

**CARING FOR THE QUALITY OF LIFE AND WELL-BEING
IN THE PERSPECTIVE OF FORMS OF PERSONAL
AND PROFESSIONAL DEVELOPMENT.
PRACTICAL PHILOSOPHY OR PHILOSOPHY AS *ARS VITAE***

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Purpose: The leading purpose of the article is to highlight the importance and role of philosophy, including the humanities and social sciences, in the processes of building well-being and in the procedures of improving the quality of human life. I conduct the analysis by referring to contemporary forms of personal and professional development, including coaching, counseling, mentoring, training, therapy, including existential therapy, as well as consulting and teaching.

Design/methodology/approach: This publication employs a comparative-descriptive analysis method.

Findings: In the article, I prove that philosophy, even today, can have a real impact on the quality of relationships built both in private and professional life, in various types of organizations/ institutions. I describe the importance and relevance of organizational culture and the impact of the humanistic style of management on the quality of life and the building of human well-being in the 21st century. The analyses conducted in the article are related to the demands of Industry 5.0, which is characterized by an increase in the importance of the human factor.

Research limitations/implications: I limit my research to describing a few selected forms of personal and professional development that focus on the human being and his needs. The evoked forms of development echo the demands of the fifth industrial revolution (industry 5.0).

Practical implications: The subject of the article is the possibility of using the methods of philosophy in practice and defining philosophy as the art of living. In it, I show that the practical and therapeutic importance of philosophy, already present in antiquity, can be successfully used in the helping professions of the 21st century.

Social implications: In the publication, I argue that each of the listed forms of developmental assistance draws from the source of the humanities, invites in-depth humanistic and humanistic-social reflection serving humanity. The task of the performers of the helping professions described in the article is to support their charges, which consequently leads to an improvement in their quality of life in society and an increase in social well-being.

Originality/value: Representatives of the humanities have so far rarely commented on the possibility of using the humanities (philosophy, ethics, axiology and sociology) in the 21st century aid professions. In the article, I try to show the humanities, especially philosophy,

as a necessary basis when performing aid professions in the current economic and industrial conditions. Thus, I argue for the topicality of humanistic and philosophical reflection, which nowadays – unfortunately too often – is superseded, eliminated or not taken into account.

Keywords: Practical philosophy, business organization culture, helping professions, personal and professional development, caring for the quality of life and well-being.

Category of the paper: Research and conceptual paper.

"Don't try to become a successful man, but a man of value"
Albert Einstein

I dedicate this article to my Students

1. Introduction

The heritage of the tradition of philosophy unites representatives of various helping professions. The philosophical heritage of the past is common to all humanities and social sciences and is used to help both psychologists, psychotherapists, sociologists and, of course, philosophers and historians of philosophy, who successfully use philosophical knowledge when doing the work of a coach, mentor or counselor. How to draw on the achievements of the history of philosophy depends on the person drawing (Ostasz, 2011, p. 15).

In the article, using the comparative-descriptive method and taking into account the practical-therapeutic nature of philosophy, I analyze the possible influence of philosophy on the quality of life, especially on the construction of well-being of modern man. The purpose of the article is to indicate the possible place of philosophy, including the possibility of using academic philosophical knowledge in the processes of personal-professional development. Nowadays, the processes of personal-professional development, using the indispensable base of the humanities and social sciences, especially human-centered philosophy, are a methodical pillar of coaching, counseling or advising, mentoring, business training, psychotherapy, consulting and teaching. In this discussion, I argue that the highlighted contemporary helping professions, using dialogue as a basic working tool, focus holistically on the client and on topics concerning the quality of his or her life, including, in particular, coping with everyday difficulties and building well-being. The practical-healing significance of philosophy as a - dialogue-supported and character-forming - art of living (*ars vitae*) was already present in ancient philosophy (See Lasch-Quinn, 2013).

2. The Art of Living. Philosophy in practical terms

Epictetus, representing the ancient school of Stoicism, once uttered a significant sentence that read: „In fact, we are brilliant and proficient in lecturing, and if only some trivial question of conduct arises, we are capable of logically dabbling in the subject, but put us to a practical test, and we will find that we are nothing but miserable wrecks” (Salzgeber, 2021, p. 97; Kuzior, Marszałek-Kotzur, 2022). The cited words of Epictetus are an expression of an indirectly stated objection to philosophy conceived solely as theoretical reflection; at the same time, they are also an important demand, and a serious call to give philosophy its proper meaning. The proper meaning of philosophy is fulfilled when it is grasped in the form of a practical-therapeutic task.

Philosophy in its practical dimension steers the process of self-knowledge and fosters finding one's place in the world, and in this regard, as the Renaissance philosopher Michel de Montaigne wrote, „there is nothing as beautiful and worthy as to fulfill one's role as a human being well and properly” (Montaigne, 1985, p. 322.). Understood in this way, philosophy encourages critical pondering, the search for independent solutions to life-vocational dilemmas, and „consequently prepares for real self-determination, thus contributing to self-actualization and developmental stimulation of the quality of human life” (Woszczyk, 2013).

Philosophy in its practical, especially ancient, Platonic-Socratic and Stoic-Epicurean, as well as Renaissance, sense is an art of character formation, a science of life and a valuable skill for modeling it. Philosophy is also a way of in-depth, therapeutic study of one's own views, the views of another/another person, also analyzing life attitudes. Philosophy in practical terms becomes a human-centered skill of holistic education. This holistic philosophical education can also be used in the present era. This is confirmed by the words of Professor Tadeusz Gadacz, who believes that modern education should not, and in fact cannot, consist only „in the transfer of knowledge and the acquisition of relevant competencies, but should be combined with the full formation of man, including in the moral, axiological and aesthetic dimensions” (Gadacz, 2015, p. 26; Gierlach, Gadacz, 2022, p. 31).

The distinguished dimensions relate to a person striving for fulfillment and self-accomplishment, both in the aspect of private/personal and professional life. Each of the distinguished aspects requires the recognition and involvement of professed values and motivation systems. The values and motivation systems developed are peculiarly understood tools for the practice of situational coping with oneself when life becomes difficult for some reason (Salzgeber, 2021, pp. 157-200).

3. Experience of suffering in the face of the need to live a fulfilled life

Hardships in life not infrequently become the cause of experiencing suffering and pain. Difficult situations and life experiences often involve the need to struggle with intractable existential dilemmas, and consequently lead to a loss of faith in the meaning of life. However, it should not be forgotten that suffering and pain are inherent aspects of human life. Often, they are also accompanied by unfulfillment or lack of a sense of fulfillment, also helplessness in the face of inevitability; helplessness in the face of some of life's situations/circumstances; sometimes, it is also a life of worry and fear; it is tasks carried out in fear and anxiety paralyzing especially morally.

In the area of difficult life situations, we can include all kinds of inconveniences, from – more or less tolerable – our own awkwardness and inconveniences, for example, the inconveniences of illness that prevent us from pursuing our life goals, through the circumstances of a fellow struggling with the chronic illness of a loved one. A difficult and demanding life situation may involve the mental effort of taking care of a bedridden person, for example, in a terminal state of illness. Thus, the art of living is also the art of looking at the suffering of another, enduring suffering, as well as enduring oneself in a state of affliction/suffering (Kruszyńska, 2018, p. 200).

Difficult and demanding life circumstances can also include professional dilemmas, financial and economic difficulties and hardships, problems with overwork, professional burnout, professional dissatisfaction and disappointment, professional time pressure, feelings of dissatisfaction with professional activities. Devastating life circumstances can be combined with exhausting struggle with unhealthy forms of competition in the workplace; problems with self-acceptance, with loneliness, problems in relationships, in interpersonal contacts, problems with rejection, with the need to cope with the lack of acceptance and tolerance, with coping with the ostracism of the immediate environment or socio-cultural ostracism in general (Tylka, 2012, pp. 1-8).

As a result of a demanding, weary and unpleasant life experience – in the words of Pierre Teilhard de Chardin – „an onslaught of destructive forces” (Tylka, 2012, p. 8), there also arises a strong need for change, to make life bearable, different, better, meaningful, not devoid of meaning and joy, not deprived of value; change initiated also to make life a happy, fulfilling life, realized in a friendly, tolerant environment/circumstances, with the awareness that experiencing the burden of suffering and experiencing the relief of joy determines the inner energy, the dynamics of the person, the dynamics of the subjective self-might. This subjective and free self-might comes, according to French philosopher, phenomenologist Michel Henry, from the flourishing of „inner powers, enabling the growth of sensibility. The fundamental law of sensibility, in turn, is the most internal law of life – the law of the inversion of suffering into

joy” (Kruszyńska, 2018, p. 200). The inversion of suffering into joy supposes a change, while change requires a conscious decision, which often comes from our attitude.

Philosopher Bohdan Dziemidok recognizes that our life attitude has a significant impact on carrying out change. According to Dziemidok’s postulation, a life mindset expresses „a relatively stable attitude towards the world, life and people, as well as a current attitude towards events that are or have been our lot” (Dziemidok, 2017, p. 11). A life attitude encompasses the keys we use to interpret the world, it includes our style of verifying reality, also the strategies of emotional and cognitive response to the world, including „the current, ad hoc attitude to current affairs and events” (Dziemidok, 2017, p. 11).

Consequently, this also raises the question of the essence of a fulfilled life. It is a hallmark of human beings to reflectively inquire about happiness (both in its subjective and objective sense), and about the path leading to happiness. Also in this reflective inquiry about happiness and the path to happiness, man seeks to understand himself and to understand the world around him, often by developing the ability to rationally-intuitively predict what will be. In other words, to develop in oneself the ability to learn to live in the world by experiencing, going through, and gaining distance from circumstances and the world; also by maturely, consciously recognizing that there are no unimportant matters in life, so it is the duty of man to strengthen resilience in himself, that is, the right attitude expressed in the ability to consciously take active actions that initiate change in the existing world (Syrek, 2019, p. 223).

At this point it is worth recalling the words of the historian of philosophy – a participant in the September campaign, an activist of the independence underground and anti-communist – Tadeusz Płużanski, who recognized that this dual power of experiencing suffering and the need for fulfillment „seeds restlessness and causes a scattering in the ascending march of life, which should develop calmly and cohesively” (Płużanski, 1963, pp. 44-45). In this situation, the question of the Enlightenment philosopher Immanuel Kant also becomes right: What can I put my hope in? Man, failing to see an end to his stifling fears and hopes, plunges into skepticism as pessimistic relativism and finds it difficult to answer the basic questions: what is happiness?, how to define one's happiness?, what is well-being?, what is fulfillment in the dimension of private and professional life, and how to understand and define well-being? (Płużanski, 1963, p. 45).

4. Well-being vs. mental health

According to the position of philosopher, educator and psychiatrist Kazimierz Dąbrowski, well-being is a state of mental equilibrium as homeostasis manifested in the ability to maintain productive and effective activities. Well-being is also the potential to develop the ability to coexist with the environment and the agility to transform it. Dąbrowski also recognizes that

mental health involves the ability to adapt easily and efficiently to changing circumstances and conditions of life; in other words, mental well-being means mental, psychological, as well as social balance (Dąbrowski, 1962; 1989, pp. 20-29; Syrek, 2019, p. 225).

On the other hand, according to educator Ewa Kasperek-Golimowska, psychological well-being is the result of cognitive-emotional evaluation of one's life. This evaluation is determined by a high level of fulfillment and life satisfaction (Kasperek-Golimowska, 2012, pp. 179-213). On the other hand, educator Ewa Syrek notes that the category of mental health is associated with physical, mental, social and spiritual well-being. Mental health is a state of well-being in which „an individual realizes his or her abilities, can cope with the normal stresses of life, can work and is able to act for the benefit of his or her community. Health is the basis for a good quality of life in every period of the life cycle” (Syrek, 2019, p. 224).

The sense of well-being has gained particular importance in connection with the fifth industrial revolution, and therefore with the currently prevailing form of industry 5.0. This industry is characterized by human-centric, sustainable development and resilience. This new form of industry sets itself not only technical, economic and environmental goals, as well as goals that make it immune to unpredictable, but occurring crisis situations, but also sets itself goals focused on finding solutions to improve the well-being of employees¹.

5. Personal and professional development

Therefore, the sense of well-being also, and perhaps above all, applies to the work situation of employees of various organizations, both public and non-public school and educational institutions, as well as the broader business sphere, including small companies and enterprises and large, often multinational corporations. Each of these organizations is made up of people, and with them their professional and private goals.

For this reason, „the approach of various organizations, companies and corporations to employees has been changing in recent years. Caring for their fitness, commitment and job satisfaction is no longer seen as a duty, but as an opportunity. These activities contribute to the productivity and effectiveness of the organization and have a positive impact on the company's image” (Kozioł, 2016, pp. 165-166). This positive corporate image is often associated with a humanistic style of thinking about employees and a humanistic style of managing them. Humanistic thinking and management styles draw from philosophy, especially the practical one focusing on human beings and the relationships they build, as well as humanistic psychology and positive psychology. These fields, emphasizing the importance of free will and autonomy, the sense of meaning in life, the realization of certain values, the need for self-realization,

¹ See www.mecalux.pl

the need for creative activities, refer to the sense of well-being and the conditions that cause this well-being (Strykowska, 2009, p. 187). Writing in the most general terms, well-being is most often related to the assessment of psychological state and is associated with – cited earlier – the feeling of happiness and a sense of fulfillment.

In professional situations, the conditions of well-being are the alignment of employees due to the possession of certain competencies and the required personality traits appropriate to the professional tasks assigned to these employees. According to the postulates, labor and organizational psychologist, professional and personnel consultant, Maria Strykowska, „only a job that corresponds to the qualities possessed by the employee is able to give them the opportunity for self-realization” (Strykowska, 2009, p. 189). Another condition of professional well-being is professional activities combined with the professional designation of these employees to perform specific tasks; these are activities that favor employees in setting their own goals, facilitating decision-making and problem-solving (Strykowska, 2009, p. 189).

The development of conditions of well-being in the area of professional and private life is served by certain forms of personal and professional development. Among the possible forms of personal and professional development, the following currently deserve special attention: coaching, counseling or guidance, mentoring, training of various profiles and topics (e.g., business training), also therapy, consulting and teaching (Żukowska, 2023, pp. 63-111).

6. Characteristics of selected forms of personal and professional development

Today, underlying many forms of personal and professional development, which are characterized by concern for the quality of life and well-being of the client, is a philosophy and humanistic form of education.

6.1. Coaching

Coaching uses a humanistic form of holistic education. There are many different definitions of coaching. These definitions refer to various aspects of a person's life, so it is difficult to point to a single, only valid definition (Żukowska, 2023, pp. 86-95). In other words, it is extremely difficult to unequivocally answer the simple question: what is coaching? Małgorzata Sidor-Rządowska, in one of her books on coaching, writes the following: „Despite the fact that I have been involved in coaching for more than a dozen years, when I hear this simple question, I cannot hide the feeling of uncertainty. I would preferably answer (keeping all proportions) with the words of St. Augustine - one of the eminent philosophers, who to the question: what is time? he replied: I know, until you ask...?” (Sidor-Rządowska, 2022, p. 15; St. Augustine, 2020, p. 351).

Today, however, such an answer to the question of the definition of coaching is not enough. For this reason, from the collection of possible professional definitions of coaching, it is worth choosing the most popular ones that resonate with us and the role of a professional coach. Following Sidor-Rządkowska, the below definitions of professional coaching can be recalled:

- „Coaching is a form of conversation that follows ironclad rules about what must be present: respect, openness, compassion, empathy, and a rigorously held commitment to truth-telling” (Kimsey-House, Kimsey-House, Sandahl, Withworth, 2019, p. 25; Sidor-Rządkowska, 2022, pp. 15-16);
- „Coaching is about developing the ability to change people, the organization in which they work, and the environment in which they live. By influencing their imagination and values, coaching helps to redefine - in line with the goals they are pursuing - their attitudes, thinking and behavior” (Hargrove, 2006, p. 23; Sidor-Rządkowska, 2022, pp. 1-16);
- Coaching is „a process that enables people to learn and grow, and thereby improve their performance [...], requiring knowledge and understanding of a multiplicity of styles, skills and techniques appropriate to the context in which the process takes place” (Parsloe, 1999, p. 8; Sidor-Rządkowska, 2022, pp. 15-16);
- Coaching is „helping a person strengthen and improve performance by reflecting on how he or she applies a particular skill or knowledge” (Thorpe, Clifford, 2004, p. 17; Sidor-Rządkowska, 2022, pp. 15-16);
- „Coaching is the use of silence, questions, and challenges to help the mentee achieve a specific goal” (McLeod, 2008, p. 27; Sidor-Rządkowska, 2022, pp. 15-16);
- Coaching is „a conversation or series of conversations between one person and another [...] that is intended to benefit progress. The coach, through skillful listening, questioning, and reflection, guides the conversation so that the mentee learns the right lessons for himself or herself” (Starr, 2005, p. 10; 2015, pp. 23-24);
- Coaching is „a process in which a coach, working with a client, uses listening and questioning skills in such a way as to enable the client to come up with solutions to his or her problems” (McAdam, 2011, p. 19; Sidor-Rządkowska, 2022, pp. 15-16);
- According to David Clutterbuck, „the core of coaching is conversation. [As Clutterbuck writes - AM] coaching is a dialogue that takes place between you and me, in the context of clearly defined goals. It is a conversation that allows you, at critical moments, to look at the problem from different perspectives and consider a variety of strategies for action” (Clutterbuck, 2009, pp. 17-18; Żukowska, 2023, p. 88; Sidor-Rządkowska, 2022, pp. 15-16);

The purpose of coaching is to support the client in various spheres of life, taking into account many different aspects and levels of activity. Coaching, without losing its effectiveness, can refer to both the personal-private and professional spheres of the mentee's life.

For this reason, several different types of coaching can be distinguished. The most commonly mentioned are life coaching, business coaching, including small business coaching, career coaching, executive coaching or executive-corporate coaching; group coaching or team coaching is also distinguished (Kiepas-Remesz, 2013, p. 143; Kimsey-House, Kimsey-House, Sandahl, Withworth, 2019, p. 25). For several years now, in connection with the need to face the difficult conditions of operation and performance of business organizations in the world of VUCA and the reality of BANI, agile coaching has also been frequently discussed. An agile coach is a knowledgeable person who plays a role analogous to that of a mentor. An agile coach shows teams ways to implement agile activities. These activities involve eliminating factors that delay project execution, while strengthening cooperation, trust and bonding between individual team members (Adkins, 2020, pp. 28-41).

6.2. Counseling called guidance

Counseling, as a helping activity close to the coaching form of work, is also defined in various ways. The Dictionary of the National Scientific Publishers PWN defines counseling as the provision of professional advice. This form of providing assistance is combined with consulting, as I write about later in the article. The scope of consulting includes diverse activities. These activities depend on the type of consulting service provided. The most commonly mentioned are business consulting, business and professional consulting, personal and professional counseling, management counseling, legal counseling, information technology counseling, or business counseling.

Each type of counseling listed above is a professional service provided for a fee. Like coaching, professional counselling requires a confidentiality clause and, as understood by the head of the Department of Human Capital Management at the Cracow University of Economics, Aleksei Poczowski, involves „the provision of services by competent natural or legal persons in the field of research, diagnosis, design and implementation of solutions, various personnel issues, as well as conducting necessary accompanying activities of a training, executive and even regulatory nature” (Poczowski, 2023, p. 522; Stańczak, 2013, p. 13).

The last few years have also seen an increase in the importance of life counselors, who help healthy, mentally undisturbed people get through the obstacles/dilemmas of personal, professional or personal/professional life. Related to the role of the life counselor is the role of the philosophical counselor, since the professional life counselor as a philosopher-practitioner draws on a reservoir of philosophy and historical-philosophical knowledge. In characterizing life counseling and philosophical counseling, it is worth taking into account the voice of Agnieszka Woszczyk, who says that although „the word counseling itself suggests a connection with giving advice, but, as in coaching, it should be emphasized that the philosopher-practitioner cannot take responsibility for the decisions made by the client. The counselor should also refrain from proposing ready-made solutions [...] so as not to suggest or limit the mentee's creativity” (Woszczyk, 2013, p. 130). Thus, during the philosophical-counseling

process, the answer to the fundamental existential questions of who am I?, where am I from?, where am I going?, is independently procured by the mentee of the counselor.

Professional life/personal or philosophical counselors should be characterized by deep humanistic knowledge, preferably philosophical. Philosophical advisors are people who put professional, academic philosophical knowledge into practice; it is not uncommon for these people to define philosophy in terms of the art of living as caring for the quality of life. Most often, they are also people whose - preparatory - philosophical studies have enabled them to acquire deep ethical sensitivity and axiological self-awareness; it is not uncommon for these people to also have relevant psychological or psychotherapeutic competencies acquired during several years of training.

According to Robert Kozłowski, an counselor and certified business trainer, practitioner, manager and coach, "in the case of counseling, we are dealing with working with a client who is dissatisfied with his professional or private life, in need of guidance, support, advice from a counselor. The counselor is an expert in the field in which he provides support" (Kozłowski, 2016, pp. 15-16). The counselor's support consists in the application of philosophical methods and tools that trigger in the client the process of self-discovery, self-awareness of resources and improvement of the methodology of working on one's own resources and deficiencies/advantages.

6.3. Mentoring

Also mentoring, commensurate with coaching and counseling, is a form of assistance given to another person. A mentor can work with one person, but also with a team or group of people. As a form of assistance, mentoring involves the mentor giving advice (Taylor, Crabb, 2020, p. 29). A mentor is considered an expert - a person who is more experienced, even distinguished by experience in a particular field. His or her professional role is to share with the mentee (mentee) his or her experience, knowledge, skills and competencies possessed on a given topic (Zhukovskaya, 2023, pp. 81-86). Robert Kozłowski believes that „the behaviors presented by the mentor constitute a certain pattern. Mentoring supports the development of professional competence of their mentee. This method is very often used in companies to introduce employees to new positions" (Kozłowski, 2016, p. 15). For this reason, mentoring is not uncommonly considered "a form of effective employee training and adaptation" (KwF, 2019).

Mentoring as a form of personal-professional development positively influences inter-employee relations and the quality of work especially of a young or new employee. This form of personal and professional development teaches understanding by creating a safe and friendly team atmosphere. Mentoring is most often associated with systematic assistance provided to an employee by a mentor in the course of acquiring new professional competencies by an employee, especially a lower-level employee, or providing such an employee with specific guidance in the implementation of specific professional tasks.

Nowadays, in the era when many corporations with international capital are entering the Polish market, international mentoring is often mentioned. This form of mentoring requires taking into account new and different conditions, for example, intercultural differences, also different assumptions and prejudices adopted by the mentee, i.e. the client of the mentoring process. A mentor working in an international environment should be guided by a message close to the assumptions of Wilhelm Dilthey, who argues that „the difference between individuals is not qualitative, but consists in the different accentuation of individual elements”, and in this a thread of understanding should be found. Ethnic differences should increase openness to different traditions, should allow to use „individual identity as a starting point, a prelude to the analysis of a given culture, should also create opportunities for people to better understand their own world and make use of the power of culture” (Gierlach, Gadacz, 2022, pp. 35-36).

It is worth adding that mentoring can take a formal or informal form. Currently, it is most often used in the processes of training managers, in the training of leaders and the development and improvement of leadership competencies. Increasingly, the mentor is actively involved not only in the design of professional life, but also in caring/care for the quality of his mentee's personal life (Żukowska, 2023, p. 84).

6.4. Therapy

Another contemporary form of social and professional development is therapy. The basis of the therapeutic process is all the past experiences of the therapy participant, called the client or, more commonly, the patient. For this reason, practicing, licensed therapists call psychotherapy a process centralized on the patient's past. „Therapy is most often directed at searching in the past for the causes of the current condition in order to make the desired changes. The therapists put themselves in the position of an expert, and assume some responsibility for the outcome of the therapy. [As mentioned earlier], the therapist works on past experiences and in this way differs from a coach” (Kozłowski, 2016, p. 16). The therapeutic process is most often undertaken to „develop positive thinking, including coping with everyday dilemmas, and treating mental health issues such as mental illness and trauma” (Zaburzenia emocjonalne, 2019)².

Today, the most common types of psychotherapy include:

- 1) client/mentee-centered therapy - this type of therapy focuses on the problem of the client, who retains a high degree of autonomy in the therapeutic relationship; this therapy aims to rebuild the client's self-esteem; in this type of therapy, the therapist's client, not the therapist, mainly decides on the course of the therapy session; this form of therapy is based on a humanistic approach focusing attention on what is good in a person;

² This excerpt can be found on the website *Zaburzenia emocjonalne. Czym jest terapia? Pełna definicja psychoterapii*, July 25, 2019, <https://zaburzeniaemocjonalne.pl>, 27.02.2023.

- 2) cognitive-behavioral psychotherapy [CBT], which involves the treatment of disorders (e.g., the treatment of depression) and related systematic work on change; the change is aimed at challenging negative thinking patterns about both the self and the world;
- 3) dialectical behavior therapy [DBT], which involves working on behavior change and self-acceptance associated with learning behavioral activities (for example, habitual learning of emotion regulation, mindfulness, stress resistance, stress tolerance, also learning interpersonal skills);

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6.5. Training as a form of development

A popular form of personal and professional development that promotes the development of new skills is training. Training most often refers to „a situation in which a group of adults learn together” (Kozak, Łaguna, 2015, p. 7). Thus, training most often takes the form of andragogy as adult education. The trained group is led by a trainer who uses various available methods and tools for training, i.e. acquiring specific skills. Among the distinguished methods, theoretical lectures, activating discussions, case studies, role-playing scenes, also games to stimulate individual group members occupy a privileged position. Professional training „is a difficult-to-describe experience at both the emotional and cognitive levels” (Łaguna, Fortuna, 2015, p. 11). It allows to make a real change and experience what is new.

Business training is particularly noteworthy among training courses. This type of training concerns professional situations and covers various fields of knowledge. Nowadays, training most often focuses on aspects of leadership and management, including human capital and financial management; also on marketing, sales processes and corporate governance³. In each

³ Detailed information on business training can be found on the IBD website. Business School. <https://ibd.pl/szkolenia-biznesowe-w-ibd/>, 15.04.2023.

of the cases highlighted, professional training is a fully planned process aimed at acquiring new knowledge and competencies. Training also involves changing attitudes, learning new habits and developing desired outcomes related to the performance of professional tasks (Armstrong, 2001, p. 448; Łaguna, Fortuna, 2015, p. 13).

6.6. Consulting

Another form of supporting human development is consulting. The consulting process requires the presence of a consultant. A professional „consultant provides expertise and solves business problems or helps develop the business as a whole. A consultant does not work with individuals, but helps develop the business as a larger whole” (Kozłowski, 2016, p. 16).

Consulting not infrequently takes the form of strategic counseling (management consulting or strategy consulting) and, as such, is associated with the department of economic consulting that includes „the overall preparation for business operations” (Cognitis, 2017). According to specialists, consulting as strategic counseling involves the provision of advice, also skillful persuasion „in the formulation of principles of conduct of the company’s management, constant at a given time, the application of which leads to the achievement of the company’s goal” (Cognitis, 2017).

The need for professional consulting services in the form of strategic advice in the business area, was born with the emergence and development of management. Management in the business area is a response „to the need for increased efficiency and more efficient planning of enterprise strategies” (Cognitis, 2017). Certain forms of counseling are also associated with consulting, for example:

- 1) operational consulting, which involves activities that optimize the company’s operations or improve the efficiency of the organization’s work;
- 2) IT consulting, or information technology consulting – the purpose of this form of counseling is to support the IT department; also to improve communication among employees and stakeholders; also to ensure the quality and efficiency of information circulation;
- 3) tax consulting, which involves choosing the most favorable system for paying taxes under frequently changing circumstances;
- 4) financial consulting – not infrequently takes the form of intermediation between institutions, including the individual client and a specific institution, such as a bank/insurance company; financial consulting also involves financial planning, including planning how to manage capital;
- 5) personnel consulting (Human Resources) – is the efficient management of human capital involving a skillful assessment of the potential of employees, following which employees are offered participation in selected training courses. This type of assistance is most often offered when „layoffs are necessary; [when - AM] the potential of

employees needs to be assessed [or when - AM] the need to recruit specialists arises” (Cognitis, 2017);

- 6) Public Relations (PR) consulting, which involves taking care of an organization’s or company’s image and building contact between an individual client or organization and the public;
- 7) Marketing consulting – is, in turn, „the planning of a dedicated strategy aimed at developing a particular company” (Jarocka, 2022). This type of consulting usually involves finding ways to promote a company or organization, as well as building a brand, promoting a product or providing a service (Cognitis, 2017).

6.7. Teaching

Teaching presupposes a master-student relationship. Unlike coaching, this relationship is not a parallel relationship. Teaching is related to the planned work of the teacher/master with the student. Students, being the teacher's charges, form their own personality under the teacher's influence by acquiring substantive knowledge, i.e. specific theoretical knowledge and practical skills. In the process of teaching, students develop certain habits of behavior. Teaching is the process of forming a person through multi-level education, developing a certain humanistic consciousness, humanistic sensitivity, and therefore also education, at the core of which is the humanities: literature and philosophy as an expression of higher culture.

Teaching is a didactic process in which a qualified teacher plays a key role. As a form of personal and professional development, it applies to young, school-aged people, as well as the previously mentioned adult education (andragogy). Thus, the role of the teacher is not only to impart substantive knowledge to the younger generation/young people. The teacher is the one who knows. „The teacher knows something that the student does not know. The opposite happens in the case of coaching described earlier. In coaching, the client is the expert and it is the client who knows the answers, not the coach” (Kozłowski, 2016, p. 16).

7. Conclusion

Meetings between helping professionals and their charges (clients or patients) vary depending on the topic and the form of development used. The basis of each of the distinguished forms of development is dialogue, understood as a supportive, therapeutic conversation related to the cooperation with the client built during the meetings and based on the value of trust. Depending on the form of development used, this dialogue takes place using professional working methods and tools that are appropriate to the helping profession and tailored to the problem under consideration. It is impossible to define the mood of such a single meeting, impossible to reflect the nature of a single session, since each such therapeutic and healing

meeting is characterized by uniqueness, secrecy, secretiveness and an atmosphere of confidentiality. The atmosphere of the meeting is not infrequently determined by the topic of the session. Sometimes the client is only concerned with developing a certain external skill related to his or her profession, for example. More often, however, it is the case that the meeting is about a much deeper topic, requiring greater sensitivity, insight, understanding, acceptance, gentleness and discretion from the coach or therapist. It is then that the true and undeniable value of philosophy and the humanities is most often revealed, and they become an indispensable basis for the therapeutic relationship in the chosen form of personal and professional development. In order to act as a professional coach, mentor or therapist, to conduct sessions and processes in a professional and responsible manner, it is necessary to have the appropriate substantive and humanistic training. Therefore, an extremely important, even demanded element of functioning in the conditions of the currently dominant – oriented to the person and his or her needs – industry 5.0, is to acquire a professional, reliable humanistic-philosophical education, including social, which is the basis for authorization to practice the chosen profession of help.

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