingent upon estimating the chances of realizing important values. Having one's own hierarchy of values determines significantly how one makes decisions and acts strategically to realize a career, which in turn enables conscious direction of the development of one's professional and personal life.

The values that an individual accepts, sees as right and desirable, form a certain ordered, consistent, relatively stable, and internally compatible structure, giving it a systemic character. Values do not form systems themselves; rather, people by ordering them create relatively stable structures that they call systems of values.

A system of values determines the general direction of human aspirations and actions, affects the lifestyle and everyday choices, and shapes the orientation of an individual and of society. It is worth explaining the relationships between people's needs, values, and attitudes. The dominant interpretation in psychology says that human action is determined by need (Maslow, 1970; McClelland, 1965, 1975). The sense of need initiates action aimed at its satiation and reaching a certain value. Other theories state that a particular value is what motivates a person to action (Covey, 1992; Peterson & Seligman, 2004; Rokeach, 1973) and that need is redundant. A person is an entity capable of actively relating to values that they assume and hold as their own. Action aimed to realize a particular value shapes a person's attitude.

The conceptual scope of values is very wide—many scientific disciplines address it (e.g., philosophy, psychology, sociology, pedagogy, economy)—which is why it is difficult to define unambiguously. The problem of understanding values is undoubtedly interdisciplinary, and one of its main questions is whether values exist objectively or derive from a person's individual needs and imaginings.

According to the objectivistic theory, values are constant, unchanging properties of the real world, neither created nor modifiable by anyone. Values steer people toward action and making value judgments (Scheler, 1973). The subjectivistic approach interprets values as the product of subjective opinions and experiences. In this theory, the basic element of human behavior is choosing between two particular possibilities in all spheres of life. The choice pertains to the future replacement of one state of things with another, more desirable state.

In the instant the choice is made, the person defines their preferences and through action recognizes their needs (Mises, 2003). the choice is made, the person defines their preferences and through action recognizes their needs (Mises, 2003).

Regardless of the sources of values, an interesting matter is their actualization in a person's life. Rokeach (1973) defined the value concept as "an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence" (p. 5). This definition shows that there are two categories of values: terminal, related to the most important, final goals in life, and instrumental, related to necessary ways of action, which serve the achievement of ultimate goals. Terminal values (e.g., a comfortable life, an exciting life, a sense of accomplishment, a world at peace, freedom, happiness, self-respect) are desirable without conditioning on other consequences. Instrumental values (e.g., ambition, cheerfulness, honesty, helpfulness, independence, responsibility, lovingness) are desirable strictly conditional on their anticipated consequences. The system of values has a permanent structure, in which terminal values are superior to instrumental values, which are the means to achieving higher goals. Terminal values contribute to that which the person wants to become, and the path to that goal is determined by instrumental values which say how to realize it.

Switching from the level of the value, which is a general message, to operative action takes place through norms, attitudes, and behaviors. Values are a personal and internal thing, the result of beliefs, whereas norms are the result of social approval. Norms are rules of behavior adopted in society and regulating a person's behavior. They determine attitudes, which are a relatively constant tendency toward valuing, expressing itself as a person's positive or negative approach to any object: a thing, event, idea, other person, or social groups. Behaviors are a reaction to stimuli from the outside world, a direct translation of attitudes into action, and in a wider context they follow from values, beliefs, and norms.

A system of values determines one's attitudes and behaviors; it is expressed in actions that also pertain to the method of career realization. One can assume that there is a relationship between practiced values and achievements in personal and professional life. A person lives in a world of values, but only that person determines which values they pay special attention to and which values they remain indifferent to. Some values are particularly attractive—they draw a person to their realization, preventing an indifferent approach. Others stimulate with less intensity and remain outside the area of a person's direct interest. The realm of values is like a color palette with many shades. One cannot, however, speak of chaos, because values are ordered hierarchically (more important and less important values) and interconnected (choosing some values entails the choice of others).

Values are a criterion for making any kind of decision, as none can be made without relating to values. In choosing values, a person becomes the creator of their own life. Orientation toward values regulates relations between performed work and nonprofessional life, which is significant for the sense of life satisfaction and accomplishment. Career realization is related to the discovery, realization, and transmission of values. The course of one's career pertains to numerous contexts of everyone's life, for which values are a common plane determining the method of behavior and course of action. The next section presents a model for career realization in an organization, the basis of which is formed by one's attitudes toward the realization of one's career; it also analyzes the relationship between practiced values and presented attitudes.

4.   Career Model

Career realization can be illustrated using a scheme similar to the graph of a two-dimensional function, whose vertical axis ranges between activity (positive) and passivity (negative), and whose horizontal axis ranges between altruism (positive) and egoism (negative) (see **Fig. 1**).
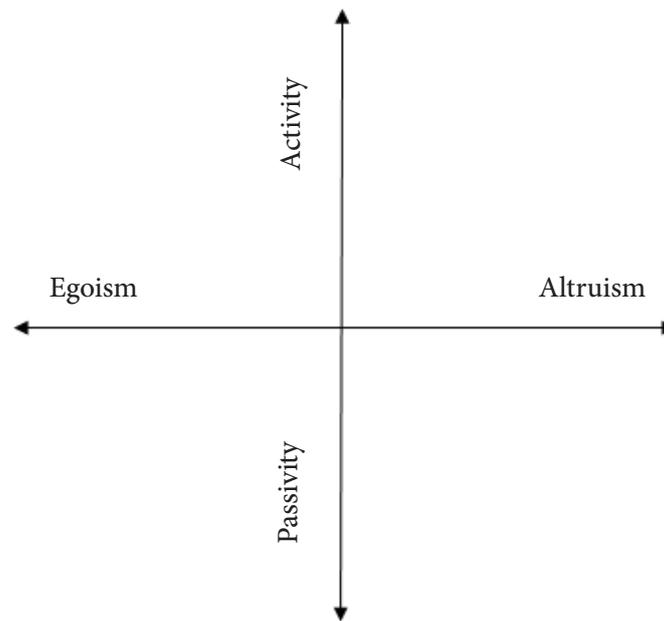
Fig. 1. Scheme illustrating attitudes shown in career realization.

The model in Fig. 1 assumes that people realize careers through a manifestation of attitudes which are a result of held assumed values. In speaking of social attitudes, we assume that they express individuals' relatively constant readiness for positive or negative reactions to other people, from extremely prosocial attitudes to extremely egoistical, from dispositions toward meeting the needs of others to orientations toward meeting one's own needs, even at the cost of others.

Attitudes shown toward the realization of one's career can also be considered on an activity–passivity plane. Career realization is a prolonged process during which various situations occur that necessitate a reaction. Activity refers to procedures and struggles for a person's position in an organization or society, to influence circumstances, to realize important values, to overcome difficulties, and to solve problems. As long as a person takes action, seeking to reach a goal, they are active, determining their own behavior and shaping their environment. Activity means engagement, searching for the best possible solutions, not giving up in the face of adversity, and, in an extreme form, sacrificing of all of one's strength and ability for an important cause or value. Activity leads to constant development of one's personality and acquisition of new experiences; it is a certain way of adapting to the changing reality. The opposite attitude is passivity, a type of disadaptation, which can follow from fear of change, risk, or criticism, or from laziness or opportunism. It is expressed as abandonment, lack of reaction to emerging challenges, escape from decision and action, avoidance of possible problems and difficulties, or submission. In an extreme situation, passivity leads to intimidation and complete dependence on others.

The presented attitudes can serve to demonstrate certain tendencies occurring in career realization. If we assume that a career begins where the axes intersect, then it can proceed in the following directions: active, passive, altruistic, egoistic. In practice, however, one rarely observes unidirectional careers; each career is a result of attitudes composed of different orientations. The model is constructed so that every type of career can be presented through a graphical illustration similar to graphs of linear or other functions; if a person changes their attitudes toward career realization, the graph can thus reflect the person's changing.

A career can be realized in an active way. An example of this is the path illustrated in
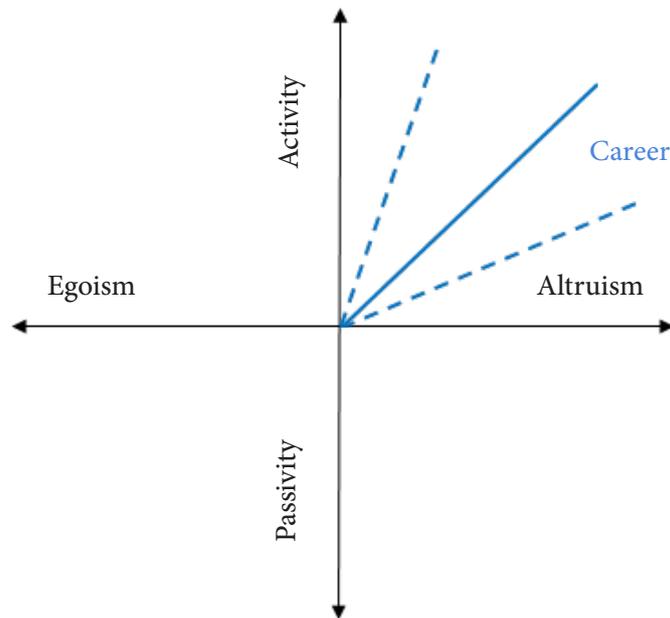
Fig. 2. Scheme illustrating career realization expressed in an active and prosocial attitude.

A person reacting actively to changing reality might be oriented prosocially; if so, their career might concentrate on care for others. In this situation the person values the interests of a group over personal interests and finds the common good, especially the good of others, to be more important. This does not mean, however, that people realizing this type of career are, for example, exclusively volunteers or social workers. They might instead occupy high posts, make large sums of money; however, they will always highly value the good of other people and the good of the organization they work in. The solid line in Fig. 2 is equidistant from both axes—activity and altruism—which means that a person realizing such a career can optimally (in a balanced manner) use their own activity for the good of others. The dotted line closer to the altruism axis means a career oriented toward self-sacrifice for others, offering care and support, but with lesser activity. Such a career might lead toward passivity and the continuation of the current situation rather than the undertaking of new actions. The dotted line closer to the activity axis illustrates the career of a person who focuses more on actions than on direct care and support of others. An example is the career of a person who organizes help for others, solves organizational problems, or manages resources intended for others. A career of this type can lead toward egoism, understood here as increased attention to organizational action rather than direct care for others or even as a pursuit of self-satisfaction or recognition related to the positive image of people who organize help for others.

Another example of a career realized through an active attitude is illustrated in **Fig. 3.**
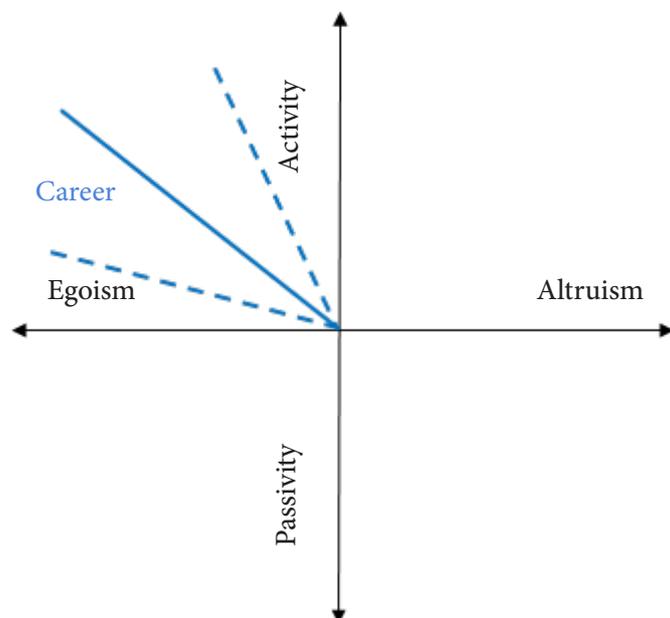
Fig. 3. Scheme illustrating career realization expressed in an active and egoistical attitude.

In this case the career is oriented toward activity and egoism, which means that the person realizing it actively reacts to challenges and difficulties; however, their activity is focused on personal gain. This might include a pursuit of promotions, higher earnings, comfortable work, power, and influence, but in every situation they hold their own good above the good of others. Actions taken can occur at the expense of others, or even through using other people, because realizing one's own needs and values is most important. The solid line, equidistant from the activity and egoism axes, illustrates the career of a person who actively relates to the surrounding reality, keeping in mind primarily their own successes, regardless of other people, but also not using other people to achieve their goals. A career of this type can hew extremely egoistical (dotted line closer to the egoism axis), when the person realizing it manipulates others to achieve their own aims, uncompromisingly using all available resources and employing sometimes unethical methods. In such a case we deal with careerism. The dotted line closer to the activity axis illustrates a career concentrated on activity related to developing one's competencies, striving for professionalism. In this situation a person does not use others to achieve his or her goals but simultaneously is not oriented toward considering others' needs. At work this person finds performing professional tasks optimally and becoming a specialist to be most important.

The following images show a career dominated by an attitude of passivity. One can discern two cases here. The first of these is illustrated in **Fig. 4.**
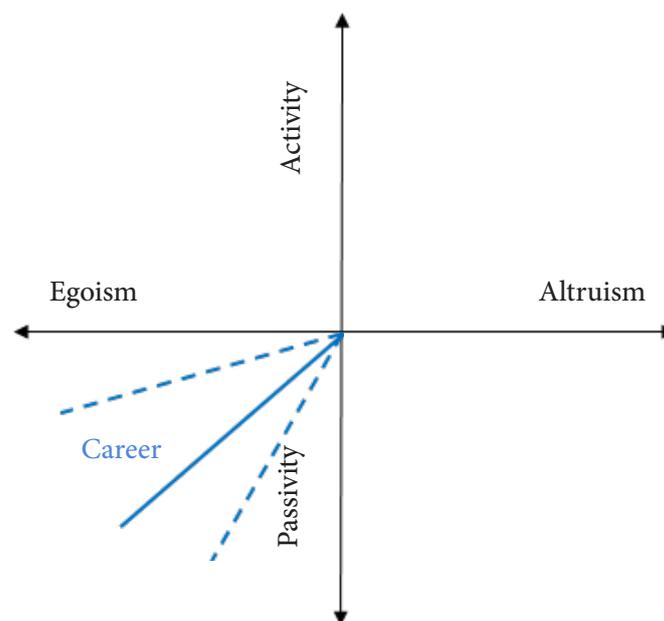

Fig. 4. Scheme illustrating career realization expressed in a passive and egoistical attitude.

A career that results from passivity can be expressed by an attitude of egoism. In this case, the person does not react to everyday challenges, tries not to stand out among others, and wants to maintain the status quo; however, their reasons follow from personal interests. The solid line in the figure illustrates a situation where the person neither initiates nor independently undertakes action in an organization but instead only follows superiors' instructions. He or she does not want to be exposed, preferring to wait for an opportunity than to try to affect the circumstances. The dotted line closer to the egoism axis represents the career of a person who takes no actions in favor of the organization, pursuing only the acquisition of informal influences that enable personal gain. It may happen that in such a situation an employee is promoted, but not as a result of good work: only through behind-the-scenes maneuverings. This type of career also occurs when someone lives at the cost of another person or attributes the successes and actions of others to themselves. The dotted line closer to the axis of passivity represents complete resignation from all activity. A person realizing such a career avoids making decisions and succumbs to the situation. They have no sense of influence on reality, do not believe in their

own abilities, and do not want to change that. Such a person is focused on themselves and is more interested in keeping their job and maintaining a safe position than in making any changes. They are rarely promoted, although they may be a convenient employee for superiors who require absolute obedience and for colleagues who are wary of competition.

Another example is a career that reflects a passive and altruistic attitude, as illustrated in **Fig. 5.**
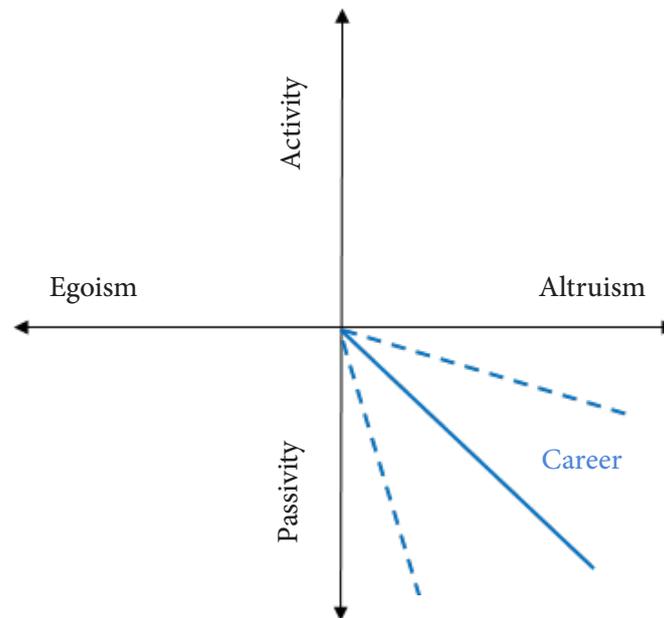

Fig. 5. Scheme illustrating career realization expressed in a passive and prosocial attitude.

An attitude of passivity can also manifest itself in situations where a person expresses readiness to act to benefit others but does not undertake any activity. One could say that it also pertains to people who declare a willingness to act but do none of the things they promise. These people are oriented prosocially toward other people and the organization; however, their passivity renders them unreliable. The solid line in this case reflects a career manifested in the behavior of a person who acts selflessly for the common good but who only realizes those activities that are initiated by someone else. He or she participates in projects that help solve social problems or problems of the organization, following instructions of superiors or colleagues. The dotted line closer to the axis of passivity illustrates a career realized by people who are entirely subordinate to others. It may happen that such people through their passivity will not react to abnormal situations, contributing to the emergence of unfavorable occurrences or unintended actions that hurt or hinder other people. If they are good-natured and trusting, they may be abused by others. This type of career can also manifest as someone sporadically participating in actions for the common good but sometimes remaining indifferent and passive toward extending support and help. The dotted line closer to the axis of altruism depicts a career in which the person realizing it is ready to sacrifice everything for others, but it is mostly a declarative sphere. They understand the need to provide support, and they are empathetic, are compassionate, and analyze problems, but they do nothing to really help. They are interested in the problems of people and the organization, have wide knowledge in this scope and the required competencies, but do not use them.

The presented model can also be used to illustrate careers that do not begin where the axes intersect. These may be linear or nonlinear careers. An example is an egoistical-passive career which becomes egoistical-active, and then active-altruistic. This situation is shown in **Fig. 6.**
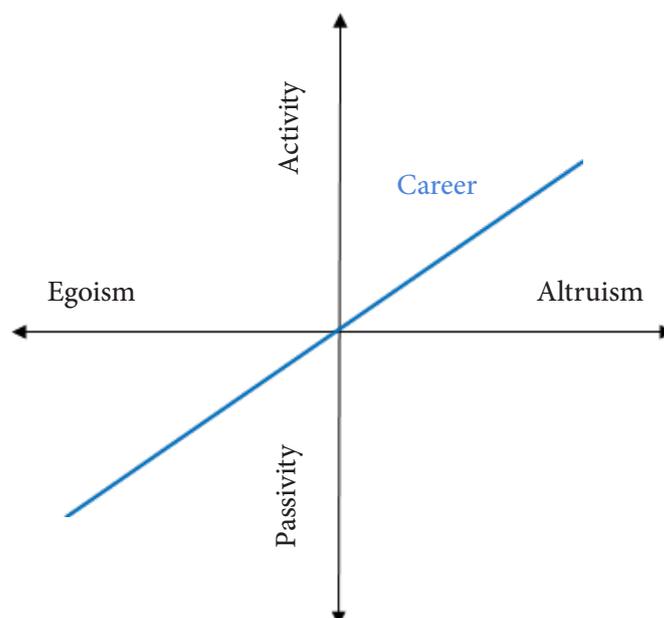
Fig. 6. Scheme illustrating the realization of a career manifesting in changes of attitude.

In this way one can present other kinds of careers that depict transformations of a person's attitudes. In the process of career development, a person can assume different values that direct their behavior. A person is not permanently defined by the attitude they present in a given stage of life—it can be changed at any moment. This is why careers do not always proceed linearly; bends, rises, and falls may occur.

5. Discussion and Conclusions

The career realization model reflecting accepted values and displayed attitudes does not conflict with other theories described above. One of them is Super's theory, according to which a career implements a self-concept, which is also shaped by assumed values and demonstrated attitudes (Super & Sverko, 1995). According to Super (1990), work and life satisfactions depend on the degree to which an "individual finds adequate outlets for abilities, needs, values, interests, personality traits and self-concepts" (p. 208). In Holland's (1997) theory of vocational choice, individuals will search for and enter work environments that are congruent with their subtype and that will permit them to "exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles" (p. 4). Schein (1990) concluded that there is a strict correlation between one's held system of values, needs, and competencies and one's chosen type of career, and he isolated groups of such values, calling them career anchors. A similar approach to career realization was presented by Derr (1986), who wrote that everyone through career realization shapes their orientation toward the work performed. Career construction theory (Savickas, 2005), which is a development of Super's theory, focuses on the issues of vocational personality, defined as "an individual's career related abilities, needs, values, and interests" (p. 47), and career adaptability. Each person individually constructs their career, giving significance to past events, experiences, and aspirations (Savickas, 2011). Every career is different, because people differ in their beliefs, systems of values, attitudes, and behaviors. Values, defined as "beliefs that are experienced by the individual as standards regarding how he or she should function" (Brown, 2003, p. 49), are the basis for making decisions and determining significant goals.

A person seeks a job in an organization in which they can realize their goals and whose values are compatible with their personal values (Ballout, 2007). Everyone would like to realize a career that brings satisfaction, to have a job that lets them satisfy their needs and realize their dreams. In modern times, under growing competition, there is a common and constant pressure to increase employees' efficiency, effectiveness, engagement, and flexibility. On the other hand, the increased awareness of employees raises their expectations of employers and of ways of

performing their work. After exerting much effort on education and acquisition of knowledge, employees expect adequate payment, but primarily work that is engaging and interesting and that develops their potential and enables their self-realization. The following become increasingly important: work compatible with held values; workplace atmosphere; relationships with co-workers, superiors, and subordinates; fairness; free exchange of thoughts and opinions; kindness; willingness to help each other; subjectivity in task realization; and, finally, passion enabling emotional engagement. These are values that facilitate employees' career development in an organization and define standards for working conditions.

Attitudes and behaviors demonstrated by a person in career realization follow from a pursuit of fulfillment of something desirable and from the trust that it is possible to achieve. Values enable recognition of the beginnings of desires in the real world, here and now; they become a source of energy that helps to realize them. The drive to realize values helps one transcend common patterns, scenarios, and options; break rules; and introduce new solutions.

Realization of values and desires through manifested attitudes and behaviors leads to career development, ensuring satisfaction and giving the possibility of making use of one's potential: knowledge, skills, and personal competences.

The model presented in this paper enables determining certain regularities in methods of career realization, which is a permanent process of individual choices, actions, and attitudes. It allows for description, analysis, and interpretation of employees in an organization who are guided by values they find significant. Career does not necessarily mean a path to success, promotion, a higher position; it refers to a path toward attaining values that each person assumes individually. Attitudes presented in career realization are a consequence of held beliefs and values.

This article aimed to draw attention to phenomena, behaviors, and actions significant for understanding the process of career realization. It is an attempt to indicate one of the possible areas of scientific thought regarding the issues raised here. It presents a defined perspective of perceiving character realization, and thus it can be the start of a discussion on the relationships and dependencies between the integration of two processes: an individual's career realization and management of employees' careers in an organization.

Acknowledging the values that drive an individual makes it possible to understand their attitudes and behaviors in the context of career realization. It is important not only for the career maker but for the whole organization, since achieving intended targets is possible only through engaging employees. Even the highest level of skills and competences will be of minor importance if an employee lacks motivation. The presented model shows sources of employee motivation, facilitating understanding of employee needs and optimal use of their personal resources. It supports the design of activities that promote career development in counseling and management of resources, as the issue of motivating employees is one of the most important in optimal management of human resources.

The career development model presented here may be used for school-level career counseling to support the construction of diagnostic tools that enable recognition of oneself and one's values, preferences, and interests. This model may also be a basis for identifying and adjusting certain professions to one's values and attitudes. Such diagnosis increases a student's self-awareness and reveals the appropriate professions and career path based on the results obtained, similar to the concepts of Holland (1997), Super (1980), and others. Using this model would help a career counselor recognize a student's motives and preferred way of acting, which would result in an optimal counseling process.

The accuracy of professional decisions depends on the degree of conformity between one's value system, demonstrated attitude, and the requirement structure in a given profession; therefore, the model presented may prove useful when making decisions about career development for students and adults alike. The model can be also used for career education at every type of school and university. It facilitates preparation of studies and programs that enable observation of human behavior in the entire situational and professional context. It can also be used in designing curricula in education, psychology, sociology, social work, career counseling, and human resources management.

References

Arthur, M. B. (2008). Examining contemporary careers: A call for interdisciplinary inquiry. Human Relations, 61(2), 163–186. https://doi.org/10.1177/0018726707087783

Arthur, M. B., Claman, P. H., & DeFillippi, R. J. (1995). Intelligent enterprise, intelligent careers. Academy of Management Executive, 9(4), 7–22. https://doi.org/10.1177/103841119903700107

Arthur, M. B., & Rousseau, D. M. (1996). The boundaryless career: A new employment principle for a new organizational era. New York, NY: Oxford University Press.

Ballout, H. I. (2007). Career success: The effects of human capital, person-environment fit and organizational support. Journal of Managerial Psychology, 22(8), 741–765. https://doi.org/10.1108/02683940710837705

Bałka, A. (2016). Zawodoznawstwo, doradztwo zawodowe, pośrednictwo pracy: Psychologiczne metody i strategie pomocy bezrobotnym. Poznań, Poland: Wydawnictwo Stowarzyszenie Psychologia i Architektura.

Baruch, Y. (2004a). Transforming careers: From linear to multidirectional career paths. Organizational and individual   perspectives. Career Development International, 9(1), 58–73. https://doi.org/10.1108/13620430410518147

Baruch, Y. (2004b). Managing careers: Theory and practice. Harlow, England: Pearson Education.

Baruch, Y. (2006). Career development in organizations and beyond: Balancing traditional and contemporary viewpoints. Human Resource Management Review, 16, 125–138. https://doi.org/10.1016/j.hrmr.2006.03.002

Briscoe, J. P., Hall, D. T., & Frautschy DeMuth, R. L. (2006). Protean and boundaryless careers: An empirical exploration. Journal of Vocational Behavior, 69, 30–47. https://doi.org/10.1016/j.jvb.2005.09.003

Brown, D. (2003). Career information, career counseling and career development (8th ed.). Boston, MA: Allyn & Bacon.

Covey, S. R. (1992). Principle-centered leadership. London, UK: Simon & Schuster.

Defillippi, R. J., & Arthur, M. B. (1994). The boundaryless career: A competency-based perspective. Journal of Organizational Behavior, 15(4), 307–324. https://doi.org/10.1002/job.4030150403

Derr, C. (1986). Managing the new careerists: The diverse career success orientation of today's workers. San Francisco, CA: Jossey-Bass Pfeiffer.

Hall, D. T. (1996). Career is dead—long live the career. San Francisco, CA: Jossey-Bass Pfeiffer.

Hall, D. T. (2002). Career in and out of organizations. Thousand Oaks, CA: Sage Publications.

Hall, D. T. (2004). The protean career: A quarter-century journey. Journal of Vocational Behavior, 65, 1–13. https://doi.org/10.1016/j.jvb.2003.10.006

Hall, D. T. (1976). Careers in organizations. Glenview, IL: Scott, Foresman.

Holland, J. L. (1997). Making vocational choices: A theory of vocational personalities and work environments (3rd ed.). Odessa, FL: Psychological Assessment Resources.

Maslow, A. H. (1970). Motivation and personality (2nd ed.). New York, NY: Harper and Row.

McClelland, D. C. (1965). Toward a theory of motive acquisition. American Psychologist, 20(5), 321–333. https://doi.org/10.1037/h0022225

McClelland, D. C. (1975). Power: The inner experience. New York, NY: Irvington.

Mises, L. (2003). Epistemological problems of economics. Auburn, AL: Ludwig von Mises Institute.

Peterson, C., & Seligman, M. E. P. (2004). Character strength and virtues: A handbook and classification. New York, NY: Oxford University Press.

Rokeach, M. (1973). The nature of human values. New York, NY: Free Press.

Savickas, M. L. (2005). The theory and practice of career construction. In S. D. Brown & R. W. Lent, Career development and counseling: Putting theory and research to work (pp. 42–70). Hoboken, NJ: Wiley.

Savickas, M. L. (2011). Constructing careers: Actors, agents, and authors. Journal of EmploymentCounseling, 48, 179–181. https://doi.org/10.1002/j.2161-1920.2011.tb01109.x

Schein, E. H. (1990). Career anchors: Discovering your real values. San Francisco, CA: Jossey-Bass Pfeiffer.

Schein, E. H. (2006). Career anchors: Participants workbook. San Francisco, CA: Jossey-Bass Pfeiffer. https://doi.org/10.4135/9781412952675.n28

Scheler, M. (1973). Formalism in ethics and non-formal ethics of values. Evanston, IL: Northwestern University Press.

Sullivan, S. E., & Arthur, M. B. (2006). The evolution of the boundaryless career concept: Examining physical and psychological mobility. Journal of Vocational Behavior, 69, 19–29. https://doi.org/10.1016/j.jvb.2005.09.001

Super, D. E. (1980). A life-span, life-space approach to career development. Journal of Vocational Behavior, 16, 282–298. https://doi.org/10.1016/0001-8791(80)90056-1

Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown, L. Brooks, & Associates (Eds.), Career choice and development (2nd ed., pp. 197–261). San Francisco, CA: Jossey-Bass.

Super, D. E., & Sverko, B. (1995). Life roles, values and careers. San Francisco, CA: Jossey-Bass Pfeiffer.