

CAREER GUIDANCE AT LABOUR OFFICES IN THE CZECH REPUBLIC

Prague, 2000

CONTENTS:

| | |
|--------------------------------------------------------------------------------------------------------------------|-----------|
| 1. THE ESSENCE OF CAREER CHOICE | 5 |
| 2. POSITION OF THE LABOUR OFFICE AND SCHOOL IN THE SUPPORT SYSTEM FOR THE CAREER CHOICE PROCESS..... | 8 |
| 3. CAREER GUIDANCE SERVICES OFFERED BY LABOUR OFFICES..... | 11 |
| 4. DESCRIPTION OF FORMS OF INFORMATION IN INFORMATION AND COUNSELLING CENTRES (IPS) AT LABOUR OFFICES | 13 |
| PRINTED JOB DESCRIPTIONS | 13 |
| VIDEOCLIPS ABOUT OCCUPATIONS..... | 13 |
| COMPUTER PROGRAMME „GUIDE TO THE WORLD OF OCCUPATIONS“ | 13 |
| COMPUTER PROGRAMMES FOR CHOICE OF SCHOOL EDUCATION | 15 |
| INFORMATION HANDBOOKS AND OTHER PRINTED MATERIAL ABOUT EDUCATION ON OFFER | 15 |
| PSYCHODIAGNOSTIC TESTS | 16 |
| 5. A LIST OF OCCUPATIONS FOR WHICH BASIC INFORMATION MEDIA ARE AVAILABLE IN IPSS..... | 17 |
| 6. THE WORLD OF LABOUR | 25 |

1. THE ESSENCE OF CAREER CHOICE

The term „career choice“ has become a frequently used one in the past few years, although it does not always mean the same thing. It may be understood literally to mean the choice of a career – i.e. a decision about one specific occupation that the person concerned would like to take up. It may also mean a decision about which secondary school to choose, or a search for a specific job offered by a specific employer. Finally, the term may refer to another, similar decision. The truth is that all these decision-making acts are interrelated in a certain way and in the final analysis they create a professional career for the relevant individual. The term „career choice“ must therefore be viewed in a comprehensive manner – as a **life-long process of gradual professional orientation, which contains a number of decisions concerning both occupation and education.**

In general, each such decision-making process is essentially concerned with the comparison between two areas:

- **the „potential“ of the world of labour** (in the broadest sense – i.e. including education) on the one hand, and
- **the „potential“ of the individual** (interests, abilities, qualities, qualification achieved etc.) on the other hand.

„**THE POTENTIAL“ OF THE WORLD OF LABOUR** may be described using certain characteristic features of labour. These may be divided into two groups:

- features directly characterising the type of employment,
- other features linked to labour performance.

Features directly characterising the type of employment provide basic information about each type of work that makes it possible to get a relatively clear idea about the work. The features cover roughly the following:

| | |
|---------------------------------------|---------------------------------------------------|
| WORK ACTIVITIES answer the question | WHAT is the nature of the work |
| WORK INSTRUMENTS answer the question | WITH WHAT is the work performed |
| SUBJECTS OF WORK answer the question | WHAT is worked upon, what is taken care of |
| WORK ENVIRONMENT answers the question | WHERE is the work performed |

Examples:

Work activities: assembling, adjusting, planning, selling, fostering, nurturing etc.

Work means: lathes, measuring devices, manual tools, precision tools, computer etc.

Subjects of work: metals, wood, textiles, food stuffs, plants, animals, people, information, securities etc.

Work environment: nature, workshop, construction site, means of transport, shop, restaurant, office etc.

Other features linked to work performance include the following:

- demand for the relevant occupation in the labour market
- wages
- working hours
- composition of a working team
- possibility of career development
- possibilities of professional growth
- possibilities of establishing important contacts, getting to know interesting people
- social prestige
- possibility of travelling
- gaining some advantages (free travel tickets, company car etc.)

Besides all the aforementioned features of labour, another important feature belonging to the „potential“ of the world of labour is the specification of education required for the performance of the relevant job. This may be a very general one, such as the level of education achieved (e.g. secondary vocational with „*maturita*“), or a specific course of study. Information needed for the choice of an occupation therefore also includes, apart from the forestalled characteristic features of labour, information about courses and about schools or other educational institutions that provide them.

THE „POTENTIAL“ OF AN INDIVIDUAL may be described using the characteristic features of a personality to which a qualification potential is added during an individual's working life.

Characteristic features of a personality most importantly include:

- interests (e.g. in technology, nature, computers, music etc.)
- capabilities (e.g. manual skills, assimilation skills, language talent, ability to deal with people etc.)
- qualities (devotedness, consistency, systematic approach, impatience, anti-social qualities etc.)
- physical aptitudes (e.g. physical strength, physical endurance, agility etc.)
- disability (e.g. allergy, sight impediments, epilepsy, spinal disorders, various chronic diseases).

The qualification potential most importantly includes:

- the level and field of education achieved

- courses and examinations undertaken
- practical and professional experience to date
- language competencies
- driver's licences for various types of vehicle
- other special knowledge, skills (e.g. mastering of software, operating machinery etc.)
- the length of professional experience, experience in a certain field of labour

When taking a decision, both the aforementioned elements, i.e. the „potential“ of the world of labour and the „potential“ of an individual, must be compared, and compatibility as well as incompatibility must be sought. By means of comparing the two „potentials“ the competence of a specific individual to perform a specific job is ascertained. This is the basic principle of career choice.

2. POSITION OF THE LABOUR OFFICE AND SCHOOL IN THE SUPPORT SYSTEM FOR THE CAREER CHOICE PROCESS

It is apparent that career choice has a fundamental impact upon the entire life of an individual and, in most people, also upon the quality of their work. This leads to a clear conclusion that the State should support systematically the career choice process and each individual should be sufficiently competent to make his/her own choice.

Assistance in the process of career choice (particularly as regards young people) is one of the priorities of EU member states and is becoming a priority in the CR as well. In general, this support should take place at three basic levels:

- support in the form of information,
- support in the form of counselling,
- support in the form of education.

These three levels should be brought together to create a comprehensive and integrated system establishing conditions for a long-term process of professional orientation of each individual. Since information is a part of counselling, any reference to support in the form of counselling in the following text automatically means also support in the form of information.

The main weight of assistance to young people in their choice of a career has, for several years, lain with counselling departments of labour offices, in particular with their Information and Counselling Centres (IPSS). Although schools do provide some assistance by means of educational guidance, this kind of support has, with a few exceptions, been focused on the provision of basic information, most of the time about educational programmes offered and about administrative work related to the filling of entry applications.

This situation is expected to change and schools should assume a more important role in support for the career choice process. This should be done by means of a gradual introduction of a newly-conceived subject entitled „career choice“.

This does not reduce the importance of counselling services provided by labour offices. Counselling and education are, in certain aspects, similar activities – however, one cannot be substituted for the other. It may even be expected that a need to establish functional links between the system of counselling and the education system will be added to the tasks which counselling performs at present. For the two systems to fulfil their functions successfully their major objectives must be identified and the differences between these objectives must be recognised as well as their inter-relation.

The main objective of career guidance is to assist a client in the process of taking a specific decision. The interaction between the counsellor and client may take many forms. These are the main ones:

- the client uses information materials and media without an interference from the counsellor;
- the client uses information materials and media with the assistance of the counsellor;
- the counsellor provides advice and information to the client based on his/her questions;
- the counsellor provides to the client comprehensive counselling services. This means that he/she seeks to get to know his/her personality (based on an interview, with the help of psychodiagnostic tests etc.) and based on these findings and on available information recommends suitable options for a decision, which, of course, the client finally makes himself/herself.

Contrary to this, **the main objective of school preparation for career choice is to provide the student with such competencies that he/she may be able to use these counselling services and other possible sources with maximum efficiency and to learn to apply the findings in order to make an independent and responsible decision.** The student should be competent primarily to:

- sort out which factors from the area of labour and education should be taken into account when deciding about a career, what weight should be attributed to them, how they should be assessed and what is the best source of information about them;
- gradually recognise one's own interests, abilities, qualities, physical and other handicaps, learn about one's own desires, possibilities and limits and identify with them;
- to compare his/her own desires, possibilities and limits with factors within the area of labour and education and to find appropriate connections;
- to have a basic knowledge about the world of labour and education, to draw at least a basic picture about relevant professional and educational opportunities, to know possible obstacles in the labour market and what he/she may encounter in their working life;
- to realise the importance of education and responsibility for one's life and to be motivated to self-education, an active working life and a successful career;
- to learn to work with information and use it to make responsible decisions.

The difference between objectives of counselling and those of education is evident as well as the way they are inter-related. Counselling sometimes approximates to education

and vice versa. This happens primarily in so-called group counselling, which should create an ideal space for joint activities of the counsellor and the teacher.

The career choice process is not, of course, affected only by counsellors and teachers, but also by parents, friends, media, pedagogical-psychological guidance centres and other entities and factors. In spite of this, efforts should be made gradually to establish, in labour offices and schools, a comprehensive system of complementary and inter-linked activities aimed at assisting children as well as adults in their deciding upon professional and educational focus.

3. CAREER GUIDANCE SERVICES OFFERED BY LABOUR OFFICES

Every labour office has a counselling department, which, however, covers a wider range of services than merely career guidance. The counselling services are primarily focused on assisting clients in tackling personal and social problems related to their unemployment or other difficulties experienced when entering the labour market. Psychological examinations are in some cases part of counselling. Counsellors also provide information, for example, about financial arrangements, possibilities of employment abroad or, conversely, about employment for foreigners in the CR etc. The counselling department is often connected to a re-training department, since one of the possibilities of a career choice is a change of occupation. The link between a career change and re-training is apparent.

The counselling department co-operates closely with other departments as well – primarily with a job search department and a department of labour market analyses. It is also closely associated with so-called Job Clubs whose main focus is to train the long-term unemployed, or other persons who have problems finding a place in the labour market, in skills necessary to search for a job efficiently.

Counsellors may specialise (e.g. services for young people, unemployed adults, the disabled etc.). As we have already stated, counselling services may take various forms – from basic advice and information to professional specialised counselling focused on tackling complex problems which an individual may face during his/her professional career. The relevant activities also include psychological examinations whose aim is to pinpoint the client's capabilities and qualities, his/her personality aptitudes for the performance of a certain job or for achievement of a certain type of education. In short, counsellors are prepared to discuss with everyone his/her situation and seek, in co-operation with him/her, appropriate solutions.

Certain counselling services are provided by labour offices specifically to certain groups of young people or adults who are disadvantaged in one way or another in comparison with a majority of the others. These include, for example, recent school graduates, uneducated people, foreign refugees, people released from prisons, the disabled, elderly people, people with poor socio-cultural background etc. Counselling is also provided in some legal issues or issues linked to the setting up of a private business.

Every counselling department has a so-called **Information and Counselling Centre (IPS)** which specialises in career choice primarily for young people. The objective is to enable clients, most importantly basic and secondary school students, to use independently a maximum of information which they need to make a career choice decision. The centres offer various printed materials, computer programmes and

videosequences (see the following chapter). At the same time, a counsellor is present, so that the client may combine self-service use of information with counselling services as well as with assistance in managing the given computers or audio-visual media. The information and counselling centres also provide group counselling for basic school pupils.

A lot of information, for example that concerned with educational vacancies on offer, may be found in the labour office entrances.

4. DESCRIPTION OF FORMS OF INFORMATION IN INFORMATION AND COUNSELLING CENTRES (IPS) AT LABOUR OFFICES

PRINTED JOB DESCRIPTIONS

IPSs' shelves store files with the name of an occupation which contain various forms of information about relevant jobs. The information is based on so-called job characteristics. These are six-to-seven-page materials with a uniform structure for all occupations. The structure consists of the following elements: work activities, work instruments, negative effects of a work environment, main areas of knowledge and skills, undesirable health disorders, desirable qualities and competencies, required education, opportunities for continuing education, related occupations and, in most cases, study plans of training or educational courses preparing for the relevant occupation.

A more concise alternative job description is that of occupation leaflets. These are similarly structured, their content is briefer and concentrated on two pages. It may be taken home and read in peace.

A list of occupations for which characteristic features (i.e. detailed descriptions) and leaflets (brief descriptions) are available is presented in Chapter 5.

VIDEOCLIPS ABOUT OCCUPATIONS

These are ten-to-twelve-minute long films which provide information about a particular occupation (pictures as well as a commentary). The viewer may see the main work activities directly in the work environment and the work tools used. He/she may get an idea about the „atmosphere“ of the workplace. The pictures are accompanied by a commentary that informs the viewer about various aspects of the given occupation that cannot be covered by a camera (e.g. job performance requirements).

Several films cover entire groups of occupations (i.e. building construction). A list of occupations for which videosequences have been shot is presented in Chapter 5.

COMPUTER PROGRAMME „GUIDE TO THE WORLD OF OCCUPATIONS“

Unlike printed job descriptions a computer programme has far greater potentialities mainly in that it offers various career choice procedures including the possibility of testing levels of interest. The core of this programme consists of:

- 1) Selection procedures for career choice
- 2) Information about individual occupations including pictures

AD 1) SELECTION PROCEDURES FOR CAREER CHOICE

For totally undecided clients

- A test which examines the client's interests in various types of activity. The result is a sequence of occupations.
- Selection by means of favourite teaching subjects.
- Selection called „you are what you wear even at work“ which suits those who, when choosing a career, want to take account of a certain „professional image“, in other words the way they will look (overalls, uniform, white coat etc.).

For clients who are able to make a choice but are not entirely clear

- Selection with the assistance of a list of a hundred entries which characterise various areas within the world of labour (e.g. nature, advertisement, sales, tourism, energy, ecology, banking, cultivation, chemistry, metals, wood etc.).
- Selections according to groups of occupations which are formed in compliance with the official National Job Catalogue.

For clients who are almost clear and seek information about specific occupations

- Searching for a specific occupation in an alphabetical register

As regards disabled clients, the programme offers the possibility of selecting a job tailored to basic health and physical disorders (e.g. blindness, deafness, epilepsy, allergy etc.) – the disabled client is provided with a list of occupations where he/she has a chance.

AD 2) INFORMATION ABOUT INDIVIDUAL OCCUPATIONS

After a client gets down to an individual occupation he/she receives:

- printed information about each of more than 900 occupations (work content, work tools, work environment, job performance requirements).
- Pictures of main work activities as they are performed in real workplaces for approximately one half of occupations (this half, of course, includes the more frequent occupations where a great majority of people is employed).

Besides this, the programme „ Guide to the World of Occupations“ contains a module that teaches the client how to apply for a job, how to prepare for job interview or application procedures and how to write a job application and curriculum vitae. Furthermore, there is a module focused on the local labour market. Information is also available about labour office activities and IPS services.

COMPUTER PROGRAMMES FOR CHOICE OF SCHOOL EDUCATION

Labour offices operate an information system entitled „**OK práce**“ („OK Work“) which processes information in all areas of labour office activities. It consists of a number of inter-linked modules, each covering a certain area. One of them is a so-called **counselling module**. It contains detailed information about individual schools and courses they offer. The user may choose according to various criteria – by school type, study content, district etc.

A predecessor of the „OK práce“ counselling module, which is still used by and popular with information and counselling centres at labour offices, is a programme entitled „**Školák**“ („Pupil“). It also contains very detailed information about individual secondary and post-secondary schools and the courses they offer. This really detailed information covers not only the courses taught at the relevant schools, but also information about the forms of study (full-time, part-time, distance etc.), whether or not tuition fees are required and in what amount, what is the applicant's required academic achievement, how many children and young people applied for a given course and how many were admitted, what is the planned admission for the current year, whether the course is suitable for the disabled etc.

The „Školák“ programme also facilitates a flexible choice of various printouts formed as required by the user who may put in the desirable data and the way it is to be broken down.

Labour office counsellors make the content of this programme up themselves. They contact individual secondary schools and receive the necessary information. After data has been collected from all districts, the result is an immensely valuable and up-to-date information product.

Information about courses offered by higher education institutions is contained in a programme called **BKOV**. Besides Czech HE institutions, it also provides basic data about HE institutions in Germany and France.

INFORMATION HANDBOOKS AND OTHER PRINTED MATERIAL ABOUT EDUCATION ON OFFER

There are many publications covering this area. Some of them provide information applicable on a nation-wide basis, others have a regional focus. IPSs make the most use of the following:

The most detailed and frequently used are brochures printed with the assistance of the „Školák“ programme. A counsellor may put together information to meet a specific need. There are three alternatives:

- The printed brochure contains all data – the brochure contains all data for the district concerned.
- The printed brochure contains a sequence of school abbreviations – there is data for the given district. Schools are ordered according to a „type of school“ logic which the user may key in.
- A selective brochure – the counsellor may create a specific brochure whose scope and structure of data, as well as selected types of school and courses, meet the district’s needs of the moment.

Another publication, which is prepared annually, is a handbook entitled „Kam na školu, kam do učení“ („Which school, which training“) which is published by the Research Institute for Vocational Education. It contains fewer details than materials prepared using the „Školák“ programme. However, it provides data about educational programmes offered by secondary and post-secondary schools in the whole of the Czech Republic. There are also useful handbooks published annually by Prague’s Pedagogical-Psychological Guidance Centre which are entitled „Information about Secondary Technical Schools in Prague“, „Information about Secondary and Post-Secondary Schools in Prague“, „Information about *Gymnázia* in Prague“, „Information about Extracurricular Activities“. Moreover, there are various regionally focused publications.

In IPSs, it is possible to see various information and promotion leaflets and brochures sent by schools or other educational institutions, including an overview of re-training courses, a handbook called „M servis“ which provides information mainly concerning short-term job opportunities abroad. There are other materials concerned with job and study opportunities in foreign countries.

PSYCHODIAGNOSTIC TESTS

Counsellors use various tests to detect the interests and aptitudes of clients. However, these tests are normally part of more profound counselling activities and, as a rule, take place not in IPS, but in a counsellor’s or psychologist’s office. The most frequently used test is the so-called Shufried test (AIST).

5. A LIST OF OCCUPATIONS FOR WHICH BASIC INFORMATION MEDIA ARE AVAILABLE IN IPSs

| Name of Occupation | Characteristics | Leaflet | Videosequencee |
|---------------------------------------|-----------------|---------|----------------|
| Accountant | ✓ | ✓ | ✓ |
| Actor, puppet actor | ✓ | | |
| Administrative worker | ✓ | ✓ | |
| Agricultural machinery repairman | ✓ | ✓ | ✓ |
| Agriculturist – farmer | ✓ | ✓ | ✓ |
| Agronomist | ✓ | ✓ | ✓ |
| Air technology fitter | ✓ | ✓ | ✓ |
| Air traffic controller | ✓ | ✓ | ✓ |
| Aircraft mechanic | ✓ | ✓ | ✓ |
| Aircraft pilot | ✓ | ✓ | ✓ |
| Airline officer | ✓ | ✓ | |
| Airline steward (stewardess) | ✓ | ✓ | ✓ |
| Ambulance assistant | ✓ | ✓ | ✓ |
| Ambulance worker | ✓ | ✓ | ✓ |
| Apartment designer | ✓ | ✓ | ✓ |
| Archaeologist | ✓ | ✓ | |
| Architect | ✓ | ✓ | |
| Artificial jewellery maker | ✓ | ✓ | |
| Artistic glazier and windowpane maker | ✓ | ✓ | ✓ |
| Artistic locksmith and fitter | ✓ | ✓ | |
| Artistic wood carver | ✓ | ✓ | |
| Assistant cameraman | | | ✓ |
| Assistant gas pipe operator | ✓ | ✓ | |
| Bag maker | ✓ | ✓ | ✓ |
| Baker | ✓ | ✓ | ✓ |
| Banking cashier | ✓ | ✓ | |
| Banking expert | ✓ | ✓ | |
| Banking liquidator | ✓ | ✓ | ✓ |
| Barrister | ✓ | ✓ | |
| Beauty therapist | ✓ | ✓ | ✓ |
| Biochemist – food production | ✓ | | |
| Blacksmith | ✓ | ✓ | |
| Blacksmith – horse shoe maker | ✓ | ✓ | |
| Boat engine operator | ✓ | ✓ | |
| Boatsman | ✓ | ✓ | |
| Bookbinder | ✓ | ✓ | |
| Brewer and maltster | ✓ | ✓ | ✓ |

| Name of Occupation | Characteristics | Leaflet | Videosequencee |
|-----------------------------------|-----------------|---------|----------------|
| Bricklayer | ✓ | ✓ | ✓ |
| Brush maker | ✓ | ✓ | |
| Business assistant | ✓ | ✓ | ✓ |
| Butcher and sausage maker | ✓ | ✓ | ✓ |
| Cable worker | ✓ | ✓ | ✓ |
| Cake maker | ✓ | ✓ | ✓ |
| Cameraman | ✓ | ✓ | |
| Can maker | ✓ | ✓ | |
| Car body fitter | ✓ | | |
| Car mechanic | ✓ | ✓ | ✓ |
| Car servicer | ✓ | ✓ | |
| Carpenter | ✓ | ✓ | ✓ |
| Cashier | ✓ | ✓ | |
| Cattle breeder | ✓ | ✓ | |
| Ceramics maker | ✓ | ✓ | |
| Ceramics painter | ✓ | ✓ | |
| Civil servant | ✓ | ✓ | |
| Cleaner | ✓ | ✓ | ✓ |
| Clerk – general | ✓ | ✓ | |
| Coach | ✓ | ✓ | |
| Coiffeur | ✓ | ✓ | |
| Commentator, reporter, journalist | ✓ | ✓ | |
| Commercial lawyer | ✓ | ✓ | |
| Commercial loan bank officer | ✓ | ✓ | |
| Company agent | ✓ | ✓ | |
| Compositor | ✓ | ✓ | ✓ |
| Computer programmer | ✓ | ✓ | ✓ |
| Computer systems analyst | ✓ | ✓ | |
| Computer technician | ✓ | ✓ | |
| Concrete placer | ✓ | ✓ | ✓ |
| Confectioner | ✓ | ✓ | |
| Construction designer | ✓ | ✓ | |
| Construction electrician | ✓ | | |
| Construction engineer | ✓ | ✓ | |
| Construction fitter | ✓ | ✓ | |
| Construction glazier | ✓ | ✓ | |
| Construction joiner | ✓ | | |
| Construction manager | ✓ | ✓ | |
| Construction tinsmith | ✓ | ✓ | ✓ |
| Construction worker | ✓ | ✓ | |
| Cook | ✓ | ✓ | ✓ |
| Cooper and wrapper | ✓ | ✓ | |
| Crane operator | ✓ | ✓ | ✓ |

| Name of Occupation | Characteristics | Leaflet | Videosequencee |
|----------------------------------------|-----------------|---------|----------------|
| Customs inspector | ✓ | ✓ | ✓ |
| Dancer | ✓ | ✓ | |
| Database administrator | ✓ | ✓ | |
| Day care centre nurse | ✓ | ✓ | ✓ |
| Decorator – wall paperer | ✓ | ✓ | ✓ |
| Delivery assistant | ✓ | ✓ | |
| Dental technician | ✓ | ✓ | |
| Dental tool maker | ✓ | ✓ | |
| Designer | ✓ | ✓ | |
| Detective | | | ✓ |
| Digger | ✓ | ✓ | |
| Dispatching officer | ✓ | | |
| District forest officer | ✓ | | |
| Draughtsman | ✓ | ✓ | ✓ |
| Driving instructor | ✓ | ✓ | ✓ |
| Dyer | ✓ | ✓ | |
| Ecologist | ✓ | ✓ | |
| Economist | ✓ | ✓ | |
| Editor - writer, editor – journalist | ✓ | ✓ | |
| Educator | ✓ | ✓ | ✓ |
| Electrical equipment supervisor | ✓ | ✓ | |
| Electrician | ✓ | ✓ | ✓ |
| Electromechanic | ✓ | ✓ | |
| Electroplater | ✓ | ✓ | |
| Endangered species manager | ✓ | ✓ | ✓ |
| Energy works machinist | ✓ | ✓ | |
| Engine driver | ✓ | ✓ | ✓ |
| Exchange office counter clerk | ✓ | ✓ | |
| Explosives manager | ✓ | ✓ | |
| Eye optician | ✓ | ✓ | |
| Farming animals breeder | ✓ | | |
| Fire service mechanic | ✓ | | |
| Fire service technician | ✓ | | |
| Fire-fighter | ✓ | ✓ | |
| Fisherman | ✓ | ✓ | ✓ |
| Floor maker | ✓ | ✓ | ✓ |
| Foreign correspondent | ✓ | ✓ | ✓ |
| Forester | ✓ | ✓ | ✓ |
| Founder | ✓ | ✓ | |
| Foundry worker | | | ✓ |
| Furrier | ✓ | ✓ | ✓ |
| Gardener - vegetable production worker | ✓ | ✓ | ✓ |

| Name of Occupation | Characteristics | Leaflet | Videsequencee |
|-----------------------------------------------|-----------------|---------|---------------|
| Gas works machinist | ✓ | ✓ | |
| General services supervisor | ✓ | ✓ | |
| Geologist | ✓ | ✓ | ✓ |
| Girdler | | | ✓ |
| Glass blower | ✓ | ✓ | ✓ |
| Glass cutter | ✓ | ✓ | ✓ |
| Glass etcher | ✓ | ✓ | |
| Glass painter | ✓ | ✓ | |
| Glove maker | ✓ | ✓ | ✓ |
| Goldsmith – jeweller | ✓ | ✓ | ✓ |
| Graphics specialist | ✓ | ✓ | ✓ |
| Handicrafts – knitting, wicker-work | ✓ | ✓ | ✓ |
| Horse breeder – rider | ✓ | ✓ | ✓ |
| Hostess | ✓ | ✓ | |
| Housekeeper | ✓ | ✓ | ✓ |
| Human resource officer | ✓ | ✓ | |
| Hygiene standards officer | ✓ | ✓ | |
| Chambermaid | ✓ | ✓ | ✓ |
| Chemist | ✓ | ✓ | ✓ |
| Chemist – Laundromats and dry-cleaning | ✓ | ✓ | |
| Chemist – pharmaceutical and medical products | ✓ | ✓ | |
| Child nursing specialist | ✓ | ✓ | ✓ |
| Chimney sweep | ✓ | ✓ | ✓ |
| Chiropodist – manicurist | ✓ | ✓ | |
| Industrial poultry farmer | | | ✓ |
| Insulator | ✓ | ✓ | |
| Insurance broker | ✓ | ✓ | |
| Insurance expert | ✓ | ✓ | |
| Insurance officer | | ✓ | ✓ |
| Investment officer | ✓ | ✓ | |
| Joiner | ✓ | ✓ | |
| Judge | ✓ | ✓ | |
| Junior lawyer | ✓ | ✓ | |
| Knitter | ✓ | ✓ | |
| Laboratory technician | ✓ | ✓ | |
| Lace maker | ✓ | ✓ | |
| Land surveyor – cartographer | ✓ | ✓ | ✓ |
| Land surveyor – geodesist | ✓ | ✓ | |
| Lawyer | ✓ | ✓ | |
| Lecturer | ✓ | | |
| Librarian | ✓ | ✓ | ✓ |

| Name of Occupation | Characteristics | Leaflet | Videosequence |
|-----------------------------------------------|-----------------|---------|---------------|
| Life guard | ✓ | ✓ | |
| Lift fitter | ✓ | ✓ | ✓ |
| Lithographer | ✓ | ✓ | |
| Locksmith – fitter | ✓ | ✓ | |
| Locomotive drive | ✓ | ✓ | |
| Loss adjuster | ✓ | | |
| Machine adjuster | ✓ | ✓ | |
| Machine fitter | ✓ | ✓ | |
| Machinery operator – wires and tubes | ✓ | ✓ | ✓ |
| Management consultant | ✓ | ✓ | |
| Manager | ✓ | ✓ | |
| Marketing officer | ✓ | ✓ | |
| Masseur | ✓ | ✓ | ✓ |
| Materials hardener | ✓ | ✓ | ✓ |
| Mathematician – analyst | ✓ | ✓ | ✓ |
| Medical inspector | ✓ | ✓ | |
| Medical lab technician | ✓ | | |
| Mechanic | ✓ | ✓ | |
| Mechanic – aircrafts | ✓ | | ✓ |
| Mechanic – communications equipment | ✓ | ✓ | ✓ |
| Mechanic – cooling equipment | ✓ | ✓ | ✓ |
| Mechanic – electronic equipment | ✓ | ✓ | |
| Mechanic – keyboard musical instruments | ✓ | ✓ | ✓ |
| Mechanic – measuring and regulation equipment | ✓ | ✓ | ✓ |
| Mechanic – optical devices | ✓ | | |
| Mechanic – stringed musical instruments | ✓ | ✓ | |
| Mechanic – telecommunication networks | ✓ | ✓ | |
| Mechanical engineer | ✓ | ✓ | |
| Mechanical machinery supervisor | ✓ | ✓ | |
| Metal cutter | ✓ | ✓ | ✓ |
| Metal roller | ✓ | ✓ | |
| Metal turner | ✓ | ✓ | ✓ |
| Metal welder | ✓ | ✓ | ✓ |
| Metallurgist – steel maker | ✓ | ✓ | |
| Milkman | ✓ | ✓ | |
| Mill master – mill assistant | | | ✓ |
| Miller | ✓ | ✓ | ✓ |

| Name of Occupation | Characteristics | Leaflet | Videsequencee |
|-------------------------------|-----------------|---------|---------------|
| Milling shop worker | ✓ | ✓ | |
| Miner | ✓ | ✓ | |
| Mining dresser | ✓ | ✓ | |
| Mining electrician | ✓ | ✓ | |
| Mining fitter | ✓ | ✓ | |
| Model | ✓ | ✓ | |
| Modeller | ✓ | | |
| Municipal police officer | ✓ | ✓ | |
| Nurse | ✓ | ✓ | ✓ |
| Nursing specialist | ✓ | ✓ | ✓ |
| Optician | ✓ | ✓ | ✓ |
| Packer | ✓ | ✓ | |
| Painter – varnisher | ✓ | ✓ | |
| Pastry cook | ✓ | | ✓ |
| Paper maker | ✓ | ✓ | ✓ |
| Paviour – asphalter | ✓ | ✓ | |
| Pharmaceutical lab technician | ✓ | ✓ | ✓ |
| Pharmacist | ✓ | ✓ | |
| Photographer | ✓ | ✓ | |
| Photolab technician | ✓ | ✓ | ✓ |
| Photoreporter | ✓ | ✓ | |
| Physician | ✓ | ✓ | |
| Physiotherapist | ✓ | ✓ | ✓ |
| Pilot-in-command | ✓ | ✓ | ✓ |
| Pipe fitter | ✓ | ✓ | |
| Plastician | ✓ | ✓ | |
| Plumber | ✓ | ✓ | ✓ |
| Police inspector | ✓ | ✓ | ✓ |
| Police investigator | ✓ | ✓ | |
| Police officer | ✓ | ✓ | |
| Porter-watchman | ✓ | ✓ | ✓ |
| Post office cashier | ✓ | ✓ | ✓ |
| Postman | ✓ | ✓ | |
| Poultry breeder | ✓ | ✓ | ✓ |
| Power engineer | ✓ | ✓ | |
| Pre-school teacher | ✓ | ✓ | ✓ |
| Price regulator | ✓ | ✓ | |
| Printer | ✓ | ✓ | ✓ |
| Prison officer | ✓ | ✓ | |
| Producer | ✓ | | |
| Production supervisor | ✓ | ✓ | |
| Professional hotel employee | | | ✓ |
| Professional soldier | ✓ | ✓ | |

| Name of Occupation | Characteristics | Leaflet | Videsequencee |
|------------------------------------------|-----------------|---------|---------------|
| Promotion officer | ✓ | ✓ | |
| Property administrator | ✓ | ✓ | |
| Psychologist | ✓ | ✓ | |
| Quality control officer | ✓ | ✓ | |
| Rail traffic operator | ✓ | ✓ | |
| Railway worker - general | ✓ | ✓ | ✓ |
| Railway worker - points | ✓ | ✓ | |
| Railway worker - shunting | ✓ | ✓ | |
| Receptionist | ✓ | ✓ | ✓ |
| Rehabilitation worker | ✓ | ✓ | ✓ |
| Retoucher | ✓ | ✓ | |
| Road vehicle driver | ✓ | ✓ | |
| Roofer | ✓ | ✓ | ✓ |
| Rubber maker | ✓ | ✓ | |
| Saddle maker | ✓ | ✓ | ✓ |
| Sales assistant | ✓ | ✓ | ✓ |
| Sales representative (dealer) | ✓ | ✓ | ✓ |
| Shoemaker | ✓ | ✓ | |
| Scaffolding builder | ✓ | ✓ | ✓ |
| Secondary school teacher | ✓ | | |
| Secretary | ✓ | ✓ | |
| Security technician | ✓ | ✓ | |
| Security worker | ✓ | ✓ | ✓ |
| Sewing machine operator | ✓ | ✓ | |
| Shoe repairman | ✓ | ✓ | ✓ |
| Social care assistant | ✓ | ✓ | |
| Social worker | ✓ | ✓ | |
| Sociologist | ✓ | | |
| Special pedagogue | ✓ | ✓ | |
| Spinner | ✓ | ✓ | ✓ |
| Stage and circus set builder | ✓ | ✓ | |
| Standard task setter | ✓ | ✓ | |
| Steel construction fitter | ✓ | ✓ | |
| Stock exchange broker | ✓ | ✓ | |
| Stonecutter | ✓ | ✓ | ✓ |
| Storage operative | ✓ | ✓ | |
| Sugar maker | ✓ | ✓ | |
| Supplier – expert advisor on commodities | ✓ | ✓ | |
| Surgical tool maker | ✓ | ✓ | ✓ |
| Systems engineer | | | ✓ |
| Tailor | ✓ | ✓ | ✓ |

| Name of Occupation | Characteristics | Leaflet | Videosequencee |
|---------------------------------------|-----------------|---------|----------------|
| Tanner | ✓ | ✓ | ✓ |
| Tax officer | ✓ | ✓ | ✓ |
| Teacher | ✓ | ✓ | |
| Technical inspector | ✓ | ✓ | |
| Technical services operative | ✓ | ✓ | |
| Technology specialist | ✓ | ✓ | |
| Textile production worker | ✓ | ✓ | |
| Tinsmith | ✓ | ✓ | |
| Toolmaker | ✓ | ✓ | ✓ |
| Tourist guide | ✓ | ✓ | ✓ |
| Track layer | ✓ | ✓ | |
| Train conductor | ✓ | ✓ | |
| Train manager | ✓ | ✓ | |
| Tram driver | ✓ | ✓ | |
| Translator-interpreter | ✓ | ✓ | |
| Heating operator | ✓ | ✓ | ✓ |
| Transport supervisor | ✓ | ✓ | |
| Travel agency assistant | ✓ | ✓ | ✓ |
| Upholsterer and decorator | ✓ | ✓ | ✓ |
| Veterinary surgeon | ✓ | ✓ | |
| Veterinary technician | ✓ | ✓ | ✓ |
| Vintner | ✓ | ✓ | ✓ |
| Vocational training instructor | ✓ | ✓ | |
| Waiter | ✓ | ✓ | ✓ |
| Warehouse assistant | ✓ | ✓ | |
| Warehouse manager | ✓ | ✓ | ✓ |
| Water delivery operative | ✓ | ✓ | |
| Water industry specialist | ✓ | ✓ | |
| Water industry worker | ✓ | ✓ | |
| Watch maker | ✓ | ✓ | ✓ |
| Watchman | ✓ | ✓ | |
| Weaver | ✓ | ✓ | |
| Well-sinker | ✓ | ✓ | |
| Window-dresser | ✓ | ✓ | ✓ |
| Wine processor | ✓ | ✓ | ✓ |
| Wood processor | ✓ | ✓ | |
| Wooden semi-finished products maker | ✓ | ✓ | |
| Worker in laundering and dry-cleaning | | | ✓ |

6. THE WORLD OF LABOUR

The objective of this final chapter is to provide basic information for getting one's bearings in the world of labour. Due to its extensive scope and enormous complexity, it may not be covered in its entirety and the following pages therefore seek to show the main areas of the world of labour and the basic differences between them, notwithstanding the requirement for completeness.

| What are the work activities directed towards: | What is the main characteristic of the work activities: |
|------------------------------------------------|-----------------------------------------------------------------|
| Primarily towards „things“ | Machinery and equipment operating |
| | Machinery and equipment adjusting and repairs |
| | Predominantly manual production, working, assembling, arranging |
| | Measuring, testing, trials |
| | Thinking up, design, construction design, projecting |
| | Assessing, evaluating |
| Primarily towards people | Education |
| | Caring, nursing, healing |
| | Customer service |
| | Counselling provision |
| | Negotiating, representing other people's interests |
| | Managing, planning, organising |
| | Providing for security and order, protection and guarding |
| Primarily towards nature, animals, plants | Cultivation |
| | Breeding |
| | Environmental protection |
| Primarily to information | Filing, documenting, administration |
| | Conducting analyses and implementation of resulting proposals |
| | Software development |
| | Editorial work, journalism |

Machinery and equipment operating

The main work activity in all relevant occupations consists in operating machinery and equipment as the main tools of work. The machines need not be understood in detail. However, the way they are operated must be mastered as well as the setting up of parameters and basic maintenance. In the event of a breakdown a repairperson is normally called. It is necessary to know the objects, which are worked upon by the machines – i.e. to know the subject of work. The work subjects primarily include:

Metal materials

- Through the application of various work procedures, the workers get metal materials of required qualities (e.g. steel from iron ore) or semi-finished metal products of various shapes (e.g. tin, bars, wires, unworked casts). These are later processed into further products. The work takes place mostly in a hot environment and in difficult working conditions. Typical occupations include: melter, founder, and metallurgist, metal roller etc.
- By working on the shape of metal materials or semi-finished products on so-called machine tools, specific shapes and dimensions of metal parts are achieved. Their qualities are then improved by finishing adjustments. The work takes place mostly in engineering workshops and plants. Typical occupations include turner, miller, grinder, toolmaker, electroplater etc.

Wooden materials

This field is primarily concerned with the production of wooden semi-finished products (boards, rods, logs) and the production of furniture, flat accessories, toys etc. The work takes place mostly on various woodworking machines in a carpenter's workshop, furniture and other wood-processing workshops and plants. Typical occupations are carpenter, plywood-maker, maker of wooden semi-finished products, wooden jewellery maker etc.

Glass and ceramic materials

By means of blowpipes, glass moulds, furnaces, presses, potter's wheels and other devices, various functional as well as decorative products are produced. Typical occupations are glassmaker, glasscutter and ceramics maker.

Textile and leather materials

This field is concerned with the production and finishing of textile and leather semi-finished products of various qualities, colours and dimensions on weaving machines, spinning machines, in various chemical environments etc. Typical occupations are: weaver, spinner, tanner, dyer etc. This area also involves the production of clothing mostly on sewing machines. Typical occupations are tailor (seamstress), furrier, and sewing machine operator.

Chemical materials

This field involves the production of paints, varnishes, glues, fuels, building materials, cosmetics, polystyrene semi-finished products and products, plastic foam, PVC and other plastic material products, products made of rubber, paper as well as drugs and other pharmaceutical products etc. The work takes place mostly in areas with chemicals and it is normally automated to a large extent and remote controlled. Typical occupations include chemist, rubber maker, plastician, chemist in pharmaceutical production etc.

Food stuffs

This field is concerned with the production of various kinds of raw materials of food, foods and drinks in mills, bakeries, canning factories, sugar factories, breweries, distilleries, dairies, chocolate factories and, of course, in kitchens. Typical occupations include miller, baker, can maker, sugar maker, brewer-maltster, dairyman, confectioner, vintner, cook etc.

Polygraphic products

This field involves the production of books, magazines, newspapers, posters, leaflets, calendars, diaries etc. The work takes place mainly in printing houses on printing machines or in bookbinding shops on paper-cutting, pressing and grooving machines etc. (bookbinding, finishing adjustments). Typical occupations are printer, bookbinder etc.

Energy

The subject of work is the production and distribution of various kinds of energy (electricity, heat, water). Tools of work normally include control rooms (counters) in power plants, heating plants etc. Typical occupations are various operators.

Transport

The subject of work is the transport of persons and goods and the tools of work are various means of transport and other mobile machinery and equipment. Typical occupations are driver (car, bus, tram), enginedriver, tractor driver, crane operator. It is also possible to include excavator operator or mining machinery operator, although they do not deal with transport but in soil breaking.

Machinery and equipment adjusting and repairs

Unlike the preceding field, where machinery and equipment represent the tools of work, in this field they are the subject to work. It is therefore important, in understanding this subject, to have „technical mind“, and a sense of technology. An important activity consists in diagnosing the breakdown, i.e. establishing the cause of the breakdown. Adjusted or repaired machinery may be (very roughly) divided into two groups:

Machinery and equipment working on a mechanical principle

These may be common production machines (lathes, presses, sewing machines etc.), means of transport, construction machinery, heating etc. Typical occupations include adjuster, automechanic, heating operator, etc.

Machinery and equipment working primarily on an electrical engineering or electronic principle

These may include both machines working mechanically with electronic control, measuring or signalling systems (digital control production machines, automated production lines, aircraft) and purely electronic equipment and systems (televisions, video-recorders, tape recorders, telephone switchboards, security systems, electronic measuring equipment, automated control systems etc. Finally, this category includes electricity distribution systems. Typical occupations are electrician, digital control machinery mechanic, communications equipment mechanic, measuring and regulation mechanic etc.

Computer technology

Computers and the associated technology also function on an electronic basis. However, most of the work is concerned with software. Typical occupations are computer engineer, computer network administrator etc.

Predominantly manual production, working, assembling, arranging

The main working activity, as compared to the field called „machinery and equipment operating“, is, as a rule, manual production mostly with the use of various tools and instruments or simple equipment and appliances. The work consists either in putting together several components in one unit or in manual shaping and adjustment. The activities take place both in various workshops - where the environment is mostly cleaner than that of engineering workshops (although there is also a share of work on machines and it is often a combination of machine operation and manual assembling) - and on construction sites. Some of the occupations in this field are identical with the field stated above. Manual skills are important. The subjects of these working activities are most importantly:

Engineering products

Typical occupations are assembly worker, car assembly worker, welder, optician, gun maker etc.

Electrical engineering products, systems and networks

Typical occupations are electrician and electromechanic.

Wood product

Typical occupations are carpenter, joiner, woodcarver, basket maker etc.

Textile and leather products

Typical occupations are tailor (seamstress), furrier, manual lace maker, bag maker etc.

Polygraphic products

Typical occupations are bookbinder, retoucher etc.

Food stuffs

Typical occupations are cook, confectioner, butcher.

Building constructions and their equipment

Typical occupations are bricklayer, roofer, builder, plumber, paviour etc.

Measuring, testing, trials

Tools of work include most importantly measuring devices and apparatus as well as complex measuring systems including their links to computer technology. Work materials include various measured, tested and tried equipment, substances and materials – solid, liquid and gas, various processes, quantities and parameters. The work normally takes place in testing rooms and laboratories. Typical occupations are chemical lab technician, medical lab technician, land surveyor, geologist, mine surveyor etc.

Thinking up, proposing, designing, projecting

There are many different occupations with different professional focus in which work is based primarily on the application of one's own thoughts, ideas and discoveries. The result may be a modern building, a new car model, a newly-designed special material, a discovered ancient housing estate, a discovered comet, an elegant dress model, well-dressed shopping window, a newspaper article, literary, visual arts or other artistic work etc. It must be added that an idea does not suffice, it is important to bring the idea down into a detailed and precise proposal. Inventiveness, resourcefulness, creativity and a systematic approach condition success in this area.

Assessing, evaluating

This field involves the assessment of the characteristics of certain objects. One of the characteristics may be the price (e.g. of buildings for sale, inherited property, articles

given to pawnbrokers, etc.). Another one may be the size of loss (damaged building or other property). Typical occupations include assessor, pawnbroker, loss adjuster etc.

Education

Schools, kindergartens, boarding facilities, young people's homes and children's homes as well as re-training centres and other educational facilities – these are environments where education is provided to children and young people, but also adults. It is said that one must be born a good teacher and there is a point in this claim. The ability to establish a relationship with children, natural authority, ability to explain and appropriately formulate things, to be an actor of sorts and have a lot of patience – these should be the characteristics of a good teacher and educator. The main occupations include a teacher (at various levels of the education system), practical training instructor, educator, kindergarten teacher, special pedagogue (education of disabled children and young people).

Caring, nursing, healing

The subject of work is people – ill, invalid, elderly, lonely and young children. All of them need someone to take care of them, to nurse them, treat them in their illness, to assist them in coming back to ordinary life. The working environment includes doctor's offices, hospitals, sanatoria, rehabilitation centres, old people's homes, nursing homes and households. Tools of work include various manual aids, tools and devices, sometimes of high technological standards. Major occupations include physician, nurse, rehabilitation specialist, child-minder etc. In all these occupations, one must be really fond of people and have the ability to empathise. A pleasant word and a stroke is sometimes more powerful than the best medicine. However, medical treatment may not dispense with medicines or with other treatment procedures. It is therefore necessary – particularly as regards physicians – to be a competent professional. Specialists in these occupations must also be absolutely reliable, as their mistakes may cost someone's life.

Customer services

This field covers a whole range of diverse services. Their common denominator is contact and dealing with people. It is therefore necessary to know how to deal with people, to have cultured manners, to be able to overcome one's own bad mood and irritation with a surly customer. The entire area may be divided into several sub-areas as follows:

- sales,

- work behind a cash desk or a cash register,
- personal services,
- waiting,
- tourism services.

Sales

In this area, one must reckon with being „on one’s feet“ all day, which may be tiring for some people or even impossible due to health reasons. The work materials, i.e. of selling, are goods of various nature – from food, clothes, glass, domestic appliances, electronic appliances to cars or building materials. Cash is involved – concentration, accuracy, reliability and arithmetical skills are therefore important. The work environment includes across-the-counter shops, self-service shops, various department stores, vending stalls etc. The typical occupation is sales assistant.

Work behind a cash desk or a cash register

This involves even more demanding work with cash compared to sales assistants. Absolute long-term concentration is therefore a must as well as accuracy, arithmetical skills and reliability. Work environment includes counters in post offices, insurance companies, banks, exchange bureaux as well as places behind cash registers in department stores and supermarkets. Typical occupations include a cashier, exchange office counter clerk, bank or post office counter clerk.

Personal services

A characteristic feature of work in this area is a close contact with a customer and activities related to his/her appearance or condition. This involves having skilful and sensitive fingers and hands and a sense of cleanliness. Typical occupations are hairdresser, beauty therapist, masseur, chiropodist and manicurist.

Assisting in restaurants, coffee shops, congress halls and similar establishments

A customer is brought food, drinks or possibly other things such as written documents, information etc. The typical occupation is waiter (waitress), but also stewardess and hostess.

Tourism services

This field involves a wide range of services the main feature of which is attending to travelling customers. The services include organisation of their travel (travel agency assistant), providing for their accommodation (hotel staff such as receptionists, chambermaid etc.), travel guide and interpreting services (guides, interpreters) and attending to participants of various conventions and conferences (hostesses).

Counselling provision

Counselling is provided by various specialists concerned with different issues and problems, such as law, marriage, taxation, upbringing, career or education choice, interior design of apartments, choice of office furniture etc. The work in this area is based on an analysis of the client's problem and ensuing search for its optimal solution. It is important to be able to discover quickly the core of the problem, to recognise what is relevant and what is irrelevant, to have a correct judgement, to be able to put thoughts into appropriate words and to deal with people. One must also be capable of establishing contact with the client, to create an atmosphere of mutual trust. A prerequisite is, of course, a profound knowledge of the counselling area concerned.

Typical occupations are barrister, tax advisor, psychologist, educational guidance specialist, labour office counsellor, interior designer, garden designer etc.

Negotiating, representing other people's interests

Business does not take place only behind shopping counters but also in a stylish environment of neat offices and meeting rooms. This normally involves larger amounts of money and the actual business is about negotiating the most suitable conditions – for one's own purposes or on behalf of a customer whom the businessperson represents. A typical occupation is a businessperson that may specialise, for example, in houses, flats, land (real estate agent), in shares and other securities (stock exchange broker) or virtually in anything else. The occupations in this field also include a sales representative (dealer) who offers goods produced by a specific company, marketing staff whose responsibility is to sell products of a company, and also insurance agents who offer the services of insurance companies. Representing other people's interests does not occur only in business transactions, but also in courts. Again, the objective is to ensure the possible terms for the client and, again, this is achieved by means of eloquent speaking. Typical occupations include barrister, commercial lawyer etc. Another form of representing other people's interests is representing someone in public, particularly in the media (spokesperson). The basic activity in this area, which pertains to all these occupations, is dealing with people. The subject of work is, apart from the traded goods, usually a large amount of money. It is important – besides being able to deal with people – to have a cultivated appearance and manners, ability to respond quickly and a feeling for the situation.

Managing, planning, organising

These activities are often called management-related activities and individuals who perform them are called managers. They manage, organise and plan the operations of

an organisational unit, company or firm that they have under their control. They may manage the organisation as a whole. Their work includes primarily the management of subordinates, assigning tasks, supervision over their fulfilment, motivating and rewarding staff, solving frequent problems, which occur in connection with these tasks, and with the operation of the relevant entity. These are mostly activities with have a fundamental impact upon the organisation's prosperity. The manager therefore bears significant responsibility and his/her work is usually very exhausting and exceeds the normal working hours. However, it is normally well paid. It is an acknowledged truth that managing people is one of the most difficult activities and not everyone is capable of doing this successfully. It is also important to have knowledge of the professional field in which the organisation and the relevant unit operates. A prerequisite is consistency in relation to one's own work and to subordinates' work, the ability to make quick and correct decisions, to use time efficiently, to distinguish what is relevant from what is irrelevant. It is vital to know how to deal with people, how to persuade them and how to formulate one's thoughts into words.

Not only managers do organisation and planning. Planning occurs at all levels of human activity – from long-term planning, through short-term plans to planning of individual production operations in all sectors and at all management levels. Planning is carried out by both managers and planners (e.g. formulation of a detailed production plan for a specific operation or workshop for a certain period), technologists (planning technological procedures for the production of a certain product), designers (planning work on a project, such as the implementation of an information system, gaspipe construction etc.) and other employees. Organising permeates work even more than planning and is done, apart from the staff stated above, by administrative workers in technical-organisational departments.

Providing for security and order, protection and guarding

This field covers police services or customs services and activities of various security agencies. The relevant occupations are normally associated with a uniform and sometimes with difficult or even dangerous people and situations. It is therefore important to be in a good physical and mental health.

Cultivation, breeding, environmental protection

It is not only people that need care, but also animals, plants and nature. This care is provided in various environments – fields, cowsheds, poultry farms, gardening centres, zoological gardens, veterinary surgeries, and in the wild. Those interested in working in this field should be truly fond of nature, should be a real enthusiast. Such jobs are not

performed for money. Mere love for flowers and animals is not enough – this type of work is also connected with physical exhaustion, discomfort, and whims of the weather. The main occupations are: farmer, breeder (e.g. of cattle, pigs, horses – also a rider), poultry farmer, fisherman, forester, gardener, manager of endangered species, veterinary surgeon, veterinary assistant, ecologist etc.

Filing, documenting, administration

Administrating, maintaining, up-dating and using databases with various types of data, selecting and searching data – these are the main activities of „information“ workers. They carry out work of a „library“ type as well as a host of other activities with the purpose of processing information.

This area also includes all occupations which are associated with the term „office work“. It must be added that „office work“ nowadays means mainly work with information, which automatically means work with computers (one need not have a profound understanding of computers, it is important to masterwork with the relevant user software). The very basic activities in this field include maintenance of various directories and other lists, registration of property and other assets, filing of various business cases, clients, administrative decisions, verdicts and other matters, accounting, typing and filing of letters and other written documents. Other activities may be added in many workplaces – of a more professional nature, such as dealing with various decisions resulting from administrative proceedings including supervision of their carrying out, making out and carrying out changes, entries and excerpts from official documents, sorting out and storing various documents, calculating benefits, taxes and fees etc. Activities of this kind occur in virtually every company. A large volume of such work is to be found in certain types of organisation (in state administration, banking, insurance, in legal matters, in post offices, transport, tourism, trading organisations etc.).

Conducting analyses and implementation of resulting proposals

These activities mostly follow from those stated above – in order to conduct analyses, what is needed is information. Analyses are carried out, for example, by economists, various analysts, sociologists, and researchers with various specialisations. They are used in banking, insurance, the corporate economy, market surveys, opinion polls and scientific work.

Software development

The development of computer programmes is a creative activity. However, similarly to the field above, it must be preceded by a profound analysis of information – in this case users' requirements and conditions, environment, data components and other factors in which and with which the proposed programme should operate. Apart from programmers, there is an important place for analysts. These two activities are frequently carried out by a single person. Moreover, it is important to realise that rather than developing new programmes, the objective often is to design extensive computer systems by means of using or adapting the existing programmes.

This area as a whole is undergoing a dynamic development, primarily in the context of the development of multi-media. New work activities emerge and, along with them, new occupations. It is difficult to break the activities down into clear-cut occupations. The reason is that these activities are developing simultaneously with the division of labour. The approach of companies to their staff specialisation varies – specialised staff with various occupations may carry out the job carried out by one programme in one company. The main feature of most activities in multi-media development is the integration of skills belonging to the area of informatics with graphic skills, as well as the integration of technical and creative components of the relevant qualification. In various specific professional cases the proportion of these components differs – however, they are always inter-related and complementary. Teamwork is very important. Continuing learning is an absolute necessity. Dropping out from professional work may mean that, due to rapid development, it may be difficult to catch up.

Editorial work, journalism

This area is also built on information. The output, however, takes the form of creative texts of a professional, artistic or journalistic nature. The development of the texts includes both the writing stage and the editorial adjustment stage. This means that authors, reporters and other journalists share such work on the one hand and by editors (professional, language and graphic ones) on the other hand.

Similarly to the two aforesaid fields, several other fields of labour, which have not been mentioned, are of a creative nature – primarily artistic work (theatre, film, television), advertising, designing and arranging etc. (These activities may be included in the field called Thinking up, designing, constructing). Many occupations operate in connection with these activities – not only creative ones, but also technical, organisational, business-related etc.