Advising, an indispensable element in training students. Usefulness of POSDRU grants.

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Abstract: The present work aims at improving the ability of innovation of institutions for education and training through advisory activities for students in order to prepare them for society and for the environment.

In this paper are presented efficiency analysis of career counseling activities in the framework of a European project. Demonstration of the appropriateness of professional counselors will be made on the basis of a pilot group of students advising in career as part of a European project, co-financed by the EUROPEAN SOCIAL FUND, Sectoral operational program Human Resources Development 2007-2013, Priority axis no.2 "Linking learning with lifelong labor market", Major field of intervention no. 1.3 "Transition from school to life", Project title: "Partnership developed for advice and practice of students in order to increase their employability-CONPRACTIS", Contract no.: POSDRU/189/2.1/G/156607.

Counselling and career guidance are important for students in order to gain the relevant skills and competencies for a job and the right attitude towards work, sense of responsibility, gaining practical experience in the workplace, the ability to solve new problems and to understand the context in which action must be taken; the ability to adapt to any working conditions, the provision of "affective competence" relevant, appropriate social skills. Many studies and European statistics highlight the relationship of dependency between the welfare economy and education level but, at the same time, draw attention to the danger of "scatter" one of the most valuable resources-human resources.

Correspondence between the quality of vocational training, on the one hand, and the requirements of the labor market on the other hand, is essential in a knowledge-based economy.

Research shows that the unemployment rate among young people may cause permanent sequelae, such as an increase in the risk of being unemployed in the future, low levels of future earnings, loss of human capital, the transmission of poverty from one generation to another or a lesser motivation.

One of the reasons identified is the lack of experience to submit to the interview, on condition that the student does not have the experience of another job, but neither-and leverages and presents it in a way convincing powers and abilities held when â when attending the interview.

Key-Words: - motivational advice, innovation, competences, students, grants.

1. Introduction

The company, which is constantly changing, the need for knowledge is marked by rapid, complete, and accurate to reality in order to take responsible decisions, timely, reliable and fast.

The volume of information that must be stored and processed on computer use is increasing, and it is essential in any work activity.

In a society in the process of modernization, where demand for services is constantly growing, in addition to the *computer science competence*, becomes necessary and *specialized human competence* in order to ensure efficiency and competitiveness.

2. Problem formulation, CONPRACTIS Innovation

Competence is defined, according to the Romanian Occupational Classification, as a person's ability to use and combine the knowledge, skills and attitudes that are specific to certain values demonstrating personal and professional to accomplish work activities to the quality level specified in an occupational standard.

Counseling model in 4 successive stages to follow are:

☐ stimulation of innovative learning ability, which is consistent with the rapid social change of the contemporary society;

☐securing a permanent feed-back, having the opportunity to redesign the work depending on the previous sequence;

☐fostering logical thinking and imagination;

☐stimulate open and sincere communication;

☐developing a personal portfolio to submit to an interview for a position compatible with the powers held by the student.

Methodology of the advisory process has been Project-based learning. Work-based learning projects (Project-based Learning (PBL)) represents a model for long-term activities, interdisciplinary and student-oriented, integrated into the situations and real world practices.

The method is relevant because it is based on real-world activities, where students relate to work in a real way, having the opportunity to use and develop skills and knowledge.

The method emphasize student's ability to create major works and their need to be evaluated, aiming to increase the innate desire of students to learn, and having the ability to control the learning process.

The ability to choose and control the process, and the chance to collaborate with fellows amplify motivation.

The effectiveness of the method is given to the constructive approach of learning by the fact that in a group there are different individuals with different learning styles and capacities, which come from different social backgrounds.

The pattern for conduct of consulting process involved 4 successive stages, namely:

☐ E.1. Basic competencies specific to occupations of engineer-computer usage;

☐ E.2. Core competencies specific to occupations of engineering-measurement tools;

☐ E.3. Trans-occupational powers-teamwork, PBL;

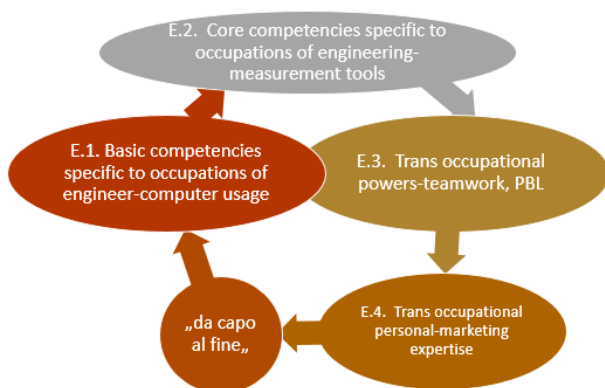☐ E.4. Trans-occupational personal-marketing expertise.

Figure1: Consulting process stages [1]

3. Problem Solution

The first stage i.e. **"**The development of the basic occupations specific powers of engineer-computer usage" provides the framework within which it can be the relevance offer of various educational disciplines (related program of study).

The organization is represented by a workshop with duration of 5 days, to update the powers of computer use, specific to the field of engineering and preparing students to support an employability test with practice sample.

The second stage i.e."Development basic occupations specific powers of engineer-measuring instruments" offer students the opportunity to demonstrate the practical skills which they hold relating to the use of measuring instruments, considered by employers one of the core competencies for every engineer, being a condition of employment at the knockout. The organization is represented by a workshop, lasting 5 days for updating the basic powers of any engineer and preparing students to support an employability test with the samples. Way of organizing knowledge and use of measuring instruments and control.

The third stage i.e. "Development trans occupational powers-teamwork, PBL" has targeted the Top 10 powers of employers, such as teamwork, leadership, communication and presentation, project management, creative and motivating others.

Most students hold those powers to a certain level and they usually have been gained without awareness of learning processes. These powers are not explicit objectives of rule sessions, classes, subjects, but their components are found in almost all interactions of formative type.

This step followed on the one hand, enable this can partially dormant powers, on the other hand, awareness of their importance from the perspective of employers and providing support for the inclusion in the employment portfolio, personal and professional presentation of these values.

How to organize an interactive session with the presumed duration of 3 days, in the residential system, using the methodology of PBL (project based learning) through which one observes in practice and strengthen the presentation skills, communication, teamwork, leadership, project management, and more.

Fourth-stage development of personal competences of trans-occupational - marketing "assumed completion of counseling and exploitation of the results" obtained previously for the purpose of entering it. This phase involved establishing an individual's portfolio, which contains:

☐ Updated CV, euro pass format, in Romanian and English language;

☐ A letter of intent for employment adapted to the specific requirements of an employer;

☐ feed-back from a simulated interview;

☐ Vision document;

☐ Transition report, which is a custom feed-back profile for each student, observed and demonstrated on the route advice. The organization consisted in a workshop whereby each student has completed the entire employment Portfolio.

A. THE VALUE ADDED

Feed-back sheets provided information gathering based on perceptions, regarding issues related to the participants, the contents, the Organization of the sessions, as shown from the primary analysis below. These elements are already structured around questions from feed-back sheets and represent an expression of the value added by activity organized, and which may constitute landmarks for the future transfer of their normal practice [2]. This transfer is necessary to be moderate, coordinated through experiential sessions coupled with individual coaching sessions.

I liked Are aspects which can be enhanced through the atmosphere, and thus may increase the attractiveness and effectiveness of the learning process? These details can be greatly increased the motivation of the participants-just repeated, integrated in teaching these elements. Their portability in practice is the solution for ensuring a high level of participation of students in their own training and development.
☐ Freedom of speech and feedback in free speech. What I had learned. ☐ That revival of the game that turned us grumpy faces into smiles and joy, somewhat amusing and enjoyable interviews. ☐ The aggressiveness of the interview. The way you have been interviewed, some colleagues seemed pretty pressured as well as the fact that I dared more. ☐ The mode of the day. That I got feedback from the interview. ☐ That we have been offered the opportunity to see how it really is a job interview, so be prepared. ☐ Sample interview. The fact that no interview was not like the other. ☐ That was interactive, we could make jokes and seriousness of the game. ☐ Teamwork, ideas that I could offer help, being in front of many people and at the same time.

These things are a problem in my life.

☐ The fact that we were involved, and I even made the front of opponents.

☐ The fact that the discussions were free, I could tell his own opinion.

☐ I've found the ability to analyze texts at first glance and that this has caused me to be more courageous.

☐ Today's Challenges, from cooking contest until the final test to change the team.

☐ That I realize that it may more and that gives me confidence in myself.

☐ Interactive Manner in which he conducted the activity.

☐ The duel between the teams. The lightness in communication. The fact that we were placed facing a confrontation with the (debate).

☐ Diversification of teaching style.

I was upset It is worth noting that the number of aspects which have disturbed is visibly lower than that of those who have been appreciated. Should be encouraged to identify free opening all the elements which can be improved!
☐ The lack of hot water, and (for a few hours on the first day) that he took the shower during the presentation. ☐ Anything related to this course, maybe just the fact that I don't have enough courage. ☐ That ends today. ☐ That did not participate in interviewing several colleagues. ☐ I was Not upset anything. ☐ The fact that I was not prepared on the subject. ☐ I didn't have enough time. ☐ Not bothered me nothing. There have been so many positive things that, if there were negative and realize them. ☐ I felt a slight mental fatigue. ☐ I'm too hung up on me. A little tension. ☐ Personal Mode of expression.
I would like to ask It is the space provided to participants to formulate questions that have not received sufficient space and that can be resolved over time and integrated in future sessions. In order for this item to be effective, it is necessary to demonstrate their utility through the immediate response to the remarks on the first day! Such openness will be encouraged for recommendations and for observing the mode of conduct and progress of the sessions.
☐ Opinions about our developments. We did the interview?

These are questions repeated often and can be associated with a distrust of the participants, with the need for them to receive constructive feedback and real!

☐ When do these challenges?

☐ How important is communication capacity expression for someone who wants to get away?

☐ What we write to professional experience on your resume if you don't have than high school and faculty? / How to prepare myself for the next future interviews?

☐ What effect does the communication time for an interview on the employer?

☐ Where we can participate in the classes of knowledge and personal development?

☐ How long does a debate of ideas among multinational companies?

☐ When more such courses and organized training sessions?

☐ Is there any skill or competence which might be more important than all the others?

☐ I was all settled with where I had doubt.

☐ I would like to know how I could improve the quality. This activity made me to dream about I'm reaching an important person in a big company or in my own company.

☐ When more come?

☐ If you can come?

☐ How could I control stage fright, how communication?

I recommend to organizers

Constitutes a concrete and feedback directly to the address of the Organization and from which one can distinguish several categories of recommendations:

Desire to attend similar sessions

☐ To do so, and in the city of meetings and in more detail.

☐ To continue these projects on a longer period.

☐ Still in Print To such trainings are increasingly more often for all the students, even the smallest.

☐ To organize such courses and trainings.

☐ To continue with these exercises for students. Matter a lot to us and help us in life, I hope and I believe that.

☐ Let us participate more often in such activity.

☐ Let us announce when and where they are doing such activities.

☐ To organize more activities like this to help me in my personal development.

☐ To organize such competitions.

☐ To extend the program.

☐ The continuation of this type of activity.

Aspects of the correlation and professionalism during the sessions praised

☐ To keep trucking.

☐ Good luck!

☐ To keep trucking.

☐ Continue to do what I do.

☐ To be happy with what they have been unable to achieve through this trip.

☐ To remain as enthusiastic and to organize such activities / Not to quit this profession because it's really good.

☐ Kept to congratulate them and recommend them to support such projects with a large number of students.

☐ To focus more on personal development and on the initiative in the business.

☐ To continue so.

B. VALIDATED PILOTED MECHANISMS.

Pilot model proposed by counselling out synthesis powers and skills demonstrated during the route guidance along the way to offer varied contexts for students to receive personalized feedback regarding their chances of employability as well as a perspective on skills that can be improved in the future.

Counseling concept defined in four steps aiming at complementarity and trans-occupational powers as part of employability.

The pattern can be subject to a validation process, in relation to the succession of stages and the methodology used as well as a validation process impact, through which it would be possible to measure the effects of these complex interventions at the level of beneficiaries, students.

Counseling process has used a set of tools developed specifically to this intervention and account has been taken of the time limitation of interventions. It was confirmed that it would increase the effectiveness and benefits of impact type if the process could be conducted over a longer period. The PBL-project based learning might be defined as a distinct stage with support for implementation of a project in the real context.

The results measured by the feedback of the participants immediately and directly relevant to the level of perception in relation to the participation process and reflects the mood immediately after carrying out sessions. This context must be borne in mind when interpreting the results, and they of course constitute limits the generalization of results.

C. IMPACT ON THE TARGET GROUP

We chose items from feed-back forms, which expresses directly or indirectly effects on the target group.

May be worth a detailed analysis and distribution of deep those effects, immediate-term and medium-long term, than the distribution of cognitive aspects in respect of the field vs. behavioral vs. that of practical skills.

What surprised me?

These aspects can be musical works as an expression of different work arrangements within the framework of the sessions offered in relation to working arrangements enshrined in the current educational activity.

Observations can be recovered by staff from education to adequacy, update techniques with aspects that were appreciated by students and that can increase the attractiveness and effectiveness of activities.

About the lecturers and networking

☐ Near the front of the speakers.

☐ His enthusiasm, their story, how you combine work with play, but especially their success.

☐ I had the opportunity to put into practice what I learned.

☐ The story of our two guests.

☐ The fact that it was rehearsed for the interview.

About relevant content and inviting the involvement

☐ Interviews.

☐ The fact that the interview was very serious.

☐ Interview Simulations were super.

☐ The fact that we were put into a new situation, by conducting the interview.

☐ I was surprised how tough it can be to a job interview.

☐ The fact that I had to go out in our area for your comfort and to participate for an interview.

About teaching and learning techniques and their effects

☐ I was surprised a lot of conditions to work in a team, I'm not expected to do something so concrete, to carry out minor things from something quite interesting.

☐ The fact that we were put in a situation where I have never been, and I surprised myself.

☐ The fact that in today's meetings have been allowed to express ourselves freely.

☐ The fact that I was made to choose teams, since the teams were already formed (note, it has gone from a random choice to the one decided by the designated leader)

☐ That I was made to debate a topic.

☐ The fact that I changed a part of thinking and take to think it is a change for the better.

☐ Sorts of activities, I was surprised at a few times.

☐ The activities of the team of today.

☐ The fact that we learn basically.

☐ Competition.

☐ The fact that I had the opportunity to compete amongst ourselves. Sample pros and cons. The way I managed to communicate between ourselves with the method debate

I would like to retain it for me

This item is for representative addressed and is especially noticeable with the distinct perception the participants feed-back for cognitive-behavioral attitudinal aspect and of practical skills.

Cognitive aspects

☐ Important things in connection with the conduct of an interview.

☐ The things I have to be careful in an interview.

☐ Useful Information for launching into a commercial company.

☐ How important is each competence and skills that you can get from any at least satisfactory.

☐ I would like to remain with as much because my knowledge will be helpful in the future.

☐ That there are plenty of things that are supposed to improve.

☐ The things that you need to develop in order to achieve success.

☐ The notion that you can harness to gain an advantage in a communication.

☐ That there are people with different ideas and beliefs.

Aspects of practical skills

☐ I use my service flaws.

☐ The steps that you need to cover him for the interview. The fact that I had the opportunity to experience the best thing about my interview.

☐ Experience the interview today.

☐ To get out of proteins expressed will mount.

☐ You must identify the field I feel best, more fulfilled and that to make me want to get up in the morning.

Attitudinal behavioral aspects

☐ That I have to do in life what I like, what makes me happy, but at the same time what I needs.

☐ Everything can said in connection with the interview, how I should behave myself.

☐ The fact that I can overcome the condition.

☐ How important is it to you know you blogger.

☐ How to treat me.

☐ To participate in as many interviews for my personal development in communication.

☐ All the best from these exercises, to extract all relevant information to me and the way those lovely people to be.

☐ The fact that nothing is impossible and that we

all possessed unknown to me.

☐ Self-confidence and self-control are very important. You have worked continually to emotional intelligence.

☐ Aptitudes developed today.

☐ All the things I've done.

☐ To get out of my scope (for comfort).

I recommend-myself

This question is aimed at informing the subsequent reflections at the individual level, through the establishment of certain components of the personal vision with concrete targets. Indirectly these elements can be interpreted and concrete effects to the level of participants in the opening area, mobilization, engagement in the process of personal development!

☐ To turn defects into qualities and to get out of my spherical hull.

☐ To experience more, to be better at interviews in the future and let me control my emotions in public.

☐ To apply what I learned / To be honest with me.

☐ To change something in my life, to realize something in my field or maybe something what I like more, realizing that over time.

☐ To begin to say all that I pass through my head without fear, because I think I should learn just so.

☐ To start today not tomorrow everything I want.

☐ To work on important details in an interview.

☐ I try to be relaxed in some situations.

☐ To be: open, friendly, Extrovert, conscientious, mentally balanced (the schema of the OCEAN).

☐ Let me put the point of the expression. To be more audacious.

☐ To give back never, no matter how difficult the task would be accomplished.

☐ To assimilate more.

☐ To implement all the requests received, to change something in my life and I hope to be successful and to realize something.

☐ I mobilize myself to be more responsible in my development.

☐ Let me focus on developing skills and competence that currently does not define me.

☐ I have confidence in myself.

☐ To work continually at the trust in me and the emotional intelligence. Let me not be afraid to make a choice.

☐ To assimilate the information to which they had access, and to do great things in the future.

☐ To be more communicative, talking without deductions, often feel that they can longer.

☐ To assimilate more information in the future.

☐ To apply these things in the future.

☐ To put myself up to date with the news. To correct and improve your vocabulary.

☐ To make as many duels and information exchange and to be more dedicated.

☐ To be attentive to things learned here and apply them.

D. SUSTAINABILITY

For the purpose of making the project sustainability through the replay, expansion of interventions that have proven usefulness, or other projects, either through alternative resources at institutional level we opted for a structuration of information in a standard format, which then will allow their integration into various forms of applications for financing or directly support the development of operational plans.

Frame structure of projects for expansion was achieved in workshops with the participation of the most involved experts in deployment.

The recommendations are represented according to the structure below:

☐ Targets and general purpose with measurable indicators;

☐ That are defined for the problem identified at the level of the target group;

☐ For which they were generate the proposed possible solutions, based on those piloted and validated by the project implementation process;

☐ Activities structured and results of these categories effectively defined results together with the resources required for the implementation of activities.

We kept the methodology -based on the cycle of four stages, which has SHOWN EFFECTIVENESS in TERMS of OBJECTIVES and ATTRACTIVENESS FROM the PERSPECTIVE of the participants.

4. Conclusion

We should keep the category methodology:

Items that are kept: Counseling course in four stages.

Innovative complementary elements: Lifecycle with session for members of the companies together with the staff of the University.

The definition of a distinct unit of PBL, for a real problem, with actual (**REAL) project design & implementation.**

5 Acknowledgement

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