A blurred background image of a business meeting. Several people in professional attire (suits, blouses) are gathered around a table. One person is holding a tablet displaying a document with charts and text. Another person is holding a white coffee cup. The scene is brightly lit, suggesting an office or conference room environment.

# Personalized strategies for counselling and career orientation

Assoc. prof. Daniela POPA



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## Personalized strategies for counselling and career orientations

- ✓ *Why counselling and career orientation is needed in school?*
- ✓ *Self-knowledge: perspectives on career aspirations and interests*
- ✓ *Deciding on educational/professional pathways*
- ✓ *Career planning*
- ✓ *Job market*
- ✓ *Preparing your employment portfolio*
- ✓ *Promoting entrepreneurship*





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- *Why counselling and career orientation is needed in school?*

*teachers, students, parents,  
communities*

AIM: not only academically well-prepared, but **young adults** with the social, emotional and interpersonal skills needed to cope with the challenges and demands of the external environment



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Specifically,  
counselling  
and career  
guidance/  
orientation  
helps students:



to be more realistic about themselves, their qualities, their aptitudes, demonstrable skills, interests, etc;



clarify their values, aspirations and professional areas of interest and make decisions in regarding their educational and career paths;



to correctly assess the situations they face and allocate the necessary resources to resolve the situation;



manage conflict situations and situations requiring emotional control appropriately;



explore new educational options and new professional fields;



improve intrapersonal and interpersonal communication.



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## 5 thematic modules are proposed:



SELF-AWARENESS;



COMMUNICATION  
AND SOCIAL SKILLS;



LEARNING  
MANAGEMENT;



CAREER PLANNING;



QUALITY OF  
LIFESTYLE.





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The  
counsellor's  
responsibilities  
can be  
structured as  
follows:

- ✓ facilitating the student's process of self-knowledge and self-discovery;
- ✓ helping the student to adapt to the educational environment;
- ✓ improving the relations between school/university, students and family;
- ✓ informing students by providing information on the labour market, professional fields of interest, employers' requirements, including through participation in specific training events, such as education fairs, open days in higher education institutions, visits to institutions, firms/companies, etc;
- ✓ exploring with students the opportunities for employment or further study, to assist them in making the right decision.

**The need for  
self-  
knowledge  
to identify  
personal  
resources**





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### *Self-knowledge: perspectives on career aspirations and interests*

- The need for self-knowledge to identify personal resources
- Need for information on career planning in general
- The need to practise key skills such as communication and socio-emotional skills
- Exploring personal qualities, skills, interests and values
- Self-image and self-esteem. How can we positively influence them?
- Personal development. How can I change to become better?





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# Stages of the decision- making process



Defining the problem;



Gathering information;



Establishing options and selecting those that are appropriate to the context;



Making the actual decision;



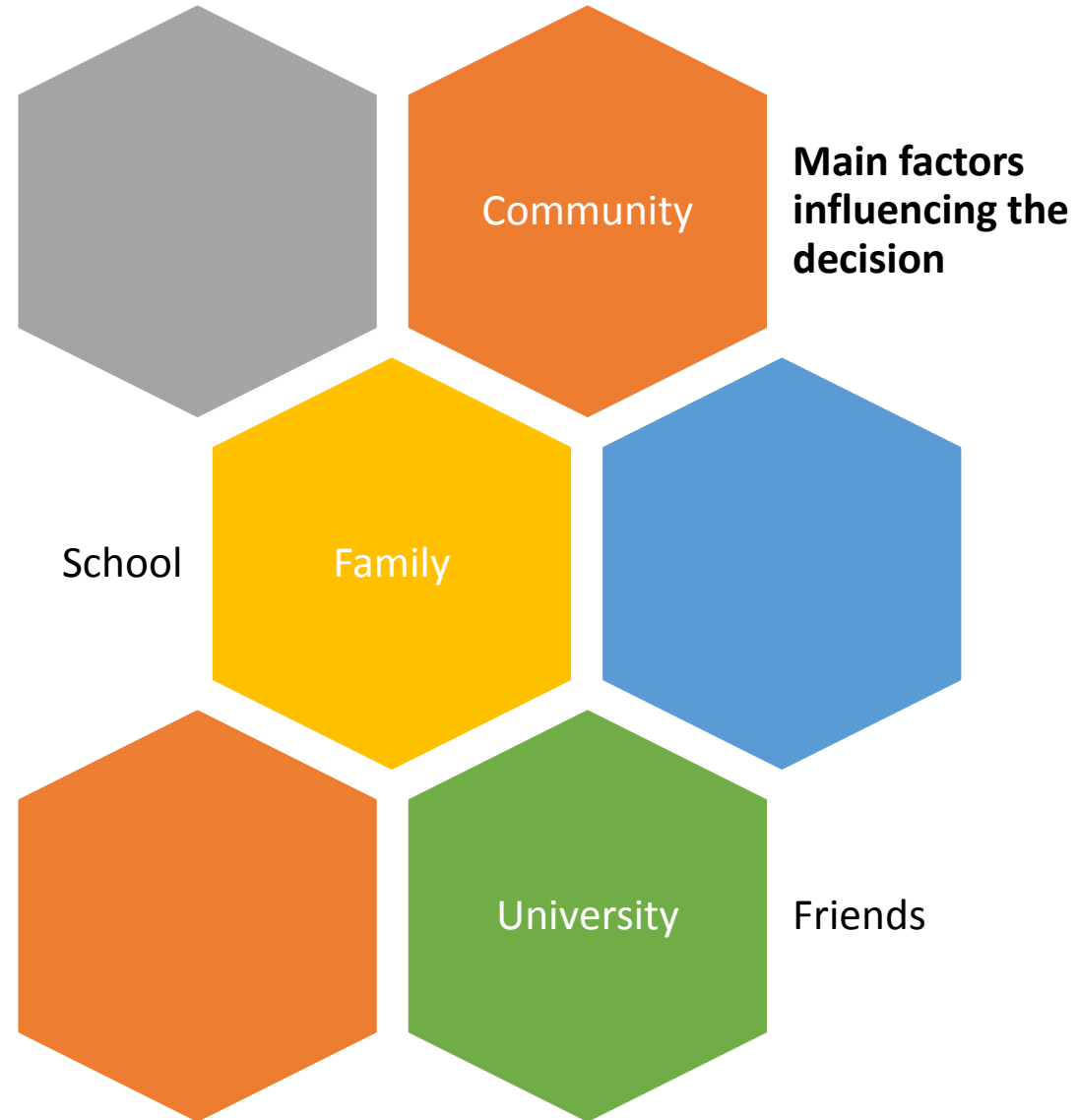
Putting it into practice and assuming the consequences.



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## **Methods and techniques used for development of the capacity to make informed decisions**

- SWOT analysis
- Thinking Hats Method
- Role play
- ENGAGE Model (Exploring and identifying problems, Noting insights gained, Thinking about goals, Taking action, Finding outcomes, Evaluating progress and revisions needed if necessary)
- Setting SMART objectives
- 4 S Model (Situation, Self, Support, Strategy)



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### ➤ **The DECIDES model**

1. D (define): definition of the problem. What is the decision to be made?
2. E (establish): establish an action plan. How will you make this decision?
3. C (clarify): clarify values. What is the most important value for you in the given situation?
4. I (identify): identify alternatives. What choices can be made?
5. D (discover): discover possible outcomes. What are the possible consequences of those alternatives?
6. E (eliminate): eliminate options systematically. Which alternatives will not be suitable for personal qualities/values or situations specific to you? Which ones are least likely to success?
7. S (start): the start of the action. What do you need to do to turn the plan into reality?



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## *Career planning*

- ✓ Prerequisites and steps in career planning. One job, several jobs or a career?
- ✓ Career goals and action plan
- ✓ Developing transferable skills and career: organising, assessing situations, making decisions, prioritising actions, etc.





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## *Job market*

- ✓ Labour market information. Policies and trends, labour market characteristics
- ✓ What are employers looking for vs. what do graduates expect/offer?
- ✓ How do you make the transition from student to employee? Organisational culture and climate



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## *Preparing your employment portfolio*

- ✓ Job search strategies
- ✓ Developing a curriculum vitae (CV)
- ✓ Cover letter
- ✓ The job interview: how can we prepare for it?



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## *Promoting entrepreneurship*

- ✓ Self-employment - the culture of entrepreneurship in the country and the world
- ✓ Profile of the successful entrepreneur
- ✓ Promoting innovation and creativity
- ✓ Encouraging entrepreneurship and stimulating employability - actions at school/university level



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# Equal Opportunities in diversity and supporting students who are at risk

Assoc. prof. Daniela POPA



# Thank you for your attention!

- Vielen Dank für Ihre Aufmerksamkeit!
- Dziękujemy za uwagę!
- Děkujeme vám za pozornost!
- მადლობა ყურადღებისთვის!
- Mulțumesc pentru atenție!

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