

mentus paaiškėja, kad jie yra gana painūs, reikalavimai nėra labai aiškūs. Vien tik kvalifikacinių reikalavimų socialiniams darbuotojams pakeitimų per pastaruosius aštuonerius metus yra išleista trylika, kurių paskutiniai šeši yra išleisti 2006 metais. Be to, šie reikalavimai yra leidžiami įsakymų, o ne įstatymų lygiu, kas taip pat turi neigiamą poveikį profesijos statusui.

Socialinių darbuotojų darbo vietos ypatumai Lietuvoje turi tam tikrų išskirtinių bruožų. Pavyzdžiui, Lietuvoje yra labai mažai darbo vietų, kuriose socialiniai darbuotojai turėtų darbo vietos monopolį. Dažniausiai socialiniai darbuotojai veikia ligoninėse, mokyklose ir pan., kur darbo vietos monopolį turi kitų profesijų atstovai. Tokiu būdu neretai socialiniams darbuotojams tenka įdėti ypač daug pastangų ginant savo profesijos veiklos specifiškumą. Kitas svarbus darbo vietos aspektas išryškėja analizuojant socialinio darbo Lietuvoje raidą. Vis dar yra nemaža neatestuotų socialinių darbuotojų, be to, didelės darbo apimtys lemia, kad darbo vietose vyksta darbo vietos asimiliacija, t. y. kitų profesijų atstovai perima socialinių darbuotojų veiklas ir dalį žinių. Tokiu būdu išnyksta ribos tarp skirtingų profesijų jurisdikcijų (Abbott, 1988). Darbo vietos asimiliacija, ypač paplitusi pirmaisiais profesijos raidos metais, ir toliau plinta ar bent jau nemažėja dėl didelių socialinių darbuotojų darbo apimčių. Vienas būdų padėti profesijai išlaikyti savo ribas – aktyvi asociacijų ir profesinių organizacijų veikla.

Anksčiau minėti aspektai sudaro neigiamas socialinio darbo profesijos raidos ir statuso didinimo prielaidas, todėl reikia strategijos, padėsiančios tobulinti socialinio darbo profesijos tapatumą ir kelti jos statusą visuomenėje.

SELF-MANAGING EQUALITY VERSUS LEADERSHIP IN CREATIVE TEAMS, GROUPS, AND ORGANIZATIONS

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The importance of the equality principle as an especially important creativity (new quality generation or information production) factor in organizations of all levels from positions of organized (cybernetical) systems theory is considered. The creative reality is that a functional team is more than the sum of its parts (H. von Foerster, 1962). The general systems theory shows that three qualitatively different ecological interactions: competition, cooperation, and predation; and their derivatives (amensalism, commensalism, mutualism, and parasitism) determine systems' state and behaviour in all biosystems (in human society as well). The competition only improves but does not create a new quality; it only elaborates on and disseminates a certain trait of the system. The new qualities are generated by some symbiotic interactions: mutualism, cooperation, and predation-like ones. The predators control prey populations, that means information processing (D. Kirvelis, 1998–2000). Generation of a principally new knowledge in the organized systems is generation of a new informational project or of a program that controls (manages) production of a new quality (or gives a new adaptational ability). The state and behaviour in the organized systems (teams, groups, organizations) that consist of basic elementary units working on manager-inferior principle, is such that predation determines the managing (controlling) structure. The system of this type interacts competitionally and predatory in natural conditions. There is another kind of system when the members of managers group employ different faculties (creative, analytic or constructive thinking, social mind in inner relations organization, etc) and/or expertise in different fields, and cooperatively work with equal rights. Such system achieves the biggest efficiency in the creation of new

knowledge. Theoretical investigations and computer modelling of the organizations shows that a system achieves the highest creative efficiency when all elements cooperate in an equalitarian way without the dominance of one leader. The possibility that one element may occupy the dominant position of the leader disrupts system's creativity because it enhances the competition and weakens or demolishes interactional creativeness.

USE OF SUBJECTIVE THEORIES AS A WAY TO DISCLOSE THE PERSONAL PROFESSIONAL IDENTITY OF SOCIAL WORKERS

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Social work is still a new multi-faceted profession in Lithuania. Its mission, aims, work methods, and requirements are in the process of formation (Ivanauskienė&Varžinskienė, 2003; Dominelli, 2004; Večkienė, Povilaikaitė, 2005). Since independence of Lithuania, during the last 15 years, the concepts "social work" and "social worker" have become common. However, the questions about the identity of social work and social workers are remaining very actual still now. Professional identity can be social as well as personal. Social identity refers to perceptions and expectations of others with regard to how social workers should function. Personal identity refers to perceptions and expectations of social workers themselves (Kwakman & Schilder, 2004). Professional identity formation and development are individual growing processes. They begin during one's training for the profession, evolve during the entry into the profession, and continue to develop as the practitioner further identifies with the profession. The analysis of these processes and the question about theory-practice relationship in social work practice is important for social work teachers and trainers. Adorno (1969/1993) presumes that only a continuing approach between theory and practice is possible but these great domains can never be linked. Gastager (2003) notes that the approximation link between theory and practice is possible by using, applying, and reconstructing subjective theories of persons. Groeben, Scheele (2001) emphasize that the basic premise of the narrow concept of subjective theories in "Research Program Subjective Theories" provide that the research subject can and should communicate with the research objects, following the goal of understanding their individual cognitions relating to the self and the world. According to Scheele (Gastager 2003), subjective theories: (1) are cognitions of a persons' view of the self and the world in general; (2) may be reconstructed with the dialogue – nonsense – technique; (3) are complex aggregates with (at least implicit) structures of argumentation; and (4) finally should fulfil the functions of explanation, prediction, and technology. And finally, the acceptance of subjective theories as objective findings should be checked. Gastager (2003) notes that König and Zedler (1998) pointed that "subjective theory as a complex set and/or aggregate of cognitions of the self and the world in general" can be taken apart in essential parts: (1) Subjective constructs that are relevant for the person concerned; (2) Subjective data that are explanations of situations based on the special constructs; (3) Subjective goals that are goals, which for a person seem to be very important; (4) Subjective explanations of hypotheses that express, what is assumed for somebody for a certain situation; (5) Subjective strategies that are assumptions about the means of reaching the goals. These five specificities are a central basis for analyzing the reconstructed information of the interesting subjective theory. The reconstruction of subjective theories emerges as a way to disclose the meaning and perception of persons in leading action and to recognize the personal professional identity.