„Wychowanie w Rodzinie” t. XXX (3/2023)

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Family in the lifelong process of career construction – theoretical considerations

Rodzina w całożyciowym procesie konstrukcji kariery – rozważania teoretyczne

Abstract

Introduction. It has been assumed that the family is the basic social cell, where the values, beliefs, interests, and attitudes of a child are formed from an early age – including those related to work and career. The family has a significant influence on the educational and career development of the individual, and belongs to the group of so-called non-professional career counsellors, whose willingness to help is primarily due to emotional ties and is based primarily on their own beliefs.

Aim. The article aims to outline the influence of the family (close, and extended) on the process of constructing the careers of its members, and the possible consequences of the actions taken. The subject literature shows that its influence can be both positive and negative. Confessed values, presented attitudes, models of functioning, as well as knowledge and accepted stereotypes determine the direction of actions of family members, each of children, adolescents, and adults.

Methods and materials. The author analysed selected subject matter literature, journals, and online sources on the possible influence of family relationships on the career construction process.

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Conclusion. The structure and role of the family have changed significantly over the years. The assumption that the family and, more specifically, its counselling activities have mainly positive consequences is erroneous. A lot of professional and educational advice is based on subjective assessments, and opinions, and is not supported by expertise, analysis, and research which can be outdated and sometimes even harmful.

Keywords: family, work, career, unprofessional counselling, career counselling, inheritance of professions, inheritance of unemployment, intergenerational differences.

Abstrakt
Wprowadzenie. Przyjęto, że rodzina jest podstawową komórką społeczną, w której od najmłodszych lat kształtują się wartości, przekonania, zainteresowania i postawy dziecka – również te związane z pracą i karierą. Rodzina wywiera znaczący wpływ na rozwój edukacyjno–zawodowy jednostki, należy do grupy tzw. nieprofesjonalnych doradców zawodowych, których chęć pomocy wynika przede wszystkim z więzi emocjonalnych i opiera się na własnych przekonaniach
Cel. Artykuł ma na celu zarysowanie wpływu rodziny (bliższej i dalszej) na proces konstruowania kariery jej członków oraz możliwych konsekwencji podejmowanych przez nią działań. Literatura pokazuje, że jej wpływ może być zarówno pozytywny, jak i negatywny. Wyznawane wartości, prezentowane postawy, model funkcjonowania oraz wiedza i przyjęte stereotypy determinują kierunek działań członków rodziny, zarówno dzieci, młodzieży, jak i dorosłych.
Metody i materiały. Autorka dokonała analizy wybranej literatury przedmiotu, czasopism oraz źródeł internetowych dotyczących możliwego wpływu relacji rodzinnych na przebieg procesu konstrukcji kariery.
Wnioski. Struktura i rola rodziny na przestrzeni lat uległy istotnej zmianie. Założenie, że rodzina, a dokładnie jej działania doradcze, ma głównie pozytywne konsekwencje, jest błędne. Wiele porad zawodowych i edukacyjnych opiera się na subiektywnych ocenach czy opiniach i nie znajduje potwierdzenia w wiedzy specjalistycznej, analizach i badaniach, przez co mogą być one nieaktualne, a czasami wręcz szkodliwe.

Słowa kluczowe: rodzina, praca, kariera, nieprofesjonalne doradztwo, doradztwo zawodowe, dziedziczenie zawodów, dziedziczenie bezrobocia, różnice międzypokoleniowe.

A word of introduction

The role of the family in the educational and career design process is extremely important. Knowledge of relationships, values and behavioural patterns can help the career counsellor to understand his/her mentee (client) and his/her past decisions. The family is the space for building a person's identity. The family of origin covers a wide range and refers to the group of people in which the individual grew up. In this view, it does not matter whether the ties are biological or legal (adoption), what is important is the process of upbringing, the values involved, going back several generations. For centuries, the model or pattern of a viable career has been a kind of tradition, passed

on from generation to generation. We know from history that the location of the family on the social ladder determined the course of an individual's life and thus his/her educational and professional success. A child from a peasant family had no chance of receiving a so–called solid upbringing, unlike a child from a noble family. By definition and in accordance with the accepted philosophy of the functioning of the state, movements between social classes and changes of status were difficult and sometimes impossible. Piotr Sztompka writes:

> [...] the costs and sacrifices of education will be borne more easily by an affluent family than by a poor one. But, of course, inherited wealth gives already at the outset and numerous other advantages over those who do not have such wealth opportunities. Conversely, inherited poverty can lock in disadvantage or even slavery for many generations (Sztompka, 2002, pp. 365–366).

The child of a shoemaker became a shoemaker, of a merchant became a merchant, and the child of a scientist, intellectual, and doctor occupied an assigned position or job. With social change also came changes in the career models accepted and advised by parents, guardians or close relatives. The process of vertical social mobility, linked to social advancement or degradation, which was realised within one generation or a few, began to dynamise. The acceleration and intensification of social mobility are a characteristic of highly developed societies. The instability of modernity is causing this process to become polarised; the rich are becoming even richer, thereby increasing their opportunities and possibilities, while the poor are becoming even poorer and their range of opportunities is narrowing significantly.

When analysing the influence of the family on the educational and professional fate of its members and the possible course of their careers, it is necessary to take into account a number of different factors, among which the education and economic and professional status of the parents or guardians, the perceived value of education, work and development in the broadest sense, the parent–child relationship, the parenting model practised, the size of the family or the number of family members.

Work, career and their evolution – terminological background

Work is a complex category and difficult to define unambiguously. It is of interest to representatives of various scientific disciplines. As Renata Tomaszewska (2021, p. 65) writes, work makes it possible to satisfy the existential needs of the individual. Extensive literature on the subject points to a number of advantages resulting from this form of activity. In addition to the obvious economic benefits, psychological benefits

should be noted – opportunities for self–fulfilment, social benefits – the building of social capital, relationships and interactions between community members, economic and cultural benefits – development of technology, products and services and the creation of works of art. Vocational work gives independence and is sometimes a privilege for certain social groups. It can be a physical or intellectual activity, repetitive and schematic or intellectually demanding. Undoubtedly, the industrial revolutions, which clearly affected the sphere of work, contributed to the birth of a career understood as a path of rapid and often glamorous promotions. It is work that has become, as Ewa Solarczyk-Ambrozik writes, a means of personal development and achieving social position. Careers grew out of individuals' involvement in their work and obtainment of experience. As the researcher points out, the concept of career was born in the Western world, and the issues related to it are both universal and unique to specific cultural contexts (Solarczyk-Ambrozik, 2015, pp. 22–24). Career has become a very fashionable word. The transformations that have taken place and are still taking place in this field make it possible to define it today as a polysemantic and multidimensional concept, analysed on the grounds of many scientific disciplines. One could risk saying that it has become a kind of phenomenon, a phenomenon, a construct. Previously attributed to the well–born, it has become the property of anyone who can and will reconstruct it.

The world and the surrounding reality are changing very dynamically. The changes taking place in society, not only locally but also globally, are forcing a redefinition of certain concepts related to careers. The concept of career itself has been modified over the years and has been (re)defined many times. Reviewing the literature on the subject, one can see that career is identified with the development of an individual or with the conscious shaping of professional life. A division can also be proposed according to which career can be defined narrowly or broadly. In the narrow (traditional) view, it is a process of moving forward, i.e. a sequence of functions, positions, jobs and promotions, in which each successive position is more attractive than the previous one. Career is associated with success, material well-being, popularity and prestige. In science, on the other hand, the term refers to the course of a professional life. It is a sequence of events in an individual's life that is associated with his or her professional activity. It is also traditionally associated with power, social respect and large financial resources. A characteristic feature of this view is a vertical development path based on rivalry and competition. In the broad (post-modern) view, a career is defined as a sequence of experiences and roles performed by a person in the area of professional activity and also outside of it – it is an expansion of one's own life needs. The most common definition is that of Donald Super, according to which a career consists of events that build up an individual's whole life. It consists of the work performed, the positions held, the life roles fulfilled, both professional and non–professional ones of a

student, employee, retiree, mother, father, child. At the same time, Donald Super emphasises that we can only speak of a career when one is striving for its development. The same researcher made a gender-based breakdown of career progression; among the male–specific career patterns, he identified stable, unstable, conventional and multiple–attempt careers. Among women's career patterns there were, in addition to those identical to men's, three additional ones: the stable housewife career, the two-track career and the intermittent career (Paszkowska-Rogacz, 2003, pp. 85–86).

The outline of the patterns presented reflects the times when the theory was developed and the research conducted, the distribution of social roles and tasks assigned to gender, from which it is possible to deduce what was the socially acceptable family model. "A career is a multidimensional individual working life scenario, encompassing various aspects of activity: professional, psychological, social and life, i.e. related to considering working life in the perspective of an individual's life" (Suchar, 2010, p. 11). A career in this sense is a skilful combination of professional and personal life, reflected in a high level of employee satisfaction and effectiveness. The basis of this approach is freedom in the broadest sense, allowing the pursuit of activities that give pleasure, the possibility to search for the meaning of life and self–fulfilment. Emotions accompanying the notion of career are usually positive, stemming from appreciation of the contribution of work thanks to which it was achieved, and the success and social acceptance that accompany it. Significant from the point of view of the reflections and analyses conducted in the literature is the evocation of the notion of careerism (Bańka, 2016, p. 108) defined as the ability to look for ways to increase opportunities in one's career. The researcher encourages people to be active; in the name of the postmodern idea of self-creation, everyone is responsible for their own destiny, a kind of self-made man.

This progress and the competition that comes with it – between industries, companies, employers, employees and candidates – has also given a negative connotation to the term *career*. People who ruthlessly pursue the goal of a particular position or job have been labelled careerists, thus emphasising the unscrupulousness of "doing' according to the principle that the end justifies the means. The term is considered contemptuous and insulting. There is also the expression "rat race" in common parlance. This metaphor refers to a situation of a permanent, very intense competition and striving for success. The rat race is considered to be the result of social pressure to achieve a certain social position and to be constantly successful. This process consumes a great deal of time and energy and does not always have the intended (by the participant) effect. This type of competition is a trap of endless, successive, new and more difficult goals to achieve, which are only concerned with material and promotion issues and completely ignore aspects of a health, self–realisation or relational nature (interaction with other employees).

More than 100 years of research on human career development have resulted in an extremely rich nomenclature, many hypotheses and theories about individuals' career choices and the determinants of success (Parsons, 1909; Holland, 1973; Super, 1953; Ginzberg, 1984; Roe, 1956; Bordin, 1984; Krumboltz, Levin, Mitchell, 1999; Peavy, 2000; Savickas, 2011). These have become a source of inspiration for further research explorations. The literature in this area presents a variety of names and ways of pursuing careers that exemplify social transformations. The plural is deliberately used here, as an individual has the possibility of pursuing more than one career. Among the available and feasible career patterns are: portfolio career (Cawsey, Deszca, Mazerolle, 1995), boundaryless career (Arthur, Rousseau, 1996), protean career (Hall, Mirvis, 1996), zigzag career (Bateson, 1999), mosaic career (Wojtasik, 2003), kaleidoscopic career (Mainiero, Sullivan, 2005), bureaucratic or entrepreneurial career (Bohdziewicz, 2010).

The selected definitions presented clearly show that the term *career* is subjective and person–centred. A career is the property of an individual (Cybal-Michalska, 2012; Bańka, 2016). Such reasoning is not wrong, as each individual has the right to interpret it individually, to give it meaning, and this is due to the fact that everyone intends to achieve different goals in their professional and personal life. Moreover, it is the product of the choices an individual makes throughout his or her life. It is part of the realisation of a process of individualisation, and testifies to the conscious construction of one's professional identity on the basis of one's skills, values, needs and capitals.

Career (re)construction processes

Career has become a conceptual category used in every space of life. In addition to the colloquial statement that almost everyone has encountered in their lives, namely that we "make a career," we furthermore plan it, manage it, design it, construct it, create it, monitor it and update it. It has become a theme in films and magazines, an area of interest for research institutes and market institutions, a concern for employers, employees and the education sector at every level. For many years, the idea has been promoted that, in order to keep up and cope with change, a person needs to build a plan for his or her entire life, including one's own career. This plan should not only concern the timeframe in which one dedicates oneself to one's career – the individual must become aware that a career is one's whole life, both private and professional, which is conditioned by factors of a different nature. The process of career construction in the age of globalisation is a long-term one, involving a series of decisions. Contemporary career theories focus not on building a plan, but on preparing to function in change and developing specific career competencies. This currently poses the

greatest challenge for professionals involved in supporting the educational and career design process. As Małgorzata Rosalska points out:

> [...] a career cannot be forseen (or at least it is very difficult). However, it can be planned. The planning process means constantly confronting goals, aspirations, dreams with available resources and opportunities. One could say that career planning is a constant investment in those resources that can increase our chances of achieving our plans and aspirations. However, it is important to remember to invest wisely and to take care of the right balance between hard, professional, and social competences (Rosalska, 2018).

The number of factors worth taking into account in the planning process and the dynamics of change in the world make a rigid plan impossible. The time of the pandemic showed very clearly how "fragile" or inflexible some plans are, and how dependent they can be on external factors. Designing a career is a lifelong task, constantly being updated. It is not without reason that Sun Tzu and Gary Gagliardi (2003, pp. 20–23) called career planning the art of war, pointing to the great importance of one's knowledge (including specialised knowledge) and ability to anticipate, act and position oneself. As the literature indicates, an ill-considered choice of education or career can result in frustration and a sense of uselessness. Sometimes subsequent attempts generate costs not only of an economic nature, but also of a psychological one. Albert Einstein used to say that it is crazy to keep doing the same thing over and over again and expect different results, but very often individuals get trapped by the choices they make. They do not learn from their mistakes, they do not make a critical evaluation, they are unable to get out of their bubble, they act schematically. Being stuck in the trap of choices previously made is also due to fear of the unknown, social opinion, emotional attachment to the previous decision; the individual does not look for alternatives. Furthermore, consistently sticking to a decision made is considered a sign of maturity. This approach to the planning or design process results in the planner becoming a slave to his or her plans. Change is a natural part of human biography and therefore should not be eliminated or belittled. The authors of the Planned Happenstance theory emphasise that the individual should be able to take advantage of opportunities and lucky coincidences (Krumboltz et al., 1999). In this theory's view, career planning and construction is a lifelong learning process that requires individuals to make myriad choices and decisions in response to unexpected and unplanned events. Only people who are open to "unplanned" events can make effective use of them. Coincidence can be used well if the individual has developed skills to recognise, create and learn from random events and is characterised by curiosity, perseverance, flexibility, optimism and a willingness to take risks.

Difficulties in making educational and vocational decisions or in simply finding one's way in modern reality are due to its complexity and multidimensionality. They are highly individual in nature. Contemporary career paths are often characterised by an atypical, complicated, surprising and certainly unpredictable course. On the one hand, there is the constant and relentless promotion of success, a brilliant and rewarding career, a life geared towards consumption, the popularisation of the idea of the need for higher education and hard work to achieve one's dreams. On the other hand, we can observe a trend towards a very casual approach to the subject of educational and professional future, sometimes even passivity. An example is the NEET (*not in employment, education or training)* generation, widely described in the scientific literature. People belonging to this generation, despite being at the age when they should be educated (formally, informally or non–formally), abandon education for various reasons and become inactive in areas related to broadly understood self–development. Education is invariably considered important, but there is also a noticeable kind of shift in the centre of gravity and investment in competences, skills that will allow one to perform one's professional duties effectively, especially soft and transversal competences. It is therefore important to test, try and prove oneself in different situations. Nowadays, entering university education is sometimes postponed. The reason may be the increasingly popular gap year, which is used for travelling, getting to know other cultures and people and gaining experience. Sometimes it is caused by the aforementioned rat race, prolonged intellectual effort, stress and the desire to take care of one's mental health. The idea of work–life balance is becoming increasingly important and practised.

The range of factors that can influence the process of constructing an educational and vocational future is open, permanently supplemented and it is impossible to list them all, as new circumstances can appear at any time. For the purposes of this paper, only a few of them will be outlined. What is worth noting is, among other things, the quality of the information available. Information is a very valuable asset in the 21st century. Priority access to it allows us to create reality, offer new products and services, design solutions, and to build competitive advantage. Competencies, which are useful in this process are: ability to verify information and its source, to assess source's utility or to critically reflect. Under the circumstances of the free market, a global economy and digitalisation, the self–activity of individuals, their self–awareness, flexibility, openness, and the acquisition and development of competences that allows them to adapt to change quickly are particularly important. It is profound to have knowledge of the labour market (local, regional, global) and its trends, as well as available educational pathways, and to continuously develop social, digital and transferable competences. However, factors such as interests, aptitudes, value system, temperament, health status, financial capabilities, material and personal resources and the support network one has cannot be overlooked.

Family has more than one name

When approaching the topic of the place of the family in the lifelong process of career construction, the terminological arrangements associated with it cannot be overlooked. The family is a universal social structure, found in all types of cultures and societies. It differs in form or structure, but is undeniably the foundation of civilisation. The social importance of this elementary social cell causes it to be analysed from different perspectives and within different scientific disciplines. The year 1994 was named as the International Year of the Family. "The family is a community of persons, the smallest social cell and the basic institution of social life. It has always been understood as the first and fundamental dimension of human nature," wrote John Paul II in his *Letter to Families* (1994, p. 64).

According to the pedagogical dictionary:

> The family is the basic social unit, consisting of parents, their children and their closest relatives. The family is a very important upbringing and socialisation environment, which significantly influences the formation of certain values, beliefs and attitudes, as well as aspirations and life aspirations in children (Kupisiewicz, Kupisiewicz, 2009, pp. 155–156).

Further on in the definitions, we find descriptions, divisions between one-, two- and multi-generational families, complete and incomplete families, foster families. According to the dictionary of psychology:

> The family is the child's natural nurturing environment, the basic social group. It is made up of people who are united by marriage, kinship or adoption, live together, and interact according to the division of roles. […] The way in which the family functions depends to a large extent on its structure (complete, incomplete, broken up), as this influences the number and type of roles played in the family. [...] The family satisfies the biological and psychological needs of its members, shapes their cognitive, emotional and social needs, and transmits the cultural achievements of society from generation to generation. Parents are personal models, they provide behavioural patterns for children, introduce them to the system of values, social norms. In the family, the child learns to perform social roles and to interact with the support and assistance of its members (Siuta, 2009, pp. 244–245).

According to the definition above, the family is a path of intergenerational transmission, a place of development, but also a support group of sorts. In the traditional view, the definitional framework of the family is relatively rigid and defines exactly

who is who by virtue of the marital and parental relationship. Piotr Sztompka (2002, pp. 33–34) presents the family in seven perspectives: demographic, group, systemic, structural, activist, culturalist and event–based. Each of these portrays the family as a dynamic creation, a fluid and changing space, taking into account factors such as age, gender and physical appearance of family members, ties (shared housing, property community, care), the arrangement of positions and roles, the network of relationships (kinship, inheritance), family life (the set of activities undertaken by the family during the week, at the weekend, celebrating holidays, eating meals), norms and values, and interactions between members. The dynamics of the processes taking place in and around the family makes it possible to state, as P. Sztompka (2002, p. 34) asserts, "it is still the same family, but never the same family." Anna Giza-Poleszczuk (2005, p. 43) writes about the difficulties arising in (re)defining the family, emphasising the apparent ease in characterising and describing the contemporary family. Since, she argues, the family is a process, a sequence of events and stages, it enlarges and diminishes according to culture, the stages mentioned occur in a specific order. The shape of the family is a reflection of the historical epoch in which it was formed. Like P. Sztompka, the researcher situates the family in the field of demography, economics and politics, emphasising that it is not only an object of change, but also creates it itself. Nowadays, the concept of family is beginning to take on a different character, it is becoming increasingly blurred, and we are observing a noticeable shift in the framework of the term. Studies indicate that the younger generation of Europeans is broadening the definition of family to include partners of any gender, unmarried and without children. This redefinition is not just a formal exercise – it is a reflection of ongoing social changes related to the family (Biernat, 2009, pp. 72–73). One should also bear in mind that depending on the cultural background, the concept takes on a different meaning, and in the age of globalisation, bicultural and multicultural families are increasingly common. The ties between family and society are obvious and relatively strong, and the concept of family is changing with societal changes. Ernest W. Burgess and Harvey J. Locke (1953) outlined the process of evolution from the large patriarchal family to the small democratic family, seeing the origins of these changes in the processes of urbanisation of society and adaptation to the changes taking place. The family is adapting to the conditions in which it lives – economic, technical and technological changes have caused, as the authors underscore, the growth of cities and the shrinking of ties between family members.

In order to understand the processes shaping the modern family, it is necessary to carefully trace the history of its evolution over different eras, taking into account the mechanisms to which it has been subjected. The driving force behind all changes is the coupling of the aforementioned social, technical, cultural, urbanisation influences (Tyszka, 2003, pp. 13–20). Therefore, one cannot disagree with the statement that:

[...] great processes, such as globalisation, pluralisation, individualisation, the development of modern telecommunications and information technologies, undoubtedly have an impact on the family and we are not fully aware of how large and significant it is (Biernat, 2014, p. 184).

A juxtaposition of numerous concepts in terms of different currents is also presented by Witold Smigielski (2014), indicating how the concept of family and models of its functioning are presented in public and scientific discourse. He shows the positions of male and female researchers attempting to characterise and put into a definitional framework the "family process." The literature analysis allows us to conclude that nowadays the family is understood as a sphere in which the individual feels cared for, without the need for a formal bond such as marriage or a direct relation of kinship.

The family as a group of non–professional career counsellors

"The family has a decisive influence on the development of the child and determines his/her professional orientation. The process of a child's acquisition of vocational knowledge and skills begins and takes place at different periods of his or her development and depends primarily on the type of family", wrote Zofia Kosel (1974, p. 24). The specificity and quality of parents' and family members' (closer and further) contacts with the child is of great importance. However, one should bear in mind that the resources an individual has, especially those obtained using the family background, vary greatly. The family, defined as the primary social group, has among its many tasks the protection and support of its members. This support can be defined and provided in different ways. Anna Roe presents an interesting take on the issue at hand. Her main area of interest was the influence of family relationships on personality and career development. Her theory argued that career interests develop as a result of adult–child interactions. A. Roe described three types of parent–child relationships. By analysing the factors influencing career choice, she developed a pattern of parent–child relationships during childhood, which are rooted in an emotional dimension built by two opposing components: coldness and warmth. The relationships she describes can influence an individual's behaviour and educational and occupational choices. The aforementioned coldness most often takes the form of avoiding the child; the parents meet the child's needs in a limited way or even ignore them completely. There is no or very little emotional bond between the carers and the child(ren). A. Roe believed that individuals raised in this way choose scientific or technical careers,

thus pursuing life satisfaction. They are also more willing to engage in activities related to objects and concepts. The lack of emotional connection results in an unwillingness to build it with other people (Paszkowska-Rogacz, 2003, pp. 62–73). There is a notion of the so-called emotionally cold-upbringing in society. This is an approach characterised by behaviour that severely restricts emotions and, in particular, the display of affection to the child. It is sometimes practised by parents who, in their intention, plan to raise a child who is independent and decisive, although the effect is often the opposite. Numerous experiments ascertain that a person growing up in emotional isolation, without love, tenderness in voice and touch, undermines development (Weyna–Szczepańska, 2016). The consequences of such an upbringing approach can project throughout an individual's life, including education, work and career. Cezary Sękalski wrote:

> Over time, such a child becomes a young person who may carry multiple deficits. Sometimes he doesn't really know who he is, what he likes, what he could be passionate about. He has spent his entire childhood life running away from such questions. Rather, his activity has focused on satisfying the needs of adults and submitting himself solely to their expectations. In time, he would come to realise his parents' ideas about his own further education and choice of profession. We then have adult professionals who actually dislike their work. Even though it generally includes high social prestige and emoluments. This is because it was their parents' dream in the first place and not their own (Sękalski, 2016).

Behaviour at the interface between coldness and warmth is emotionally directed towards the child. In this case, the child may experience overprotectiveness or excessive demands from the parents. Overprotectiveness manifests itself in doing tasks for the child, which to some extent limits the child's motivation and willingness to work. A child growing up in such a relationship, according to A. Roe, becomes submissive or passive, presents a withdrawn and uninvolved attitude. Overprotective parents think they are doing the right thing, because the child is not yet ready for a certain activity (e.g. he is too young, too weak) and they, as caregivers, know him and his abilities best. They do not allow him or her to experience or try, in a way they are projecting their fears and anxieties onto them. In opposition to overprotection comes exorbitant demands, when parents emphasise the importance of the child's achievements. Praising achievements builds in children the need for constant feedback and rewards. Every decision they make will need to meet the approval of the caregiver, otherwise it will not be worth the work. A. Roe showed that children who were subjected to excessive demands, as adults often chose occupa-

tions that provided recognition from others, such as artistic activities. The warmth component, on the other hand, is dominant in the child's acceptance relationship, which can be casual, ad hoc or loving, and in each supports the child's independence. A sense of acceptance, open communication, and the opportunity to express their needs result in the building of an active attitude. Children are encouraged to try, to challenge themselves and, above all, to learn from their mistakes. Young people from such families generally look for occupations that combine personal aspects of life and are connected to other people and contact with them. The described assumptions are confirmed by Elżbieta Turska's research (2012), which shows that parental attitudes are related to the course of children's careers. Furthermore, they indicate that the mother's attitude is more important than the father's attitude. In *Kapitał kariery ludzi młodych. Uwarunkowania i konsekwencje* [Career capital of young people. Conditions and consequences] (Turska, 2014) we find references and examples of numerous studies on the influence of parents and family on educational and professional choices. Augustyn Bańka (2005, pp. 40–41) refers to the influence of the family on the process of career creation in the educational and professional context, dividing counselling into professional and non-professional counselling. At the foundation of professional counselling *sensu stricto is the* substantive, specialist preparation of the counsellor (career counsellor, career consultant, etc.), the foundation of professional counselling *sensu largo* is the ability and skill to provide substantive advice and guidance resulting from another professional role, such as that of a teacher, doctor, psychologist, educator, priest or civil servant. Non-professional career counselling, on the other hand, is based on relationship, affection, human solidarity and, above all, emotional bonding. The non-professional counsellor is most often a parent, guardian, friend or other significant person; among the groups of non-professional counsellors identified by the author are, in addition to the family, the peer group, the local community and the mass media.

As has been shown, it is the parents and carers, the family members who primarily influence the process of constructing and often the course of an educational and professional career. This influence can be both negative and positive, motivating and demotivating. Parents and guardians can mobilise, encourage, finance, provide reassurance, be, and jointly search for a solution, but sometimes also project their own fears onto individuals making decisions at a given moment, realise their own aspirations through their children, present an erroneous (stereotypical) image of a given profession, impose a direction of education, force certain choices by financing education and providing maintenance, present their opinion rather than facts. Among the undoubted advantages resulting from family support are: shaping positive attitudes towards work, e.g. by assigning household chores, paying pocket money (teaching budget management, among other things), instilling passions or

awakening interests. The family is the first to introduce the child to the world of occupations, so that the professions of its members are more closely known, both in terms of advantages and disadvantages. The desire to continue family professional traditions is known in the literature as the inheritance of professions, most often found among doctors, lawyers, architects, but not only. It can refer to taking over small family businesses and companies, cake shops or flower shops. The family, by definition, provides a feeling of full acceptance and security. Not without significance is the financial condition of the family, mentioned by Zbigniew Tyszko (2003) – a good material situation allows for travelling and participating in various cultural events, but also for financing courses or tutoring, if necessary. Numerous private kindergartens and educational establishments that have been set up to offer extra-curricular activities to help children succeed in life are supporting this argument. Implementing the message of the well-known proverb, "what youth is used to, age remembers" – today's parents enrol their children and young people into language courses, sports and instrumental lessons, which are seen as an investment in their child's future, a "good start."

From a parent's perspective, the situation described is a positive action, but it is worth remembering that a child who has a whole day planned with extra activities is not building relationships with peers and does not have time for simple play. It also happens to induce feelings of guilt if the child protests. Phrases such as "My parents couldn't afford it," "You're too well off," "You'll thank me later" are used in situations where the child expresses an opinion, is tired, or shows dissatisfaction. Many times they are also punished for expressing their opinion. Showing the value and benefits of education is strongly linked to the career construction process, but it is worthwhile to take into account the interests and needs of the child. Attaching attention to the child's opinion in the process of planning their activities can be helpful and beneficial to their development. An example of this would be deciding together, for example, whether to change an extra-curricular activity in which the child was enrolled. Agreeing on the conditions and reasons for changes (e.g. once or twice a term) can build a sense of empowerment. The child's expectations of a certain activity may not be the same as reality and, in this way, a judo class may be more attractive than a dance class. This situation translates into first experiences of getting to know oneself. The already mentioned accepting and loving attitudes of parents and loved ones give the individual the courage to make changes, to try and make mistakes and to express his or her opinion. The claim that the family only has a positive influence on educational and career decisions is a false assumption. If family members, according to the definition of non-professional counselling, give advice based on their own experiences and heard subjective opinions, their support may be very limited, selective and not taking into account many possibilities. In

addition, due to functioning stereotypes, family members may suggest avoiding certain industries and professions, due to low social esteem and lack of prestige, lack of work and possible unemployment. In order to help, the family suggests the so-called shortcuts, which are not a good solution. They practice nepotism, favouring their family members without taking into account personal predispositions and skills. There are also cases in counselling practice where parents claim that their child is not resourceful and is not interested in education, so they encourage their child to work with them and in due course "take over the business." This behaviour can cause the child to be passive, as there is no need to prove himself/herself, to challenge himself/herself, since his/her future is known and, besides, there is someone who plans it (the parent).

Among the negative influences of the family, we can also point to the phenomenon of inherited unemployment. Being unemployed for a long period of time, functioning only thanks to financial support from the state builds a specific (passive and demanding) attitude. Moreover, it somehow closes the way to a better life. Anna Cieślak-Wróblewska (2018), citing Eurostat data from 2017, points out that in Poland, approximately 8% of households were in a particularly difficult situation because none of the adult household members had a job. In this case, we are talking about 1.76 million people aged between 18 and 59 – i.e. of working age, which also means that one in 12 children lived in a family where no one worked, so the risk of negative patterns being passed on to the next generation is high. Forcing children to pursue their own unfulfilled aspirations, imposing their own will, is an equally negative phenomenon. It is important to bear in mind that the educational and labour markets that young people are entering or will enter are very different from those remembered by their parents. There is a pool of professions invariably considered prestigious, but every year professions and new occupations emerge that respond to the needs of the labour market of the moment. The aforementioned design of one's own fears and anxieties also applies to adult family members. An illustration for the above argument can be the situation of changing jobs or wishing to change education direction. Phrases such as "I would seriously reconsider if I were you," "And if you don't succeed, then what?", "You started these studies, finish them – you're halfway there," "I'm not going to pay for your whims," "Why do you need this?", "And where are you going to work afterwards?", "How are you going to reconcile all this? You and your short-lived enthusiasm, how many ideas have you had already?" are heard from their relatives, family and friends by those who undertake the change. The sentences above show family members' anxiety of change, not the anxiety of a person making the decision. Of course, it is possible that, under the influence of "not their fears" the individual will abandon the planned activity.

Summary

The literature abounds with numerous studies on the impact of careers on the family. However, it is important to remember that this process is two-sided. The family and its traditions determine the career future of its members. The main role of the family is socialisation and the process of providing individuals with models of behaviour. It is the family that transmits the norms and values of society. It is a dynamic entity, dependent on many factors, be they historical, economic or cultural. Family members can be very helpful, but they can also unintentionally be harmful. Their positive influence depends on their knowledge and level of awareness of what is fact and what is opinion.

The family, as the basic social cell, can provide a kind of safety buffer for children and young people. It can give its members a sense of acceptance and be a kind of capital, a resource from which to draw. However, it can also be a dysfunctional environment with serious emotional, interpersonal and communication problems, where there is a lack of support, acceptance and willingness to understand. The considerations cited in the article emphasise the issue of the multidimensionality of the issue and the functioning of the family, with particular emphasis on its role in the process of designing the educational and professional path of its members. The author of this paper does not intend to incite children and youth against their parents or vice versa, nor does she evaluate the actions taken by the family, she only shows the possible consequences. The participation of the wider family in the lifelong process of career construction should be a well-considered action, taking into account the so-called social heritage. Every action of the family can be considered in terms of both positive and negative influences on the process of career progression of its members. It is important to be aware of these consequences and to learn from the mistakes made.

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