


Proactivity in Shaping Young People's Career

Proaktyvumas jaunimo karjeros kūrimo kontekste

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The aim of the article is to determine the level of proactivity of young people in the context of their careers, as a result of proactive behaviour assessment.

The proactive behaviours of the employees are important factors of individual's career success, as a consequence of changes in the professional sphere. The proactive behaviours are especially important during the transition from the studies onto the employment market – the decisions taken at this time have a significant impact on the future course of a career.

The research was conducted on a group of students making a transition from studies onto a job market. The results showed that young people take action to start a career, but the level of their proactivity is varied. They act more proactively in the case of general determinants of the economic activity. Where it is necessary to clarify plans for their future careers, they have less initiative and commitment to action.

KEYWORDS: proactivity, young people, career.

The changes effectuating in the socio-cultural, political and economic sphere are the result of 'a qualitatively new transformation in the relationship between globality and the locality, the nation and the society, the society and the individual' and the existing relationship between them (Cybal-Michalska, 2012), affect the style as well as the quality of both private and professional life.

The patterns of production and consumption change, a constant technological progress is made. It is very crucial for the employees to consider changes in the labour market as it becomes more and more diverse (including in particular criteria such as gender, ethnicity, and other, increasing the importance of the emotional aspect of work) (Baruch, 2004).

Changes in the professional sphere create new challenges for the employees, which also apply to their career management. Many traditional career pursuing models disappear and the career is seen as the property of the individual – opposed to the traditional approach of understanding the structural properties of the organization or profession. The relationship between the individual and the organization are changing – from dependent to active, resulting in a shift of responsibility for the shape and course of a career in the direction of the individual as the executor (Bohdziewicz, 2008). The contemporary career is characterized by

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Abstract

Introduction



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transitions between organizations and often by the change of profession (specialty), or form of employment. Among others, to its remaining qualities we can include (Arthur and Rousseau, 1996; Briscoe and Hall, 2006; Hall, 2002; Sullivan and Arthur, 2006):

- _ career self-management of the entity,
- _ relying on the values of the individual and individually defined objectives,
- _ encompassing the entire living space,
- _ own inventiveness and independent work of individuals,
- _ implementation of a career in the system other than vertical,
- _ willingness to reject specific career options for personal reasons,
- _ subjective interpretation of career, seen in the context of the infinitude even under structural constraints¹.

In addition, professional development opportunities have become much less definable and predictable, a change of career is often more common (Savickas et al., 2009)². An accent is placed on a shift from long-term career related relationships to short. Individuals negotiate their own psychological contracts, emphasizing independence and individuality – the career becomes the ‘ownership’ of the individual. Furthermore, it is planned and managed in the organization (Baruch, 2004).

The evidence shows that employees should possess ‘employability’ (Baruch, 2004), due to the lack or limited number of reliable, safe jobs offered by the employers. That is why they engage in favour of a career, not the employer (Vandenberghe and Ok, 2013). This issue is particularly relevant to young people just starting their careers and looking for permanent employment.

This approach is also consistent with the development of a person and his/her personality, a process which occurs with the development of civilization (Obuchowski, 2003). Within the duration of each wave (Toffler, 1980) a new personality is formed, which in the best possible way reflects the relationship between the individual and the environment (Zeidler, 2003).

The direction of human development has been made from an object to a subject – from a fully objectified role person, through learning (forced subjectivity), to human authors – seeking to adapt the world to themselves, to their own needs, desires and expectations, or even to create their environment according to the individual conception of the world and each other (Błażnio, 2011), in a place to adapt to new conditions.

The changes require employees to develop skills and competencies that are fundamentally different from the knowledge and skills required to date (Savickas et al., 2009). Work becomes increasingly dynamic in nature. In this context, important factors in the success of both the organization and the individual’s career are the proactive behaviours of the employees (Crant, 2000). Proactivity becomes a space for subjective authorship (Cybal-Michalska, 2013).

The issue of proactivity is important at every stage of career fulfillment by the individual, but especially during the start of professional activity – the decisions taken during the transition from the studies onto the employment market have a significant impact on the further life – both personal and professional.

¹ It should be emphasized that both the traditional model of a linear career, as well as contemporary models are the extreme perceptions of career prospects. Although, in the surroundings of current organizations numerous changes were executed, many of them still operate in a relatively stable external environment and apply proven management strategies. Simultaneously in the past the psychological contract was not completely fixed (Baruch, 2006).

² As evidenced by the results of the research, young workers perceive their careers as a series of 2-3 year periods in life - easily changing jobs (Guthridge, Komm and Lawson, 2008).

This article focuses on the issue of young peoples' proactivity – potential employees – in the context of their careers. The research problem may be defined with the following question: What is the level of proactivity of young people?

The aim of the article is to determine the level of proactivity of young people as a result of proactive behaviour assessment, taking into account the behaviour of the following groups:

- _ general proactivity,
- _ cognitive proactivity (for information),
- _ proactivity in building support networks,
- _ proactivity in building a psychological comfort in the use of a support network.

To achieve the objective, the analysis of the literature and the empirical research were conducted. This article attempts to explain the concept of proactivity. An importance of pursuing a career is emphasised. The importance of proactivity for young people starting their careers is also accented. The results of empirical research that helped to define proactivity of young people were analysed and presented.

Proactivity means that an individual has freedom of choice between the stimulus and the response (Covey, 2004). This freedom includes the unique ability of distinguishing a human from other living things, namely, self-awareness, imagination, conscience and free will. Because of these, human possibilities in affecting each other and the environment are almost limitless. Freedom of choice can make a person act proactively.

Proactivity refers to differences between people to the extent that they take action to influence their surroundings (Crant, 2000). Bateman and Crant define a proactive person as „someone who is relatively unconstrained by situational forces and who affects environmental change” (as cited in Crant, 2000). Such people identify opportunities and use them, show initiative, take action until there is a significant change (improvement) in the status quo, or create new conditions (Major, Holland and Oborn, 2012). In contrast, reactive people who cannot identify, much less, take advantage of the opportunities to change the current situation and who prefer to adapt to present conditions rather than changing them. Proactivity refers to a challenge of current state (Crant, 2000). It means that an individual is an actor in organizational activities and does not constitute as an 'object' impacting organizational incentives and conditions in the workplace. Therefore he/she represents the orientation of the action. This same individual includes a component relating to the attitude and the accompanying behaviours that include: concentrating on goals, perseverance, and focus on the long term perspectives (Veldhoven and Dorenbosch, 2008).

Among other things, proactive individuals have specific features: they take the initiative, are responsible for their own lives, subjugate the stimuli to their values, are guided by consciously selected values, which are important for the effectiveness of their actions (Covey, 2004). These features indicate the individual's proactivity, however, the way they are manifested in social reality is also dependent on situational circumstances. Proactivity is, therefore, a feature of personality and attitude of commitment – it includes both the personality and contextual variables. In the literature, there is no discrepancy concerning the essence of proactivity, but there is no compliance regarding what constitutes its primary source. Some authors accent stable personality dispositions to emphasize proactive behaviour (including proactive personality and personal initiative) (e.g. Bateman and Crant, 1993; Frese, Kring, Soose and Zempel, 1996), while others point to situational factors, specifically and situationally conditioned tendency to behave proactively (such as role-breadth self-efficacy or taking charge) (e.g. Morrison and Phelps, 1999).

The concept of proactivity

Taking account of the interpretations, Bańka (2005) defines it as a proactive tendency to engage in proactive behaviour. It, therefore, means the behaviour of people.

A common set of quality constructs is the assumption of commitment to the definition of the entity's role and the need to focus efforts on improving the state of the environment (external and internal) (Bańka, 2005).

Proactivity and career

Employees can act proactively in their organizational role. Proactive behaviour can also stretch beyond this role, for example, engaging in activities in the field of career management by identifying and affecting the environment, in order to make changes in their jobs or move to more desirable professional areas (Crant, 2000). In the organizational context, proactivity refers to an active role in shaping the employees working environment, including their careers. This concerns anticipatory, self-initiated actions, which workers take to impact themselves and/or their environment (Grant and Ashford, 2008). Proactivity is not used only to anticipate the change, but it is primarily used to create it (Bateman and Crant, 1999).

Careers today have a subjective colour. They are assigned to particular people and are a state of possession. It is the individual that provides a career with a specific meaning. Therefore, each has a unique career of the economic character. Attitude and behaviour characteristic of proactivity are, therefore, of major importance in shaping the contemporary career. Reactive individuals are not prepared to manage their own careers and are prone to being modelled by organizations (Bednarska-Wnuk and Januszkiewicz, 2012).

Proactive people perform better than reactive ones. This applies to individual performance measured among other things, by the level of sales, which is confirmed in studies by Belschak and Den Hartog, Grant, Parker and Collins (as cited in Belschak, Den Hartog and Fay, 2010) or the performance of services, as evidenced by the results of Rank, Carsten, Unger and Spector (as cited in Belschak, Den Hartog and Fay, 2010). Greater proactivity is also associated with more capabilities in pursuing a career (Veldhoven and Dorenbosch, 2008). It is essential for the career success³ – it is positively associated primarily with two objective measures of career success – and the number of sales promotions during their careers, as well as successfully interpreted as a subjective satisfaction with career (Erdogan and Bauer, 2005; Seibert, Crant and Kraimer, 1999). Proactivity has implications for the effective job search (Brown, Cober, Kane, Levy and Shalhoop, 2006), and as emphasised by Frese, Fay, Hilburger, Leng and Tag, after a period of unemployment (as cited in Belschak, Den Hartog and Fay, 2010). High proactivity is associated with better quality of interchangeable relationship between employees and their leaders (Major and Holland, 2012), and the supportive role of the supervisor is an important factor contributing to employee career development (Joo and Ready, 2012).

Proactivity is also connected with negative aspects (see e.g. Belschak and Den Hartog, 2010; Seibert, Kraimer and Crant, 2001; Vandenberghe and Ok, 2013), however, it is outweighed by its positive consequences.

Proactivity of young people

Nowadays, the demand of flexibility leads to a repeated change of jobs by individuals. The activity has become almost a prerequisite for maintaining the job market (Bednarska-Wnuk and Januszkiewicz, 2012). In addition, due to the frequent and rapid changes, their own previous experiences and the ones of the older generation are unsuitable for young people. Each situation is unique and requires individual consideration.

³ Career success is defined as positive psychology or work related performance, or achievements that the individual accumulates as a result of professional experience (Judge, Cable, Boudreau and Bretz, 1995).

New conditions are associated with a stronger link between work and private life. Although the link is natural, depending on the severity, it appears to be significant at present. Young people often choose the sequential model – they firstly prefer professional fulfilment, before their personal one. The implementation of both objectives at the same time seems to be too expensive, especially when the professional sphere becomes increasingly dominant (Bednarska-Wnuk and Januszkiewicz, 2012).

In the context of the question of young people's proactivity level, are those who, according to a study conducted by Kanfer and Ackerman (2004), focus mainly on activities related to the realisation of their career with focus on career development activity⁴. It is more important for them to get promoted and this enables their development, rather than provide job security (Mazurkiewicz and Moczulska, 2014).

Among the challenges that arise before the graduates – the ascending of people into the job market – are first of all, job searching, refining their expectations of the profession, defining career goals. At the same time, young people, due to the lack of experience and knowledge about a particular profession, and the right skills, are at a higher risk of unemployment than older workers (Braziene, Merkys and Mikutaviciene, 2014).

Transition from education to working life represents a significant change in human life. Taking the role of a professional is the most important task in the early adulthood⁵ (Bańka, 2005) that determines the solution of other problems associated with the transition to adulthood. The research conducted by Wiatrowski (2009) shows that work primarily affects personal development, family life, professional development, and career.

Potential employees – graduates, students immediately before graduation, function in the 'zero' period of their career – this is the beginning stage of their professional activity. This is the time when they take on the first job, however, in their professional life there have not yet been any significant changes to analyze any career. Commonly young people take part in various odd job activities, which are often occasional. At the same time decisions at this stage may determine the future course of a career (Suchar, 2010).

These considerations are the basis for finding that proactivity – a desirable property of young people who begin their professional life and career – is important at the stage of job searching, if to be acquired after being out of work or in the early stages of pursuing a career. Proactive behaviour directed at the career or its early stage is important for career success (De Vos, De Clippeleer and Dewilde, 2009). Bańka (2005) emphasises that proactivity is the 'most important prerequisite for a successful transition to adulthood and the labour market'.

The research was carried out in the Sub-Carpathian region in March of 2015. Attended by 133 students⁶ of the economics curriculum, making the transition from college to work – participants were invited to a survey in the last semester before their graduation. Women as a gender who constituted almost 71% dominated among the respondents. The research was conducted on full-time students, among whom only a few doing 'casual' work took part. The questionnaire used in this research is named 'Scale of Proactive Behaviours in a Career'

Methodology

4 Studies suggest that „being proactive” in the case of young workers is differently compared with older workers – these groups do not necessarily differ in the level of proactivity, but in different ways manifest proactivity in working life – older workers focus on more general activities (Kanfer and Ackerman, 2004), such as mentoring, group processes and organizational citizenship behaviour (Bertolino, Truxillo and Fraccaroli, 2011).

5 The period of early adulthood falls within the age range from 20-23 to 35-40 years of age (Wiatrowski, 2009).

6 The research was a pilot research, hence it was conducted on a relatively small group of students. Analysed issue is the subject of further, more detailed studies, conducted on a wider group of respondents.

developed by Bańka (2005), which is a tool for measuring the degree of personal commitment and initiative of people who do not yet have work experience and at the same time are seeking to get their first job⁷. The measurement proactivity consisted of the assessment of proactive behaviour, according to the specific group, as well as determining the level of general orientation in the field of individual's behaviours pursuing a goal and planning to start a career (based on a set of 26 statements as a whole).

Participants were asked to complete a questionnaire containing 26 statements with positive characteristics. Responses were given on a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree).

For young people, making a transition from education onto a job market, the following four groups of proactive behaviours in the context of their careers were distinguished:

- 1 Proactivity general, for building self-image resistant to threats, adversity, partial failure, the person flexible and open to change. This factor is the most similar to the general and permanent tendency to react proactively in every situation. It was assessed using the items. Sample items are 'If I see that something in my relationship with the world can harm my career, I try to change it' and 'I'm always looking for better ways to execute a career'.
- 2 Cognitive Proactivity, which is a unit of an initiative aimed at seeking information relating primarily to the job market, measured using five items. An example item is 'I'm preparing and constantly modernizing my curriculum vitae (CV) to be able to send it to potential employers'.
- 3 Proactivity in establishing contacts and building a support network that specifies actions to the social environment. It was assessed by five items. A sample item is 'I try to get as many contacts that would give me useful references for further career'.
- 4 Proactivity in building welfare – specifies actions to build mental toughness in the use of social support networks (e.g. 'I often try to ask friends for advice on how and where to look for a job'). Proactivity in building a psychological comfort was assessed using six items.

Results

Proactive behaviour and general proactive orientation thresholds ratings for each group were determined with standard deviations. The first phase in the designation of the thresholds assessment was to determine 95% of the confidence range for the average scores of the people surveyed. After the analysis of normalcy distribution using the Kolmogorov-Smirnov test and the Shapiro-Wilk (Sobczyk, 1998) – for each group and the overall results, the assumptions of normal distribution have been met – more thresholds of scale were started to be created. This constituted the basis for the range in which the results were treated as average.

The results for each of the groups of pro-active behaviour are presented in Table 1. For the proactivity of the total (mean 46.8, standard deviation 9.72), the minimum value of the answers was 21, the maximum – 66 (obtainable values are respectively 10 and 70). The responses indicate that young people are highly valued by their general disposition to proactivity. Results showed that more than average involvement of young people in the change of oneself by building inner strength and mental harmony, whose actions bring one closer to the goals connected with defining and beginning of the career. The distribution of the responses shows, however, that they do not have a very high proactive way of building a self-image. This they exert on each other, their surroundings, and more than 1/3 of respondents were characterized by less-than-average commitment in this extent.

⁷ The basic assumption adopted in the development of the tool was that proactive personality variables are related to a certain degree of individual differences, but that contextual factors determine a more proactive behaviour

Factor	Result Levels	Result Marks	Number of Answers	Answers Percentage
General proactivity	Above 58	High	18	13,5%
	48-58	Above Average	45	33,8%
	45-48	Average	19	14,3%
	35-45	Below Average	36	27,1%
	Below 35	Low	15	11,3%
Cognitive proactivity (in search of information)	Above 31	Very High	3	2,3%
	25-31	High	17	12,8%
	19-25	Above Average	41	30,8%
	17-19	Average	18	13,5%
	11-17	Below Average	36	27,1%
	Below 11	Low	18	13,5%
Proactivity in building support networks	Above 29	High	15	11,3%
	23-29	Above Average	43	32,3%
	21-23	Average	17	12,8%
	15-21	Below Average	38	28,6%
	Below 15	Low	20	15,0%
Proactivity in building psychological comfort with use of support networks	Above 40	Very High	2	1,5%
	34-40	High	17	12,8%
	28-34	Above Average	44	33,1%
	26-28	Average	18	13,5%
	20-26	Below Average	38	28,6%
	14-20	Low	12	9,0%
	Below 14	Very Low	2	1,5%

Table 1

Rating scale thresholds for particular proactive behaviour groups

In the case of cognitive proactivity (mean 17.8, standard deviation 6.5) and the achievable results falling in the range from 5 to 35, the minimum value of its response was 5, and the maximum 35. The majority of the people scored above the average, which means that they are involved in the behaviour aimed to explore the environment in order to obtain as much as possible information and feedback, contributing to the achievement of the objectives of managing their careers at an early stage of the proceedings. A large group of respondents, however, was reflected as average or less proactive in this area, as evidenced by the lack of the concept of their own career. There were also the ones not taking any action directed at their surroundings among the respondents, where the action could have contributed to the start of their careers.

For proactivity in building a support network (mean 21.7, standard deviation 6.15), the minimum value of the results was 8, the maximum 35 (range of results that can be obtained is from 5 to 35). The results indicate that young people take moderate social environment monitoring initiative relating to friends, family, influential people, to achieve the objectives and tasks associated with planning and starting their own career.

In the case of proactivity in building a mental comfort with the use of a support network (mean 26.6, standard deviation 6.2) provided the results ranging from 12 to 42, and the results obtainable in the range of 6 to 42. The results show that the majority of the respondents

Table 2

Proactive behaviours
rating scale thresholds of
careers in general

Factor	Result Levels	Result Marks	Number of Answers	Answers Percentage
Proactivity	Above 161	Very High	3	2%
	139-161	High	15	11%
	117-139	Above Average	37	28%
	109-117	Average	23	17%
	87-109	Below Average	39	29%
	65-87	Low	14	11%
	Below 65	Very Low	2	2%

take a grand – above average – initiative to build social capital in the context of building the capacity to cope with stress and the possibility of support networks use for solving the employment problem.

To assess the results of the general orientation in terms of proactive behaviour, taking into account the combined response from all the areas of the proactive behaviour of young people entering the job market, are presented in Table 2.

The results obtained in terms of the overall orientation of proactive behaviour (mean 111, standard deviation 22) are in the range from 58 to 176 (possible to obtain constituted range from 26 to 182). This means that young people making the transition from the education system to the job market show to be more proactive rather than being characterised by reactivity. They are very involved in the behaviour aimed at changing oneself – oneself – and their environment. Steps they are taking bring them closer to their own purposes and tasks related to the establishment and the beginning of their career.

This does not mean that among these individuals we will not be able to find any who are characterized by average or lower involvement in activities related to career management at the initial stage of the proceedings. There were some respondents who did not show any commitment to take these actions.

Discussion

The analysis of the research results carried out lets us conclude that there are differences in the manifestation of proactive behaviour in the context of pursuing a career among young people. A large part of them takes the initiative and engages in behaviour that contributes to the establishment and to a career start. Young people often consider the future, especially a start of work. They are aware of the need to make important career decisions, affecting their future (Krause, 2012). A large group of people, however, shows little activity in this area or is not involved in planning of their own careers at all, which is confirmed by other research (i.a. Bańka, 2005). It is a surprising observation because – as evidenced by the results of Bachman, O'Malley and Johnston, Claes and Ruiz-Quintanilla (as cited in De Vos, De Clippeleer and Dewilde, 2009) – career planning is particularly important for potential employees. The impact on such an attitude may have the perception of the future as uncertain, hence in general terms (Krause, 2012). Setting individual career goals, however, is the starting-point for engaging in proactive career behaviours (De Vos, De Clippeleer and Dewilde, 2009).

Even before the start of their professional life, most young people create a self-image, resistant to adversity and setbacks, yet flexible and open to change. They seek to an inner strength. This approach is primarily a reflection of their personality, as well as the result of a changeable reaction with an uncertain impact on the environment of the individual's

behaviour. This reflection is not confirmed by the study conducted by Bańka (2005), which shows that most young people do not make the intensive efforts in analysed area (it may be caused by different conditions, particularly economic).

At the same time, their actions that involve monitoring of the environment in order to obtain information on the job market should be moderately assessed, regarding the fact that newly recruited employees receive job primarily as a result of their own efforts (Wiatrowski, 2009). However, we should emphasize that some people in this study group are intensely involved in the search for information in the environments that determine career development and the transfer of information to the employers about potential candidates for the job, as well as, there are those that do not take any action in this regard. Such a large discrepancy and overall mean score can be explained by the need to have explicit knowledge about their expectations, taking explicit actions (e.g. writing a CV) to start a career. At the stage of education, many young people may not have specific plans for the future and are often aware of the job market realities or, as a result of the experience of others, are waiting for an 'event' (often being the case) which will subsequently shape their career. Respondents participating in the research conducted by Bańka (2005) were characterized by greater involvement.

Young people are more active in building support networks, taking advantage of interpersonal relationships in career starting. These relationships are often informal (such as friends, family, referrals), and this ensures a direct and comfortable discussion on their professional future and opportunities for pursuing a career. Creating a network of informal contacts with family members, friends, is an effective method of finding the employer (Wiatrowski, 2009). In contrast to the results, research conducted on another group of students indicate their less intensive activities aimed at building support networks (Bańka, 2005). The causes of this situation we should seek in the differences in market conditions.

Young people take most actions, at least minimally, to cope with the stress of employment. They talk about their employment career opportunities with family members and friends, listening to their advice and guidance. Such an approach is a fundamental way to deal with difficult situations (Krause, 2012) – to find a place in the new realities of professional life is a difficult situation for a young individual. However, these activities should not be regarded as satisfactory, which may be due to the fact that they relate to already defined ideas about their own careers. Knowledge on how to achieve the greatest benefits, while limiting mental costs, is shaped largely by the experience which people at the zero stage of their careers may not possess yet (or it arises from casual work, which is not the most professional goal).

Based on the survey it can be stated that young people show greater initiative in the areas which are associated with action relating to careers in general. However, in those areas where it is necessary to take decisive, definitive action, or to have any definite plans – are less proactive.

This research was conducted on a group of economics curriculum students in the Sub-Carpathian voivodeship, which does not provide a basis for generalization of the results to the students of other curriculums and studying in other educational centres.

Cultural factors, socio-economic status and other characteristics, which are not included in this study, might have had an influence on the respondents' answers.

The analysis of the literature and the results of empirical studies carried out are the basis for finding that proactivity is a desirable property of young people entering the job market and the beginning of their career. Proactive behaviour undertaken in the field of career manage-

Limitations of the study

Conclusion

ment at the initial stage of its implementation is important for an effective job search and subsequent success – both objective and subjective. The issue of proactivity is, therefore, important from both the perspective of the individual and the organization.

Young people – making the transition from learning to the job market – are aware of the importance of a proactive approach to shaping their own career, which is reflected by approximating them to take actions to achieve the objectives and tasks associated with the start of their careers. Results of this study show that young people are more proactive rather than being characterised by reactivity. However, the level of proactivity can not be fully regarded as satisfactory. Students act more proactively in the case of creation and take advantage of the possibility to start a career, when the general determinants of the economic activity are present. Where it is necessary to clarify plans for their future careers, have less initiative and commitment to action.

At the same time, you should be aware of the potential negative effects of proactivity, which may hinder personal development, as well as that of the organization. Therefore, constituting a barrier in pursuing a career.

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Santrauka

Anna Mazurkiewicz. Proaktyvumas jaunimo karjeros kūrimo kontekste

Proaktyvumas yra svarbi prielaida, leidžianti sėkmingai integruotis jaunimui į saugusiųjų pasaulį bei darbo rinką. Proaktyvūs žmonės identifikuoja galimybes, jomis pasinaudoja, rodo iniciatyvą, siekia inicijuoti pokyčius, kuria naujas situacijas.

Straipsnyje fokusuojamasi į jaunų žmonių kaip potencialių darbuotojų proaktyvumą jų karjeros kūrimo kontekste. Straipsnio tikslas – nustatyti jaunų žmonių proaktyvumo lygį, atsižvelgiant į šių grupių elgseną:

- _ bendrasis proaktyvumas, susijęs su pasipriešinimu grėsmėms, nelaimėms, nesėkmėms; asmens lankstumu ir atvirumu pokyčiams. Iš esmės ši elgsena susijusi su permanentine reakcija veikti proaktyviai bet kokioje situacijoje;
- _ kognityvinis proaktyvumas, apimantis šiuos aspektus: proaktyvumas užmezgant kontaktus ir kuriant palaikančius tinklus; proaktyvumas kuriant psichologinį komfortą palaikančių tinkle naudojimo kontekste.

Siekiant straipsnio tikslo, pirmiausia analizuojama proaktyvumo samprata, kuri siejama su karjeros kūrimo konceptu.

Empirinis tyrimas atliktas priekarpatės regione 2015 metų kovo mėn. Tyrimo dalyviai – studentų, kurie pereina iš švietimo sistemos į darbo rinką, grupė.

Tyrimo rezultatai atskleidė, kad proaktyvi elgsena jaunų žmonių karjeros kūrimo kontekste pasižymi skirtinga raiška. Didžioji respondentų dalis imasi iniciatyvos ir aktyviai veikia karjeros kūrimo pradžioje. Tačiau nemaža respondentų dalis parodė mažą aktyvumą karjeros kūrimo kontekste arba neplanuoja savo karjeros apskritai.

Respondentų veiklos, apimančios aplinkos stebėseną, siekiant gauti informaciją apie darbo rinką, vertintina vidutiniškai. Tuo pat metu kai kurie asmenys iš tiriamųjų grupės intensyviai renka informaciją, susijusią su karjeros vystymu, tuo pačiu perduoda informaciją potencialiems darbdaviams apie kandidatus į konkrečias pozicijas, tačiau yra ir tokių, kurie nerodo jokių aktyvumų šia prasme. Dar besimokydami jauni žmonės neturi specifinių planų dėl ateities ir yra atviri darbo rinkos realybei arba, imdami pavyzdį iš kitų, laukia tam tikro „įvykio“, kuris atsitiktinai pakreips jo karjerą.

Jauni žmonės yra aktyvesni kurdami paramos tinklus, megzdami tarpasmeninius ryšius karjeros pradžios kontekste. Dažniausiai šie ryšiai yra informalus (draugai, šeima ir t.t.), tai užtikrina tiesioginę ir komfortišką diskusiją apie jų profesinę ateitį ir karjeros galimybes.

Daugelis respondentų nors minimaliai bando įveikti su įdarbinimu susijusį stresą. Jie kalbasi apie savo darbinės karjeros galimybes su šeimos nariais ir draugais, klausosi jų patarimų. Tačiau šie aktyvumai negali būti traktuojami kaip pakankami, nes iš esmės tik turimos idėjos apie galimą karjerą. Žinios apie tai, kaip pasiekti didesnę pridėtinę vertę, sumažinant mentalines pastangas, iš esmės gaunamos iš žmonių, kurie neturi didelės patirties darbinėje veikloje arba jų karjera yra nuliniame lygyje.

Tyrimas leidžia teigti, kad jauni žmonės, pereidami iš švietimo sistemos į darbo rinką, rodo daugiau proaktyvumo, o ne reaktyvumo. Jie rodo didesnes iniciatyvas erdvėse, kurios susijusios su karjera, bendrąja prasme. Ten, kur reikia imtis iniciatyvos, turėti aiškius planus – proaktyvumo yra mažiau. Tokiu būdu proaktyvumas negali būti vertinamas kaip pakankamas.

REIKŠMINIAI ŽODŽIAI: proaktyvumas, jaunimas, karjera.

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