THE SOCIO-PROFESSIONAL REINSERTION FROM THE
SOCIAL ASSISTANCE PERSPECTIVE
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Abstract: Socio-professional integration is the process of assimilating a person in the professional environment, adapting it to the work and behavior requirements of the team in which he works, the suitability of his / her personality to that of the group. The research has started from the assumption that finding a workplace and job satisfaction is a function of the skills and competencies of the social worker's professional counseling. It had been studied a group of 30 job seekers with different forms of disability. The subjects were introduced into a career counseling program, counseling that was did with the social workers of the institution. The results show that the involvement of the social-assistant by counseling was beneficial for finding a job faster and in accordance with the abilities of the subjects.

Key words: people with hadicap, counseling, job, professional integration

Theoretical frame
The qualification of young people in the institutions should be done taking into account the trends in the evolution of the labor market and the expressed skills and desires of those concerned. The imposition of a young
man's profession from the outside can attract frustrations and professional exhaustion at work, failure to adapt to the job requirements. On the other hand, the skills of those concerned to one profession or another are a basic requirement in ensuring professional success and shaping a career (Axelson, 1985).

For young people qualified in areas that are not topical in the job market, continuing education and training programs play an important role. For this purpose, it is necessary to establish contacts and partnerships with the accredited NGOs in this field and the County Agencies for Occupation and Vocational Training.

Professional insertion and adaptation

Working with AJOFM to include young graduates in their re-insertion programs, hiring through the agency also involves empowering employers with respect to the rights of young people in employment.

Socio-professional integration is the process of assimilation of a person into the professional environment, adapting it to the work and behavioral requirements of the team in which it works, the suitability of its personality to that of the group. For quick and effective integration, the new employee must receive both information on the subject matter, organization, occupation in the socio-economic context, facilities offered to staff, as well as information on the occupied post and subdivision from which he / she is doing part, tasks, components, responsibilities, working condition, results evaluation criteria, expected behavior, person to collaborate, etc. In this respect, it will be ordered to use a welcome flyer containing all useful information as well as to designate a mentor to help the new employee both in his work and in the relationship with colleagues and superiors (Botnariuc, 2001).

A professional integration program aims at assimilating a person in the professional environment and adapting it to the requirements of the group he / she is part of. The wide variety of jobs and employees' attributions make it impossible to establish strict rules on professional integration. However, when drawing up a program in this area it must be taken into account that the motivations, requirements and behavior of potential employees are constantly changing.

Professional integration is a post-employment phase. During the integration period, new employees receive information about their job, colleagues, heads, subordinates, and organizations in general. Professional integration has psychological, social, organizational and pedagogical implications. It targets a number of objectives, of which the most important is to support new candidates in familiarizing themselves with new working conditions, facilitating the accommodation of the new employee with the working group and creating an atmosphere of safety, confidentiality and
affiliation. Confidentiality and affiliation issues can materialize in an affective integration program. Thus, the new employee will gain self-confidence (Popa, Sava, 2007).

As far as the responsibility for the professional integration is concerned, it will be shared between the manager (senior hierarchical superior), the supervisor and the staff department. In addition to presenting the new job, the employee explains that integration will be easier if he/she respects certain principles in relations with others.

Integration programs aim at acquiring new employees the information they need in order to gain confidence in their ability to adapt quickly to job requirements. The main requirements of such a program are as follows:
- provide all necessary information;
- to identify the main loopholes of the new employees and to provide the means for their quick removal
- to give priority to the quality of work and responsibilities
- to insist on the principles that allow for a favorable working environment (Porlier, 2001).

The ultimate goal of integration is to create a sense of belonging to the firm and then to identify with the company and its mission.

Nirje states that "integration means allowing you to be able to be yourself among others" (Albu, and Albu, 2000). In other words, integration refers to the relationship established between an individual and society and can be considered in several levels, from simple to complex. Thus, we can speak of:

Physical integration
- allows individuals with special needs to meet the basic needs of their existence, ie providing a residential space in residential areas, organizing classes and groups in regular schools, professionalisation in various fields, jobs (in a protected system) etc

Functional integration
- the possibility of access of persons with special needs to the use of all facilities and services offered by the social environment / community to ensure a minimum of comfort (eg using public transport, street access facilities or in various public institutions etc.) (Albu, A., Albu, C., 2000);

Social integration
- refers to all social relationships established between people with special needs and other members of the community (neighbors, colleagues, street people, civil servants, etc.). These relationships are influenced by attitudes of respect and esteem, and by the mix of interaction between normal people and those with special needs;

Personal integration
- This is related to the development of interaction relationships with
significant people at different times of life. Here are various categories of relationships, depending on the age of the subject—for a child relationships with parents, relatives, friends; for an adult relationships with husband / wife, friends, children, relatives, etc. In other words, effective integration implies certain conditions, namely, for a child the existence of close relations with the family, and for an adult, ensuring a dignified existence, with various relationships within the social groups in the community (Jigâu, 2001);

**Integration into society**

- refers to ensuring equal rights and respecting the self-determination of the person with special requirements;

**Organizational integration**

- refers to the organizational structures supporting integration. Public services need to be organized in such a way as to meet the needs of all individuals in society (Gherguț, 2006)

The classic concepts of counseling and guidance that emerged at the beginning of the 20th century were based on the principle of "maximum yield with minimal effort" (Tomsa, 1999). The "right man in the right place" is sought, through the diagnosis (testing of the individual's abilities) and his orientation towards the appropriate skills profile. The prognosis of success in a job was carried out by an expert adviser and was based on the results of questionnaires and psychological tests.

Modern career counseling concepts, developed in the early 1960s, change the perspective of career counseling. Thus, the process is considered to be a true education for career choice and begins at the earliest age. It is emphasized that throughout the lifetime the individual is confronted with many aspects of career choice. In early childhood, through play, the first ways to practice the skills of different professions appear. There is a direct relationship with concrete persons in the child's immediate universe and empirical contact with different professional roles: the educator and the teacher, the doctor, etc. (Kaamenui et al., 2008). Modern concepts on career counseling emphasize that choosing and shaping careers is thus a process that continues after school years. The adult may be vulnerable to social or economic realities and, in turn, needs guidance, information and support. The process of adult career counseling appears as a social and individual need, requiring specialists with specific knowledge and working methods.

In advising adult careers, the methods used will help to clarify the professional path and the active integration of the individual into the labor market. Depending on the age and psychological characteristics of the target group they are working, the methods of self-knowledge and the development of communication / communication skills will be combined with the information and knowledge of labor market opportunities, to widen the field of alternatives
based on to which the individual can make a decision.

Depending on the standardization criterion, Gibson and Mitchel (1981) share the methods and techniques used in career counseling in:
- Non-standardized: observation, autobiography, questionnaire, interview, sociometric techniques;
- standardized: psychological tests.

The integration methods used vary depending on the purpose of the engagement. Thus a person can be hired for an execution post or for his / her potential of knowledge and experience or intellectual qualities, creativity, skills, dynamism in a position of leadership. In the first case, it is possible to use direct integration methods and direct guidance, and in the second the discovery of the organization and the assignment of a mission (Porlier, 2001).

**Direct integration into the post.**

This entails the direct taking over of the duties and responsibilities of the post from the first day. The method gives the new employee a sense of security and trust, but his success depends on the help and guidance he will receive from colleagues and especially from the direct boss.

**Direct guidance.**

The method consists in guiding the new employee from the first day by a company employee with the same level of training, being part of the same workgroup but in a higher hierarchical position. The facilitator has the task of facilitating the integration of the new employee by providing them with the necessary guidance and clarifications, constantly communicating with them, following their progress and intervening to correct any errors in the actions of the new employee (Neacșu and col.2001).

**Discovering the organization.**

Assumes the new employee passes in a period of two to three months through all the departments of the organization. During this closed loop, the employee observes and summarizes all the observations and findings he then analyzes with the human resource manager.

**Assigning a mission.**

It aims to stimulate the initiative of the new employee from the time of the integration plan. The new employee explains how the company is organized: what it produces, on which markets it sells its products. After giving all the necessary explanations, the new employee is entrusted with the task of conducting an own investigation into the various aspects of the organization and operation of the firm. The mission has a serious practical character and is finalized with a report whose conclusions and recommendations are brought to the attention of the top management (Zlate, 2000).

Theoretically, in the case of execution activities, the psycho-socio-professional integration of new employees ends when they are able to properly
fulfill the job-specific tasks they occupy. In the case of management activities, the integration of managers has a different approach to that of a performer. Whether it's about promoting an employee on a management post or hiring a manager outside the organization, new managers need to be given a longer adaptation period, during which they must be guided by a member of the management team, which will facilitate their accommodation with the complex and difficult tasks of managerial work, specific to the managerial position entrusted (Jigău, 2001).

The integration period of an employee lasts from a few months to one year. During this time specialists of the human resources department have to organize meetings with the new employee at intervals of 2-3 months and after one year after enrollment, in order to appreciate the way in which he integrated himself / herself in the activity.

The decisive, positive or negative role in the integration activity is the direct head and the working group. Depending on the attributes of the new employee, personality, intellectual qualities, knowledge and experience, but especially according to the attitude of the direct manager and collaborators, colleagues, it will integrate later or earlier or, in some cases, will bring a new breath.

**Hypothesis and objectives**

In our research, which is a constatational type, we started from the following hypothesis: *we assumed that finding a job and job satisfaction is a function of the skills and competencies of the social worker's professional counseling.*

The formulation of this hypothesis required the establishment of the following research objectives:
- selecting the group of subjects on which to conduct the research;
- building a questionnaire that reflects job satisfaction;
- questioning the question of the skills of the social worker who has done the career counseling;
- the statistical processing of the results and their qualitative interpretation in the context of the theoretical aspects presented in the previous chapters;
- establishing the design of the research.

**Lot studied**

We studied a group of 30 people looking for a job with various forms of disability. The distribution of our lot according to the forms of disability is presented in Table 1 and Figure 1.

**Table 1. Lot distribution by type of disability**
Most of our subjects were with somatic disabilities (11 subjects), followed by those with physical disabilities (9 subjects), visually impaired (6 subjects) and mentally disabled (4 subjects).

**Working Methodology**

Subjects were selected from those who submitted to the County Agency for Employment (AJOFM, Arad), but in their selection the selection condition was the presence of a certain type of disability (see Table 1).

After selecting them, the subjects were introduced into a career counseling program, which I did with the social assistants of the institution. After the counseling and hiring of the subjects at 6 months, the subjects were searched again and asked to respond to a questionnaire we made about work satisfaction, integrity and quality of service offered by the social worker.

**Results and discussions**

A first aspect to be presented is the situation of hiring the subjects that were counseled by us, ie the answers to question 1. In Table 2 and Figure 2 is illustrated the situation of hiring our subjects.

<table>
<thead>
<tr>
<th>Type of disability</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical handicap</td>
<td>9</td>
</tr>
<tr>
<td>Somatic Handicap</td>
<td>11</td>
</tr>
<tr>
<td>Visual handicap</td>
<td>6</td>
</tr>
<tr>
<td>Mental handicap</td>
<td>4</td>
</tr>
</tbody>
</table>

![Figure 1. Lot distribution by type of disability](image)

<table>
<thead>
<tr>
<th>Employee status</th>
<th>subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>employed</td>
<td>28</td>
</tr>
<tr>
<td>unemployed</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 2. Employee status
It can be seen from the table that most of the subjects counseled by us after 6 months were employed - 28 subjects employed by only 2 subjects who had not found a job after 6 months.

![Figure 2. Employee status](image)

The fact that two of the subjects are not yet employed, even after six months of counseling, is evidence at first glance that in these cases the counseling did not give the expected results. But if we look at the situation more deeply, we find that one of the subjects - mentally handicapped - suffered a relapse and was retired second grade for a period of two years, so he did not even try to look for a job. The second case was a subject with somatic disabilities who suffered serious surgery, which made him unable to work for a certain period of time.

Thus, we can say that the failure of the counseling is the cause of not engaging the two subjects, but the problems of physical, somatic or psychological decompensation that led to a temporary incapacity to work.

The responses of the employed subjects (N = 28) to the second question - job satisfaction - are illustrated in Table 3 and Figure 3.

### Table 3. Satisfaction at work

<table>
<thead>
<tr>
<th>Degree of satisfaction</th>
<th>subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>17</td>
</tr>
<tr>
<td>no</td>
<td>7</td>
</tr>
<tr>
<td>I don’t know yet</td>
<td>4</td>
</tr>
</tbody>
</table>

Most of the employees are satisfied with the work they have - 17 subjects. We have a total of 7 subjects who are not happy with the job. Of these, 4 subjects occupy a job under their professional training and in a completely different field than their initial training (they are college graduates and have not found a job but as bartenders and waiters). The other three subjects are not satisfied with other reasons - one because their salary and the other two do not suit their team.
Figure 3. Satisfaction at work

Four of our subjects do not know yet whether they are happy or not at work. These are four subjects who have been engaged for a little while - less than a whole day - and who can not yet say about the degree of contentment because their integration into the collective and the workplace is not yet completed.

For question 3, how long did it take to find a job after counseling, the answers are summarized in Table 4 and Figure 4.

<table>
<thead>
<tr>
<th>Time elapsed</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>under a month</td>
<td>19</td>
</tr>
<tr>
<td>1-3 months</td>
<td>5</td>
</tr>
<tr>
<td>over 3 months</td>
<td>4</td>
</tr>
</tbody>
</table>

Most subjects (19) manage to engage within one month of counseling. It is a positive point in favor of the counselor, demonstrating that his career counseling mode has yielded favorable results since nearly 90% of the subjects find their job less than a month after counseling sessions.

Five subjects (5) found a job in a timeframe of one month and three months. These were those who, although they had job offers, did not commit themselves immediately, waiting for something better and more convenient. However, after two and a half months, they also managed to work in a job to meet their expectations.
Finally, the last four subjects (4) found employment only after 5 months. These are the ones who answered the previous question with I do not know. The long time elapsed between the termination of counseling and the finding of a job cannot be attributed solely to external factors (illnesses or objective causes that prevented them from looking for a job, but also due to internal factors that concern the personality of the subjects concerned).

The marked failure, the inability to make a firm decision, the oscillation between the advantages and disadvantages of each job have prevented these subjects from setting on a job and making the necessary decision for the job. Probably these subjects will still need counseling in the future, but this time psychological counseling in order to overcome the decision difficulties.

For the last question in our questionnaire, the role of the social assistant, the answers of our subjects are summarized in Table 5 and Figure 5.

Table 5. The role of social assistance counseling

<table>
<thead>
<tr>
<th>The role of counseling</th>
<th>subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>finding a job</td>
<td>28</td>
</tr>
<tr>
<td>knowing his own possibilities / capabilities</td>
<td>26</td>
</tr>
<tr>
<td>targeting to a suitable domain</td>
<td>24</td>
</tr>
<tr>
<td>no role</td>
<td>3</td>
</tr>
</tbody>
</table>

This question was answered again by all 30 subjects I had in the initial batch. In many cases, the subjects even gave two or three answers, so the number of answers, as a whole, is different from the number of subjects.

The number of responses that consider that the role of social worker counseling was that they find a job is 28. They appreciate that without the help of the social assistant, the counselor would still not have been able to find a job and integrate socioprofessional.

An almost equal number of responses (26) consider that the role of counseling was to make them aware of their own possibilities and capacities and therefore to know what they can give and what they can expect from others. Proper self-evaluation is a key factor in employment. When the subject is properly assessed in terms of its potential and capabilities, it knows exactly what it is worth on the labor market and it makes it easier to negotiate a salary or job. Knowing their own value has opened up a wide variety of possibilities that they will be able to use according to the priorities of their time.
Figure 5. The role of social assistance counseling

A total of 24 replies states that the social worker counselor has directed him towards a field of activity that suits them. This response is in fact complementary to the previous one. Knowing their abilities and skills is easier for subjects to choose a field that suits them. Working in a field that suits you is essential to work satisfaction. This is because the work itself and its tasks are made of pleasure and not of obligation, giving implicitly a better return and producing greater personal satisfaction for the work done.

Finally, we have a number of 3 subjects who claim that for them the counseling of the social worker was of no use. Of these three subjects, two are those who have entered the category of non-employed. For them the counseling of the assistant was useless since they can not work. But the conversation with them has convinced us that they will again call the services of a social counselor when the period of temporary incapacity for work ends.

The third subject is what we called the disaffected cheerleader, who was not satisfied with salary or conditions, and who would like to change his job. He believes that he has found his current job without any help from outside and that the social worker's counseling has not helped him in any way. We can include these statements in the category mentioned above, namely the mentality of the people. In some environments being helped from outside is a sign of weakness and then it is better not to admit that you have been helped and to say that you have done it yourself. In addition, there are also extremely stubborn people who do not accept any point of view other than their own, even if they take the assistant's assertions and present them as their own.

On the whole, we can say that the social assistant counselor helped the subjects to find a job, to know their own abilities and possibilities and to direct them to areas that fit them. The social worker's counseling activity is appreciated by most of our subjects and this appreciation is materialized in the satisfaction that the subjects have at the workplace and the way they perform their job duties.

In conclusion, our research has validated in practice the hypothesis from
which we have gone, namely that finding a job and job satisfaction is a function of the skills and competencies of the social worker's professional counseling.

Conclusions

The attitude of the team and the appreciation of the products of their work makes them feel useful and determines the disappearance of the sense of futility and inferiority that dominated them during the unemployment. This not only improves working-class relationships, but also improves family relationships. If, during the period of unemployment, many of our family relationships were damaged by continuous quarrels and the feeling of guilt that they can not contribute to family maintenance, now that they have a decent and steady salary, family relationships have become calmer and more affectionate, under the threat of the poverty spectrum.

Man is a bio-psycho-socio-cultural being, whose personality is reflected in the activity and its products. No man feels at ease when forced into inactivity for a longer period of time. This also impresses the personality of the subjects who become more brutal, more jerky, dominated by feelings of futility and guilt, more depressed that they can not support their family properly. Not long ago, television news has questioned the cases of subjects who have filed for short-circuit (suicide) acts because of the multiple financial burdens and the repercussions of long-term unemployment on family relationships. The role of the social assistant is to avoid precisely this kind of situation, and to explain to people that in any situation (apparently without exits) there is a wide range of solutions from which they can choose without resorting to irreversible radical solutions.

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An almost equal number of responses (26) consider that the role of counseling was to make them aware of their own possibilities and capacities and therefore to know what they can give and what they can expect from others. Proper self-evaluation is a key factor in employment. When the subject is properly assessed in terms of its potential and capabilities, it knows exactly what it is worth on the labor market and it makes it easier to negotiate a salary or job. Knowing your own value has opened up a wide variety of possibilities that they will be able to use according to the priorities of their time.

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In conclusion, our research has validated in practice the hypothesis from which we have gone, namely that finding a job and job satisfaction is a function of the skills and competencies of the social worker's professional counseling.

Acknowledgement: We hereby state that the subjects involved in our research were informed about the voluntary character of participation in this research, about the understanding of information and of that fact that withdrawal from research is possible at any time without negative consequences upon the participant. The research complied with all ethical research standards, the research participants/participants’ guardians giving their consent to participate in the research.

References