

PASSIVENESS AS AN IMPORTANT PROBLEM OF EDUCATION WAYS OF DEALING WITH IT ON THE BASIS OF WANT2LEARN PROJECT

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Abstract

In the light of empirical research and analysis there is a question about effective ways problems of passiveness in education can be dealt with. It is assumed that supporting and stimulating people by widening self-consciousness of their own resources and developing needed competences have the highest priority. Monitoring educational projects being realized can make the quality of educational offer and effective stimulation of individual potential much better. The aim of the article is: (1) to present psychologists' opinions and views on the phenomenon of passiveness, (2) to formulate conclusions on effective ways passiveness and stimulating people by support and competence development can be dealt with, (3) to present how the so-called key competence in WANT2LEARN Project were formed and to describe problems connected with maintaining and stimulating a beneficiary in educational project.

Key words: *passivness vs activeness, human motivation, competence development.*

*Passiveness and lack of any desires is the greatest obstacle
to human progress then the worst energy direction.*

John Stuart Mill

Introduction

In the opinion of Wiesław Łukaszewski (2007), almost half of the people asked the question about what situation or what state of affairs makes them happy, answer that doing nothing is such a stage. Glorification of doing nothing is becoming the synonym of the so-called peace and quiet. Although it is known that the same peace and quiet becomes suffering very quickly. The active discover and form their various competences. The passive, otherwise, due to limited and inadequate to requirements of particular situation own activeness have less occasions to do this. They often stay in the inert state of "...certainty of conviction – *If I like it, I could do it, which is the reason for passiveness of not one brilliant mind*" (Lichtenberg, 1970). The method in which passiveness, chronic procrastination, delaying the realization of tasks and the lack of activeness can be dealt with is forming and developing particular competence – necessary in every day life, functioning in the so-called society of knowledge- on the basis of educational projects. Passiveness as the phenomenon and problem of psycho-sociological nature appears to be effective blocker of desirable development of

competence. The phenomenon of passiveness is still not fully described for the reason it is complex, multi faced, evaluating under the influence of psychological, social-economic and cultural variables. It can be considered if such a complex and socially difficult problem of passiveness really concerns us, namely Polish people. All public opinion surveys conducted on representative samples show that the Poles are not willing to take part in different forms of social activity and that there is no more than 30-40% of active Poles. What distinguishes socially active persons from those passive ones? In some research conducted on representative sample of three Polish regions of a country (covering eight provinces), in some smaller research conducted in country environment, in two research done in Warsaw, and also in some research conducted on representative sample of two regions of Ukraine (Eastern and Western ones) investigated persons were asked to take part in 16 different forms of social activity: beginning from protest to participation in organizations and associations of different kind. The results indicate clearly consequent pattern suggesting that – irrespective of the form of activity – passive persons in comparison with the active ones were characterized by: (a) lower level of social bonds (mostly neighbourly ones), (b) stronger sense of being harmed and dissatisfied with life, (c) stronger alienation from authorities and stronger expectations to be helped by authorities, (d) weaker bonds with place of living, (e) weaker national attitudes, (f) weaker interest in own family roots and history of place of living, and (g) much lower cultural capital expressed mainly by less amount of read books in home library and weaker cultural interests.

In the light of empirical research and analysis there is a question about effective ways we can deal with problems of passiveness in education. It is assumed that supporting and activating people by widening self-consciousness of their own resources and developing needed competence have the highest priority. The aim of the article is:

1. to present psychologists' opinions and views on the phenomenon of passiveness;
2. to formulate conclusions on effective ways in which passiveness and stimulation people by developing the so-called key competence can be dealt with;
3. to introduce way in which competence can be developed according to WANT2LEARN Project and to describe problems connected with maintaining and stimulating a beneficiary in the educational project.

Theoretical and methodological aspects of passiveness

Views on the subject of passiveness

In modern psychology we can distinguish four ways passiveness can be defined in:

1. Understood as properties of personality of a human
2. Understood as any activity
3. Understood as a kind of inner experience
4. Understood as some psychological process performing particular regulating functions

In the first meaning passiveness is hypothetical feature, predispositions of personality and as such (understood mainly as “weak will” or limited abilities of self-regulating activities) it can be understood in two ways: (1) as any stable and relatively permanent way of behaving, which distinguishes one person from another or (2) as hypothetical force regulating groups of human reactions. Research done by Julius Kuhl (Trzópek, 2003, Marszał-Wiśniewska 1996) on volitional control or other research based on the theory of properties (Dweck 2000, Lachowicz-Tabaczek 2000) can be also added to this dispositional trend.

In the second meaning passiveness is mainly descriptive in nature and refers to understanding passiveness as behaviour aimed at particular purpose (e.g. avoidance motivation) and having specific intentional characteristics, e.g. not engaging, avoiding obstacles, avoiding emotional excitement.

In the third meaning passiveness can occur in two basic contexts: introspective (conscious experience connected with will, or rather the lack of will) and phenomenological-existential (passiveness as internal attitude, the will not to take or the will to delay an action). In these trends the notion of passiveness can be both descriptive and explanatory in nature (with the predominance of the first one).

Passiveness interpreted in the fourth meaning constitutes a lot of internal regulating processes (generally it is a hypothetical...) some of which prevent defined goals from being realized. Volitional control (J. Kuhl after Marszał-Wiśniewska 1996, 1999) or the feeling of ineffectiveness (A. Bandura 1982) are examples of such regulating mechanisms. General regularities are emphasized, which is characteristic for nomotetic approach in psychological research.

At least three qualities of passiveness can be enumerated (which take into account all concepts of psychology of will), although some existing differences between them: (1) activeness – passiveness, (2) intentionality, (3) subjectivity.

Activeness – reduced or the lack of it, so passiveness – takes both external and internal activeness of the subject into account. It includes: unintentional, reflex – these which seize a person (e.g. reflex withdrawal from activity, reflex – these which occur but are not realized (e.g. the trial to get stage fright under control, assertive way of dealing with shyness).

Intentionality in view of passiveness – unclear, lost, disordered, inadequate (e.g. as a result of too lofty aspirations). Intentionality is between the privilege of doing nothing and a sin of omission, by which an individual which having obstacles “turns to” something in the external or internal world. It means the lack of attitude “towards something...” not very active attitude towards some things (goals, values, etc.), it can be connected with the lack of behavioural or/and cognitive strategies of setting the realization of goals and tasks (compare: Bandura, 1982). Then, intentional acts are rather not aimed at future as the domain of possibilities. A human can react in a resistant way under pressure of necessity, e.g. of being – a modern, beautiful, rich, successful, popular, unproblematic etc. human. Subjectivity in the context of passiveness is supposed to mean that an individual “exists” but “does not act” (“does not perform”). Her/his “existence” and “acting” can be understood differently. A subject, so a particular integral individual has a lack of activeness or too low level of it (similarly as activeness) and intentional acts.

Passiveness can refer to individuals and social groups, it can be ad hoc situational reaction or permanent property of a human, it can refer to all or chosen psychical functions. Permanent passiveness can be inert or/and aversion-like or/and pathological in nature, it can lead to anomy or alienation or it can result from them, it can lead to particular personality disorders or it can result from them. We can talk about passiveness in the context of emotional (e.g. extreme problem of alexithymia, - Maruszewski, Ścigała 1998), cognitive (e.g. conviction about oneself - Łaguna, Bąk, 2007 or the problems connected with the issue of intellectual passiveness - Sędek, 1995) or behavioural (e.g. postponing, delaying action - Knaus 2007) functioning of an individual or a group of people. In psychology passiveness can be connected with the intriguingly called but so common problem of procrastination. Procrastination is a pathologic tendency to postpone constantly some actions for later time, existing in different areas of life. A procrastinator, so a person who postpone things continually, has problems with starting work, especially when he/she does not see its immediate results. This can cause the so-called permanent passiveness in our behaviour. Delaying things is the art of making things bigger than they really are till the moment when they become something more than they should be (Knaus, 2007, p. 19). Eventually procrastination can become permanent, dominating form of managing everyday life. Procrastination is associated with the collapse of our ability to control our own thoughts and actions for the purpose of achieving rational, long-term goals. This process starts when an individual perceive coming priority actions as entirely or partially negative or too difficult and unpleasant. Then, instead he/she does other thing hoping that he/she will manage with this which he/she delays in a later time. Such a pattern of procrastination repeats even then when an individual already knows that acting quicker he/she would gain more, and by this method people loose control over their lives. Albert Bandura (1982, 2001), a psychologist, uses the notion of the feeling of effectiveness (self-efficacy) for describing the process of striving to self-control, which allows for regaining control over one's own life. Passiveness, using the notions of the theory of Bandura, means that an individual has a strong conviction that he/she is not capable of organizing, regulating and directing own actions in such a way that he/she could take control over his/her own life. Knaus (2007) would say that an individual has a conviction that he/she is capable of acting but he/she procrastinates it definitely, declares that he/she will do an activity later on only when he/she wants this but he/she does not want doing it at this moment. In case self-efficacy is high, one delays things less. In case self-efficacy is low, probability of procrastinating things rises and can manifest itself as passiveness in the context of the requirements of particular situation.

Problems connected with the issue of passiveness in psychology are the most often discussed on the bases of social psychology (compare: Łukaszeński, 1984, Strelau, 2006, Gurycka, 1976, Poznaniak, 1988 et al) and it can be connected indirectly with e.g. volitional psychology (compare: J. Trzópek, 2003, Marszał-Wiśniewska, 1999) and also the problem of control and self-regulation (e.g. Parks-Stamm, Gollwitzer, Oettingen, 2007, Bandura, 1982). Psychologists' considerations indicate that social passiveness can be defined as non-intervention, waiting, giving in, conforming to the events happening (Łukaszeński, 1984). Passiveness is the lack of activeness or reduced activeness (Strelau 2006). It is the lack of aspiration or reduced aspiration to influence social surrounding (Fromm, 1994). Passiveness is a consequence of interaction of individual predispositions of an individual with the situational context, pressure resulting from properties of such situational context (Bandura, 2007). Usually, irrespective of individual preference, predispositions and intentions, a situation requires activity from an individual or a group of people, which means that it requires realization of certain: values, tasks and goals, and solution of some problems. In case there is no necessary action and realization of required priorities, the following phenomena can be noticed: deficiency in actions related to the problems of inertia (inactivity, laziness, apathy, learned helplessness.), aversion (e.g. with reception or misanthropic attitude, alienation, up to even anomy included), pathologic body functioning disorders or personality disorders (e.g. alcoholism, drug addiction, shyness, and even mental illnesses). So, a human is passive, he is not active enough at least if he/she does not meet activity requirements suitable for a given situation. Why passive persons do not meet or can not meet activity requirements of a given situation in spite of their potential abilities? One of the possible answers for this question can be referred to the problem of convictions about own effectiveness and anticipation of effectiveness (Bandura, 2007, 1997, 1991, 1989, 1982, Franken, 2005, Pervin, 2005). The validity of the above point of view is not only confirmed by simple common-sense association but is also proved by empirical research. For example, Kinga Lachowicz-Tabaczek and Justyna Śniecińska (2007) in their research considered the origins of activeness versus passiveness and the role of emotions, temperament and "I" structure in them. In reference to the issue of passiveness on the analogy of thesis made by the authors on activeness, it can be said that passiveness is a kind of behaviour in the dimension of striving – avoiding (with the predominance of avoiding), where the direction "from" is particularly important and not the contents of behaviour and how many regulators can have an influence on the effect of passiveness emerging in behaviour. The following issues are included to the regulators of passiveness versus activeness: (1) emotions – depression, stimulation, pleasure – unpleasantness, emotions inducing to escape, e.g. fear; (2) temperament, level of activeness particularly (Strelau, 2006), looking for or avoiding stimulation (Zuckerman, 1991); (3) motivation system – BIS-BAS (Gray 1972, 1990), promotion – prevention (Higgins, 1987, 2002), striving for success – avoiding failure (McClelland et al 1953), achievements - avoidance (Elliot, Trash, 2002); (4) convictions - concerning own competence, human nature – its stability or inconstancy (Dweck, 2000); (5) a sense of control, a sense of cause, self esteem, a sense of being effective. Therefore, passiveness in behaviour is typical for people who are characterized by the generalized beliefs on the lack of influence and control of action or so-called external control of actions (compare: Rotter, 1989), and also the deficit of a sense of cause, or inadequate self-evaluation. Passiveness in behaviour corresponds to typical beliefs for so-called theoreticians of stability, who describe themselves rather in a category of features, which determine lowered action effectiveness, lowered perseverance in striving to reach following goals, after a failure particularly, adaptation of avoiding style more often, and non-adaptation of performance style while coping with stress. Theoreticians believe strongly that their potential is steady, so their modifications are in fact limited (genetically particularly). In their research the authors describe strong intercorrelations between "I" elements regulating activeness-passiveness, intercorrelations between a sense of control and self-effectiveness in particular (0.37), between self-esteem and a sense of effectiveness (0.56) and between self-effectiveness and feature concept (0.32). Correlations between self-effectiveness and character features also seem to be very interesting. Energetic aspects of temperament: emotional reactivity (-0.43**), activity (0.45**), stamina (0.25*), sensoric sensibility (0.24*). Temporal aspects of temperament: briskness (0.44**), perseverativeness (-0.17). As the strongest predicators of a sense of effectiveness, the authors indicate temperamental variables, activeness particularly (in research on block regression – value beta 18) and emotional variables, positive emotions in particular (beta 19). Summarizing a couple of

conclusions on the origins of passiveness (vs. activeness) can be formulated. Passive persons lack the ability to take up activity, strength and energy to act and achieve goals. Passive persons do not have the ability to control the results, which they strive for, which lower their sense and belief in effectiveness of undertaken activities and hang over subjective belief on own competence, necessary for realization of said goal. A belief on a deficit of the ability to take up activity relates to noticeable deficit of strength to cope with a challenge, deficit of stamina to cope with strains connected with activeness and a deficit of belief in self-effectiveness in performance.

Managing passiveness and motivating people by developing their competence

Passiveness is surely related with unemployment, regardless of which of them is a reason and which is a result. A long period of unemployment accompanied by discouragement caused by the lack of results in applying for a job is the reason why some unemployed people join a group of professionally passive persons. This disadvantageous phenomenon cause other big problems related with social exclusion. Persons from particularly this group are forced to use social assistance the most often. Low payments in relation to unemployment benefit, the ease this unemployment benefit can be acquired and the possibility of illegal employment (so-called job in black market) during it is received induce to professional passiveness, and at the same time they do not motivate enough to undertake any legal job. Failing to create possibilities for young people to undertake any job we direct them towards the means leading to social exclusion. The sense of powerlessness closes them in the vicious circle of learned helplessness, which they could not free themselves from (compare: Adamska, Wolańska, 2007).

Owing to the fact that the problem of unemployment is becoming more and more serious in the EEC Member States, one of the most important goals of EU structural policy is counteracting causes and negative results of large differentiations of regional labour markets. Coordination of tasks aiming at realization of the above goal started in November 1997 during Luxemburg Summit. The result of it was signing the Treaty of Amsterdam, in which the basis for formulating European Employment Strategy (EES) was formed. The aim of European Employment Strategy is connecting EU economic growth with job creation and also setting objectives for international cooperation of EU members for the purpose of limiting unemployment, reducing poverty and social marginalization. European Employment Strategy plays an important role in realization of Lisbon strategy goals, which aim is to make European Union the most economically competitive economic area.

In Poland European Employment Strategy is supported most of all by European Social Fund, and within the framework of it by Integrated Regional Operating Programme – Human Resources Development, some actions of The Integrated Regional Operational Programme and the Community Initiative EQUAL. The tool allowing for proper use of funds assigned to Poland by EU is „National Human Resources and Development Growth Strategy”¹, determining employment policy tasks and goals according to the priorities of European Employment Strategy, which defines in details potential actions financed by aid programmes (Wiktorska-Święcka et al, 2008).

Monitoring current research reports on the one hand and educational programmes realization on the other hand allows for formulating some practical and theoretical comments and conclusions on passiveness management and effective stimulation of people. The key to educational effect of this kind can be two elements: employees career path planning and competence. Career planning can not take place in social void, without reference to what is happening on the labour market. Social and economic changes should be watched and taken into account in own plans and also information on trends and prognosis on labour market should be gathered. It is said, for instance, that some fields are really promising in the future. It concerns among other things IT, biotechnology, environmental protection, modern financial operations, tourisms services and services concerning spending leisure time. Thus, it is logical to focus on them and at the same time it is also wise to take into account future employers' requirements while planning one's own future. However, employers' requirements are not only connected with knowledge or kind of education but they refer also to formed and potential competence.

¹ National Human Resources and Development Growth Strategy is being developed by Ministry of Labour and Social Policy. Ideas included in the Strategy are consistent with current resolutions, recommendations and directives of OECD AND European Union in the field of employment policy.

The demand for competence in society based on knowledge is not declining but it is rising. The term competence means the connection of knowledge and proper attitudes towards a given situation. It was already in 2005 when European Parliament formulated some recommendations on key competence in learning through your all life. Their aim is to support the development of an individual and high level of education, and also creating possibilities for adults to develop and update own key competence by making use of coherent and comprehensive educational offer. Key competence strengthen personal self-realization, social integration, active social attitude and also employment possibility, thus, they should be developed, maintained and updated in the course of learning through the whole life. There have been European referential frameworks defined for the purpose of understanding key competence in learning through the whole life. In these frameworks there have been eight key competence established:

1. Communicating in native language
2. Communicating in foreign languages
3. Mathematical competence and basic scientific-technical competence
4. IT competence
5. Ability to learn
6. Interpersonal, intercultural, social and civil competence
7. Resourcefulness
8. Culture

The scopes of a lot of this competence overlap with each other partially and are connected, which means that aspects necessary in one field support competence in another. Being a master in basic language abilities (reading, writing), counting and IT abilities are necessary base for learning. The ability to learn favours other educational actions. Some of competence, e.g. critical thinking, initiative taking, problem solving, risk evaluation and constructive emotional control are meaningful in all eight so-called key competence. People should form and have basic competence to a degree that prepares them to adult life. The deficits in this matter will lead to the lack of life resourcefulness, fear to start any activity. Managers' attitudes towards employees' professional development in a corporation are often polarized and overlap with the opinion that *"employees should care about the development of their abilities and competence themselves"* and that *"all our employees should have competence on the highest level and it should be made easy for them"*

(Oblój, 2001). Effectiveness of creating self-development, including professional development, depends to a large extend from own activeness of an individual, manifesting in proper recognition of own needs, aspirations and professional preference and establishing possible chances and danger of their realization or beyond it. Competence formulation is a means to future management with passiveness with reference to individual and social functioning of a human.

Developing key competence in WANT2LEARN Project

In such a context the essence of "Want2Learn – I want to learn" Project realized from July 1, 2005 till March 31, 2008 in Wrocław, Poland is of great significance. The aim of this project is to help 18 -24 year old people threatened by social exclusion or already excluded to start job on open market. The project is directed at group of young people, who because of low insufficient qualifications, experience inequalities on labour market, which could result indirectly in their unemployment and its results, to which a said psychosocial phenomenon of passiveness is included. Founded Partnership for Development of "Want2Learn" envisages creation of new job model with this group in the process of its social and professional stimulation under the name BEQUALFIED. The project is realized in the form of institutional inter-sector partnership, which means that it is formal in nature and institutions representing business sector, public administration, non-governmental sector and university take part in it.

Detailed goals envisaged in the project strategy were following:

- training final beneficiaries in the frame of general competence and professional competence required by labour market, information society including ;

- diagnosis of beneficiaries' professional predispositions and providing them with professional consulting;
- introducing final beneficiaries to labour market and among information society;
- maintaining final beneficiaries in the project.
- The main goal and detailed goals were to be achieved during stages listed below:
- **Recruitment module:** recruitment of optimal target group;
- **Beneficiaries investigation module:** identification of final beneficiaries' needs;
- **General competence module:** teaching beneficiaries abilities needed in functioning in labour market and change in life attitude (stimulation the need of general education, development and improvement through the whole life and continual uplifting one's competence);
- **Professional consultancy module:** developing of awareness of own professional preferences, individual abilities and restrictions, interests, life goals;
- **Professional education module:** passing knowledge and professional skills helpful in applying for a job to beneficiaries;
- **Beneficiaries' maintenance module:** concentrating attention on taking all actions aiming at creating and testing effective ways of maintaining motivation needed for realization of all stages of the project;
- **Employment module:** introducing beneficiaries to labour market, and moreover also their full participation in information society (Wiktorska-Święcka et al, 2008).

Logic based on such assumption was supposed to lead to final result, which was supposed to be "trademark" of this project called **BEQUALIFIED**. This target model of work with young people not favoured in labour market was assumed to include work models tested on the following stages of project realization, and moreover to use Internet database containing systemic package presenting a concept of supporting final beneficiaries in labour market.

Taking into account the aim of this article, it focuses mainly on the analysis of general competence training model, which was to teach beneficiaries abilities needed for functioning in current labour market and broaden their knowledge and professional skills, which help them in finding a job. Another goal of this training was also the change in life attitude – to inspire their need to educate and develop their professional competence. In the frameworks of this action general competence trainings including following competence groups, complementary in respect of previously presented list, were prepared:

“Inter-subject competence – (basic skills): reading comprehension of different sources of information (text, diagrams, pictures, graphs, icons), writing (creating clear proper to a given situation communications, fluency in writing, grammar, orthography etc. including), using basic mathematics in everyday life (mathematical literacy);

Cross-sectional competence – the ability to learn, creativity, creative thinking, flexibility, logical thinking, motivation, cause-effect thinking, educational path planning;

Social competence – communication (the ability to make conversations in different social situations), group work, reactions in conflict situations, assertiveness, the ability to defend own points of view (own attitude), expressing own opinions, acting in conditions of social and cultural diversity;

Systemic-information competence – management, analysis, searching, presenting information, making use of own knowledge in practice, understanding and using scientific terms, systems understanding, creating and modifying systems;

IT/ICT competence – computer literacy, using technology, communication via the Internet and other communication networks, creating and using modern sources of information.” (after Maciejczyk 2007, p. 7)

The training was prepared in the e-learning form consisting of five modules, each of which covered one of enumerated above competence group. Each module covered proper training and a

test checking the degree of beneficiary's abilities absorption. The training was organized in the form of a comic, which was to make learning easier, favour to maintain interest and dissuade participants from associating it with typical learning. E-learning form was supplemented by five handbooks (one for each module) containing more systematic and theoretical presentation of knowledge. Moreover, except for five proper modules, one short module on e-learning itself was enclosed. E-learning trainings were placed on the so-called e-learning platform which made full individual registration of each member's activeness easier. The list of competence proposed during trainings is quite representative and includes the following aspects:

- the ability to analyze and synthesize;
- ability to learn;
- ability to solve problems;
- ability to make use of knowledge in practice;
- ability to adapt to new situations;
- attention to quality;
- information management (IT technologies);
- group work;
- organization and planning abilities;
- language communication abilities (communication in foreign languages most of all);
- basic research abilities;
- knowledge of some basic law, ethical and ecological aspects of a given field;
- critical and self-critical thinking abilities (Wiktorska-Święcka et al, p.91)

As a consequence of these trainings final beneficiaries should be more prepared to current labour market requirements and because of this more active in labour market, managing external obstacles and deficits of own life resourcefulness in a more effective way.

Problems related to maintaining and stimulating a beneficiary. Conclusions

Creating test model of social and professional stimulation of young people with problems, in "Strategy project" the Partnership assumed the realization of actions related to "maintaining" 180 beneficiaries in the project, which was the key element for its essence but which was also great challenge for the reason of beneficiaries' psycho-social profile. As it was correctly assumed by the Partners of the project, long-term being beyond educational system and labour market have a negative influence on the possibilities of radical change and very often requires help in managing passiveness from outside. Therefore, it is necessary to start actions increasing motivation to take part in the project, real engagement and activeness.

- In connection with the intention to maintain a beneficiary in the project, organisers took the following actions:
- recruitment of potential beneficiaries via the Internet;
- starting the Internet Support Group;
- the Internet module of "good training through entertainment";
- checking basic IT competence;
- psychologists' duties (chat);
- tools for communications with beneficiaries on the platform(e.g. chat, forum, notice board);
- starting Virtual Center of Competence;
- professional self-identification module;
- e-learning training offers;
- analysis of information put in the beneficiaries' database for the purpose of working out the program for individual and group classes, which would take project participants'

expectations, needs and possibilities into consideration;

- drawing up and concluding the contract establishing rules of cooperation during group classes and individual consulting by beneficiaries and professional consultants;
- selection of contents, form and method adequate to beneficiaries' needs, possibilities and expectations;
- conducting research of individual beneficiaries for the purpose of increasing own professional competence;
- conducting trainings of abilities allowing for existence in labour market (in the framework of group classes)?;
- providing consulting services in the scope of professional consulting;
- preparing information for beneficiaries concerning recruitment and personal benefits resulting from taking part in research;
- charitable events;
- participation in integrating cultural events;
- making free public communication possibility available;
- free gadget of practical value (e.g. fleece, bags)" (there, p. 82).

The above actions were supposed to be a form of prevention or a reaction on problems reported by beneficiaries, lowering their motivation to participate in the Project, making decisions and professional decisions realization more difficult. Some beneficiaries resigned from participation in the project giving or not reasons of such a decision (e.g. with relation to personal life problems but also because of discouragement). In spite of great effort put to "maintain" beneficiaries in the project, it is worth noticing that till the end of the project, so till the last module, only 24 beneficiaries remained, which is only 16,2 % of all participants beginning the project. It is low and unsatisfying result showing that taking actions – in spite of their intensity, Partners' ingeniousness and their engagement – didn't prove to be effective. Taking into consideration all objective obstacles (specific character of a group, lack of experience in realization of project of such nature) there is a question about the effectiveness of taken-up intervention and its costs in comparison to its results. The above index can be a possible counter-argument in negotiations conducted with decision-makers deciding about public funds, if achieved result would be financially attractive alternative for them.

In the face of the enumerated above problems there is a question how educational programmes should be conducted in order to strengthen Project addressees' active attitude.

Reports concerning research on passiveness described in the initial part of the article allow for trying to show some hints/recommendation for persons intending to realize educational projects, which aim is to stimulate persons socially excluded or going to be socially excluded, in the future.

In our opinion while realizing such projects, more attention should be paid to the problem of passiveness management. Namely if – as research indicate – passive persons lack the ability to take up activeness, strength and energy needed for any action or project realization, it is what educational projects should exactly start with. The sense of deficit of competence needed for any action correlates with the lack of belief in own effectiveness. Thus, a priority would be concentrating on strengthening self-effectiveness during trainings. Therefore, learning would not change a global attitude but particular abilities step by step. According to the rule: do not think if you are resourceful but think what should be done to open your own company, where to go, what to ask about, and what documents to fill in. According to Bandura (1991) people avoid own activeness not because of fear and excitement that they feel but because of the fear that they would not cope behaviourally and cognitively. Behavioural management prevents the thread or weakens it. Whereas cognitive management is the ability to cope with own negative thoughts, e.g. *"I will not succeed as usual, I am bored with it etc."* Therefore, according to the theory of sense of self effectiveness taking up or not taking up any actions depends on our thinking about our effectiveness – if we will succeed behaviourally and cognitively in a given situation. And it is a role of projects to form for a beneficiary many occasions to cope with obstacles encountered in the project in behavioural and cognitive way. For example, it should be taken into account that following stages of trainings should be organized in as optimal

time as possible from beneficiaries' point of view (and not organizers' one), which surely contributes to maintaining their motivation. Too long trainings or too busy training schedule is not good for keeping interest in project participation on a high level. Duration of trainings must be optimally adjusted to young person's possibilities. A sense of effectiveness can be an individual's antidote against passiveness in social functioning, e.g. during participation in educational project. Persons having a sense of effectiveness are active; they not only manage own actions but also check their functioning. They think on own effectiveness. When there is any discord between own thoughts and actions, trying to achieve own goals, persons make necessary adjustments so that their goals were still achievable. But is that always so easy?

Contemporary self-regulation theories (Brandstätter et al, 2003, Gollwitzer, 1999) emphasize the fact that determining one's goals (e.g. I will participate in WANT2LEARN – I want to learn Project) is only one of the preliminary conditions of its effective realization. The key assumption of self-regulation theory according to Julius Kuhl (2002) is the fact that a person can believe in own effectiveness, he/she can be strongly motivated, but he/she will not be able anyway to start their intentions and realize a set goal, which could be active and radical change in vocational retraining. The alternative for this problem can be a model of action stages by Heckhausen and Gollwitzer (1990). It concerns functional aspect of the course of four following stages of action – beginning from stimulating an individual's desires and setting goals by him/her, through self-regulatory processes necessary for effective action initiation, its course and ending on evolutionary thinking on gained result. In phase analysis of effective action there are individual differences. Researchers (Gollwitzer, Heckhausen, Steller, 1990) distinguish two types of individual cognitive action orientation, which is *deliberative mindset* versus *implemental mindset*. The two distinguished cognitive orientations regulate effectiveness of intention implementation, which is specific way in which they influence perception of a desired goal. It is clearly shown in empirical research. For instance, in research by Taylor and Gollwitzer (1995) participants were asked to describe their thoughts in relation with a decision or a goal which were not made yet in fact but which they felt internally obligated to. Participants, so-called deliberating ones, enumerated the same amount of argument for and against implementation of intention being analyzed, which appeared to be a dilemma and effective block for personal intention implementation. However, participants of so-called implementing cognitive orientation enumerated much more advantages than disadvantages concerning chosen intention, which was an effective motivator and initiated changing from pre-decisional stage to the following implemental stage. It is said (Brandstätter, et al, 2003) that forming intentions and effective implementation to goal realization cause important change in an individual's cognitive orientation, namely a change from deliberative mindset to implemental mindset. It is a meaningful hint for educators promoting projects, which aim is to stimulate chosen social groups through forming defined competence and arranging experiences of effective own implementation.

Stimulation of persons, also those threatened by social exclusion is possible through initiating and monitoring implementation in individual stages, aiming at implementation of a set goal. What is important is forming so-called implementation knowledge. When an individual has knowledge and skills allowing for defining when, where and how "something" is going to be made, he/she becomes effective in a normal course of events.

Active action in a situation of radical change, e.g. stimulating young people threatened by social exclusion, require phase analysis of intentions (e.g. intention to continue education), supporting them during behavioural and cognitive action potential, while educators can help in forming so-called implementing cognitive orientation, which is a guarantee of both individual and "project" success in set goals and priorities implementation. It is particularly important in a situation where increasing chances in labour market is possible and real through gaining new knowledge and competence. Therefore, it is necessary to show current situation in labour market for beneficiaries, but also perspectives of its change, so that beneficiaries while making a decision about future profession were also aware of the time changing environment. Beneficiaries should be provided with their situation in labour market, presented real chances, helped to find their strong points, made aware of and shown ways of coping with their weak points without making the process of looking for a job too easy for the reason each person applying for a job has to go through the same process. It will strengthen their independence, allow for actual evaluation of own strength and reasons to undertake new challenges.

Keeping participants wrapped in cotton wool can lead to undesirable behaviour, e.g. taking too much for granted from an employer. It is a good idea to organize if possible simultaneous trainings in the framework of theoretical and practical knowledge. According to the rule „learning by doing” used for years in Western countries and taking experience of „Want2Learn” Project, used in e-learning trainings, into consideration it should be remembered that indirect contact with courses participants is extremely important. Thus, working with so specific young people as teenagers socially excluded or threatened to be socially excluded, “traditional” work methods based on regular meetings with a teacher/ trainer/ master or consultant should not be neglected.

Modern approach of organization towards development of educational projects participants or also employees should favour recruiting and maintaining persons, who are well educated, flexible in thinking and action, open for changes, willing to take risk and responsibility, creative and innovative. Continually changing market requirements force the need of continual development, learning new things – and irrespective of age and already gained experience in a given field – in order to equal the competition in difficult labour market and be ready to realize set goals smoothly and effectively. It is people’s potential of effective work properly developed and used that determines social development, determine and at the same time condition success achievement. Passiveness and the lack of any desires on the other hand is more serious obstacle in progress than the most false energy direction (Mill, 2006).

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