Building Career Reserve as a New Goal for Modern Juridical Education: Experience of Far-Eastern Federal University. Part 3

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Abstract: This work continues the cycle of research concerning actual questions of modern juridical education. The research is made by the Law school of Far-Eastern Federal University. This article is talking about the newest achievements in the career science and psychology of professional activities. The authors prove that nowadays getting legal education is only the first stage in making a successful career. So, one of the main goals of the law schools is to teach a students how to plan his future career and help him to create a basic career reserve in the period of his university life.

Key words: Career reserve • Occupational psychology • Psychology of professions • Future employment • Building a career • Professional realization

INTRODUCTION

Career reserve is a new notion that is sporadically used in literature on psychology of professions. This term has not yet integrated into scholarly apparatus of occupational psychology, psychology of professions and many other branches that study human professional activities. It is often used on web-sites of recruitment agencies and in some publications on issues of professionalism. However we consider it an apposite term that will be broadly used if handled scientifically to define its content.

RESULTS AND DISCUSSION

To ascertain importance of building a career reserve for a student in course of earning a college degree we need to briefly delineate some peculiarities of the modern higher education. Graduates of modern universities face tough competition. Expertise in their field is not all that is required of them; they must be able to demonstrate their expertise, show that they are best and promising professionals. Taking this into account young graduates need some career advantages for successful employment and further self-realization; the advantages that could enable them to compete with more experienced colleagues and achieve their goals.

We need to mention here that the problem of social demand is aggravated for the graduates by the fact that freshmen students are yesterday’s high school graduates, almost children, who lack personal experience and, what’s more important, common sense. They do not quite understand practical relevance and applicability of theoretical knowledge offered by a university. Often they only start thinking about future employment and building a career after graduation or at best their final year at college. Immature perception of social environment does not let them use the resources to build their career reserve offered by a higher educational institution; they lose many opportunities, they do not develop the skills and abilities future social realization will take. This category of students needs additional information that will prepare them for future professional activities. They need explanation about what traits will help them make a career and succeed, how to plan their career correctly, how to direct their educational locus to ensure advantages and broad opportunities for employment and career by the time of graduation.
Current goal of universities is to train an expert in building a career and to teach him / her conscious attitude to studying. Nowadays career planning is a necessary element of social and professional realization of an individual. One of the results of such planning is a graduate’s awareness of what career reserve his / her goals will take, what career advantages he / she possesses and how to obtain the reserves he / she lacks. This knowledge enables a student to view educational process as a necessary step in accumulating career reserve and the first stage in their career.

Career reserve is an aggregate of resources available to an individual in course of his / her professional activities and career building. The greater one’s career reserve is, the further he / she can go up the corporate ladder and the greater goals he / she can achieve. It does not seem possible to make an exhaustive list of career resources for all types of activities not only because the range of professions is too broad nowadays, but because each person’s life situation is unique. Within the scope of this paper we will attempt only to describe elements of career reserve for career in jurisprudence. However these data can be applied to other professions with certain alterations.

We can point out with certain simulation two types of career reserve: basic and specific. Basic career reserve is the minimum aggregate of resources that one needs to be permitted to practice law. Generally speaking basic reserve is higher education, actual jurisprudence-related professional knowledge and skills that one possesses. However this does not mean that all law school graduates have the same basic reserve. Basic reserve incorporates necessary and recommended additional resources. For example, having high school education and a college degree in jurisprudence are necessary reserves (since these are statutory requirements), while educational level can very (bachelor’s or master’s in jurisprudence). Quantity and quality of students’ knowledge will very too, as well as practical skills that they have developed through their studies. The knowledge and skills are additional career resources that can ensure career advantages for employment and career growth. In a perfect situation a student must not only accumulate professional knowledge and skills in course of formal studies, but develop traits that are important in his / her profession. These traits and personal properties are necessary, first of all, to master a certain profession and, second, to succeed in it [1]. They determine one’s professional aptitude for certain activity. Basic career reserve is built in course of professional training. The more knowledge, practical skills and business personal traits a student can develop at this time, the greater career opportunities he / she will have in future.

Special career reserve is an aggregate of career resources that an individual needs for professional growth and building a career. First of all, special reserve includes resources necessary for a certain type of legal practice to which higher statutory requirements pertain. For example, career of a judge, a barrister, a professor at law school, a notary, etc. Among such resources can be age, work experience in a certain area or in certain positions, certain type of education, additional education (advanced training), peer references, etc. Second, special reserve comprises all other resources that make up a professional advantage of an expert on labor market. Among such resources are high qualification of an expert in certain field, unique knowledge and skills, advanced training (in the same or in related area), skills with modern information technologies, internships at popular universities and large companies, fluency in foreign languages, a scientific degree, work experience at national and foreign companies, etc. Unique personality traits pertain to special career reserve as well: acmeological invariants of professionalism, advanced business skills, ability for self-learning, ability to create one’s image and self-presentation skills, communication skills, organizational skills, high performance ability, resistance to stress, even temper, knowledge of various communication techniques, etc.

To sum up we can point put the following elements of career reserve as it pertains to jurisprudence: level of professional education, qualification (necessary knowledge and related practical skills), business connections, work experience, references from previous employers and members of professional community, professional image, reputation in the professional community, documentary proof of professional qualification and training, maturity of acmeological invariants of professionalism, business skills important for the profession.

Various elements of career reserve develop on various stages of career. Professional literature discriminates various stages of career growth. We have chosen quite simple periodization that will help us trace development of a professional’s career reserve. Thus we can point out six main stages of career growth: preliminary stage (up to 25 years old), evolvement stage (25-30), advancement (30-45), preservation (45-60), completion (60-70) and final stage (after 70 years old) [1]. Let’s peruse the first three stages. For most people other stages
are not related to building career reserve; on these stages they advance their qualification to maintain it at the required level (or lose professionalism).

Preliminary stage. This stage lasts approximately till an employee reaches 25 years old; at this stage an employee acquires initial qualification. During this period an employee accumulates basic career reserve, such as: earns college or associate’s degree, acquires professional education, seeks primary employment that will give him / her prospects. It is expedient to make the preliminary career plan at this stage.

Evolvelement stage. This stage takes period from 25 to 30 years. During this period an individual masters main professional skills and develops into a qualified professional. An individual accumulates special career reserve at this stage: advances his / her qualification, acquires additional and post-graduate education, masters his / her profession in qualitative sense, develops professional network.

Advancement stage. This stage takes period from 30 to 45 years. Using previously accumulated reserve at this stage an employee makes a dashing move up the corporate ladder. This stage requires greatest efforts and advancing qualification. Often advancement stage would “eat up” the entire career reserve accumulated previously. At this stage an employee’s career growth stops at the point at which his / her available reserve is exhausted.

**CONCLUSION**

As we see, career reserve is mainly accumulated at initial stages of one’s career. Later on an individual will be limited to the scope of his / her career reserve accumulated in his / her youth. That’s why it is so important to encourage current students to plan their career correctly and in due time, to consciously build career reserve in course of training. Not only basic, but significant part of special career reserve can be accumulated in course of learning. The broader this part is, the more successful will be one’s career and social realization.

**REFERENCES**