NEWSLETTER

FEDORA

Forum Européen de l'Orientation Académique

A WORD FROM THE CHAIRMAN

The first Newsletter of the year presented to you the programme of exchanges and study visits proposed by FEDORA, the second was devoted to the important question of the continuing training of advisers to which the Summer School at the University of Montpellier will be a first concrete reply.

This third issue is devoted to FEDORA members who are psychologists and most particularly to those who are working on the development of the FEDORA-PSYCHE project. I thank them for the spirit of collaboration which they have shown on this occasion.

The meeting in Naples, in which I was able to participate, certainly contributed to the dynamism of the project. We are delighted about that because psychological counsellors have an important place in university guidance.

We have received sufficient contributions to produce this issue of the Newsletter before the holidays. We have therefore been unable to start publishing an important article by M Michel Huteau, Director of INETOP in Paris, entitled "How to analyse and evaluate educational interventions in order to improve their effectiveness".

With the agreement of M Huteau we will publish this text in the next two editions of the Newsletter.

Besides this central theme of psychological help, you will also find in this issue an article devoted to "Vacancy advertisements: their language examined" which has been sent to us by J-M. Nicolas, psychologist and careers adviser at the SCUIO at Caen. The theme of employment, which is more than ever topical in this period of serious economic crisis, will also be the subject of the next edition of the Newsletter. It will present the activities of the FEDORA-EMPLOYERS group.

In ending, I would like to draw your attention to the important Congress which we are currently planning. It will take place in Barcelona from 27-30 April 1994. Put these dates in your diary immediately so that many of you will be there.

This Congress, I would like to remind you, coincides with the General Assembly of FEDORA, in the course of which you will be able to review the activities carried out during the current period, and also to elect a new Executive Committee which will lead the Association for the three years starting January 1995.

During October you will receive a special issue of the Newsletter devoted to the Congress. It will contain the initial information and details about its organisation, the topics which will be covered and the working sessions which are planned.

I wish all of you good, sunny and restful holidays and I shall look forward to seeing some of you in the lecture theatres at the University of Montpellier on 19 July next.

LE MOT DU PRESIDENT

La première Newsletter de l'année vous a présenté le programme d'échanges et de stages proposé par FEDORA, la seconde était consacrée à l'importante question de la formation continuée des conseillers à laquelle la session de l'Université d'été de Montpellier donnera une première réponse concrète.

Ce troisième numéro ouvre ses colonnes aux membres psychologues, et plus spécialement à ceux qui travaillent au développement du projet FEDORA-PSYCHE. Je les remercie pour l'esprit de collaboration qu'ils ont manifesté à cette occasion.

La réunion de Naples, à laquelle j'ai eu l'occasion de participer, a certainement contribué à dynamiser ce projet. Nous nous en réjouissons tous, car les psychologues conseillers tiennent une place importante dans l'orientation universitaire.

Nous avons reçu assez de communications pour boucler ce numéro de la Newsletter avant les vacances. Nous ne pouvons donc commencer la publication d'un important article de Monsieur Michel Huteau, directeur de l'INETOP à Paris, intitulé "Comment analyser et évaluer les interventions éducatives afin d'améliorer leur efficacité". Avec l'accord de Monsieur Huteau, nous publierons ce texte dans les deux prochains numéros de la Newsletter.

A côté du thème central de l'aide psychologique, vous trouverez également dans ce numéro un article consacré à "L'annonce offre d'emploi : le langage mis en scène" que nous communique J.-M. Nicolas, psychologue et conseiller d'orientation au SCUIO de Caen. Le thème de l'emploi, plus que jamais d'actualité en cette période de grave crise économique, fera d'ailleurs l'objet du prochain numéro de la Newsletter. Il présentera les activités du groupe FEDORA-EMPLOYEURS.

Pour terminer, j'attire votre attention sur l'important Congrès que nous préparons activement. Il se déroulera à Barcelone, du 27 au 30 avril 1994. Bloquez dès à présent ces dates sur votre agenda pour y assister très nombreux.

Ce Congrès, je vous le rappelle, coïncide avec l'Assemblée générale de FEDORA, au cours de laquelle vous aurez l'occasion de donner votre appréciation sur l'action menée durant la présente période, et également d'élire le nouveau Conseil d'Administration qui animera l'Association pour trois années, à partir du 1er janvier 1995.

Dès le mois d'octobre, vous recevrez un numéro spécial de la Newsletter consacré au Congrès : vous y trouverez les premières nouvelles et les informations concernant son organisation, les thèmes qui y seront développés et les séances de travail prévues.

Je vous souhaite à toutes et à tous de bonnes vacances ensoleillées et reposantes, et je me réjouis de retrouver certains d'entre vous sur les bancs de l'Université de Montpellier le 19 juillet prochain.

The focus of FEDORA-PSYCHE: the work with the student as a person

Dr. Gerhart ROTT
Head of Counselling Service,
Bergische Universität - Gesamthochshule Wuppertal

RESUME

Ce numéro de la Newsletter de FEDORA consacré aux activités du groupe FEDORA-PSYCHE est l'occasion d'en rappeler l'origine et la place au sein de l'Association.

Si des questions et des préoccupations sont communes aux conseillers européens en matière d'aide psychologique, des différences notables existent entre les pays.

Connaître ces différences constitue une étape de travail qui contribue largement au progrès. La réunion du groupe qui s'est tenue à Naples en septembre 1992 a permis de définir ces différences, et les conclusions tirées de ces journées de travail sont le fondement des activités à venir.

The need for working groups

One of the most exciting features about FEDORA is the wide range of aspects with which it handles academic orientation problems within a European framework. With this approach FEDORA accepts the simple truth that for a student as well as for the university as an institution orientational challenges exist in a complex way : there is information to be gathered and to be put into a useful context, educational support and qualities have to be checked current and future career aspects have to be considered. The students' academic development as well as their development as people have to be given attention.

This wide scope of tasks may be fulfilled by our universities. The extent to which this is done varies in the European countries and the ways in offering services may differ as well. In fact one of the aims which has been reached with all the work done so far inside FEDORA is to achieve a better understanding of those differences between the services in our countries.

With all the complex fields within which FEDORA has decided to encompass in its agenda it has to be aware of the risk that communication may become too general and prolix. The task which has emerged is to handle this conflict between the challenge to incorporate the broad range of aspects and the necessity to have specific framework to establish a profound professionalism inside FEDORA. I think that in 1992 the Berlin General Conference made a wise decision in establishing working groups, which could intensify the work on special topics. One of the working groups formally established was "Psychological Counselling in Higher Education". The then elected Conseil d'Administration developed a policy outline to support "six thèmes de travail qui sont considérés comme les projets officiels de FEDORA" (Newsletter June 1992) during his first session on 22 March 1992. One of the projects as it was reaffirmed was to be the work started by FEDORA-PSYCHE.

Having built up now limiting clusters in which specific work might be done it seems utterly important that we continue communication between the working groups to find as far as possible creative lines of co-operation and mutual support. In doing so we should keep in mind that our ultimate goal is to improve the orientational competence of higher education institutions by professional co-operation on a European scale.

The editors' idea to publish Newsletters for each of the working groups hopefully will prove helpful in putting this exchange of information about the working groups in action. So the aim of this Newsletter is to give some basic information as well as some views on the large variety of topics to be integrated in the work of "FEDORA-PSYCHE". This article tries to do the first, the second will be done by articles written by colleagues participation in our group.

The process of creating FEDORA-PSYCHE as a special focus of/for FEDORA

One way to communicate what FEDORA-PSYCHE is about might be to say something about its history. The first impetus to establish this working group actually came about during the very first days when during the "3rd European Conference on University Guidance" (2 - 6 October 1988) FEDORA was founded. That was a challenging, yet quite difficult process because of the many differences to overcome and to integrate in a constructive way. In the inspiring atmosphere of this conference at Athens and Delphi, participants formulated ambitious aims as to what guidance and orientation should achieve for students in Europe. With those aims in mind some participants felt the necessity to have a closer comparative look at the ways those aims could be realised in guidance and counselling relationships. Questions of methodology arose. Beyond that it was thought important to include in the professional exchange the contributions of psychological counselling.

In this respect it was important that Tony Raban, who became the first president of FEDORA, had made the deliberate decision to invite Elsa Bell, who was then President of the Association for Student Counselling in Britain and Craig McDevitt, who was also on the Executive board of this organisation. In this way an important step was made towards integrating not only the British careers advisors but also the British student counsellors as members of FEDORA. So those colleagues were able to contribute their tremendous experiences in the field of psychological and psychotherapeutic counselling. Being members of the international preparatory group for the Berlin conference Elsa Bell and I had charge of the preparation of the third section "Counselling methods and concepts". In order to enlarge our contacts to colleagues who could make worthfull contributions we organised a meeting of 11 representatives with the help of Adrian Becks in Amsterdam in 1990. Dr. Henk van der Poll and Carien Tromp, student counsellors in Utrecht and Groningen, did the local organisational work. Seven countries of the EC were represented at least by one expert in this field. It was an important step in getting to know each other and the work each one of us did. In the beginning we had to clarify at least to some extent the differences between the educational systems and the counselling services belonging to them. Yet we also could touch very specialised problems. All of us had a psychotherapeutic training and this helped to identify common professional issues and particularly facilitated the communication. We found a professional basis to talk about possible ways of exchanging our knowledge and developing some perspectives on participating in the European dialogue about academic orientation. Elsa and I explained to the participants what FEDORA was about. Almost all of them agreed to join the organisation. We decided to communicate as a working group inside FEDORA and a name was found for this group, too : Psychological counselling in higher education (PSYCHE).

With all the contacts established it was now much easier for Elsa Bell and me encourage contributions for the section "Counselling methods and concepts" at the Berlin Conference. During this Conference in Berlin, a lot of ideas arose with seemed to be interesting enough to continue the work. After the general assembly had accepted FEDORA-PSYCHE as a working group of FEDORA we met as a group at the end of the conference on Saturday. We decided to work on a detailed report about the services which offer psychological-psychotherapeutic help. This seemed to be a necessary prerequisite. With this step done it would later on be possible to evaluate standards and methods on the European level.

The psychoanalyst Prof. Paolo Valerio who teaches clinical psychology to students of medicine and is head of the service for psychological help at the Naples University invited us to meet in Naples to do his comparative work. A preparation subgroup committee was set up including Prof. Valerio, Drs. Simonetta Adamo, Elsa Bell, Craig McDevitt and me. Elsa Bell and I were elected Co-chairs and Craig McDevitt secretary of the working group. Our election was confirmed at the Naples conference.

As we have been informed by the last Newsletter (May, 1993) new ideas about how the working groups should be managed seem to exist in the Executive Council. So the described structure of working procedures which have been in use until now might well change in the future.

Looking at this development of FEDORA-PSYCHE one has to remind oneself that FEDORA-PSYCHE has been enriched and forwarded by contacts some of us have made in other international and national events : invitations from the Association for Student Counselling (ASC) to members of our group to attend conferences, two international Symposiums on Psychological help in higher education by the psychoanalytical orientated Tavistock Clinic in London, in 1989 and in 1992, and the European Conference on Student Counselling in Higher Education which was organised with the European Rectors Conference and in association with FEDORA and the British Association for Counselling by the International Round Table for the Advancement of Counselling (IRTAC) in Bordeaux this spring.

The report: Psychological Counselling in higher Education in the European Community

The Forum: "Psychological Counselling in Higher Education in the European Community : Establishing the Common ground and exploring the differences with a view towards future developments" was held in Naples 24th-26th September 1992. The Forum was supported by the European Commission as well as by local universities. Both will also financially support the final report which will be published by the working group in corporation with the Instituto Italiano per gli Studi filosofici at the end of this year. There were 21 participants of whom most were already members of FEDORA-PSYCHE. They all had close working connections with clinical psychology and counselling and participated in preparing preliminary national reports. Other than Spain, Portugal and Luxembourg, all EC countries were represented. Although Anette McGee (Ireland), who had been a FEDORA-PSYCHE member since the very first days, could also not attend there exists a very close working relationships so that she will do the report on Ireland. We are also trying to receive national reports on the three missing countries. At the IRTAC conference in Bordeaux contacts with colleagues could be made. Discussing the reports and giving recommendations for revision was of course the most important part of the Forum. Yet, we also had four cases presented by our colleagues Jette Rytke (DK), Anne Heyno (UK), Dr. Helga Knigge-Illner (D) and Drs. Simonetta Adamo (I). The group discussions about those cases had an impressive standard of professional communication and helped us to get to know each other as psychotherapists and counsellors and as persons. In the final session Elsa Bell summarised the results of the Forum and the President of FEDORA, Jean-Marie Burnet, presented a detailed outline of the FEDORA-projects and its perspectives.

Outlook for future developments

Publishing the report will give us a solid common foundation of mutual understanding about the frameworks of counselling in each of our countries. Next steps might be :
- We may now look at the counselling methods applied in our services in a more systematic and comparative way and exchange ideas about special methodological problems.
- We may contribute to the process of defining standards and qualifications for psychological and psychothera-

peutic counselling in higher education. This process will be connected with more general discussions and planning about raising standards in the field of counselling and psychotherapy in which a number of professional organisations will participate. Yet FEDORA-PSYCHE might develop a specific expertise having the orientational needs of students in mind.
- Beyond the comparison of training facilities to fulfil those standards we may take practical steps towards exchanges to participate in formal training events on a European scale
- Links to other Fedora projects should be established whenever a fruitful integration of ideas and concepts seems possible.
- As will be seen in the report the range of provisions for services vary to a large extent. The insight of the EC Rectors Conference and of the Standing Conference of Rectors, Presidents and Vice-Chancellors of European Universities : "Counselling and guidance activities and information dissemination are the key to ensuring qualified access to and participation in higher education" (Hochschulrektorenkonferenz, 1993, p. 18) still has to be followed by concrete steps of action.

It will be a continuous task in academic institutions of all European countries to promote the idea that successful academic learning is not only a process to acquire knowledge but is necessarily implying personal growth and development. It has to be shown that, in a steadily becoming more and more complex educational environment, counselling may play an important role to facilitate this growth for students. Specifically this is true in questions of cultural exchange. Drawing on research and practice in intercultural counselling the personal impact of European student exchange has to be underlined. It will be an important task of the FEDORA-PSYCHE group to work on specific counselling implications arising from the growing Europeanization of students in our universities. To consult European administrations and organisations about our experiences has to play a crucial part in this work.

I would like to make a personal statement to finish this overview on FEDORA-PSYCHE : Yes I am sometimes irritated with my own and others difficulties with the communication in the different cultures languages and working styles as well as with the long distance managing of our work. And yet, I am amazed how productive quite a number of situations in those processes of working and encounter had been. I am grateful for the rewarding personal and professional experiences I have shared with the colleagues of our group. With the professional and amicable way we have tried to overcome arising problems, it seems worth to me to try to take some more steps in the European networking together.

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Echo belge de la réunion de travail du groupe FEDORA-PSYCHE à Naples, 24-26 septembre 1992

J.P. BROONEN
Université de Liège (B), coordinateur
J.P. PIREAUX
Université Libre de Bruxelles (B)
R. WALGRAFFE
Université catholique de Louvain (B)

L'un des buts de la réunion était de permettre aux praticiens des diverses représentations nationales de se mieux connaître. En trois jours de séances restreintes et plénières dans les palazzi universitaires chargés de passé renaissant et baroque, des relations privilégiées se sont nouées, favorisées par une hospitalité napolitaine dont chacun se souviendra longtemps.

Chaque délégation a présenté un rapport national provisoire qui constitue une sorte de radioscopie des centres d'orientation universitaires.

Chaque rapport abordait le contexte éducatif du pays dans lequel s'insèrent les centres, le contexte institutionnel et organisationnel (e.g. attitudes des autorités académiques et politiques vis-à-vis des centres; nature des liens avec d'autres services offerts aux étudiants), le type et le niveau de qualification des conseillers, l'âge et le niveau académique des étudiants qui consultent, l'analyse du type de demande, la gamme des services offerts, la méthodologie de l'orientation et les modes d'action psychothérapeutique.

Des études de cas discutées en groupe restreint ont concrétisé la nature de quelques problèmes-type rencontrés en orientation-réorientation et en soutien thérapeutique (Danemark: thérapie brève de groupe pour étudiants souffrant de troubles de l'alimentation; Italie : approche psychanalytique de troubles anxieux; Allemagne : difficulté à rédiger la thèse - approche rogérienne et comportementaliste; Angleterre : intervention de crise en période d'examens - approche analytique et intervention auprès des autorités académiques).

En assemblée plénière, les participants ont abondamment et vivement discuté de l'extension à donner au concept de counselling et des rapports entre les pratiques du counselling et les interventions à caractère psychothérapeutique.

Un autre sujet de débat a concerné l'aide à trouver au plan national et international pour l'organisation de sessions de perfectionnement à l'usage des conseillers.

Enfin, ont été abordés les problèmes soulevés par la mobilité des étudiants qui se trouvent soudain séparés de leur famille en pays inconnu et par la localisation des centres (à l'intérieur/extérieur du campus ou de l'hôpital).

Il nous a paru que les participants se sont séparés sur un goût de trop peu, ce qui augure bien d'une prochaine rencontre ...

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IRTAC Conference
Student Counselling in Higher Education
Bordeaux (F) 13/16 April 1993

Ann HEYNO,
Head of the Counselling
Polytechnic of Central London

The following statements were presented by group members from Britain, Denmark, Germany, Portugal, Spain & Sweden to the final plenary of the IRTAC Conference "Student Counselling : a task of growing importance". Significant extracts were quoted in the final papers summing up the conference. Hopefully some points will also go forward to the Conference of European Rectors meeting in Barcelona in September.

1. There is a growing body of research which shows that psychological counselling services can contribute to successful learning, completion rates and the unnecessary wastage of students in Higher Education. This can be done by personal counselling, staff development and institutional consultancy. Psychological counsellors are sometimes perceived as passive acceptors of the negative and the complaining elements in education but in fact they can be positive agents of change.

2. Academic institutions need to pay attention to the fact that there is normally a correlation between personal development and academic achievement. Unless this is taken into account there will be lower achievement rates, higher drop out rates, increased depression and lower self esteem amongst student. This message which counsellors give is not one management always wants to hear. Possible solutions include the following : increased pastoral care, social support; social meeting spaces for students and psychological counselling. Diminished resources should not allow these important areas to be ignored.

3. Learning and developmental theory inform our thinking on how we should educate people. We would be wise to not ignore this or to lose sight of the intrinsic value of education by only focussing attention on training, which is the increasing tendency in Higher Education. Education is not only about the acquisition of knowledge and skills, but also involves emotional processes, belief and value systems.

4. The trend is toward an increase in the take of older and other students with specific and special needs returning to education. Consideration of their differing aspirations and expectations needs to be taken into account in educational planning.

THE TOOL-BOX
Psychoanalytical concepts we consider fundamental in our work as university students counsellors

S.M.G. ADAMO, P. GIUSTI, F. PETRI, F. PORTANOVA, P. VALERIO
Counselling Service, Naples University Federico II

SUMMARY

This paper originates in the need to identify those psychoanalytical concepts which most frequently prove to be the most adequate tools for understanding and interpreting the problems experienced by the students who come to our Counselling service. The concepts we are going to consider are not only part of the Freudian theory, but have also been formulated by other authors like Blos, Laufer, Kohut et al., who although originating from that very theory differentiated their own specific theoretic and clinical expressions.

Oedipus complex and failure neurosis

The "failure neurosis" was given this name by Laforgue (1941), but the origin of this concept is to be found in a paper by Freud (1916), which describes "those who fail when successful", because succeeding - to the unconscious - means realising Oedipal phantasies, punished and annihilated by failure.
According to Danon-Boileau (1984-1992), too, the "failure neurosis" has its fundamental basis in the Oedipal stage, while Freud mainly considers the subsequent punishing element, Danon-Boileau describes all the conditions and behaviours which may help in determining an "anticipated" failure and which, in the case of university students, may lead to academic failure. He describes in particular two features, which proved to be recurrent and significant in our experience as well:

a When success is forbidden by the overwhelming image of a strong and castrating father, then failure lies in the fear of parental revenge, which can make the individual consider his father's encouragement as a trap. In such cases an aggressive element usually prevails which, through failure, deprives the father from further success that may increase his power. In this respect we would like to stress how sons of successful professionals or university teachers seem effectively consider following in their father's footsteps a highly destructive comparison, in front of which succumbing is inevitable.

b Failure forestalls guilt feelings due to outdoing a weak father, easy to attack, and at the same time it also represents reproach towards such a parent, perceived as "the matrix of an identification, whose weakness forbids success". These features seemed particularly explanatory, for instance, in the case of youngsters raised in uneducated and socially unfortunate families, for which graduating could mean outdoing their fathers and, more generally, when the individual's history showed a weak and fragile experience of the father, e.g. an old or ill parent still living in the same house.

Developmental breakdown

Freud's theory can also be found a the root of the concept of "developmental breakdown" formulated by M. and E. Laufer (1984), in particular when he considers the role of puberty in the individual's development (1905). According to the Laufers, the primary developmental task with which the adolescent confronts himself is given by the "establishing of the definitive sexual organisation". This process involves the relinquishment of the individual's impuberal, infantile body, the definitive male-female differentiation, and confronting oneself with Oedipal wishes, which become more frightening when a mature genital apparatus is acquired. Failing at this phase causes - the Laufers say - a halt in development, and the result are promptly visible at puberty or in late adolescence. However, "the adolescent capacity to function free from serious splitting for a certain period of time after puberty, seems to imply that the damage to the psychic structures is less serious than that experienced by adolescents who undergo developmental breakdown during puberty".

Most of the students we have interviewed state that their problems started when they were 13 or 14. Such problems seem to have been compensated or set aside for a certain number of years, and then reappeared in a more serious form and could no longer be put off. In these cases, students come to our Service because they are afraid of confirming choices that represent more or less pathological defensive solutions to adolescence conflicts, or because these solutions no longer provide adequate protection from the anxieties against which they were originally established.

Separation-Individuation

While in his first studies Blos (1962) focused on examining the difficulties and the peculiarities of the various phases of the adolescence process, he later (1967) took up considering the "ideal thread passing through the entire web" of the process and singled out the fundamental problems of separation-individuation. Reference to M. Mahler (1975) is obvious and clear even if, in the case of the adolescent, the aim he/she has to reach is in some sense opposed that of the infant : it is no longer separation from his/her real mother in order to internalise her image, but rather outdistancing internalised parental images in order to acquire personal identify.
The working-through of separating conflicts implies, as noted by Blos (1967) himself, swaying between regressive

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and progressive drives: Swaying affect not only the quality of object-relations and conflicts, but also their pattern of expression, and this explains the frequency of young people's acting out and psychosomatic phenomena. In our opinion Blos' point of view seems to be extremely useful in comprehending a variety of clinical phenomena such as the propensity of many adolescents to elude the working through of the differentiation process by interposing geographical of ideological distance. "But like in a shadow play (Blos), eluded conflicts continue to dominate the scene and determine, even though by means of the "choice by opposition" pattern, both the decisions and the models the young person adopts".

The case of students coming from out of town seems emblematic of the way in which physical separation from the family and the hometown may well be recorded in the conflictual register.

As a matter of fact, some of these students tend to resolve the conflict between regressive moves and freeing drives by not integrating them, but by splitting the infantile and the adult self: the result is belittlement and contempt of family ties as well as of the cultural and social world of origin, while getting into this new life is experienced as extolling. For other students, on the other hand, living in a big city is like wandering in a "dreadful wood" where the fear getting lost, and everything and everybody contributed to making them feel alien and rejected.

Introjective and projective identification

Freud formulated the identification concepts as well : it was first connected to the mourning processes for internalising a lost, beloved object (FREUD, 1915), and later along with the formulation of the structural theory (freud, 1922), it became essential for ordinary development.

In the identification processes, Melanie Klein recognised the foundation of the emotional development and, as she sought to understand its very early phases (1946), showed that next to the mechanisms for internalising the primary object - operating to establish an introjective identification with it - projective mechanisms were also operating in order to split and project parts of the self into the object. She marked out the identification resulting from this kind of processes, and called it precisely "projective identification". Later (KLEIN 1952, 1955), she observed how development leading to the establishment of an internal world - organised around a good object - was just the result of a balance between introjective and projective processes.

The balance between different identification patterns may, of course, be a useful key for comprehending quite different problems of variable quantitative importance. Specifically, however, an appraisal in this direction seemed particularly appropriate in those cases in which we found ourselves wondering about the patterns the student we were facing grew up with.

As a matter of fact, when introjective identification prevails, growth is usually represented as a gradual process, in which the necessary phases have been respected and result in an individual who feels confident in his own achievements and capabilities.

When, on the contrary, projective patterns prevail, growth appears to be marked by leaps, gaps, discontinuity, what prevails is a feeling of mistrust for the actual qualities of the individual's own achievements and opportunities. Many students who come up with this kind of problem significantly represent this process by connecting their current difficulties to the fact that they "failed A levels", have "gaps in their knowledge" or "insufficiently solid basis".

It would seem that some of them perceive enrolling in a Faculty or getting closer to graduation as the day of reckoning, i.e. the very moment in which their growth, which took place on such basis, is put to the final test.

Grandiose self

Several authors (WIDSETH, 1987) have described how often unmodified, archaic grandiose phantasies lurk behind the incapacity to continue one's studies. This is the way a student approaches each single new task, aiming unrealistically high, just like the image of success and admiration he anticipates in his mind. But the intrusion of such omnipotent phantasies puts him in a state of overexcitement, in which it is impossible for him to work and its inescapable "drop" leaves him exhausted and doubtful about his real value, capabilities and knowledge.

The fierce swinging of self-esteem - the block and the systematic procrastination often being the prevailing symptomatic expression - can be connected to developmental defects, which can be comprehended, as Widseth (1987), herself suggest, through M. Mahler's and H. Kohut's theory. The first author (1975) describes the apex of the narcissistic excitement occurring with the first independent and erect steps of a toddler, who "now seems intoxicated by his own capabilities and by the size of his world". This phase, though, does not last long, for the sense of omnipotence will soon fade away as the child becomes more aware of his own limits. According to Kohut (1971), instead, a grandiose self - as pathological narcissistic structure - can be found in the adult when there are deficiencies in the ordinary developmental process, which makes the child first need total and unconditional admiration from his parents, and only then he is gradually able to accept a more realistic appraisal of his products and capabilities.

Psychoanalytical model of learning

The pattern of learning, fully developed by Bion from the already existing concepts of Freud's and Klein's theories, proved to be extremely valuable to us, as it helped us understand the meaning of what the students described as difficulties in studying, which seemed to be connected to interferences in the learning process, memorisation, re-elaboration of subjects, and so on.

Bion's theory is based on the container/content model (BION, 1962) : thanks to a baby's internalisation of his mother's holding capabilities, a mental apparatus can be developed which is able to symbolise the contents of the emotional experience, "making the available the thought processes".

Symbolic processes are also described by Bion as "metabolization processes"; subjects being learned can be assimilated only if the mind can operate an adequate transformation, similar to that of the digestive processes.

In this perspective, emotionally intense - or even traumatic - experiences may put the holding and metabolising capabilities to a severe test, remaining so to speak, undigested; sometimes, in such circumstances, a substantial fragility may appear in the establishment of the thought apparatus.

In some cases Klein's concept of inhibition of the epistemophilic drive (1930, 1931) in our opinion seemed to be extremely explanatory. According to her, the wish to know is indissolubly connected to the explorative drives, which at the beginning of development are fundamentally centred in the exploration of the mother's body and in the sphere of sexuality. If an adequate removal of the sadistic or predatory phantasies towards the object did not take place, then genuine curiosity and the drive to know can be inhibited or seriously affected.

Conclusions

Our attention has been focused on the following concepts: the Oedipus conflict, developmental breakdown, introjective and projective identification, separation-individuation grandiose self, an the psychoanalytical model of learning.

This paper has no exhaustive pretensions, as a matter of fact we have not examined the technical aspects, nor the entire theoretic "equipment" which in the basis of our work, but only those concepts that, owing to their essentiality and specificity, make up - we fell - the "toolbox" of a psychoanalitically oriented student counsellor.

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ATTITUDES OF GREEK UNIVERSITY STUDENTS REGARDING THE EXISTENCE AND USEFULNESS OF A COUNSELLING CENTER AT THEIR UNIVERSITY

Maria MALIKIOSI-LOIZOS,
Assistant Professor of Psychology. University of Athens

SUMMARY

This article presents, in a summary form, the data obtained from a study that was conducted in 1991 on university student's attitudes regarding the existence and usefulness of a counselling center in their higher education institution. Results showed that the majority of the students interviewed believe that the existence of such a center - that would help them deal more effectively not only with vocational but also with educational, personal and interpersonal issues - is mandatory and that if it existed they would certainly use it. At present their decisions concerning studies, future employment etc. rely mainly on personal appraisals. However, many students consult also with their parents and ask them for advice, especially their mothers. Possible explanations for these results are given.

This article presents data from a study conducted in 1991 by the author on university student's attitudes regarding the existence and usefulness of a counselling center at their university. In order to make the data obtained from this study meaningful to the reader, a brief reference to the situation existing presently in Greece, in terms of counselling in higher education, must be made.

The idea of counselling in higher education made its appearance in Greece only recently. Although there had been many references to the variety of needs facing greek university students (KALANTZI-AZIZI, 1987; MALIKIOSI-LOIZOS, 1989) it was only late in 1988 that the University of Salonica founded the first counselling center to appear ever in any Greek higher education institution.

Then, in 1989, the University of Ioannina started operating a counselling center and, more recently, in 1990, the University of Athens followed. The interesting phenomena however, is that although the university authorities recognise the importance of such counselling centers and show a sincere interest in the whole matter, finances are short and priorities are given to other areas of need. So, it seems that we are again moving backwards, in that, although these counselling centers were financed in their initial stages, they are not presently supported financially so that they are forced to, gradually, cease their activities.

Therefore, the reader must bear in mind that most of the students interviewed had none, or very little, experience with a counselling center and their answers expressed clearly personal thoughts and wishes.

The sample included 252 students. 121 of them came from the University of Athens (23 majoring in English Literature, 33 in Psychology, and 65 in Early Childhood Education); there were also 52 Early Childhood Education majors from the Aegean University; and 79 students from the University of Salonica (out of which 51 were Early Childhood Education majors and 28 Political Engineering majors).

Results

One of the questions addressed the need and used and usefulness in creating a counselling and vocational guidance center that would help the students face and deal with some of their educational, vocational and personal difficulties. Most students were affirmative in their answers. The more negative answers to this question (25 %) came from the Political Engineering students. This may partly be explained and supported by a previous research finding indicating that greek students and scientists in the more applied technical sciences feel that they have control over their personal feeling and are, in general, negative to any kind of control from outside (ANDERSON, 1978). This, in terms of counselling could mean that they feel they can deal successfully with any kind of difficulty facing them without any other help or counselling coming from a source other than themselves.

Similar answers were obtained to the question : "if such a counselling center existed, would you use it ?" showing that most of the students interviewed would definitely use such a counselling center.

Since then, the students do not have such a facility available to themselves, who do they consult with when faced with personal, educational, vocational or other types of difficulties ? Most students replied that they don't consult with anyone other than themselves and that they face their problems and difficulties based on their personal decisions. Many students consult also with their mother, more so than with their father. That is, their mother comes second after themselves in their preferences regarding whose opinion they trust or whom they trust and feel comfortable with to speak freely. This finding was very interesting because previous investigations on similar populations of university students in Greece had found that they consulted more with their fathers and less with their mothers (LAMBIRI-DIMAKI, 1974; anderson and MALI-KIOSI-LOIZOS, 1980). Of course, in those earlier investigations this questions was limited to whom they consult with for their educational and vocational choices and did not cover counselling for personal matters. May be the father was back then, more important for such decisions since he was the "bread-winner" and knew more about the job market than the mother.

However, the question in the present study covered also the area of personal counselling for matters that including personal and relationship difficulties. Could it be that our young adults feel closer and more comfortable with their mothers to discuss personal problems, and does this have to do with the female personality or is it that greek mothers have ceased to be just housewives, working nowadays outside their home, that make them more assertive and better equipped to understand the future anxieties facing their children ?

And men ? The fathers ? Why have they dropped third in the student's hierarchy of people they trust and feel comfortable with to discuss whatever bothers them ? What has happened in the greek family structure ? How has the emancipation of women affected family relationships ? These are questions that have to be dealt with when trying to explain some of the present results.

Maybe the explanation lies in the fact that most students were women and it is only natural that they identify more with their mother and this is why they turn to her for help and advice. This explanation may be further supported by the fact that the political engineering of the University of Salonica who were mostly men, chose their father more than they did their mother to consult with and ask for advice.

One last question asked if they consult with their professors, at least for educational and vocational issues. The majority of the answers were negative. Why ? It is mainly because they see their professors as cold, distant, indifferent, humiliating, very busy with no time available to deal with each student separately, as they say; however, students admit, that part of the reason lies also in their own shyness. These data are in agreement with previous findings (LAMBIRI-DIMAKI, 1974; anderson and malikiosi-loizos, 1980).

The realisation that the greek university students counsel and decide themselves on issues facing them, may, in a way, be considered a positive and encouraging indication of maturity (GEORGAS et al., 1991).

However, their wish to have a counselling center that they would use for personal, educational, vocational or any other type of problem shows exactly their uncertainty and lack of confidence in the decisions they take by themselves. It also shows a firm belief in the help they can get from a professional counsellor not only in order to face more efficiently different kinds of problems but also in order to increase their self-knowledge and improve their interpersonal relationships.

The State needs to realise that priority should be given and money be allotted for the foundation, maintenance and improvement of counselling services in higher education if it is interested in creating well-adjusted individuals that will be an asset to the Greek society.

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LES ACTEURS DE L'AIDE PSYCHOLOGIQUE EN FAVEUR DES ÉTUDIANTS EN FRANCE

Karine BRUTIN, Professeur à la Clinique G. Heuyer
Sylvette GENDRE-DUSUZEAU, Professeur à la clinique G. Heuyer
Christine PRADEL-LANSON, Directrice des études,
Proviseur adjoint à la clinique G.Heuyer

Nous allons donner un résumé du rapport que nous avons rédigé à la suite de la réunion de travail du groupe FEDORA-PSYCHE qui s'est tenue à Naples (Septembre 1992) et consacrée à l'aide psychologique en faveur des étudiants en Europe.

Introduction

La situation concernant l'aide psychologique est complexe en France en raison de la diversification des prestations proposées aux étudiants. Dans les universités, l'aide psychologique est distincte du Conseil d'Orientation proprement dit. Les Services d'Orientation universitaire créés en 1973 et définis en 1986 par un décret qui les nommait "Services Communs Universitaires d'Information d'Orientation et d'insertion professionnelle" (SCUIO), sont implantés dans les universités. Leur mission est l'information, l'orientation, l'aide à l'insertion professionnelle des étudiants ; elle ne comporte pas de visée thérapeutique et est effectuée par des conseillers d'Orientation qui possèdent maintenant le titre de Psychologue d'Orientation.

L'aide psychologique en milieu universitaire est en effet du ressort des Services de Médecine et de Promotion de la Santé (SMPU) qui existent dans chaque université, et travaillent en liaison avec les services d'Orientation. Des psychologues y proposent une écoute psychanalytique.

Les autres intervenants relevant de la santé publique dans ce domaine sont les BAPU - Bureau d'Aide Psychologique Universitaire - qui proposent des séances d'accueil et de traitement psychanalytique, en ambulatoire, et les Cliniques de la FSEF (Fondation Santé des Etudiants de France) pour les étudiants nécessitant une hospitalisation et des soins plus étoffés. L'aide psychologique aux étudiants relève donc de trois grands secteurs d'intervention (S.M.P.U., B.A.P.U., F.S.E.F.), avec chacun des objectifs et un fonctionnement spécifique.

Nous avons donc demandé aux acteurs de ces secteurs d'intervention de rédiger un texte comportant un historique de la création de leurs services et une description de leur pratique de conseil psychologique.

Le travail du psychologue en service de médecine préventive universitaire est présenté par les psychologues de la médecine préventive de la région parisienne.

Les BAPU sont présentés par le Docteur Le Vaguerese, responsable médical du BAPU Montparnasse.

Enfin l'accueil spécifique dans les cliniques psychiatriques de la Fondation Santé des Etudiants de France est décrit par les auteurs de ce rapport. Nous publions ici des extraits de ces lettres.

1. Le Service Universitaire de Médecine préventive et de Promotion de la Santé

◆ Descriptif

Dans chacune des universités de la région parisienne il existe une équipe de médecine préventive à laquelle est généralement intégré un psychologue.

L'histoire de cette médecine de prévention en milieu étudiant en fait apparaître l'origine en 1945, au sortir de la Seconde Guerre Mondiale, dans un but de prophylaxie et de dépistage de la tuberculose et des maladies vénériennes.

Les équipes pluridisciplinaires sont composées de médecins, de psychologues, d'infirmières et quelquefois d'une assistante sociale. Seule ou en association avec d'autres, chacune d'elles peut sur son lieu d'implantation mener une réflexion sur les besoins des étudiants et mettre en œuvre les actions nécessaires.

◆ Rôle et spécificité du psychologue

Cliniciens, d'orientation et de formation psychanalytique, les psychologues n'ont pas pour seule activité le travail de consultation auprès des étudiants. Ils participent au travail de réflexion et d'élaboration des projets et missions que le Service met en place.

2. Les BAPU (Bureau d'Aide Psychologique Universitaire) en France

Le premier BAPU créé à Paris, et qui continue à fonctionner, a été fondé à l'initiative de la MNEF (Mutuelle Nationale des Etudiants de France) de même que les suivants. Récemment le BAPU de Paris a été repris par la Fondation Santé des Etudiants (FSEF). Son statut est en cours de redéfinition.

◆ Historique

La pratique en France des BAPU date de 1956. Dès 1952, un Comité National Universitaire pour la Santé Mentale, réunissant plusieurs organismes, donnait l'impulsion en recentrant la politique de prévention, jusque la dominée par la lutte contre la tuberculose.

Certains psychanalystes acceptant dans un premier temps de travailler bénévolement, la structure BAPU devait rapidement fonctionner et devenir une référence au sein du milieu universitaire. Si ce sont d'abord les structures étudiantes liées au syndicalisme qui ont fourni l'élan initial, c'est grâce au relais assuré par des analystes et des universitaires que le projet a pu se concrétiser.

Un cadre légal était donné au cours des années 60 à ce type d'établissement et jusqu'en 1972 les BAPU se sont multipliés en France.

◆ Fonctionnement

Les BAPU permettent aux étudiants des consultations directes avec des psychanalystes et un suivi de durée variable, sans obstacles administratifs ni financiers, les séances d'accueil et de traitement étant prises en charge par la Sécurité Sociale et la DASS (Direction de l'Action Sanitaire et Sociale, organisme public assurant le financement des actions de prévention dans le domaine de la santé). Au BAPU certains étudiants viennent une seule fois, d'autres quelques fois, d'autres sont en traitement plus ou moins prolongé. Mais l'accent a toujours été mis sur l'accueil et donc sur des parcours généralement brefs.

Les analystes, médecins ou psychologues proviennent de groupes analytiques divers (Freudiens et Lacaniens). Ils ont longtemps été rémunérés sur le principe d'une égalité de salaire.

3. Les Cliniques Universitaires médico-pédagogiques de la Fondation Santé des Etudiants de France (FSEF)

◆ Historique

La Fondation Santé des Etudiants de France tire son origine d'une initiative prise par l'Union Nationale des Etudiants de France (l'UNEF) en 1923; à cette époque - et cela demeurera vrai jusque dans la décennie de 1950 - la tuberculose constituait un fléau redoutable. Les étudiants eurent ainsi l'idée de créer un sanatorium où leurs camarades pouvaient être soignés et, en même temps, poursuivre leurs études. La fondation a été reconnue d'utilité publique en 1925.

Pour faire face aux besoins, la Fondation SEF - avec l'appui des Pouvoirs Publics - créa ensuite de nombreux autres établissements qui, tous, associèrent les soins et les études.

Au milieu des années cinquante, les établissements de la Fondation SEF engagèrent une reconversion complète, mettant à profit leurs capacités d'accueil pour se tourner vers la prise en charge de nouvelles pathologies, somatiques et mentales (troubles psychiques graves).

En 1972, la Fondation SEF tout en restant fidèle à son sigle, devenait la "Fondation Santé des Etudiants de France".

Aujourd'hui, les cliniques de la FSEF sont un recours

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extrêmement précieux pour des étudiants atteints de troubles psychiques qui les conduisent en Hôpital psychiatrique et les obligent à interrompre leurs études. Les cliniques de la Fondation offrent différents types de prises en charge qui leur permettent de continuer à se soigner tout en reprenant leurs études, d'où la devise de cette Fondation : "Etudier quand même".

◆ **Descriptif des prestations**

Au total, la Fondation gère 13 cliniques dont 6 accueillent des jeunes gens souffrant de troubles psychiques graves.

L'objectif du dispositif soins - études est de permettre à ces étudiants de renouer avec leurs études et de composer avec la maladie sans rompre avec la possibilité d'un devenir social. La réintégration dans le milieu universitaire et l'insertion professionnelle sont les buts poursuivis. Pour les patients, après un effondrement psychique grave et une période de rupture avec la vie sociale, souvent marquée par un passage en Hôpital psychiatrique, le fait de retrouver un statut d'étudiant constitue une étape importante dans une dynamique d'élaboration individuelle et de réinsertion sociale.

◆ **Le conseil psychologique**

Une concertation hebdomadaire entre les équipes soignantes et l'équipe enseignante parfois en présence de l'étudiant et dans certains cas de sa famille, permet d'accompagner l'évolution du projet de l'étudiant en fonction de son état de santé.

Parallèlement, l'élaboration de ce projet se fait à l'intérieur de la clinique avec les psychologues cliniciens, l'équipe pédagogique et son service de documentation; les équipes de la clinique travaillent en étroite collaboration avec les partenaires extérieurs que l'étudiant peut consulter : SCUIO, Service correspondant "handicap" des universités, SMPU (Service de Médecine préventive Universitaire).

Pour ces étudiants très perturbés, le Conseil Psychologique ne peut s'appuyer sur une seule personne. Il repose sur la constellation d'intervenants diversifiés (cités ci-dessus), collaborant ensemble à l'intérieur comme à l'extérieur de l'institution, et ne peut être séparé du Conseil d'Orientation.

CONCLUSION

La situation du Conseil Psychologique en France est diverse et complexe car elle s'adapte à des situations variées qui reflètent l'histoire du système d'enseignement supérieur et du système de protection sociale étudiant, marquée par la lutte des étudiants pour la protection de leur santé.

Actuellement, le réseau d'intervenants est en remaniement d'une part sous la pression économique et d'autre part en raison de l'évolution des pathologies et de l'accroissement des demandes. De plus, il convient de tenir compte de l'augmentation constante du nombre d'inscrits chaque année dans les universités.

◆

GROUP TRAINING OF STUDENTS WITH PROBLEMS IN ORGANISING STUDY AND DIFFICULTIES OF ATTENTION

Anastasia KALANTZI-AZIZI
Associate Professor of Clinical Psychology, University of Athens (Greece)
Ionna MATSAKA
Psychiatric Hospital of Athens, Greece.

Presentation of the programme

We will describe below our initial experience in group training of students with problems in organising study and methods with difficulties in attention and concentration. The programme was run in the Counselling Center of students of the University of Athens.

The self-management programme for attention difficulties was completed in 9 sessions : each session lasted for 1 hour and 45 minutes. Five females students from the Department of Philosophy-Pedagogics-Psychology participated in the programme.

The participation in the programme was voluntary : the selection of the participants was made after (1) an interview an interview on a one-to-one basis, aimed to detect the motives of the students for participating in the programme, and (2) a test package including the following questionnaires :

(a) Questionnaire for the Assessment of Attention Difficulties (held et al., 1983)

(b) Attribution Style Questionnaire (peterson et al., 1982);

(c) Personality Scale of Manifest Anaienty (taylor, 1953);

(d) Psychosomatic Heath Scale (langner, 1969);

(e) Self-Control Questionnaire (teegen, 1976).

The questionnaire package was chosen firstly, to detect and exclude from the programme students with severe psychopathological symptoms, and secondly, to utilise the figures statistically for the research purposes and the evaluation of the programme. For the latter reason, the same questionnaire package was administred to the programme participants during the last session, which concerned the programme evaluation (A-B-A design).

The self-management programme for difficulties of attention was based on a series of 23 exercises (KALANTZI-AZIZI, 4rd, 1991), which were given to the participants at the beginning of the programme in a test-book form. The exercises were structured around self observation at the unwanted behaviours and the emotional expression. The procedure that the subject usually goes through is that step-by-step reveals for him/herself and analyses the reinforces, the consequences and the cognitions that exist in the unwanted behaviours : gradually, the individual conceives and pictures the wanted behaviour and what needs to be changed. The end product of the exercises is the creation of a personally planned self-management programme for the attention difficulties which is based on gradual changes and rewards.

The programme included some exercises for neuro-muscular relaxation (JACOBSON, 1932, translated by kalantzi-azizi), which went through the last 32 minutes of each session.

General Programme Evaluation

Table 1 shows the data of the evaluation phase through test before and after the programme. When looking at the results, we must always keep in mind that the date is only from 5 subjects. For this reason the figures are only indicative of the pre-and post-measurement situation of the subjects. Generally, the results do not reveal any differences between the pre-and post-measurements, with the exception of the Langner Scale and the Concentration Time. The Psychosomatic Scale (Langner) indicates that there is a difference before (mean = 6.40) and after (mean = 3.40), which means that although there were psychosomatic symptoms at the beginning of the programme, there where not any at the end. Also noticeable is the pre and post difference in concentration time; the concentration time raised from a mean of 14.4 minutes at the beginning to a mean of 31 minutes at the end. Also, it should be noticed that the follow-up of the programme will take place at the end of September, after two intervening exams periods, one in June and one in September.

Commentary and Conclusions

Although our experiences are few for the time being, some of the positive indications of our experiences are in line with other relevant experiences in the field of research and intervention attempts (HAAS & MASSOTH, 1984; HELD et al., 1983; DEPREEW & VAN ACKER, 191). It seems, therefore, that structured behavioural techniques that empower self-control and, generally, self-management.

(a) Enrich the special skills that the student needs to copie with a totally new way of knowledge acquisition; in other words, there is no more compulsory studentship, neither strict high-school programmes, not the everyday teacher's control. The higher education student has to programme for him/herself the way to study, to choose, to structure the time, to write up projects, etc.

(b) Structured behavioural techniques operate positively test anxiety because of improper way of study an concentration difficulties, low self-esteem because of serial failures, etc.

(c) Finally, as it will be shown from the follow-up of this study and further research, it could be proved that through generalisation of these special skills and improvement of intrapersonal control, the structural behavioural techniques might help the student to be

able to overcome other kind of difficulties, of intra-and inter-personal post-adolescence adaptation.

An extended form of this programme was presented as paper at the 22th Annual Congress of EABT, Coimbra, Portugal, Sept. 1992.

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CODE	A INTERNAL PRE +	PRE -	POST +	POST -	S STABLE PRE +	PRE -	POST +	POST -	Q GLOBAL PRE +	PRE -	POST +	POST -
01	22	27	24	27	26	25	29	21	31	28	28	30
02	29	24	31	31	35	28	36	25	35	26	29	30
03	32	22	31	26	33	25	34	29	35	30	34	33
04	26	27	23	29	33	27	30	28	25	27	26	26
05	23	29	35	25	23	28	34	29	18	29	24	20
MEAN	26.4	25.8	28.8	27.6	30.0	26.6	32.6	26.4	28.8	28.0	28.2	27.8
S.D.	4.16	2.77	5.12	2.41	5.20	1.52	2.97	3.44	7.29	1.58	3.77	5.02

CODE	TAYLOR PRE	TAYLOR POST	LANGNER PRE	LANGNER POST	TEEGEN PRE	TEEGEN POST	CONCENTRATION TIME TIME PRE	A*1 POST	TARGET TIME PRE	B*2 POST
01	22	21	02	05	08	08	30m	10m	3h	3h30m
02	26	25	02	01	07	09	17m	25m	4h30m	4h30m
03	23	26	07	03	14	13	5m	60m	6h	6h
04	31	28	09	04	10	14	15m	20m	4h	6h
05	31	28	12	04	08	10	5m	40m	5h	4h
MEAN	26.6	25.6	6.40	3.40	9.40	10.8	14.4m	31m	4h30m	4h48m
S.D.	4.28	2.88	4.39	1.52	2.79	2.59	10.3m	19.5m	1h7m	1h9m

*1 TIME A = CONCENTRATION TIME
*2 TIME B = TARGET TIME

L'ANNONCE OFFRE D'EMPLOI : LE LANGAGE MIS EN SCENE

Jean-Michel NICOLAS
Conseiller d'orientation-Psychologue, SCUIO - Caen (F)

Présentation

Quelles que soient les stratégies mises en oeuvre, recruter signifie aujourd'hui pour l'entreprise, communiquer : une politique cohérente de recrutement passe par une stratégie informative qui, bien que possédant ses marques spécifiques, s'appuie sur des modèles théoriques de communication. L'identification des cibles, la maîtrise des outils de communication, met en jeu de multiples partenaires tout au long d'un chaînon dont producteur et récepteur sont identifiés comme les deux extrêmes.

Actuellement ce terrain particulier de l'échange langagier reste quasi-vierge de toute recherche expérimentale. Cependant les annonces offre d'emploi publiées dans la presse représentant environ le cinquième du marché de l'emploi. Mises en texte sous des formes les plus variées (publicité de recrutement institutionnalisées par des affiches: en 88, THOMSON est l'un des premiers à utiliser cette technique publi rédactionnelle pour recruter 800 jeunes diplômés; offres insérées dans les pages spécialisées des médias), l'annonce offre d'emploi offre une multiplicité de stratégie langagière. L'observation de ce discours peut se faire, par l'analyse de ses diverses composantes.

Choisir l'offre d'emploi comme objet d'étude doit permettre de satisfaire notre curiosité de professionnel à l'égard des protagonistes d'un acte de langage -entreprise et étudiant futur demandeur d'emploi- où le "comment ce que l'on communique, communique" est la première étape d'une éventuelle rencontre des partenaires potentiels.

Pour ce faire nous étudierons, à partir d'une observation concernant une population étudiante à Bac+4/5 (maîtrise A.E.S., administration économique et sociale, et 3ème cycle de l'I.A.E., Institut d'Administration des Entreprises) comment les outils de la psycho-socio-linguistique, utilisés ou non en toute conscience par les producteurs de message, permettent de cerner quelques aspects des différentes fonctions du langage. Nous présenterons dans un premier temps l'évolution et l'état actuel des connaissances sur la communication; puis nous observerons comment le langage, à travers son signe et son organisation énonciative est mis en scène dans l'annonce offre d'emploi.

Pour GHIGLIONE (Traité de psychologie cognitive., Dunod 1990) le début des années 60 marque la reconnaissance de la psychologie sociale comme discipline de recherche et d'application. Les phénomènes de communication en constituant bien entendu un des pôles vers lequel vont s'engager de nombreux travaux. Issu des conclusions de SHANNON et WEAVER le schéma E (metteur) / M (essage) / R (écepteur) est prégnant dans les années 70 et servira de support théorique à de nombreux messages publicitaires.

Il décrit avant tout un processus linéaire:

Source / Emetteur / Codage / Message Décodage / Récepteur / Réponse

Il prend essentiellement en compte la quantité d'informations à transmettre et la qualité de la transmission et a pour implicite que la réponse, l'intention d'achat par exemple, est essentiellement liée au bon déroulement de ce processus.

Autour de ce schéma des théories multiples vont être élaborées et apporter leurs marques spécifiques. **Théorie de l'action** où le langage, échange de paroles, est une action indispensable à la socialisation du jeune enfant. **Théorie de l'information** qui aborde la notion d'effets interlocutoires: émetteur et récepteur sont dans un cadre dialectique. **Théorie de la motivation** donnant à la communication pour objectif essentiel la satisfaction motivationnelle. **Théorie du comportement** vue comme une transmission quantifiable d'informations. Enfin une **théorie cognitiviste**, au delà du modèle E / M / R, considère généralement toute communication comme co-construction d'un réel négocié dans espace spécifique. C'est dire ainsi la place essentielle attribuée à la situation d'interlocution: la communication ne nous amène pas seulement à nous poser la question du QUI et du COMMENT mais aussi celle fondamentale du POURQUOI. Selon GHIGLIONE l'interlocution a pour fin de "co-construire un univers" avec l'autre, mais pour soi, ceci amenant la question de la problématique persuasive.

Ici nous faisons l'hypothèse d'un terrain réceptif tout à fait favorable: en effet nous pouvons raisonnablement penser que tout étudiant diplômé à Bac +4/5 a des intentions d'action qui vont le porter vers la recherche d'emploi. Ceci étant, la complexité du processus de persuation n'en est pas pour autant résolue : l'objectif essentiel de la communication persuasive, dans ce cadre, sera de transformer l'intention d'action en comportement, conforme aux attentes de l'entreprise, à savoir envoyer son curriculum vitae ou accepter de se rendre à un entretien.

L'ANNONCE OFFRE D'EMPLOI: UNE MISE EN SCÈNE LANGAGIÈRE

Le corpus: un corpus se définit habituellement par deux caractéristiques: exhaustivité et homogénéité. Compte tenu du nombre considérable de publications, vaine nous est apparue la prétention à l'exhaustivité, cependant on considèrera les offres retenues comme représentatives. L'homogénéité d'un corpus est définie par sa délimitation dans l'espace, dans le temps et dans l'univers des signifiés. Nous avons ainsi sélectionné 125 offres sur les secteurs professionnels suivants :

Gestion-Administration : 63 offres;
Finances-Compta : 30 offres;
Personnel-Juridique : 32 offres.

Les médias retenus:

- Carrières et Emplois, hebdomadaire national spécialisé;
- Le Figaro, encart hebdomadaire;
- Le Monde, encart hebdomadaire;
- Ouest-France, régional grand-ouest;
- Courrier-Cadres, hebdomadaire professionnel.

Toutes les offres étudiées sont en noir et blanc. Dans le Figaro, Le Monde et Ouest-France une mise en scène iconique vient soutenir la mise en scène langagière. Photo ou illustration graphique sont présentes dans 5 % des cas et peuvent parfois occuper les 2/3 de l'espace consacré à l'offre.

Le "dire" sur l'entreprise

Nous avons retenu seulement le cas où l'entreprise se fait connaître. A l'aide d'une analyse quantitative et hiérarchisée il est possible d'observer comment l'entreprise "s'offre" au lecteur potentiel.

Dans près de 40 % des offres l'entreprise se positionne sur le marché : "leader", "un des premiers au monde", "dimension internationale".

Viennent ensuite, 31 % des cas, des informations de type économique : "forte expansion", "croissance prévisible".

Le secteur professionnel est présent dans 31 % des offres; explicite : "pharmacie", "banque …" ou imprécis : "secteur de pointe".

Le statut juridique est signalé dans 27 % des cas, en particulier quand il s'agit d'un groupe qui est "grand","puissant", "mondialement connu".

Enfin, d'autres éléments se manifestent dans 10 % des offres : lieu d'implantation, cotation en bourses, type de clientèle, "morale" de l'entreprise (culture humaine, esprit maison).

Le "dire" sur le poste du travail

Toujours défini par son intitulé le poste à pourvoir contient des informations présentes dans la plupart des offres étudiées. Nous avons là une homogénéité dans la forme (titre en gros caractères, descriptif en petit lignage) et sur le fond quant au contenu informationnel.

Les productions discursives rencontrées, à l'éventail fermé et au registre assez sobre, contrastent avec la diversité que nous avons signalée antérieurement. Il est possible de regrouper en trois domaines les informations présentes :

- Missions, tâches, objectifs du poste, moyens humains et matériels;
- Dépendance hiérarchique, statut, type de responsabilité;
- Formation, évolution, rémunération.

A notre niveau de recrutement et dans les fonctions retenues les tâches affectées aux postes proposés sont de multiples natures. Par un regroupement conceptuel des verbes rencontrés nous pouvons en relever les caractéristiques les plus fréquentes :

Conception/Développement: concevoir • initialiser • optimiser • définir • monter • mettre en place • adapter;

Organisation: assister • analyser • maîtriser • réaliser • respecter • aider • vérifier • rédiger • présenter • diffuser • suivre;

Relation: animer • encadrer • manager • superviser • coordonner • constituer;

Conseil/Formation: former • orienter • suggérer • conseiller.

Le "dire" sur le candidat

Les informations susceptibles d'être données sur le candidat recherché sont généralement de trois types :

- Identité;
- Formation;
- Caractéristiques personnelles

Parmi ce dernier type il est possible de définir :

- Des critères centrés sur la notion de sociabilité : "sens des contacts", "sens relationnel", "sens de l'équipe", "organisateur", "diplomate", "ouvert au dialogue", "goût du terrain";
- Des critères centrés sur le dynamisme et l'action : "stratège", "entreprenant", "efficace", "curieux", "ambitieux", "logique", "méthodique", "homme d'action";
- Des critères centrés sur l'affect : "autonome", "souple", "fort tempérament", "écoute", "de la trempe", "ouvert".

On peut émettre l'hypothèse que le discours produit par l'entreprise peut être analysé comme révélateur de ses propres réalités psycho-sociales. En nous interrogeant sur ce discours puis sur le fonctionnement de ce discours par observation de la matière linguistique rencontrée, nous pouvons envisager de définir un "genre" offre d'emploi de recrutement.

VERS UN "GENRE" OFFRE D'EMPLOI

L'offre d'emploi se trouve dans un système socio-économique fondé sur l'équilibre de l'offre et de la demande. Elle met en cause plusieurs partenaires:

- L'entreprise qui recrute, son service Ressources Humaines et le cas échéant l'agence de publicité de recrutement dont l'entreprise se sert pour élaborer et publier ses offres;
- Le candidat, employé potentiel.

Ainsi, deux sujets interagissent dans la situation "publicité de recrutement" : l'entreprise, à l'origine d'une parole destinée à un candidat interprétant (lecteur) et acteur à la recherche d'un emploi, emploi lui-même objet d'échange qui permet un bienfait aux deux protagonistes.

Le texte offre d'emploi s'organise ainsi autour de stratégies narratives mettant en oeuvre des types discursifs que nous allons examiner.

Les *stratégies énonciatives* sont de deux types : énonciateur et entreprise ne font qu'un et sont identifiés en général sur le modèle "entreprise X recrute ..." ou "nous recrutons ..."; dans un second cas énonciateur et entreprise sont dissociés, ce qui est marqué explicitement dans l'offre par une référence à l'énonciateur (envoyer CV au cabinet X).

L'*organisation narrative*, la narration, s'articule autour du concept de quête et de son implicite, le manque : la non appartenance professionnelle, ou le désir de changement, va faire l'objet d'une quête dont le demandeur d'emploi est agent, autour d'un objet (l'emploi) pouvant être comblé par un auxiliaire (l'entreprise).

L'*appareil argumentatif* est organisé sur l'objectif fondamental de la persuasion. Le propos du texte c'est l'emploi dans une entreprise particulière. L'acte de persuasion est ainsi implicitement formulé : "vous ne pouvez pas ne pas vouloir ce que procure cet emploi".

Enfin, divers *types discursifs* dans les offres examinées. Les types énonciatifs s'organisent autour de deux comportements: délocutif quand le lecteur n'est pas directement sollicité (ex: capacité d'autonomie); allocutif quand il y a adressage direct (ex: votre capacité d'autonomie).

Les types narratifs distinguent symétriquement entreprise et candidat tour à tour *agent* ou *allié*: "l'entreprise vous offre un emploi, vos compétences vont permettre à l'entreprise d'évolue". Les types argumentatifs s'organisent le plus souvent autour de deux procédures: *singularisation* quand l'entreprise se place parmi les meilleurs sur un marché haut de gamme; *présupposition* quand elle offre une image du destinataire que celui-ci peut récuser.

LE MESSAGE ÉVALUÉ

A partir de ces données nous avons mené une expérimentation autour de l'hypothèse de base ainsi formulée : il s'établit, chez des sujets issus d'une même population homogène (Bac+4/5 formés en gestion) des attitudes psycho-socio-langagières correspondant à des pratiques d'usage. A partir de quatre variables dont trois sémiolinguistiques (allocutif, ex : vos qualités relationnelles; délocutif; ex : qualités relationnelles; leadership, ex : n°1 dans le secteur) et une situationnelle (intérêt ou non pour le poste) nous pouvons proposer les conclusions suivantes:

Si le fait d'être intéressé par une offre renforce les intentions d'action quant à une possible rencontre sous forme d'entretien avec un représentant de l'entreprise, **libre champ est laissé par contre à l'entreprise pour opérer des choix dans sa stratégie discursive: l'intérêt initial apparaît sans influence sur la façon dont va être perçu le message**; l'évaluation des degrés de sympathie et de compétence du concepteur du message ainsi que la pertinence et l'impact du message ne sont pas affectés par cette variable. En outre, **l'envoi du C.V.**, lorsqu'il est envisagé, l'est **quel que soit l'intérêt initial**.

Si le fait de solliciter directement le destinataire (**comportement allocutif**), a pour effet de rendre le rédacteur plus sympathique au lecteur, le fait de présenter l'annonce de façon plus neutre (**comportement délocutif**) conduit le lecteur à se représenter le rédacteur comme étant plus compétent, à considérer les informations contenues dans l'annonce comme étant plus pertinentes et à renforcer son intention d'envoi de C.V.

Quand les sujets ne sont pas à priori spécifiquement intéressés par l'offre il semble que la **meilleure évaluation globale** du message offre d'emploi est faite quand ce dernier est de **type délocutif**, c'est-à-dire sans adressage direct.

Dans une offre d'emploi l'entreprise a fondamentalement pour objectif d'induire chez le candidat une bonne évaluation. Quel que soit l'intérêt, **le mode délocutif semble le plus pertinent**, ce qui ne manque pas de surprendre quand on voit l'important nombre d'offres allocutivisées dans la définition du candidat. Dans ce cas, **normes de production** (les annonces) **et normes de réception** (les lecteurs) **ne sont donc pas en adéquation**.

Bien entendu nous n'avons ici qu'une contribution partielle aux recherches sur la problématique de la réception de message. Cependant nous souhaitons que ce regard spécifique que nous avons pu avoir grâce aux outils de la psychologie sociale permettra aux partenaires concernés de mieux saisir les multiples enjeux rencontrés dans le processus de recrutement.

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PUBLICATIONS

Europe

EURO-CHALLENGE
Key Information and Jobs for the European Graduate - 1st Edition 1993
A 240-page book containing what the editor feel to be important information about studying and working in Europe for students and graduates.
Published by Joerg E. Staufenbiel
➡ Address: PO Box 10 35 43 • D - 50475 KOLN

Espagne

REPERTORI EUROPEU DE CURSOS UNIVERSITARIS D'ESTIU
Per Josep Ma Vilarnau
➡ Adresse: Generalitat de Catalunya - Departament d'Ensenyament • Direccio General de Promocio Educativa

UK

Roles for Graduates in the Twenty-First Century
Getting the Balance Right
To celebrate its 25th anniversary, the Association of Graduate Recruiters commissioned this report, based in a wide-ranging study of its members, academics and careers services in higher education, and chief executives in business. This is the first attempt, AGR believes, that has been made to relate the changes in higher education to those in employment practice.
Published by the Association of Graduate Recruiters
➡ Address: Sheraton House - Castle Park • UK - CAMBRIDGE CB3 0AX

Holland

Academici & Arbeidsmarkt / Gids voor werkgevers
Ce guide de travail destiné à des responsables de recrutement et de personnel présente les formations dispensées à l'Université d'Amsterdam, dont certaines sont mal connues sur le marché du travail. Chaque formation est d'abord présentée d'une façon générale, suivent ensuite les spécialisations. Enfin, un diplômé de l'université retrace les grandes étapes de son parcours professionnel.
Universiteit van Amsterdam - Loopbaan Advies Centrum
➡ Adresse: Oude Turfmarkt 149 • NL- 1012 GC AMSTERDAM

FEDORA NEWSLETTERS
Next issues
September 1993: FEDORA-EMPLOYERS GROUP
October 1993: Special Issue - Barcelona Congress

Nous vous rappelons que les projets d'articles et les "nouvelles brèves" peuvent être envoyés au secrétariat de FEDORA ou au Centre d'Information et de Documentation - CID - de l'Université catholique de Louvain

CID / A l'attention de
Mme F. Van der Mersch-Michaux
16 Place de l'Université
B-1348 Louvain-la-Neuve (Belgium)

Nouveau numéro de téléphone: 32-10-47 27 06 • Fax: 32-10-45 46 14
Réalisation : CID - Université catholique de Louvain

Agenda

17-18/9/93

Conseil d'Administration de FEDORA
Copenhague (DK)

◆

20/9/93

Présentation de FEDORA
aux conseillers d'orientation danois
par J.-M. Burnet (Président) et T. Raban

◆

25/10/93

Réunion du Groupe FEDORA - Employeurs
Guinness - Edinburgh (UK)

◆

27-30/4/94

Cinquième Congrès Européen de FEDORA
à Barcelone

ERRATA

The two diagrams attached to the article by Tony Watts on "Occupational Profiles of Vocational Counsellors" in the May 1993 issue of the FEDORA Newsletter were taken from a separate, unconnected paper by Tony Watts, and were printed in error. Our apologies to the author for this and for the mis-spellings in the article itself.