

A CAREER DEVELOPMENT SUPPORT PROGRAMME FOR WOMEN IN PROFESSIONAL CRISIS SITUATIONS

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A crisis in women's career used to be a professional crisis, and its causes may be as follows: processes related to the age of a woman; professional development destructions; an identity crisis in the period of youth may cause a professional crisis becoming apparent as an inability to continue working or studies after a child's birth; an inability to make a professional reorientation and coming into conflict with the previous professional identity; incomplete professionalisation – a small amount of certain knowledge to obtain an appropriate professional status; and emotional burnout that becomes apparent as a change in the attitude towards the job and profession. The paper includes results of a survey on the role of a developing programme, designed by the authors, for career change for women in professional crisis situations and a description of a programme needed to a career consultant to consult women in professional crisis situations. The research aim is to evaluate the career development support programme, developed by the authors, for women in their professional crisis situations. To achieve the aim, an expert evaluation and a survey of women regarding the developing programme for career change for women in professional crisis situations were carried out. Finally, it was concluded that for the purpose of assisting women in professional crisis situations, the author developed the Customer Development Programme for career change for women in professional crisis situations. Its target audience is women wishing or being forced to change their occupation while being in a professional crisis situation. The Programme's goal is to examine a situation in women's career development, identify the key priorities and ways for starting a career change, find out skills and wishes, evaluate the suitability of the next profession and both the demand for such a profession and the competitiveness of a woman in the labour market, consult on how to start a job search process, how to prepare for a job, and how to promote the development of a socially active and educated personality which would be able to fully and actively engage and live in the modern society. The experts differently ($W=0.102$) evaluated the Customer Development Programme for career change for women in professional crisis situations, which was designed by the author, yet, they stressed four activity groups that were positively viewed: activities "Self-characteristics of the customer" and "My ideal job and the construction of my own Puzzle template according to an ideal employee's Puzzle template" had the highest ranking, i.e. were ranked in the 1st position, "Examination of the customer's situation" was in the 2nd position, and "Meeting with the customer", "Identification of the customer's goals", "Identification of the customer's skills", "Writing a CV and a motivation letter and role-playing a job interview", "Skills useful for business", and "Designing an individual career plan" were placed in the 3rd position, while "Making a decision" had the lowest evaluation and was ranked in the 4th position. The research findings will contribute to the understanding of the role of the Customer Development Programme for career change for women in professional crisis situations. Completing this Programme will encourage women to gain new skills, knowledge, and experience to increase their competitiveness and to successfully overcome a career crisis and raise their self-esteem.

Keywords: *career support, women's career, job, career crisis.*

Introduction

Over the recent five years, an economic crisis in Latvia significantly affected the career of any individual as well. The change of a job is not affected only by an economic crisis, but also by the wish of individuals to change themselves or obtain new knowledge or expand their knowledge. E.Ericson believes that a crisis is a component of natural Ego growth process and a positive outcome of the crisis provides new energy for future development of an individual (Ēriksons, 1998).

A career crisis is defined as a situation in the career development of an individual that is caused by exogenous or endogenous factors and that is associated with the dissatisfaction or even certain frustration of the individual (Miķelsons, Strods, Oļehnoviča, 2008). A crisis in women's

career used to be a professional crisis, and its causes may be as follows: processes related to the age of a woman; professional development destructions; an identity crisis in the period of youth may cause a professional crisis becoming apparent as an inability to continue working or studies after a child's birth; an inability to make a professional reorientation and coming into conflict with the previous professional identity; incomplete professionalisation – a small amount of certain knowledge to obtain an appropriate professional status; and emotional burnout that becomes apparent as a change in the attitude towards the job and profession (Svence, 2003).

During a crisis, it seems to a woman that she is unimportant, insignificant, and unsuccessful, and this conviction emerges when the woman's individuality and future stability, in

relation to her career, too, is doubted. In the pyramid of needs, a considerable role is played by the wish to gain success, be competent, convinced, respected, recognised, as well as self-actualised, and when such a possibility is denied to individuals, they feel discomfort. To cognise themselves, individuals have to cognise all their features of character. In periods of crisis, such an opportunity is provided to individuals by the transition from one development stage to another. Every development stage makes individuals tackle new problems and make a choice. The lack of choices increasingly influences the state of feeling of individuals. In professional crisis situations, women have to make decisions on the change of their job and profession, and it is difficult to many women to change their job. Professional instability may considerably harm the state of feeling, self-esteem, and the feeling of security. Employees who predict future events go through their job change easier than those who are not able to do it. In case expectations on fast carer growth are not fulfilled or it progresses too slowly, a forced job change or the lack of a job may significantly raise the level of stress and worries. Employees often get into a situation when they have to become a student to train for a new profession or continue their professional career.

To provide support to women in professional crisis situations, the authors designed a Customer Development Programme for career change for women in professional crisis situations. The target audience is women who wish or are forced to change their occupation while being in a professional crisis situation. The Programme's goal is examine a situation in a woman's career development and identify the main ways for starting a career change, to identify her skills and wishes, to evaluate the adequacy of a future profession, the demand for this profession in the labour market, and the competitiveness of the woman, to consult the woman about starting the job search process and preparing for a job, to contribute to the formation of a socially active and educated personality which could fully and actively integrate and live in the modern society.

The research aim is to evaluate the career development support programme for women in professional crisis situations developed by the authors.

Methodology

The career development support programme for women in professional crisis situations was developed in the period March-April 2012.

The research aim is to evaluate the career development support programme for women in professional crisis situations developed by the authors.

Research tasks:

1. to theoretically discuss women professional crisis situations;
2. to evaluate the career development support programme for women in professional crisis situations developed by the authors.

The legal framework was used to execute the tasks and achieve the aim. Expert evaluation was employed to assess the career development support programme for women in professional crisis situations. A survey was carried out at the State Employment Agency's Jelgava Regional Department, the State Police's Zemgale Regional Department, and through social networks.

Results and discussion

1. Theoretical analysis of professional crisis situations

The present situation in the world may be characterised as a period of crisis. The Chinese hieroglyph for the word crisis combines two complementary terms – danger and a possibility. According to the academic term database, a crisis is defined as a sudden change and a tough transitional situation (AkadTerm, 2012). The Greek word crisis means a judgement, as a crisis is a period when we get an evaluation of our previous actions (Frīmens, Rubenis, 2010).

In the psychological aspect, a crisis is:

- 1) significant and painful changes in a process;
- 2) a tough situation that causes danger to the existence of human or social structures (Svence, 2013).

All problems, contradictions, and negative experiences usually became acute during a crisis, which are the factors characterising the crisis. During a crisis, complicated changes occur in motivations, attitudes, and perceptions, which may be followed by a change in actions. Changes cause negative emotional experiences. Their spectrum and amplitude are very individual, yet, they often include worries, confusion, disbelief in oneself, and depression. Therefore, unemployed individuals who are out of job for a long time, describe their situation as a crisis, as failures or inability to make up one's mind to search for a job cause discomfort and a depressed condition. Women who work in one job or position for a long time have these feelings as well.

A crisis in a career is a professional development crisis caused by:

- processes that are associated with the age of an individual;
- professional development destructions;
- an identity crisis in the period of youth may cause a professional crisis; it becomes apparent as inability to choose a profession or to continue studies;
- a professional crisis may be associated with the identity of a personality if the personality, owing to objective reasons, is not able to make a professional reorientation and comes into conflict with the previous professional identity (Denzin, Mettlin, 1968);
- a crisis may be caused by incomplete professionalisation – a small amount of knowledge to obtain a certain professional status (Denzin, Mettlin, 1968);
- a crisis is caused by a situation in which the reference professional group is not ready to accept a particular individuals (Волкова, 2005);
- emotional burnout is regarded as a professional crisis, as it becomes apparent as a change in attitude to a job or profession.

K.G.Jung emphasises that a constructive solution to a crisis is individualisation – self-development and self-formation; in the result, not only a psychological balance is reached, but also one can get rid of conformism in relation to mass cultural values. Periods of change cause problems to people also owing to the fact that they refuse to see what has really changed in their life situation and in many cases they blame other people, circumstances, etc. In a deep crisis situation, individuals feel unhappy and misunderstood, as they may have psychosomatic symptoms. Only when individuals start analysing the way how their bad feeling is linked with

their life situation and start changing their attitude to the overall situation and its elements, including to themselves, new qualitative changes may take place in personality growth. The extent of toughness and complexity of a crisis, in many cases, is affected particularly by the attitude of individuals to themselves, other people, and the problem (Юнг, 1996).

Effective preconditions to overcome a crisis are as follows (Пек, 1996):

- emotional flexibility, emotional support to children and their parents;
- revision of life plans towards reality and dispassion;
- awareness of how the lifespan is limited;
- correction of the lifestyle;
- creation of a new image of oneself;
- acceptance of one's situation as normal, which leads to a new stability.

E.Zeer (Зеер, Симанюк, 2005) classifies professional crises in the personality formation process as follows (Table 1).

Individuals overcome various crises during their maturity period:

- at the age of 20, individuals usually have to choose a career, set their life goals, and start to implement the goals;
- at the age of 30, many individuals reassess their previous choice;
- at the age of 40, individuals face new crisis situations, as it is possible to quit their active work.

Each of the described periods may influence the development of individuals.

By dividing the development of adults in periods – an early maturity period from the age of 22 to 33, a medium maturity period from the age of 33 to 45–50 – psychologists described them as (Svence, 2003):

- a psychological crisis for women aged 27–33;
- a psychological and physiological crisis for women and men aged 40–45.

At the age of 27–33, women make efforts to seek new ways of self-expression; women who had the same job for a long time or were just housewives start feeling dissatisfaction with either their appearance or career or relations with their partner. In this period, women often are initiators for changes in their married life, career (for, instance, they start studying and obtaining another profession), and image.

At the age of 40–45, women may start having new feelings about themselves as a personality. Women initiate something new and change something, including their appearance or relations with their partner or their education and professional career. Especially considerable changes may affect the relations with family members if a woman has mainly focused on the family's welfare until this age. Her children are already grown up and gradually left their home, her husband has changed, no significant success has been achieved in her career, and her self-actualisation as a member of society has been one-sided. If it worries the woman, she starts seeking new priorities and opportunities in her life. If any of the

Table 1. Characteristics of professional crises in the personality formation process

Crisis	Determinant factors of crisis	Ways to overcome a crisis
A crisis of studies or professional orientation (aged 14–15 or 16–17) in the optional (professional intention formation) stage	Inability to implement one's professional intentions. A profession is chosen without taking into consideration one's individual, psychological, and psychophysiological features. A professional school is chosen based on the situation	Psychologically competent professional advice. Correction of professional intentions.
A crisis of professional choice (aged 16–18 or 19 - 21) in the professional education stage.	Dissatisfaction with the professional education and professional preparedness. Changes in the socio-economic situation. Rearrangement of the main activity.	Activation of studies and training. Change of motives for studies and professional activity. Correction of the choice of profession.
A crisis of professional role expectations (aged 18–20 or 21–23) in the professional adaptation stage	Problems with professional adaptation. Learning of new main activities. Professional expectations do not match the real situation.	Activation of professional efforts. Correction of motives for a job and of "ego-concept". Change of speciality and profession.
A crisis of professional growth (aged 30–33) in the initial professionalisation stage	Dissatisfaction with the job position and opportunities for professional growth. A need for professional independence and problems with its implementation.	Increasing the socio-professional activity and qualification. Change of the job and kind of activity.
A crisis of professional career (aged 38–40) in the second professionalisation stage	Dissatisfaction with one's socio-professional status and position. A new dominant of professional values. A crisis of old age.	Increasing the socio-professional activity. Formation of the individual style of activity, qualitative improvement of the kind of activity. Obtaining a new speciality, increasing the qualification. Transition to a new job.
A crisis of social and professional self-actualisation (aged 48–50) in the mastery stage	Dissatisfaction with opportunities for actualising oneself in professional situations. Dissatisfaction with one's socio-professional status. Psychophysiological changes in the profession and health deterioration. Professional deformation.	Transition to the innovative level of activity. Greater socio-professional activity. Change of the professional position.

Source: (Зеер, Симанюк, 2005).

indicators of life plans (to find a tutor in the career, make a career, find a balance between intentions (dreams) and reality, establish close relations, and find a life partner) has not been sufficiently actualised in the life of adults, the tension in the period of crisis may increase (Svence, 2003).

A significant factor, which may strengthen or ease the manifestations of personality development crisis, is the personal motivation of individuals or their *teleological determination* – what individuals try to achieve in their life, what is their life goal, which level needs they actualise (basic needs or self-actualisation needs), and what is their potential (Svence, 2003).

Psychology offers studies on various aspects of crisis. G.Svence has described two concepts (Svence, 2003):

1. factors linked with crises in the work environment;
2. a crisis as an opportunity to achieve heights in a personality's mental development.

There is an opinion that a professional career is important in the maturity period of individuals. Professional motivation is important to all adults; therefore, the extents to which individuals are satisfied with their work affect their personality development. While doing the job, the majority of employees think not only of their wage, but also their working conditions, relations with their colleagues, and career growth opportunities in their or another company. The more individuals are satisfied with these factors, the more they are motivated to work and develop professionally. The motivation of individuals includes other needs, too, for instance: a need for authority, a need for achievements, and a need for social affiliation.

One of the causes of professional crisis is burnout at work. A responsible job, high requirements, a too large burden, small social support, and insufficient financial and mental rewards are the preconditions for the syndrome of burnout. The syndrome of burnout is a condition of physical and/or mental exhaustion that becomes apparent as consequences to a long emotional discomfort associated with the working conditions and the image of an individual (Ancăne, 1999). Any professional may reach the final stage of emotional burnout – exhaustion. Usually, three phenomena are associated with emotional burnout:

- a conflict of roles – individuals who are not aware of what they responsible are may start feeling as pulled to various sides. They will try to do everything and equally well, focusing on no priority;
- uncertainty over roles (ambiguity): individuals do not know what duties they have to expect and what they will be responsible for. Individuals may anticipate what is expected from them, yet, seeing no example or model for implementing what is expected from them, they do not feel that they have done anything significant;
- an overburden of roles: individuals are not able to say “no” and take more responsibilities than are able to perform; in the result, they may end up to be emotionally burnt out (Svence, 2003).

Work environment factors that contribute to *mental burnout*:

- problems with communication with colleagues;
- lack of support from colleagues in everyday work;
- problems with communication with the direct manager and the employer;
- unclear distribution of duties;

- a situation when employees and the administration have conflicting goals;
- lack of support at the workplace in everyday work;
- work in shifts;
- work with individuals who suffer for some reason (for instance, suffer from pain);
- conflicts with customers (including patients or their family);
- a low social status of employees in front of customers (for instance, patients);
- lack of time;
- a chronically sick patient;
- inadequately low financial and emotional rewards for the work done;
- isolated work or working alone (Psihosociālā darba vide, 2010).

A too large work burden may cause stress, but it does not mean that it will lead to emotional burnout. Emotional burnout often emerges when individuals do not control the situation.

The next factor that causes a professional crisis to individuals is the change of the job. It was believed some time ago that the professional life of individuals begins with starting working in the period of youth and later the individuals work in one profession and at one workplace until reaching the retirement age. Nowadays, the nature of work changes very fast, the number of jobs decreases, and some professions disappear and new professions emerge, therefore, it is not possible to choose one profession for the entire life. The change of the job especially relates to women, as they interrupt their job for several years to bring up their children. In the period of medium maturity, women are ready to direct their energy and potential to another field. Women get the feeling of self-actualisation particularly at their job and establish relations that are very important to them.

Upon reaching the middle-age years, individuals often make decisions to suddenly change their job. It may be explained by the fact that after the age of 40, the values and goals of middle-aged individuals may change, and a wish emerges to fulfil the goals and dreams of their youth period, which makes them think of changing the professional career.

Present public conditions enable individuals, who are aware of the change of their values and goals, to act according to their new choice, as the lifespan has become longer, people can actualise themselves for a longer time, the retirement age is postponed, and occupations matching their interests and possibilities in the second half of life have to be found.

Individuals who are laid off or are forced to retire very often face problems that, in terms of significance, influence the state of feeling of individuals considerably more negatively than a decrease in income due to the loss of the job. Many individuals find that their respect and Ego-concept are destroyed (Svence, 2003).

To avoid the syndrome of burnout at a job, it is necessary to change the surrounding society and the working conditions, which is not easy to do nowadays. Yet, employees can avoid their mental burnout if they really analyse their job and life goals and try to separate their work from their private life and focus on some interests beyond their job, for instance, hobbies, sport activities, and cultural events.

Being adults means developing themselves towards what was chosen, in interaction with the environment and their own teleological determination. In this case, short crises or imaginary problems will not look like the end of the world, but

as a new choice. It is important to sense one's own potential and abilities – what are one's talents and wishes (Svence, 2003).

Now when the labour market changes very fast, new technologies are introduced, and the requirements for employees are raised, women, too, have to develop themselves and their professional skills or to change the occupation in order to undergo any life situation. Now additional requirements are set by life, and people have to continue their education at any age. The specifics of modern labour market determine that women have to be active, and as soon as they stop educating and developing themselves, they may get into the risk group – individuals without a job. It may be another higher education, development of professional skills, self-education, and activity in professional associations. Women have to follow the situation in the labour market and understand what is topical both in their profession and in the labour market in general. Any skill developed by an individual is an additional bonus, an opportunity that may become useful if the job is lost or changed (Rācene, 2011).

According to a study on women's career crises, conducted by K.Caprino (an American researcher, a work and life instructor), women who develop a successful career for a long period, at the middle-age years, feel that their professional life and identity do not satisfy them anymore, i.e. do not function as planned. The study found that most of women face at least one of the mentioned hidden work and private life crises, including chronic health problems, financial dependence, and a painful loss of their ego. K.Caprino compares a professional crisis with a ring of the alarm clock that causes real changes in the work and private life of women. A real professional crisis is something much more difficult than just a tough time, as it is a turning point in the particular situation, and it takes time to reassess the situation. K.Caprino mentions a few hidden work and private life crises.

- Chronic health problems. Women cannot accept the fact that they are sick with chronic diseases and do not react on it by saying "I cannot solve my health problems".
- Inability to speak out – women cannot be an advocate for themselves and others, as they are afraid of criticism, rejection, or judgements.
- Financial problems. Women stay in a negative situation only owing to the lack of money.
- Inability to use one's own talents and skills at work.
- Women strive to balance their life and job.
- Women do a job what they do not like.

K.Caprino mentions the ways how women can overcome a crisis.

- Listen to your own body!
- Pay attention to the feelings! A woman's intuition or internal voice is an invaluable source of information.
- Learn to say "no"!
- Speak out! Learn to express yourself when you feel got stuck!
- Cope with fear! Understand what you are afraid of most!
- Get real money! Money is just a form of energy – without certain properties – yet, it is a means that can limit or encourage you.
- Be open! Because only open individuals can be helped.
- Find an example – a woman – to admire her and tend to be such a woman!

- Rest! (Caprino, 2013).

To cognise oneself, individuals have to examine all their features of character. In periods of crisis, such an opportunity is provided to individuals by the transition from one development stage to another. Every development stage makes individuals tackle new problems and make a choice. In professional crisis situations, women have to make decisions on the change of their job and profession, and it is a difficult process to many women. Professional instability may considerably harm the state of feeling, self-esteem, and the feeling of security. In case expectations on fast carer growth are not fulfilled or it progresses too slowly, a forced job change or the lack of a job may significantly raise the level of stress and worries. Employees often get into a situation when they have to become a student to train for a new profession or continue their professional career. To provide support to women in professional crisis situations, the authors designed the *Customer Development Programme* for career change for women in professional crisis situations.

2. Methodology for consulting women on career issues in professional crisis situations

Women's carer development is actually more different and complicated than for men, as women have a different role in life, different family duties and employment opportunities, a different surrounding environment, and different traditions and stereotypes, which both promote and hinder women's career choices and their career growth (Rācene, 2012; 2013). The Customer Development Programme for career change for women in professional crisis situations is intended to assist women when they need advice and support in a crisis situation, provide necessary information, promote thinking, analyse the surrounding situation and that related to oneself, raise women's self-confidence, and to promote professional success. The Programme includes 10 individual classes, during which a customer and her problems are studied and various exercises and tests are performed until a decision is made in joint efforts. The Programme offers a methodology on how to make decisions, identify problems in one's life, choose the best solutions to the problems, as well as to present one's ideas and make others pay attention to these ideas. A plan of classes is summarised in Table 2, and an individual goal and expected results are set for the entire Programme and each its topic.

The Customer Development Programme for career change for women in professional crisis situations was developed based on:

- survey results;
- experience gained during the practical training at the State Employment Agency when consulting customers;
- Standard of Professions of the Republic of Latvia: career consultant (Karjeras konsultanta profesijas standarts, 2011).

3. Expert evaluation of the Customer Development Programme for career change for women in professional crisis situations

In the expert evaluation, versions of the methodology were designed based on a methodology learned in a master study course on research methodology delivered by the Institute of Education and Home Economics. Negotiations were conducted with experts to identify whether they agree

Table 2. Plan of classes for the Customer Development Programme for career change for women in professional crisis situations

No	Activities	Methods	Results	Materials
Class 1. Meeting with a customer. (45 min)				
1	Meeting with a customer. Introductory conversation. A consultant's telling about herself. The customer tells about herself and her problems. The customer's file is filled out.	Conversation. Questioning. Interview. Documenting. Feedback with the customer.	To be aware of the situation and the need to change it. Reflection skills, skills in listening, observing certain requirements and rules, in disciplining oneself, in making prudent sentences, and in loudly talking about oneself develops; patience also develops.	A pen, a notebook
Class 2. Examination of the customer's situation (45 min)				
2	Examination of the customer's situation. Doing the exercise „My Life Tree”. A discussion about the exercise. An exercise and discussion „Assessment of the availability/unavailability of a job”.	Conversation. Questioning. Exercises. Discussion. Feedback with the customer.	Being competent in the situation, in oneself. Making the attitude to the situation and oneself positive. Actualisation of oneself. The ability to express one's opinion and analyse the situation develops.	A notebook and a drawing “My Life Tree”, a pen, paper sheets. Conditions of the exercise.
Class 3. Self-characteristics of the customer. (45 min)				
3	Self-characteristics of the customer, identification of the customer's features of character. Identification of the customer's experiences. Identification of the customer's interests. Identification of the customer's special abilities.	Conversation. Questioning. Exercise. Feedback with the customer.	Analytical skills, reflection skills develop; the range of interests and the range of abilities are identified.	A pen, a notebook, a worksheet.
Class 4. Determination of the customer's goals. (45 min)				
4	Lecture. Goal identification importance. Identification of the customer's small goals. Identification of the customer's large goals. A discussion about the class's theme.	Mini-lecture. Conversation. Questioning. Exercise. Discussion. Feedback with the customer.	The skill to listen develops. The skill to think, plan, and analyse develops. The skills to discuss, convince another, and to listen develop.	A pen, a notebook, a computer, a presentation, a worksheet.
Class 5. Identification of the customer's skills. (45 min)				
5	Lecture. General skills necessary for Latvia's socio-economic situation. Identification of the customer's skills. Identification of the customer's personal skills.	Mini-lecture. Conversation. Questioning. Exercise. Feedback with the customer.	The skills to listen, analyse oneself, and objectively identify one's own skills develop. Thinking develops.	A pen, a notebook, a computer, a presentation, a worksheet.
Class 6. Writing a CV and a motivation letter and role-playing a job interview. (45 min)				
6	Lecture. Roles of a CV and a motivation letter. Advice in writing a CV.	Lecture. Writing a CV and a motivation letter. Role games. Feedback with the customer.	The skills to listen, analyse oneself, objectively assess the situation in which the customer finds herself, and summarise all the achievements of life develop.	A pen, a notebook, a computer, a presentation, worksheets.
Class 7. My ideal job and the construction of my own Puzzle template according to an ideal employee's Puzzle template. (45 min)				
7	Lecture. Getting familiarised with work style descriptions. An exercise – My ideal job and the construction of my personal Puzzle template according to an ideal employee's Puzzle template.	Mini-lecture. Exercise. Feedback with the customer.	The skills to listen, evaluate oneself, and identify the fields to be perfected develop.	A pen, a notebook, a computer, a presentation, worksheets.
Class 8. Skills useful for business. (45 min)				
8	An understanding of the skills needed for business and an employer is formed. Evaluation of one's skills and features of character in relation to business. Adequacy of one's skills and features of character for starting a business, and the identification of one's entrepreneurial potential.	Conversation. Self-analysis. Questionnaire surveying. Discussion. Tests. Feedback with the customer.	Being able to identify one's own skills and features of character and to assess the adequacy of one's own skills for the potential profession. One's leader skills are developed. The skill to discuss is developed.	A worksheet, a pen, a notebook

Table 2 continued

No	Activities	Methods	Results	Materials
Class 9. Designing an individual career plan. (45 min)				
9	To analyse the situation in the customer's career development, to identify the key priorities and ways for starting the job search process, preparing for a job in a new environment and at a new level.	Conversation. Questioning. Feedback with the customer.	A 3-year career development plan is designed together with the customer.	A pen, a notebook, a computer, a presnetatin
Class 10. Making a decision. (45 min)				
10	Making a decision.	Mini-lecture. Conversation. Feedback with the customer.	The ability to make decisions develops. The skills to listen and assess the role of information develop.	A pen, a notebook.

Source: authors' construction based on Karjeras konsultēšanas metodes, (2009), Stabiņš J., Pupiņš (2008), et al. where:

A, B, C, D, E – experts;

L_i – rank sum;

L_{vid} – average value of rank sum;

d_i – rank sum minus the average value of rank sum;

L_{vid} – rank sum divided by the number of factors to be rated;

d_i^2 – squared d_i ;

R – rank.

$L_{vid} = \sum L_i / n = 275 / 10 = 27.50$;

and are able to participate in the expert evaluation. All the experts had an employment background of at least 10 years and a master's degree; four experts were associated with and had experience in pedagogy and one expert had experience in staff management and selection. All the experts had published research papers and two experts made recommendations to enhance the Programme. The experts expressed their opinions about the Programme based on their experience in pedagogy, career consultancy, and staff management. A correlation was identified between various variables by employing Kendall's W. It is also known as a non-parametric Kendall's coefficient of concordance. The coefficient is determined if one variable is assessed by various experts (Arhipova, Paura 2002). To determine Kendall's W values, ratings within a range from 1 to 5 were used as input data, and later the ratings were expressed in ranks.

$$W = \frac{12S}{m^2n(n^2 - 1)} = \frac{12 \times 210}{25 \times 10(100 - 1)} = 0,102$$

where:

W – concordance coefficient;

n – number of factors to be rated;

m – number of experts;

S – sum of squared deviations.

The experts did not rate the programme equally ($W=0.102$), however, four activity groups were outlined: the first position – “Self-characteristics of the customer” and “My ideal job and the construction of my own Puzzle template according to an ideal employee's Puzzle”, the second position – “Examination of the customer's situation”, the third position – “Meeting with a customer”, “Identification of the customer's goals”, “Identification of the customer's skills”, “Writing a CV and a motivation letter and role-playing a job interview”, “Skills useful for business”, and “Designing an

individual career plan”, and the fourth position – the lowest ranking – “Making a decision”.

Conclusions

- A crisis in women's career is a professional development crisis caused by:
 - processes that are associated with the age of a woman;
 - professional development destructions;
 - an identity crisis in the period of youth may cause a professional crisis; it becomes apparent as inability to choose a profession or to continue studies because of pregnancy or early marriage;
 - a professional crisis may be associated with the identity of a personality, if the personality, owing to objective reasons, is not able to make a professional reorientation and comes into conflict with the previous professional identity;
 - a crisis may be caused by incomplete professionalisation – a small amount of knowledge to obtain a certain professional status;
 - a crisis is caused by a situation in which the reference professional group is not ready to accept a particular individuals;
 - emotional burnout is regarded as a professional crisis, as it becomes apparent as a change in attitude to a job or profession.
- To provide support to women in professional crisis situations, the authors designed a *Customer Development Programme* for career change for women in professional crisis situations. The target audience is women who wish or are forced to change their occupation while being in a professional crisis situation. The Programme's goal is examine a situation in a woman's career development and identify the main ways for starting a career change, to identify

Table 3. Expert evaluation results for the Customer Development Programme for career change for women in professional crisis situations

Data obtained on 4 February 2012 as the expert commission ranked the concordance of classes

Rating of the plan of classes	Experts					L_i	d_i	d_i^2	Rank R	Position (L_i rank)	
	A	B	C	D	E						
	Ranks R_i										
Meeting with a customer	4	3.5	9.5	8	4.5	29.5	2	4	6.5	III	
Examination of the customer's situation	4	3.5	4.5	3	9.5	24.5	-3	9	3	II	
Self-characteristics of the customer	4	3.5	4.5	3	4.5	19.5	-8	64	1.5	I	
Identification of the customer's goals	9	3.5	4.5	8	4.5	29.5	2	4	6.5	III	
Identification of the customer's skills	9	3.5	4.5	8	4.5	29.5	2	4	6.5	III	
Writing a CV and a motivation letter, role-playing a job interview	4	8.5	4.5	3	9.5	29.5	2	4	6.5	III	
My ideal job and the construction of my personal Puzzle template according to an ideal employee's Puzzle template	4	3.5	4.5	3	4.5	19.5	-8	64	1.5	I	
Skills useful for business	4	8.5	4.5	8	4.5	29.5	2	4	6.5	III	
Designing an individual career plan	4	8.5	9.5	3	4.5	29.5	2	4	6.5	III	
Making a decision	9	8.5	4.5	8	4.5	34.5	7	49	10	IV	
n= 10	m = 5					$\sum L_i = 275$	0	S = 210			

Source: authors' construction.

her skills and wishes, to evaluate the adequacy of a future profession, the demand for this profession in the labour market, and the competitiveness of the woman, to consult the woman about starting the job search process and preparing for a job, to contribute to the formation of a socially active and educated personality which could fully and actively integrate and live in the modern society.

- The experts did not rate the programme equally ($W=0.102$), however, four activity groups were outlined: the first position – “Self-characteristics of the customer” and “My ideal job and the construction of my own Puzzle template according to an ideal employee's Puzzle”, the second position – “Examination of the customer's situation”, the third position – “Meeting with a customer”, “Identification of the customer's goals”, “Identification of the customer's skills”, “Writing a CV and a motivation letter and role-playing a job interview”, “Skills useful for business”, and “Designing an individual career plan”, and the fourth position – the lowest ranking – “Making a decision”.

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