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TRIANGULATION OF METHODS OF CAREER EDUCATION

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Abstract

This paper is an overview of the current research in the field of career education and career planning. Presented results constitute a model based on the insight into different theories and empirical studies about career planning as a building block of personal excellence. We defined credibility, transferability and reliability of the research by means of triangulation. As sources of data of triangulation we included essays of participants of education and questionnaires. Qualitative analysis represented the framework for the construction of the paradigmatic model and the formulation of the final theory. We formulated a questionnaire on the basis of our own experiences in the area of the education of individuals. The quantitative analysis, based on the results of the interviews, confirms the following three hypotheses: The individuals who elaborated a personal career plan and acted accordingly, changed their attitudes towards their careers and took control over their lives; in addition, they achieved a high level of self-esteem and self-confidence, in tandem with the perception of personal excellence, in contrast to the individuals who did not participate in career education and did not elaborate a career plan. We used the tools of NLP (neurolinguistic programming) as an additional technique at learning.

Introduction

Meta-analyses have shown (Lipsey & Wilson, 2001:146–167) that career planning results in great progress with people who are equipped with well-developed psychological, educational and behavioral approaches to life. In order to deepen our understanding about what an effective career

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planning is, with whom, how long and under what conditions it should take place, as well as what results it brings, additional evaluations are required. The reasons for the implementation of career counseling (Morrell & Jayawardhena, 2008:135–152) include: the evaluation of the true value of those programs, what we can realistically expect from them, what they can and what they cannot achieve.

Researchers (Oliver & Spokane, 1988: 449) use various instruments for the evaluation of career education. The main results of career education (Conger, Conger, & Martin, 2010: 692–695) include: decisions about a career (for example, a good knowledge of ourselves, suitability and real choices, searching for career information, determination, satisfaction), effective functioning (for example, theoretical knowledge, the skills of employment conversation, professional maturity, self-confidence, the need for achievements) and the evaluation of counseling (for example, marks of satisfaction and effectiveness).

The final goals of a career (Fletcher & Bailyn, 2005: 173–175) are psychological success, the feeling of pride and personal achievement, which comes from the achievement of one of the most important goals in life: success, family happiness, inner peace, or something similar.

Personal excellence is a process of becoming the best person one can be; it is reflected in everything a person does. Personal excellence is characteristic for people who develop their talents and gifts to the fullest, and achieve harmony in thinking, feeling and behavior, which leads to fruitful relations and results. Personal excellence (Novak, 2007: 40–45) is a path of positive development of oneself.

During career education, the participants gain proactive career knowledge. Career education contributes to better management of unemployment, which is a carrier of depression, decreased level of mental health, low level of self-confidence and malaise.

Within the framework of research findings, we analyzed whether career education – the elaboration of a career plan, together with the employment of neurolinguistic programming tools – really is a building-block of personal excellence. In our recent research, we point out the lack of research on the effectiveness of career education in terms of the creation of a systematic model of career education with built-in elements and tools of neurolinguistic programming, confirmed by recent research in neuroscience, which represents a novelty and an under-researched field.

During career planning education, we abandon an outdated belief that one's career is dependent on organizations, and, in this way, point out to the path which leads to a bright avenue of a brilliant future.

We follow the new organizational paradigm, as a 21st century career carving out tool, according to which we recognize the role of the individual (in terms of responsibility and independence) for the future formulation and development of his or her career. Therefore, we recommend to our career-planning participants that they keep developing their knowledge by constant learning. The participants become familiar with The Resolution about the strengthening of policies and systems of lifelong learning (Niklanovič, 2007:37), which is introducing the notion of a career plan as a career orientation. We emphasize the possibility of a choice of career patterns, which often, in sequence, emerge in an individual's life. Moreover, we introduce a so-called 'career transition,' which protects an individual against a 'career break' (Turnšek, 2009: 5). As far as career education is concerned, we recognize the importance of an excellent education giver, who is able to create an environment, which empowers the education receivers and encourages them to work hard, so that they do the right things the right way.

Theoretical research

A solid base of knowledge about career is an important frame and context for education about career. We understand better individual strategies, approaches and tools. When we know how to use numerous theories and approaches, we are better equipped to follow the needs of every individual. Then follows an outline of each of big theories. We present some main components of those important components of career development. They help us to estimate the understanding of career theories and recognize potential fields for future learning and professional development. In Figure 1 we explain the approach to a theoretical part of research, where we define the concept of career and analyze eight big theories.

Figure 1: Plan of theoretical part of research

Source: Turnšek Mikačić & Ovsenik, 2015: 12)

ROE theory (1956: 123–178) influenced the theory of professional interests; important is its theory of personal development. In our research we follow Roe's contention that professional work is a focus of individual's life. Healthy personality enables an individual to choose a profession which requires either a low or a high level of connection to others. Social cognitive theory of behavior was developed by Bandura (1969, 1977: 25–29) with a purpose to explain how personality and behavior are created under influence of individual's learning experiences and their effects, and what influence negative and positive experiences have. Kumboltz's theory (Krumboltz, 1994: 25–27), which is based on the work of Bandura, develops its own revised theory which 'assumes two main types of learning experiences which are derived from individual's behavior and cognitive abilities and advantages.' According to social cognitive career theory, individual's professional or academic interests, in every moment, reflect his abilities and expectations of results.

Super (1990: 199) saw theories of learning as a »cement which connects different segments of development of career theory«. Before the year 1967, some sociological theories (Hotchkiss & Borow, 1996: 281–334) dealt mainly with the influence of a social status on the level of acquired school education, which, consequently, was supposed to have an influence on the achieved professional level.

In the framework of Characteristics and factor theory, Parsons (1909) and Zunker G. (2002: 20–45) define a three level scheme, which creates a basis for the first conceptual frame of career decisions and job-oriented activities. Parson's three-level model (Brown & Brooks, 1990: 335) speaks for personality analysis, by means of which individuals recognize their advantages and weaknesses or characteristics; it also speaks for the analysis of work places according to their characteristics, their conditions for success in jobs. In other words, they recognize professional choices which are the basis for career decision-making.

Holland's personal theory (1985: 12–42) claims that there are six basic types of personalities, based on behavior and characteristics. In our culture, the majority of persons can be classified into one of the following six types: realistic, research full, artistic, social, entrepreneurial, or conventional personality. In every person, one type of personality predominates and the rest influence individual's personality in such a way that, in a total profile of an individual, all six types of personalities are present.

Super's theory of career development (Osipow, 1990: 122–131) is a »loosely unified set of theories which are dealing in specific views of career development«. From Bordin's essays (Bordin, 1943: 49–66), Super took the concept of self-image. Super said: »Individual's self-image is his concept of himself and not conclusions, based on thinking of others« (Super, 1990: 51). Super warns that the formulation« of self-image takes place in several phases (Super, 1990: 199–208), namely: research, interpretation, implementation or actualization. Information about us is necessary for the development of a self-image, so this information is available to young people at the right time and in the right quantity. Super argues (Robinson Richards 1998: 30–74) that the choice of a career and career development is a process of development regarding the implementation of a personal self-image. He says that a self-image is a result of complex interpersonal influences of various factors, including physical and mental development, personal experiences and characteristics and stimulations from the environment. We used those findings as a building block for our research; more concretely, we focused on the formulation of self-image.

The theory of neurolinguistic programming (Dilts, 1995: 2) is a part of the theory of self-organization, which is a branch of system theory. It deals with procedures for managing complex dynamic systems as cybernetics and Gestalt psychology, the theory of self-organization offers a new paradigm of perception and changes (Ashby, 1962: 255–278). Techniques of NLP are models of human thinking (Gilligan & Dilts, 2009: 150–176) and work (structure of experiences), which we used at career education. Each pattern and model contains clear instructions and clear ways of checking if the required result has been achieved. So both a client and an NLP practitioner are able to test the results which they have created, based on NLP techniques, to make sure that they really work.

Chaos theory (Savickas et al., 2009: 749–751) in connection to career development was developed at the turn of Millennium with the purpose of studying complexity, changes and opportunities of career development. It is derived from the assumption that stability and instability are inseparable characteristics of this world. Chaos theory in career development warns us that it is not sensible to focus only on one's career. This does not mean that an individual wanders around the world without thinking (Jepsen & Chouduri, 2003: 3–19) until the career jumps into his or her lap. He dedicates himself to learning, reading and networking in the fields which interest him. So he keeps his mind open to all opportunities which come across him in various ways.
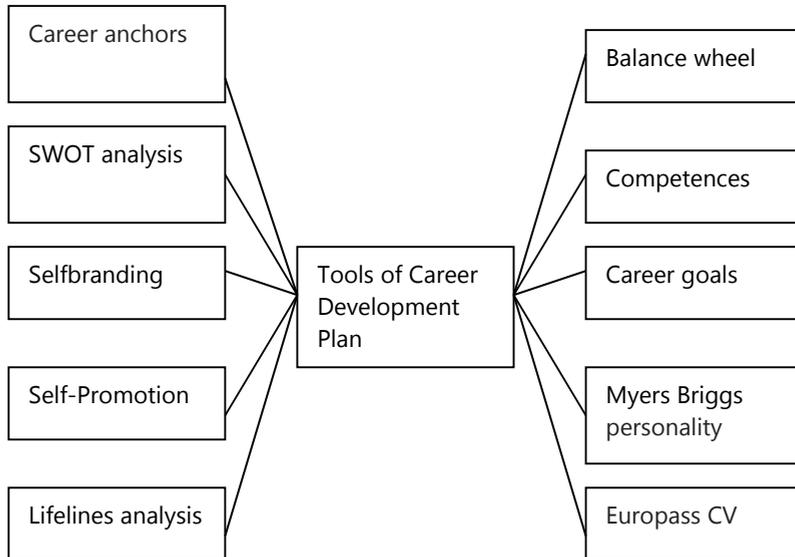
The participants of education have been choosing among various career patterns: linear, expert, spiral and transition career patterns. Individuals have used them in various sequences. Referring to Turnšek (2009: 17–18), we introduced also 'career break' and 'career transition', because both stand for discontinuity from a current career, and because they introduce the need for a new personal career plan.

At the building of personal excellence, we emphasized the path of positive development of oneself and the role of neurolinguistic programming (NLP) in the development of personal excellence. We presented NLP as a model of operations which offer a way of thinking about the use of the language of mind, in the sense that we can encourage our own brains, manage our situations and consistently achieve desired goals. NLP, as a method presented to us, presents a challenge for the formulation of educational model for the achievement of personal excellence based on education about a career plan. On this basis, we formulated also qualitative analysis of the participants of education, which shows us how individuals experienced the formulation of their career plans, and how it affected them. Based on these findings of qualitative analysis, we formulated a questionnaire for qualitative analysis.

The model of the process of the implementation of a career plan

The model of the process of the implementation of a career plan (Figure 2) consists of tools for getting to know a personal profile (Myers Briggs indicator of personality, Analysis of time line, Wheel of equilibrium), tools for the formulation and development of personal potentials (Competences, Career anchors, SWOT analysis, Europass CV), for getting to know, formulate and use career plans, tools for investigate the possibilities for one's own career, self-promotion and a design of one's own trade mark.

Figure 2.   The model of the process of the implementation of one's career plan

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Career anchors

SWOT analysis                                    Balance wheel

Selfbranding          Tools of Career            Competences
                      Development
                      Plan                       Career goals

Self-Promotion                                   Myers Briggs
                                                 personality

Lifelines analysis                               Europass CV
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Source: Turnšek Mikačić & Ovsenik, 2015: 111

The method

The model of research

Based on the analysis of the following three dependent variables:
(1)   a change of altitude towards one's career,
(2)   a high level of self-confidence,
(3)   a perception of personal excellence,

we will find out if a career plan really is a building block of personal excellence (Figure 3), which individuals express through a changed attitude towards one's career and by taking over the control over one's life, a high level of self-confidence and with a perception of personal excellence, in a greater extent than expressed by individuals who did not participate in career education and did not make a career plan.
In this process, we formulated the aforementioned three hypotheses.

Figure 3   Research model
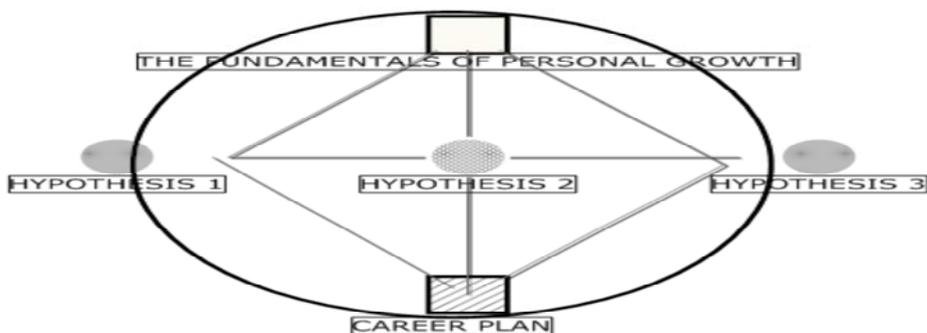
Source: Turnšek Mikačić & Ovsenik (2015:124)

Qualitative analysis

Qualitative research is a study of 20 examples. Here we give up the idea of representative sampling and statistical generalization of a wider population and we define our focus groups. We had four focus groups with five persons in each one. We gathered the texts and sorted them out first in a basic register, and then, on that basis, we elaborated various derived documents (rewritten and paraphrased texts and summaries).

We divided the process of qualitative analysis into six steps: (1) the organization of a text, (2) defining coding units (3) open coding, (4) selection and definition of relevant notions and categories, (5) relation coding and (6) the formulation of the final theory. Here, we mainly rely on the procedure which was described by Glaser and Strauss (1967, 2005: 163), and later summarized by Strauss and Corbin (1990: 270). We processed the data with a computer program for qualitative analysis Atlas.ti.

Basic experience materials are gathered in education process (Turnšek Mikačić & Ovsenik, 2013: 5–8), with word descriptions and narrations in the form of essays. Materials are processed and analyzed in words. Research was carried out in the form of a sequential analysis. Qualitative research was carried out in the form of an unwinding spiral. At the beginning of research, we had our own opinion about the research topic. When this opinion was changing during research, it lead to new observations and to wider understanding (hermeneutic circle – spiral or circle of widening of understanding).

We concluded the qualitative analysis with a formulation of the justified theory.

Quantitative analysis

While studying the influence of a career plan we helped ourselves with a questionnaire, which we formulated ourselves, based on our experiences in education of the users and the results of qualitative analysis. Therefore we, after we finished interviewing, we made an analysis of the internal consistency, so as to be able to exclude all statements which would have a low level of internal consistency. The questionnaire included, besides general demographic questions, also those related to the patterns of behavior after completed education, on the perception of the changed attitude towards one's career, changed self-esteem and self-confidence and a perception of personal excellence. Individual dimensions of patterns of behavior were expressed by the interviewed by using a ranking from1 to 5, where 1 represented the lowest level of agreement with the chosen question and 5 the highest level of agreement.

We have chosen a panel of all participants of education. Allen, Eby, Poteet, Lentz and Lima, (2004: 130) call the participants of education, in comparison to the others who have not participated in career education, »protégées«, that is, the ones who are protected and safeguarded. For the panel of non-participants, we had an addressary, which has prepared by participants of education and which included their friends, coworkers and acquaintances which did not take part in career education.

We performed a test of internal consistency of the questionnaire in total and within individual factors: My relation towards career (K), Self-esteem (L), Perception of personal excellence (M). As a measure we used Cronbach Alpha coefficient for each group separately.
We determined frequency distribution of the structure of the interviewed participants according to individual dimensions: gender, education and type of profession.

We determined whether the arithmetic means of independent groups distinguish themselves in a statistically way. When dividing the interviewed regarding their participation in education, we used, for testing the differences between the arithmetic means, T-test for independent samples. It is intended for mutual comparison of two independent groups. Within T-

test, we tested if both arithmetic means of the two groups are statistically significant. With all tests we took into account the 5 % risk level.

We used factor analysis, which deals with the study of relations among variables, as we tried to discover a new set of variables (less than measured variables), which would represent what is common to the observed variables. Factor analysis attempts to simplify the complexity of connections among a set of observed variables by revealing the common attributes or factors which enable an insight into the basic data structure.

We estimated the suitability of factor analysis with a Kaiser-Meyer-Olkin test (KMO) and Bartlett test. KMO test tells us if the data are suitable for the analysis. The higher the value for KMO is (ranging from 0 to 1), the more are the data suitable for this analysis. If a KMO value is higher than 0.8, we talk about the optimal data suitability.
Bartlett's test defines:

$$H_0: \sigma_1^2 = \sigma_2^2 = ... = \sigma_k^2$$

$$H_a: \sigma_i^2 \neq \sigma_j^2 \ (i,j).$$

Results

Qualitative analysis

The survey of contents in the program Atlas.ti
The basic experimental text is gathered during the educational process, with word descriptions and narrations. The empirical text is gathered in the form of five groups of essays, which were written by participants of educations:

- Five challenging questions to myself
- Bright avenue of my future
- Life's line
- Dream jobs
- My sub-personalities

Starting from the content of the essays, we have first subdivided them and defined the coding units, then attributed them various concepts which, according to our assessment, are suitable to them.

The definition of key theoretical bases for a model construction – Testing theory

The change of attitude towards career

Starting from the transcripts of documents, we have first subdivided and then defined the units of coding, then attributed to them expressions for concepts which are suitable for them according to our assessment; then we analyzed the characteristics of those concepts, chose the most relevant concepts, defined them, searched or constructed relations among them and, finally, formulated correctness, templates and theoretical explanations.

In summary, let us emphasize that, after they completed the education, the participants think about their career. They become proud of their successes. They do not need to live the life they lived yesterday. A new path to their dream jobs opened. They know their own priorities and recognize and appreciate their talents. They are aware of their competences.
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Increase of self-esteem and self-confidence

Participants have written that they are able to defend themselves from the difficulties at job, travel on the plane without anxiety, get along well with marriage partners, feel nice and relaxed at parties, ask other people for help when they need it, decline additional tasks at work if it is justified, forever conquer fear, liberate themselves from bad habits, walk into a room full of strangers with self-confidence and start talking to a stranger, and accept difficult decisions without postponement.

In summary, let us emphasize that, after completed education, participants recognize elements which are practically important for the improvement of their self-confidence and self-trust; they are capable of recognizing their new personality, they trust in the future and their capabilities, listen to their intuition, live in inner abundance.

Perception of personal excellence

What is the most important is: "**I do not keep any resentment".
Participants have abundance of love and wish to share it and give it to their families, friends and people who surround them.** They enjoy interesting, unusual and other things, people and events, in general, they start enjoying anything special and unique.

In summary, let us emphasize that, when they completed their education, the participants recognized elements which are practically important for perception of personal excellence: they being to use their

time and energy well, do not have any resentments, help others, they become unrepeatable and precious to themselves and to others, they put a part of themselves in everything they do, they know how to step into the shoes of another person and there is no reason to hate anything or anybody in their lives. **Their mind is for them the best tool;** they are capable of quick concentration. They take **care of their health**.

Quantitative research

The course of research

In addition to an in-depth study of literature about theory and career models, career planning, self-evaluation, career success, building of personal excellence, tools of neurolinguistic programming and trail theory based on qualitative research, follows the empirical analysis of the connection between career education as an independent variable and the following three dependent variables: changes in the attitude towards one's career, a high level of self-esteem and self-confidence and a perception of personal excellence (Figure 4). With those strategies, we find out if a career plan is really a building-block of personal excellence.

Figure **Error! No text of specified style in document.** The course of research
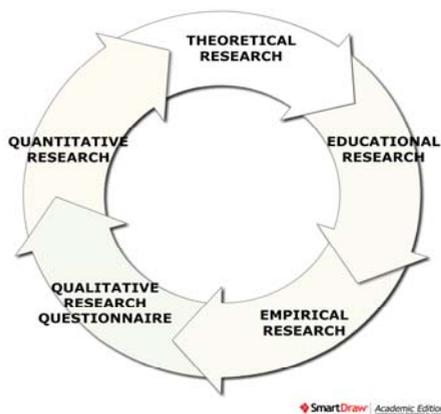
Source: Turnšek Mikačić & Ovsenik, (2015: 111)

By means of a questionnaire, we gathered data on an occasional sample where the terms of generalization: units of sample in relevant characteristic do not differ from the units of population (partial population which is typical, average, we take as a representative of the whole

population). Collected answers were analyzed with an unvaried, bivariate and multivariate statistical analysis.

The testing of the questionnaire

Inter-item consistency or homogeneity test of the questionnaire as a whole and within individual factors: My attitude towards career (K), Self-esteem (L), Perception of personal excellence (M).

The test of the internal consistency of the questionnaire as a whole and within individual factors: (K), (L) and (M). As a measure, we used the Cronbach Alpha coefficient for each group separately: for participants of education and for non-participants of education.
Measure instrument for variables (K), (L) and (M) are reliable, as coefficient Cronbach alpha exceeds the value of ,5 and has values of ,847 to ,89.

The method of splitting of the questionnaire into two Parts.
The analysis showed that the obtained results correspond to the purpose that the questionnaire, at variables (K), (L) and (M), measures what it should measure. We defined the validity of the questionnaire. The Spearman-Brown coefficient for all three variables exceeds the value 0,5 and obtained the values from ,72 to ,81.

The description of the sample

The research took place from October 2008 until January 2011.In the sample of participants we included all participants of the seminar (320 participants, 272 participants replied, which is 85%). For non-participants, we sent the questionnaire to 450 non-participants, of whom 273 replied, which is 61% and the structure of those who responded was the following: (Table 1).

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Table 1: The description of the sample of participants and non-participants of education

Variables	n	Participants Mean	n	Non-participants Mean
Gender	272	35 % M 65 % F	273	34 % M 70 % F
Age (average)	272	49 years	273	50 years
Education (average)	272	52.2 % College-Faculty	273	54.3 % College-Faculty
Employment status	271	61.8 % Employees	273	58.2% Employees
Number of years of service	272	30 years	273	33 years
Involvement in education	272	45.2 %	273	33 %
Computer course	272	30.1 %	273	32.2 %
Language course	272	29.4 %	273	33.3 %

Variables		Participants		Non-participants
Effective communication course	272	55.9 %	273	24.2 %
Personal career plan	272	79.8 %	273	NA
Education of management	272	29.8 %	273	20.1 %
Education Business Plan	272	39 %	273	NA
Education Career Planning	272	68.8 %	273	50.9%
Europass	272	76.1 %	273	45.1 %
Workshop personal development plan	272	82 %	273	40 %

Individual dimensions of patterns of behavior the interviewees expressed through a five-level ranking where they had the following options:
Not at al (1), to a smaller extend (2), partly yes, partly no (3), this is true for me (4), this is totally true for me (5).

Average and standard deviation

Table 2:. M and SE of variable K, for both groups

		Group A			Group B	
	N	*M*	*SE*	*N*	*M*	*SE*
K0	272	4,27	,78	273	2,91	1,22
K1	272	3,84	,82	273	2,42	1,03
K2	272	3,96	,74	273	2,44	1,05
K3	272	4,06	,73	273	2,38	1,03
K4	272	3,79	,83	273	2,30	1,01
K5	272	3,67	,97	273	2,23	1,01
K6	272	4,12	,73	273	2,45	1,08
K7	272	4,20	,73	273	2,84	1,10
K8	272	3,60	,94	273	2,24	1,00
K9	272	4,16	,70	273	2,60	,96
K10	272	4,09	,78	273	2,70	1,01
K11	272	4,37	,70	273	2,79	1,07
K12	272	4,32	,67	273	2,79	1,05

Legend:
variable K = My attitude towards career
[K0] I am thinking about my career.
[K1] I have an idea about a different career.
[K2] Thinking about career opens a new perspective on life for me.
[K3] Perception about my career makes me more self-confident.
[K4] I feel more accepted.
[K5] When I am thinking about career, I feel as if a light came from a tunnel.
[K6] I feel my energy.
[K7] I learn from others.
[K8] The path to my dream jobs is open for me.

[K9]   I know my own priorities.
[K10] I know and appreciate my talents.
[K11] When I am thinking about my career, I do something for myself.
[K12] I am aware of my competences.

The group of participants of education has M > from 3,60 to 4,37 for all indicators of variable My attitude towards career (K) in comparison to the group of non-participants of education M > from 2,30 to 2,91 (Table 1).

Figure 5   The average value of indicators of the variable K, for both groups
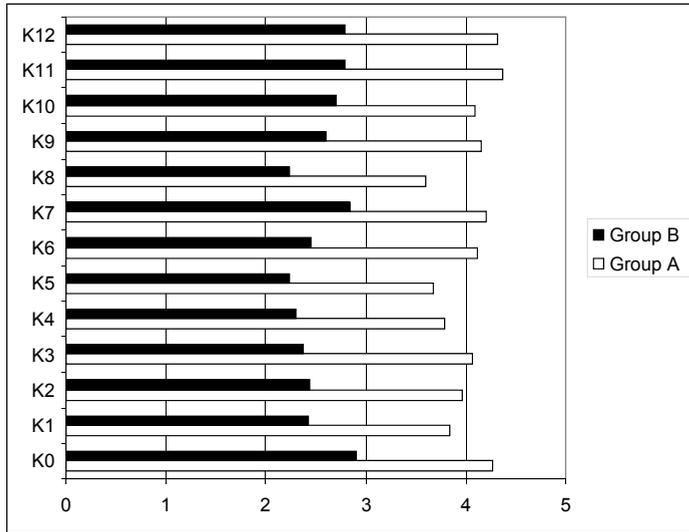
Legend:
Group A = participants of education
Group B = non-participants of education

The group of participants of education (Group A) has higher average values for all indicators of the variable My attitude towards career (K) in comparison to the group of non-participants of education (Group B) (Figure 5.).

Table 3: M and SE of variable L, for both groups

	Group A			Group B		
	N	M	SE	N	M	SE
L0	272	3,59	,86	273	2,43	,95
L1	272	3,97	,72	273	2,69	,98
L2	272	4,24	,56	273	2,92	,98
L3	272	4,04	,71	273	2,62	,99
L4	272	4,28	,68	273	3,06	1,00
L5	272	3,95	,82	273	2,60	1,01

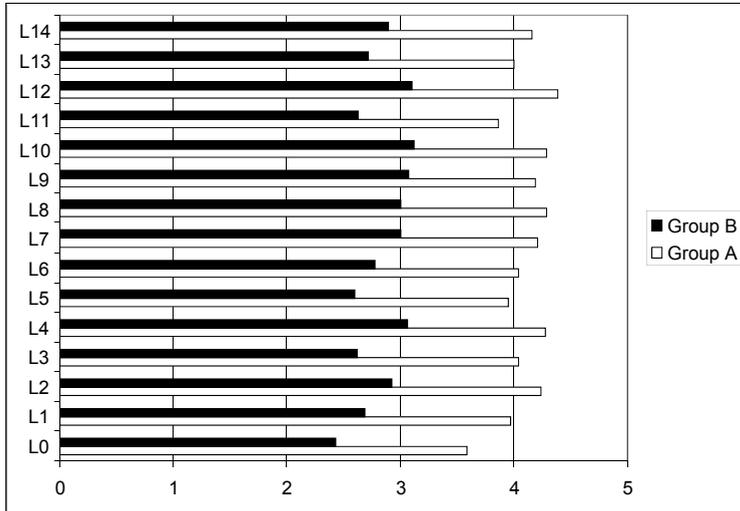|	Group A			Group B		
L6	272	4,04	,70	273	2,78	1,01
L7	272	4,21	,73	273	3,00	,97
L8	272	4,29	,73	273	3,00	1,03
L9	272	4,19	,68	273	3,07	,97
L10	272	4,29	,69	273	3,12	,98
L11	272	3,86	,90	273	2,63	,92
L12	272	4,39	,69	273	3,10	1,08
L13	272	4,00	,82	273	2,72	,96
L14	272	4,16	,71	273	2,90	,98

Legend:
Variable (L) = Self-image
[L0]   I am capable of recognizing my new personality.
[L1]   I trust in the future.
[L2]   I trust in my capabilities.
[L3]   I am aware of the opportunities which are ahead of me.
[L4]   I listen to my intuition.
[L5]   Alongside my bright avenue of life's path are standing….
[L6]   I appreciate myself more.
[L7]   My life's mantra is: »I am happy, peaceful …...«
[L8]   I am responsible for my happiness.
[L9]   I am unrepeatable and precious, to myself and to others.
[L10]   I listen to myself and my needs.
[L11]   I agree with the statement that life consists of …..
[L12]   I agree with the statement: »If I do not allow myself ...«
[L13]   I live in abundance; My inner world is …..
[L14]   The only source where I get the advice I need is …….

The group of participants of education (group A) has M > from 3,59 to 4,39 for all indicators of variable Self-image (L) in comparison with the group of non-participants of education (group B) M > from 2,43 to 3,10 (Table 2).

Figure 6:   The average value of indicators of the variable L, for both groups

Legend:
Group A = participants of education
Group B = non-participants of education

The group of participants of education (Group A) has M > from 3,59 to 4,39 for all indicators of the variable Self-image (L) in comparison to the group of non-participants of education (Group B)
M > from 2,43 to 3,10. (Figure 6).

Table 3: M and SE of variable M, for both groups

	Group A			Group B		
	N	*M*	*SE*	*N*	*M*	*SE*
M0	272	4,20	,69	273	2,82	,92
M1	272	4,26	,71	273	2,88	,95
M2	272	4,06	,72	273	2,75	,80
M3	272	4,08	,85	273	2,55	1,05
M4	272	3,55	1,04	273	2,29	,98
M5	272	4,51	,64	273	3,38	1,00
M6	272	3,86	,95	273	2,66	,97
M7	272	4,34	,74	273	3,08	,96
M8	272	4,26	,69	273	2,95	,89
M9	272	4,20	,80	273	2,88	,99
M10	272	4,42	,68	273	3,15	,92
M11	272	4,21	,72	273	2,77	,98
M12	272	4,53	,58	273	3,31	,87
M13	272	3,88	,79	273	2,80	,88
M14	272	4,32	,66	273	2,98	,90

	Group A			Group B		
M15	272	3,91	,81	273	2,74	,80
M16	272	3,96	,78	273	2,76	,80
M17	272	4,14	,84	273	3,00	1,02
M18	272	4,29	,82	273	2,90	1,06
M19	272	4,40	,74	273	3,19	1,00
M20	272	4,25	,66	273	2,87	,89
M21	272	4,15	,71	273	3,00	,95
N	272			273		

Legend:
Variable M = Perception of personal excellence
[M0]   I am unrepeatable and precious to myself and others.
[M1]   I have abundance of love and want to share it.
[M2]   I am satisfied with my career plans.
[M3]   I tell myself every day that I am grateful for ....
[M4]   I analyze a difficult problem and find solutions.
[M5]   I help others.
[M6]   I do not keep useless things.
[M7]   If I do not take care of myself, I can't take care for others.
[M8]   I monitor the realization of my goals.
[M9]   I know how to step in other people's shoes.
[M10] I am responsible for my own career.
[M11] I nurture personal excellence.
[M12] I put a part of myself into everything I do.
[M13] I take care of my health.
[M14] I know what I wish for myself.
[M15] I use my time well.
[M16] I use my energy well.
[M17] I do not bear any grudges.
[M18] There is no reason to hate anything or anybody in life.
[M19] My mind is my most important tool.
[M20] I am encouraged for opportunities for change.
[M21] I am capable of quick concentration.

The group of participants of education (Group A) has M > from 3,55 to 4,53 for all indicators of the variable Perception of personal excellence (M) in comparison to the group of non-participants (Group B) M > from 2,29 to 3,38 (Table 3).

Figure 7: The average value of indicators of the variable M for both groups
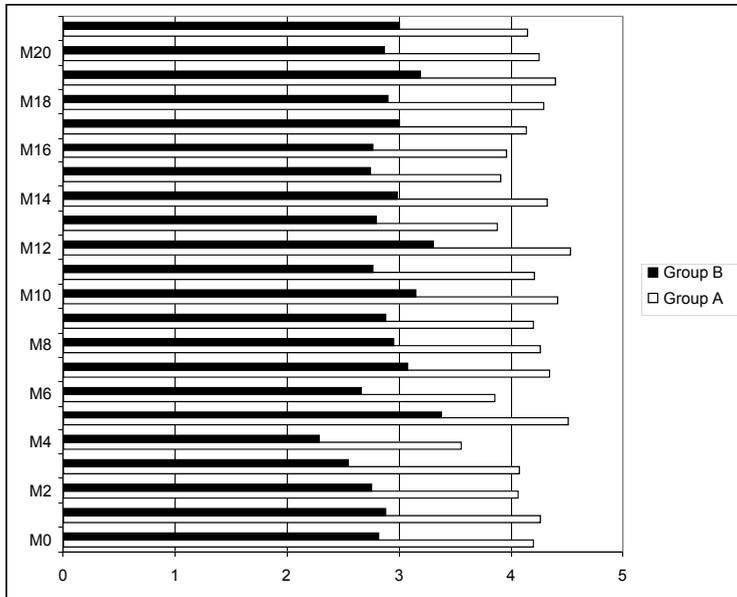
Legend:
Group A = participants of education
Group B = non-participants of education

The group of participants of education (Group A) has a higher average values for all indicators of the variable Excellence (M) in comparison to the group of non-participants (group B) (Figure 7).
We found out that the arithmetical means of both independent groups differ between themselves in a statistically important way.

Bivariate analysis

Because the variables are numerical, we will test, in correlation matrix, a linear connection of individual pairs of variables. Pearson's coefficient for each pair shows if there is a connection between them. Pearson's coefficient can take the values in the interval from -1 to 1. If a coefficient is negative and near -1, the connection is also negative, which with an increase of one variable decreases the other. If a coefficient has a value near 0, the variables are not connected among themselves.
Spearman's coefficient of correlation is defined on the interval from -1 to 1.
0 = there is no connection
-1 = the highest possible inversely proportional connection

1 = the highest possible directly proportional connection

From 0 to [,3] the connection is weak,
 Above [,3] to [,6] the connection is average and
 Above [,6] to [1] the connection is very strong.

Table 4: Spearman's coefficient of correlation among variables, group A

		K	L	M
K The impact of one's relation with one's career	Correlation coefficient	*1.000*	*0.465***	*0.340***
	Sig. (2-tailed)	.	*0.000*	*0000*
	N	272	272	272
L Increased self-confidence and self-esteem	Correlation coefficient	*0.465***	*1.000*	*0.652***
	Sig. (2-tailed)	*0.000*	.	*0.000*
	N	272	272	272
M Perception of personal excellence	Correlation coefficient	*0340***	*0.652***	*1.000*
	Sig. (2-tailed)	*0.000*	*0.000*	.
	N	272	272	272

**, Correlation is significant at the 0.01 level (2-tailed).

As far as the **participants of education (Group A)** (Table 4)) are concerned, we can claim with less than ,1 % risk that there is a middle to strong connection between the attitude towards one's career (K) and one's self-image (L). Spearman's coefficient of correlation ,465 shows a middle to strong connection between variables.

The better the self-image, the better the attitude towards one's career, and vice versa.

With less than 1% risk, we can claim that there is a middle to strong connection between a relation to one's career and perception of personal excellence. Spearman's coefficient is ,340 and shows a middle to strong connection between the variables.

The better one's relation towards one's career, the better the perception of personal excellence, and vice versa.

With less than 1% risk we can claim that there is a very strong connection between a self image and perception of personal excellence. Spearman's coefficient is ,652 and shows a very strong positive connection between the variables. The better the self-image, the better the perception of personal excellence, and vice versa.

T- test for independent variables

At the selection of interviewed persons according to education we used, for testing the difference between the arithmetic means, the t-test for independent samples. It is intended for mutual comparison of two independent groups. With t-test we tested if the arithmetic means of both groups are statistically different in a significant way. For all tests we took into account the 5 % risk level.

In order to measure the influence of a personal career plan and business plan together on one's attitude towards one's career (K), self-image (L) and perception of personal excellence (M), we used a method of t-test for independent samples. The first group is the interviewed persons who did not attend the seminar Personal career plan and Business plan, and the other group constitutes the interviewed persons who attended the seminar Personal career plan and Business plan. With both groups, we tested average values of variables K, L and M.

Table 5: T-test for both groups and all three variables

	Career plan	*N*	*M*	*SD*	*SE*
K	Group A	272	4,0348	0,46595	0,02825
	Group B	273	2,5449	0,72953	0,04415
L	Group A	272	4,1000	0,43583	0,02643
	Group B	273	2,8425	0,63667	0,03853
M	Group A	272	4,1715	0,41185	0,02497
	Group B	273	2,8956	0,53982	0,03267

With T-test, we tested if the arithmetic means of both groups for all three variables differ between themselves statistically significantly (Table 5). For all tests we took into account the 5% risk level. For group A and the variable K: M = 4,03; for variable L: M = 4,1 and for variable M: M = 4,17. For group B and the variable K: M = 2,54, for variable L: M = 2,84 and for variable M: M = 2,90.

Group A (participants of education) has, on average, higher values of variables K, L and M Those differences are statistically significant, as there is Sig, < ,005. So we can conclude that the participation in the education about a career plan influences one's attitude towards one's career (K), self-image (L) and perception of personal excellence (M).

Factor analysis

The variable The attitude towards one's career (K) for participants of education: The results show that we could explain the influence of

career education on one's attitude towards career with three common factors. We have to stress that we would explain, with the help of the identified factors, 44,92 % of the total variability of the observed phenomenon.

With factor analysis of the variable Self-image (L), we found out that connections between the observed variables (correlation) can be explained by a smaller number of indirectly observed variables or factors. The results show that the influence of career education could be explained with three common factors. Here, we have to emphasize that we would, with those identified group factors, explain 42,69% of the variability of the observed phenomenon.

With factor analysis of the variable Perception of personal excellence (M), we found out that the connections between observed variables (correlations) can be explained with a smaller number of indirectly observed variables of factors. The results show that we could explain the influence of career education on the attitude towards one's career with six common factors. Here we have to emphasize that we would, with identified total factors, explain 60,64% of the total variability of the observed phenomenon.

Self-image (L):
- Indicators with which we measured self-image have relatively high average values, which points to a high level of self-image. The lowest value of arithmetic mean is for the statement L0 'I am capable of recognizing my new personality' and the highest is L12 'If I do not allow myself that my dreams come true, I will never reach them.'
- Standard deviations have values from ,557 (L2 'I trust in my capabilities') to ,898 (L11)
- 'Life is composed from 10% of that what happens to us and 90% of how I react on that'). The interviewed persons are most unanimous it claiming they trust in their capabilities, and the least agreeable as far as opportunities for reacting in life are concerned.

Excellence (M):
- The indicators with which we measured Excellence have relatively high average values. The lowest value of arithmetic mean is for the statement M4 'I analyze a hard problem and search the solutions' and the highest for M12 'I put a part of myself in everything I do'.

- Standard deviations take values from ,557. M12 'I put a part of myself in everything I do' to 1,044 and M4 'I analyze a harder problem and find solutions'. The interviewed persons are most unanimous in the statement that they put themselves into everything they do, and least agreeable as pertains to analyzing and searching for solutions of harder problems.

Kaiser-**Meyer-**Olkin's test (**KMO) and** Bartlett's test

We checked the suitability of the data for factor analysis with Kaiser-Meyer-Olkin's test (KMO) and Bartlett's test. The results in the table show that the implementation of factor analysis is feasible.

KMO test tells us if the data are suitable for analysis. The higher the value of the test (it ranges from 0 to 1), the more suitable the data for analysis. Because the value of KMO test is for both groups higher than 0,8, we can talk about the optimal suitability of the data.

Career plan as a building block of personal excellence

Career plan as a building block of personal excellence (Figure 8) consists of the **model of career education, the process of elaboration of a career plan. The analysis confirms the following three hypotheses**: the individuals who elaborate a career plan, and then act accordingly:
H1: change their attitude towards career and take control over their lives,
**H2**: attain a high level of self-esteem and confidence,
H3: attain a perception of personal excellence.

The findings of the research are also useful for individuals who wish to avoid a **career break,** which is results in unemployment, and substitute it with a **career transition** in the phase of the **implementation of a career plan.**
Career plan can mean for every individual a new start in life. It is dedicated to those who want to implement it – for themselves, for their own needs and wishes. This is true for everybody who wants to get a job, improve work and atmosphere in a company, start his own activities or found his company, change his job, work as a volunteer, etc.

The model of elaboration of a career plan consists of the formulation of personal profile, (Myers Briggs's indicator of personality, the analysis of life's line, The wheel of equilibrium), the formation and development of personal potentials (Competences, Career anchors, SWOT analysis, Europass CV), getting to know, formulate and make use of career goals, evaluation of own career, self-promotion and formulation of one's own brand.

Figure 8. Career plan as a building block of personal excellence
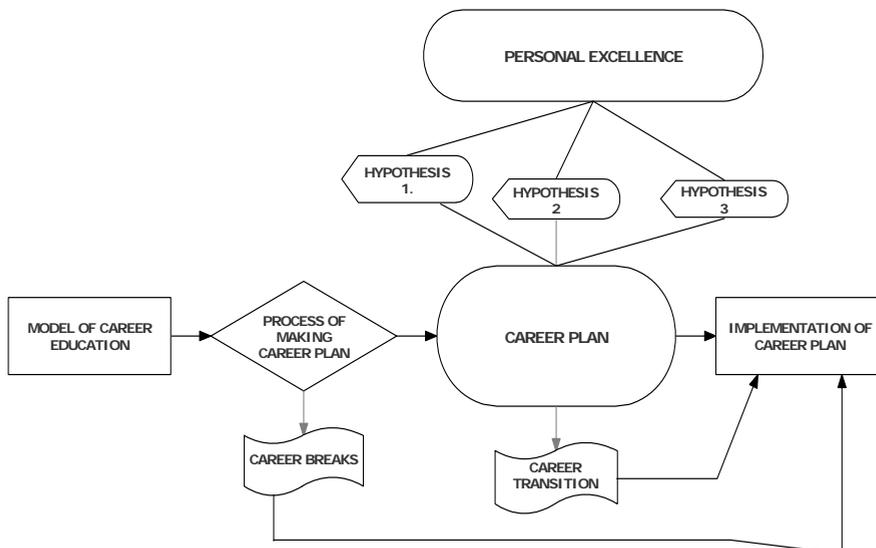
Source: Turnšek Mikačić & Ovsenik, (2015: 179)

We can name the total collection of Career plan **»career treasury«** from which we take our »treasures« when we form our »portfolio« – also hobbies are included. This is a collection which is emerging, is improving and helps people to follow their careers.

The elaboration of a career plan is only the first phase on the path of changes. After we make concrete plans, we step on the path of their **realization.** We also know that a career plan is a »live thing « which we supplement and, according to the needs, change. According to new circumstances, the goals can transform themselves.

At **marketing** of one selves we are aware of ourselves, our skills, capabilities, competences, personal characteristics, character, interests, habits, motivation and physical characteristics – which is the base of a career plan. How and where to market oneself means to be aware of the opportunities, jobs and branch/activities, a job market – tied with the goals. At marketing (self-promotion, job interviews), we take into account what employers want from candidates.

CONCLUSION

The research consists of a theoretical and empirical part (Figure 9). The theoretical part is an introduction into the researched problem, which represents starting points and the background for the empirical research of the problem. The theoretical part consists of the theory and models about career and the theory and models about the planning of personal development and personal excellence.

The empirical part consists of qualitative and quantitative research, which forms the foundation for building of the model of education about career plan, and career plan as such as a building block of personal excellence.

Figure 9: Phases of research
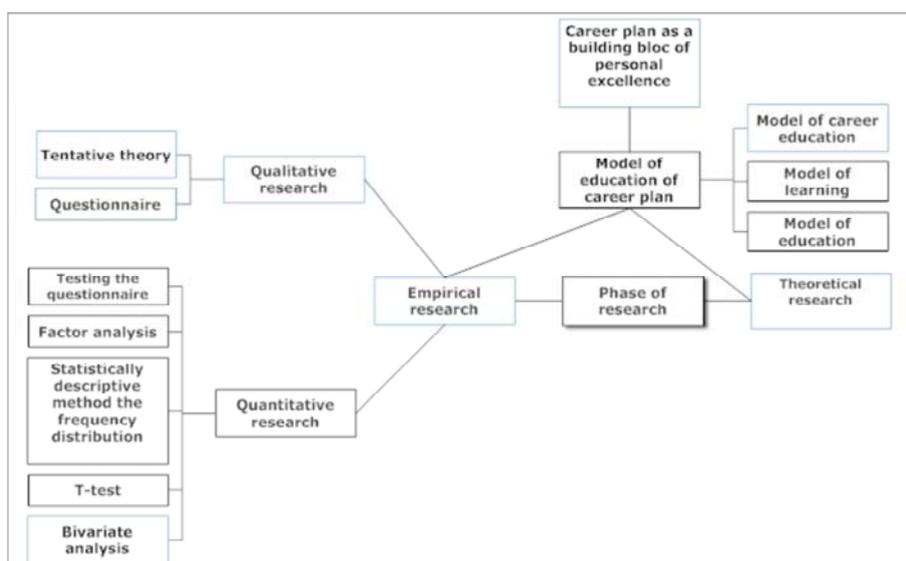
Source: Turnšek Mikačić &   Ovsenik, (2015: 130)

Our research on career education confirms our three initial hypotheses, based on the model of career plan as a building block of personal excellence. The research showed that the individuals who elaborate a career plan and act accordingly, change their relation towards career and take control over their lives. In this way, they achieve a high level of self-esteem and self-confidence. They also achieve a perception of personal excellence as individuals to a greater extent than those individuals who did not participate in career education and did not elaborate a career plan.

In our research on career planning and its influence on personal excellence, we took into account how each participant sees him- or herself. Each of them has a different theory about what is happening and what would be a good thing to do.

We conducted qualitative research based on the analysis of essays, which is concrete, detailed and picturesque.

We defined credibility, transferability and reliability of qualitative research by the use of triangulation. At triangulation we used several sources and methods for the collection of data (Creswell, 1998; Leedy & Ormrod, 2001; Merriam, 1998). As sources of data of triangulation we included essays and questionnaires. We used various sources and methods (Creswell, 1998: 70) and so strengthened reliability and credibility (Merriam, 1998: 109).

Instead having to face a career break or unemployment and be in constant stress, people will, with the help of a career plan, take care of the transition from one career to another. Personal career plan will enable people to see their career work further into the future. Education about personal career plan is based on the model of career education which we developed and tested ourselves.

Career plan as a building block of personal excellence (Figure 8) which is built on the basis of the model of career education with in-built elements of tools of neurolinguistic programming, confirmed in the context of the newest research of neuroscience, represents a novelty and an under-researched field. This research is an original contribution and gives new findings, based on the results of the research, which emphasize new paradigms of understanding career and the importance of its planning as a motive for excellence.

Our findings are in accordance with the findings in the 1990s, according to which human brain can change, find new structures or new pathways, which mean that brain can build new connections to create new visions, replace bad feelings or correct the effects of illness. We are capable of new educations, new activities and new jobs.

The importance of human capital has, in the »cruelest« way, been experienced in companies and organizations of the market economy.
Our society, which will, in a broader sense, stimulate the elaboration of career plans in companies, will avoid many discrepancies between the unemployed and the remunerations which they receive in certain

periods. Instead of having to face career breaks and unemployment and be in constant stress, people will, with the help of career education; take care of themselves during the transition from one career to another.

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