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PROFESSIONAL COUNSELING AND GUIDANCE IN THE NAVAL INDUSTRY



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Introduction

This guide is addressed to students from the bachelor's degree programs: Engineering and naval and port management, Navigation and sea and river transport, Navigation, hydrography and naval equipment, Naval electromechanics, Electromechanics and to the master's degree programs: Engineering and naval and port management, Management of logistic systems, Naval electromechanical systems, Nautical sciences, Operation and management of naval electroenergetic systems.

The naval industry, a sector with a strong competitive potential, is evolving very quickly, being an important pole of competitiveness with multiple horizontal links, thus ensuring the construction of ships for maritime commercial transport, which constitutes about 90% of global trade.

Going beyond the maritime trade provided by ships, navigation and ports, there are important extensions of the naval industry: the military sector with warships, technical vessels, research vessels, cruise ships, fishing vessels, ferry vessels, etc. All these components are carried out against a background of volatility of the financial markets and also of the risks of pollution with: hydrocarbons, noxes, carbon dioxide, sulfur or nitrogen oxides. These components implicitly lead to the diversity of the workforce and implicitly the educational need with an emphasis on practical aspects and niche training activities. The rapidity of the insertion of technological innovations in the naval industry implies an adequate practice of the students in accordance with the new safety requirements that come in meeting the international legislative requirements.

The global approach of the naval industry definitely leads to finding a suitable human resource to face the challenges. Thus, a careful look at ships, ship-related services, ports and their related services, shows that we have a wide range of human resources dynamics, human resource competence being essential to face the phenomenon of globalization from all points of view.

Orientation and professional counseling activities in order to facilitate the insertion of graduates on the labor market

In the specialized literature, a number of different terms are used: counseling, guidance, career counseling, career development. (Vişcu, 2018):

- counseling – the interpersonal, professional relationship established between the counselor and the student. The purpose of counseling is to help the student to understand himself better, to self-analyze, to become responsible for his own training and development;
- guidance – the process of helping in the personal, vocational, family area, in free time, in family life. The process is based on moral and ethical values, it is a personal service (Paloş, Sava, & D., 2007);
- career - "a succession of statuses and roles occupied by a person throughout his life" (Cristea, 1998);
- career counseling – a process carried out between counseling and counseling focused on identifying the student's goals. Tools were used that allowed the student to understand himself, to self-analyze, to identify his options at a given moment, to be able to make better decisions;
- career development – in the entire sequence of statuses and roles of the student, there can be no other quantitative accumulations, but only quantitative developments. Career development represents all aspects of human life in the making, on several levels: self-realization, the formation of interpersonal and educational relationship skills, initial and continuous professional training, experiencing and planning various life events (Bogathy, 2005).

Friedman (Friedman, 2020) proposes the following as necessary for people working in the 21st century. First of all, they must learn continuously. It is essential that people learn new ways of doing old things as well as new ways of doing new things. Secondly, it is essential that they develop a sense of passion and curiosity for life. Passion and curiosity are powerful forces that bring energy, innovation and new ideas to the workplace. Third, the ability to work collaboratively is a necessary skill to address the complex challenges of the 21st century. Interpersonal skills contribute to how one is perceived as a valuable team member which contributes positively to any workplace challenge. Finally, the ability to balance analytical thinking and creativity provides valuable insight into solving the problems companies face.

The list of personal and effective career management skills created by Friedman (Friedman, 2020) can be expanded to include:

- the ability to deal with changes and tolerate ambiguity
- the ability to obtain and use occupational information effectively
- the ability to quickly adapt to changing work demands and
- the ability to use technology effectively.

Developing these capabilities with skills with job-specific content will enable individuals to stay abreast of today's global economy.

The activity of career counseling and guidance aims at information, evaluation, counseling and career education. Professional counseling and guidance is centered on each student and starts from his interests, skills, inclinations and his concrete possibilities of access to a certain career.

The activity aims to develop the skills of each student to solve a specific career-related problem: finding a job, career plan, developing skills and self-confidence, presenting at an interview, drawing up a CV, etc.

The results of the activity are focused on identifying the real needs of the labor market, increasing the graduates' chances of employment, developing skills and self-confidence regarding their own career, identifying job search strategies, socio-professional integration, the importance of a positive attitude - along the process of insertion into the labor market, the identification of professional skills, skills and strengths, increasing the student's responsibility and autonomy in making the decision regarding the workplace.

Students who go through the career counseling and guidance process have the advantage of identifying their potential and motivational factors. They will become aware of the professions for which they have real skills, they will know what their professional career goals are and they will successfully present themselves at job interviews.

A professional career is a sequence of positions, activities and professional experiences that a person encounters throughout their life or professional experience. Given the dynamics existing in the labor market and the accelerated changes taking place lately, there is an increasing emphasis on career planning.

A careful self-assessment carried out in the process of professional counseling and guidance, monitoring the results obtained with the help of personality tests and occupational interests will

protect students from a series of unpleasant professional experiences such as professional maladjustment, occupational stress, inefficiency at work.

Vocational counseling is a component of educational counseling that promotes lifelong learning and development of the human personality.

"**Vocational counseling** provides information about educational and professional options, facilitates personal development for making decisions in accordance with personal skills and social realities.

Career counseling assists the individual in solving school and professional problems, develops and applies interventions based on vocational psychology research.

Vocational guidance is a form of career assistance and involves guiding the client to make specific decisions." (Moraru M., 2004, pg. 19)

Mielu Zlate defines **career** as "the succession of professions, occupations, positions, experiences and roles of the individual practiced throughout his professional life, together with their subjective interpretation resulting in different career paths". (Zlate, 2004)

According to Andreas Krapp, a person's real interests "provide guidance when the individual has to make decisions about the directions of future learning goals and the directions of the next step of intentional learning and development." (Krapp, 2003)

Student's career planning is defined as "the process by which they form a career direction, can set goals in relation to their own career and initiate actions to achieve these goals" (Lemeni & Miclea 2010). Broadening the horizon of knowledge acquired through the subjects of study involves the development and maturation of interests that play a role in the decision-making process, in the choice of educational and professional training. School guidance continues, as it happens, to clarify and finalize options for further study at a higher educational level. Decision-making is a process of progressive information, which leads to a certain choice that involves the assumption of personal responsibilities. Specialized literature makes a distinction between decision making and problem-solving, in that the decision involves exploring a variety of possibilities for the formulation of a satisfactory solution, while in solving a problem the emphasis is not placed on solutions « positive » or « negative ». Making a decision is a much more complex process, in that it trains the values, interests, skills of the person involved. Making a decision is the process of selecting between two or more possible choices. Any decision is limited by personal abilities (what a person can do), motivation (what a person wants to do) and context. We can talk about multiple decision-making

styles, which are defined according to the personal factors of the one who makes the decision, depending on the context and other factors related to resources (time, financial, etc.).

The dependent style of decision-making may seem the easiest - all we have to do is let others choose. In a situation where the outcome matters little to us, this approach can help us save time and energy. Many people make most decisions in the spirit of compromise, as in group decision. Some situations may require informed but dependent choices. For example, if a doctor recommends a surgical intervention to a patient, the patient may want to have a second opinion or to have the reasons for such an intervention explained to him very carefully. Knowing that he does not have enough medical knowledge to make the final decision, the person depends partially or totally on the judgment of his doctor. A dependent decision, however, can also be self-destructive and can generate unfortunate results if it occurred as a result of the fear of choosing alone or is made to avoid the effort of exploring options.

The intuitive style of decision-making consists of taking into account internal "signals" to formulate a choice. Because some people can make intuitive decisions spontaneously, they consume little time, little information, and little planning effort. This strategy is used in emergency situations where time pressure is high. Intuition often helps us in interpersonal relationships, in social situations, in those with a high emotional charge, when factual data is not available or when it is inaccurate or incomplete. However, an intuitive decision can have unpleasant results if it is used as a substitute or to avoid gathering the necessary information. In situations with a high emotional charge, in the very important ones, intuitions are sometimes difficult to separate from individual wishes or preferences. If there are informational and temporal resources to reconsider a decision, it is good that they are used.

After the exploratory and informational effort is over, intuition or feelings may still play an important role in the final decision. Flair can be considered as perception based on information that is gathered over time, on different experiences - information that is not consciously recalled. Such a decision presupposes self-confidence and in the resources of the one who formulates it.

The style of informed decision involves the exploration of needs, feelings together with the information and feedback received from the environment, depending on which the different alternatives, costs and benefits are rationally evaluated. Slower than others, this type of approach requires a lot of time for data gathering, exploration and experimentation.

One can pay attention to details, ask questions and formulate answers. These questions help to anticipate possible problems and to implement the decision in a more efficient way. Since the informed decision approach may require a lot of time and energy, it is not always appropriate.

Many decisions are not important enough to be worth the effort, and sometimes the necessary information is not available. A person who would like to make only informed decisions would face



the risk of not taking into account his own and others' opinions and feelings - elements that are always significant in such a situation. This approach is most effective when combined with other strategies.

Ideally, a balanced decision-making process includes elements from all three decision-making styles. First, the information available from internal and external sources must be considered, the validity of this information evaluated and the formulation of possible steps or plans. Then, it is necessary to verify them through the feedback and advice received from others (significant persons for the client). If necessary, more time can be invested for further exploration. In the end, the one who makes the decision will have his own priorities in mind. We must not forget to consider the results and consequences of the decision, in the short and long term.

Although we cannot speak of a fixed structure of the decision-making process, there are a series of stages that we generally go through in such situations. In the following we present a model, specifying that it is (and is recommended to be) flexible depending on the situation.

Awareness of the problem. This stage is usually marked by a growing sense of discomfort in some areas of personal or professional life - an awareness of the pressure to change. Most often, change is not possible immediately, because the early stages of awareness can begin before the person can identify their problem. Consequently, the first step refers to the clear definition of the problem before starting the search for a solution.
Self-assessment. As in defining the problem, the best source of information for identifying desirable alternatives is the person who is forced to make a decision. At this level, the second skill involved in career planning is useful - self-assessment. Clarification of beliefs, attitudes and values is necessary to identify strategies, goals and desired results.

Self-assessment includes identifying what the person wants and what they would be willing to sacrifice to achieve the desired change. Also, self-evaluation involves not only the career, but also the dimensions involved in the person's well-being: the social, emotional, intellectual, physical and spiritual aspect. The more self-knowledge during the decision-making process, the easier it will be to identify the most appropriate options in relation to self-concept and lifestyle.

Exploration. The purpose of exploration is to identify sufficient information to find ways to achieve the desired objectives and results. This third career planning skill involves learning strategies for gathering career information. During exploration, ideas can be noted that lead to various options. By allocating time to each alternative, analyzing the possible results, weighing the costs and evaluating the possible positive and negative effects, the person put in the situation of deciding can realize which of these suits him better. The amount of information available in many fields leads to increased complexity in the decision-making process.

Awareness of the demands and commitments involved in many choices can raise fears of risk and failure.

Integration. Before making a commitment to move forward in a certain direction, it is necessary to evaluate how the career ideas or options gathered in the information stage harmonize with the subject's personality and lifestyle. In assessing the possibility of turning hopes into reality, it is indicated to review the self-concept, lifestyle preferences and examine the influence of external factors: the opinion of significant people (family members, friends, employers), financial resources, related constraints of space and time.

The process of integration is not always a comfortable one. Many people face some conflicts when trying to fit their desires and options into all other aspects of reality. Some conflicts occur in the relationship with loved ones, whose opinion matters; others can occur at an emotional level - for example, discomfort caused by the disagreement between what the individual wants and what he thinks he should have wanted, the inability to choose between options due to feelings of guilt, fear or dependence on others, fear of criticism etc.

Commitment. After examining oneself, the lifestyle, the world of professions, a point is reached where the person feels ready to move forward by choosing an alternative and keeping the other options in reserve. Reaching this point in the decision process does not necessarily mean that the choice is final. Often, insecurity is manifested in this stage, but also the feeling of tiredness of being indecisive. Commitment is a difficult part of the decision-making process, the fear of failure being present at this level as well.

Implementation. After overcoming the commitment stage, the individual is in a position to implement the decision taken by initiating a new course of action. He can accumulate information and start acquiring new skills; can start formal procedures to be admitted to training programs or start a campaign to find a job; may be able to change an old situation or create a new one by using the skills and opportunities that are already available. If self-assessment, exploration, and integration have been complete, difficulties encountered in implementing a goal will not be a surprise. Difficulties or setbacks in achieving a long-term goal can appear discouraging if many unpleasant surprises arise, meaning that exploration has been incomplete or the goal is unrealistic.

The reassessment. After the implementation of a decision, new behaviors are put into practice, changing the usual course of the client's life. Even if the choice initially had good results, circumstances can sometimes change. If the expected changes are delayed or unwanted effects appear, re-evaluation is necessary and may lead to restarting the decision cycle.

The content of the decision refers to the actual problem, which requires a decision to be made.
Examples of career problems:

- The option for a faculty
- Choosing a profession
- Choosing a certain educational path
- Choosing ways to train professional skills (performing laboratory activities, industrial practice)

The career decision involves the application of the established plan respecting consistency, flexibility in unpredictable situations. People with flexibility of thinking are the ones who succeed in reassessing their skills and interests and readjusting their career plan.

The factors that determine the career decision are internal and external:

Internal factors represent the internal conditions and characteristics of the person that influence the choice of the educational and occupational path:

1. *Self-knowledge*: interests, values, skills and personality characteristics. They are the result of the self-knowledge process and represent one of the most important milestones in choosing a career. The more realistic the self-knowledge, the easier the career decision will be, more stable over time and more effective.
2. *Knowledge about educational and occupational offers* - this knowledge is the result of students' exploratory behavior, manifested in order to obtain information about educational offers and future professions.
3. *Decision-making skills* are strategies and action procedures involved in solving career problems and in selecting the optimal alternative.

B. External factors represent the totality of events and influences that act from the outside on career choice:

Parents

Parents can influence young people's career decisions by:

- Willingness to provide support throughout the decision-making process, based on direct communication with the child,
- Providing feedback regarding career alternatives and the consequences of the decision,
- Accepting children's options and supporting the development of autonomy in choosing a career,
- Formulation of realistic career expectations,

- Providing positive models of behavior and successful personalities.

1. Career models

They represent significant people from the young person's entourage, from the family environment or the media. Young people who benefit from positive career models will develop a "vocational maturity", highlighted by:

- *Active concern for career choice*
- *High degree of autonomy and initiative in decision-making,*
- *Flexibility regarding the selected vocational alternatives.*

2. The group of friends

It can influence the career decision by relating the young person to the values of the group, but it should not be the main factor in career guidance.

3. Development opportunities offered by the family and social environment

They can be influenced by:

- Socio-economic status (Studies on the sociology of education have shown that young people choose their specific educational paths depending on the environment of origin and the models offered by it.)
- Physical or mental disability must not be perceived as a decisive risk factor in choosing a career (The school and economic environment must offer learning and development opportunities for young people with special educational needs.)
- Gender (Even if there is gender discrimination in the professional selection, there are predominantly female or male professions, young people will be guided in choosing a profession according to their interests and abilities).

1. Social and psychological support

It is important that young people have access to a network of social and psychological support offered by professionals and multidisciplinary teams (psychologist, psychopedagogue, career counselor, specialized teaching staff, employers).

They can facilitate their learning experiences, self-knowledge and adaptation to the specific stress of the transition period from student to employee status.

Specialists must transmit positive messages, teach young people to recognize their development potential, manage their emotions in stressful situations such as presenting at an interview and support positive messages such as: "I have someone to turn to when I don't know what to do anymore", "there

are people I can rely on in making the decision". (Source: Gabriela Lemeni and Mircea Miclea, Counseling and guidance. Career education guide, Ed. ASCR, Cluj Napoca, 2010)

Personal development and career interests

"Career management aims at planning and shaping the progress of employees within the organization in relation to the assessments of the needs of the organization but also in relation to the performance and preferences of the employees.

As suggested by human resource management specialists, career management is a model that involves multiple functional interdependencies between individual career planning, organizational career planning, and career development.

Career development dynamics refers to how an employee's career progresses, how employees build their professional careers, advancing through promotion, broadening or enriching roles, taking on greater responsibilities, and using their skills and capabilities. In this dynamic, the career goes through three stages: expansion from the beginning of the career, stabilization of the career path, maturation". (Panait C., Ciucur V., Căruntu G., Bătrîncea Gh., Dorin C., Popa I., Ceptureanu S., 2013).

The need for knowledge and personal development of students relates both to the cognitive and social needs of young people in the contemporary globalized society, but also facilitates the optimal choice of the university route and professional insertion.

University studies represent an important stage towards the cognitive, social and emotional maturation that the young person must demonstrate in order to access the profession.

The faculty experience can lead to fundamental changes in the way students think (Papalia D., Olds S., Feldman R.D.S., 2010 apud. Fischer and Pruyne, 2003), it also represents a period of intellectual discovery and personal development, more chosen in terms of verbal and quantitative skills, critical thinking and moral judgment.

Students change in response to the curriculum that offers them new revelations and ways of thinking (Papalia D., Olds S., Feldman R.D.S., 2010 apud. Montgomery & Cote, 2003), some of them progressing from rigidity to flexibility through critical thinking and metacognitive strategies.

Higher education broadens employment opportunities and improves the long-term quality of life of adults around the world, with the unemployment rate being much higher for adults without higher education.

Graduating from college depends not only on the person's motivation, academic skills and training, and the ability to work independently, but also on social integration and social support,

employment opportunities, financial support, the degree of adequacy of the housing situation, the quality of social and academic interactions and the match between what the college offers them and what the student wants and needs.

Intervention programs for students at high social risk and dropping out improve college graduation rates by facilitating meaningful connections between students and faculty, finding students opportunities to work while in college, providing academic support, and helping them understand that college can direct them to a better future (Papalia D., Olds S., Feldman R.D.S., 2010 apud. Montgomery and Cote, 2003).

"Vocational identity, also known as professional identity, can be defined as the clear perception of occupational interests, abilities, goals, values, and the structure of meanings that link these self-perceptions to career roles.

At a theoretical level, vocational identity gives meaning and direction to a person's career, increases coping skills in the face of stress and challenges, and gives the individual the chance to choose work that reflects his/her strengths, interests, preferences, and goals .

Vocational identity is formed through career preparation activities such as: planning, exploration, decision-making, etc., and is influenced by personal factors". (Crăciun O., 2017, <http://www.adolescenteen.ro/ce-este-identitatea-vocationala/>)

Specialists in vocational counseling have shown that among the long-term benefits of career guidance are the increase in the rate of professional integration of young people after a short period of time after graduation or even the final year of the faculty.

Choosing the right career based on knowing your vocational identity provides satisfaction, comfort, high professional performance and appreciation from managers and colleagues, and last but not least, building an optimistic outlook on life.

Career planning

Career planning represents (Sîrbu, 2009)

- process of identifying needs, aspirations and career opportunities;
- process of choosing occupations, organizations and career paths;
- continuous process of discovery, in which a person slowly develops his own occupational concept, as a result of his abilities, needs, motivations and aspirations, as well as his own value system;



- particularly complex and systematic process of establishing career objectives, developing and implementing strategies, self-evaluation and analysis of opportunities, as well as evaluation of results;

The main responsibility for career planning rests with the student himself. Career planning requires each individual to take necessary and important steps for its success, such as: self-knowledge/self-evaluation.

Adopting a career decision requires knowledge of personal skills and competences, interests, concerns and own values, preferred occupational activities.

Each student must know himself accurately and objectively when he orients himself in his career. Labor market research and career options analysis.

In this sense, the individual must identify and evaluate the alternatives, select the best alternative and proceed to action: preparing a Curriculum Vitae and a Letter of Intent in order to participate in the selection process for the respective position, establishing a career plan, the establishment of individual career goals (the destination where everyone wants to reach) is an important first step, after which the means of achieving the respective goals must be planned.

This planning consists of a series of actions that will ultimately lead to the set goals:

- choosing the route to the respective destination, selecting from several possible "routes";
- permanent training, maintaining current skills and developing new ones, necessary to achieve specific individual objectives;
- the development of solid skills in the field, in order to be considered an expert, but also the development of skills in a wider area in order to gain flexibility;
- participation in various important projects or public presentations,
- participation in competitions for filling a position.

In the development of the personal career plan, the following stages of self-knowledge, SWOT analysis, guiding principles, skills for efficiency, personal mission, setting objectives with the establishment of strategic action plans, roles, statuses, etc. are followed. and their implementation in practice, in the targeted fields.

- Self-Knowledge - Freud believed that knowing yourself, being completely honest with yourself is a special human endeavor because this self-honesty calls for the search, discovery

and acceptance of information about yourself and the desire for self-improvement.. (Aparaschivei L, 2006). The correct assessment of individual capacities allows a prognosis, favorable or not, regarding professional success and the success of professional initiatives. Specialists recommend that the objective assessment of abilities and potentials be carried out "especially" or "also with" the help of psychological tests. Self-knowledge and expectations develop with age and with the experiences that the human individual goes through. The expectations that young people have towards their first job vary depending on their professional motivations, which are currently becoming more and more focused around the need for status and financial security (Armstrong, 2006). Before starting to write the career plan, the student must know who he is and where he wants to go. They have to think about their current lifestyle and the life they want, what they are passionate about, their strengths, but also their weaknesses. They must analyze their professional experience, education, emotional intelligence, general or specific intelligence, skills they have developed, technical knowledge and personal characteristics. He needs to analyze the personality: is he an introvert or an extrovert?, does he like to plan or act?, does he like routine or change?, does he want to work in the office or in the field? prefer to work alone or in a team?

The evaluation favors the knowledge of strengths and limitations, the recognition of vulnerabilities, allows the identification of development potential and offers the possibility of discovering native skills.

All these benefits prepare the student for the transition from academic training to active life, teamwork, dependence and independence of each one. SWOT analysis is a tool often used in strategic planning processes and can also be used in career planning. The SWOT analysis (Strengths - Weaknesses - Opportunities - Threats) focuses on the internal and external reality, examining the strengths and weaknesses within the internal environment, as well as the opportunities and fears related to the external environment. It can be seen at the present time that the SWOT analysis has become a very frequently used managerial tool. The SWOT analysis proves to be a useful tool in the development and confirmation of strategic objectives. The SWOT analysis is an instrumental framework in value-based management, serving, at the beginning of its application, for the formulation of an organization's strategy, being applicable not only to large economic companies, but also to small and medium-sized enterprises, and later, even to the "CV" personally, allowing to find the right way to achieve a career goal.

The guiding principles

It is recommended to build a career plan that starts from a series of guiding principles that will substantiate specific criteria, standards, indicators and procedures.

Skills for efficiency

Everyone's professional efficiency is based on both their professional skills and their ability to communicate effectively with others. The efficiency of the activity carried out is assessed according to the specific indicators of each field or position occupied or targeted.

Personal mission

The mission represents precisely the role and final goal of an individual or organization in relation to the system of which it is a part.

The mission is closely related to the individual's identity, respectively the organizational identity. For the definition of the personal mission, reporting to the system or systems of belonging is very important.

Personal professional mission represents the vision of what the human individual will do in professional life.

In the process of defining the personal professional mission:

- are followed: the activities that the student will undertake and the basic orientations in the professional environment;
- it will reflect core values and beliefs;
- will express the basic competence and ability (what, as a personal ability, makes the student a unique person);
- he will set the goals. which can be expressed as:
 - plan objectives or targets – quantifiable results to be achieved and which can be measured.
 - tasks/works/projects – to be completed by a predetermined deadline, in order to achieve and analyze the defined results. Regarding the issue of personal objectives, they can take the form of development or learning objectives. They refer to what a person should do to improve their knowledge and skills, to increase their potential and improve their performance in specified areas.

When setting the objective/s, the following must be taken into account:

- Personal values: important personal principles or aspects;



- Main personal goal;
- Passion for a certain field;
- The interest or need on the market for the chosen profession or activity.

The role of objectives is to produce change. They must cover all important aspects of the work (the main result areas) and not focus on just one area to the detriment of the others.

Based on the formulated objectives, the action plan can be developed. This is a detailed, short- and medium-term plan that describes the actions and steps necessary to implement the strategy and achieve the objectives. A frequently used tool for this purpose, due to its efficiency, is the Gantt chart.

Personal promotion. CV and Letter of Intent development

Personal promotion includes the ways in which a person systematizes and presents information about their own abilities, interests, educational and professional experiences, in order to achieve career goals.

Personal promotion involves both an instrumental component (the techniques and tools used to achieve career goals: the CV, cover letter, business card and personal portfolio), as well as an attitudinal component (the behaviors and attitudes that a person exhibits in the framework of interpersonal relations, in order to promote oneself: assertive communication, development of the social network, preparation for the job interview).

Employment portfolio:

The employment portfolio refers to all the documents that a candidate presents to the employer, in order to support the competition for the position. The content of the employment folder should include:

- curriculum vitae;
- letter of intent;
- diplomas and certificates attesting to the relevant academic and professional training for the position in question (for example, graduation diploma, certificate of language competence, certificates of graduation from other courses or certificates of participation in various practical activities);
- letters of recommendation;
- personal documents or their copies (birth, marriage, disability certificate);
- the personal portfolio, when appropriate.
- for some positions it is required to include the legal record or some documents attesting the state of physical and mental health in the employment record.



Business card:

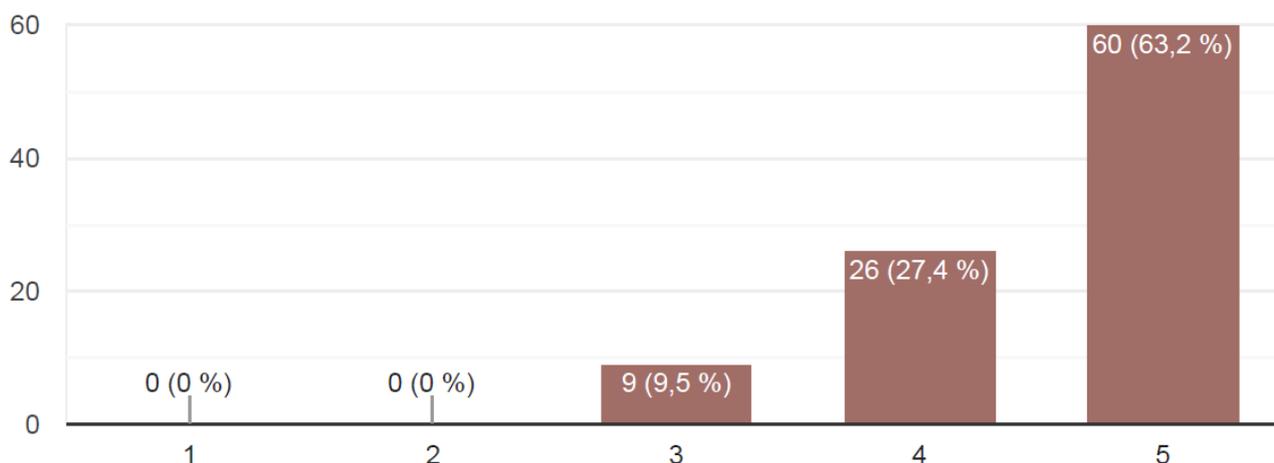
The business card is a concise form of graphic presentation of a person's information and contact data and usually includes:

- the name and surname of the person;
- its function or profession;
- the organization in which it carries out its activity;
- Full address;
- email address;
- phone number.

The business card reflects the social status and level of professional development of a person and facilitates contact and maintenance of social and professional relationships with other people, providing the relevant information.

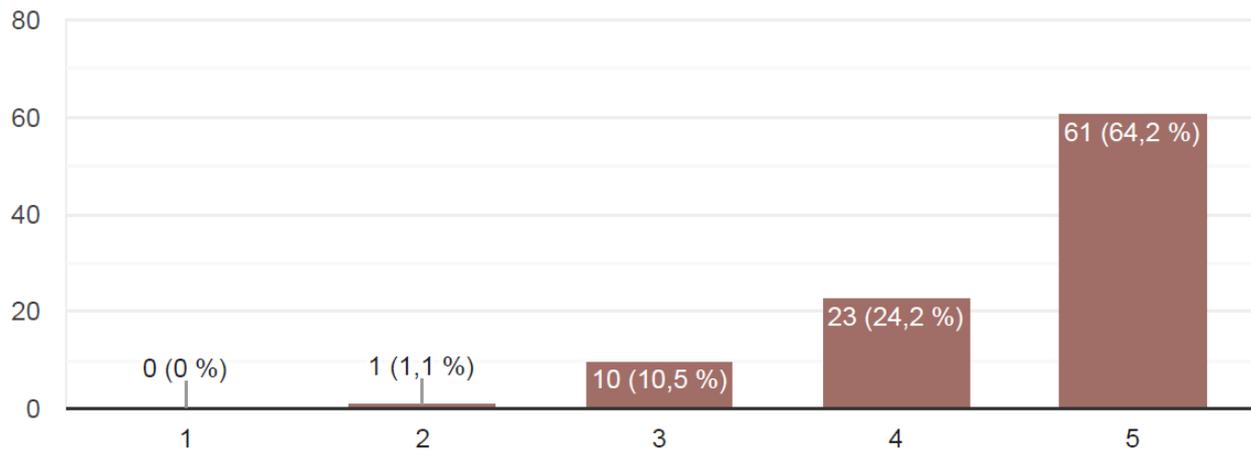
Students' perception of the effectiveness of advising/guidance activities

As a result of the assessment of the counseling and professional guidance activity by the students, it can be observed that the counseling and professional guidance services provided in 2022 supported them in clarifying their professional path, so that 63.2% of them gave the maximum qualification.



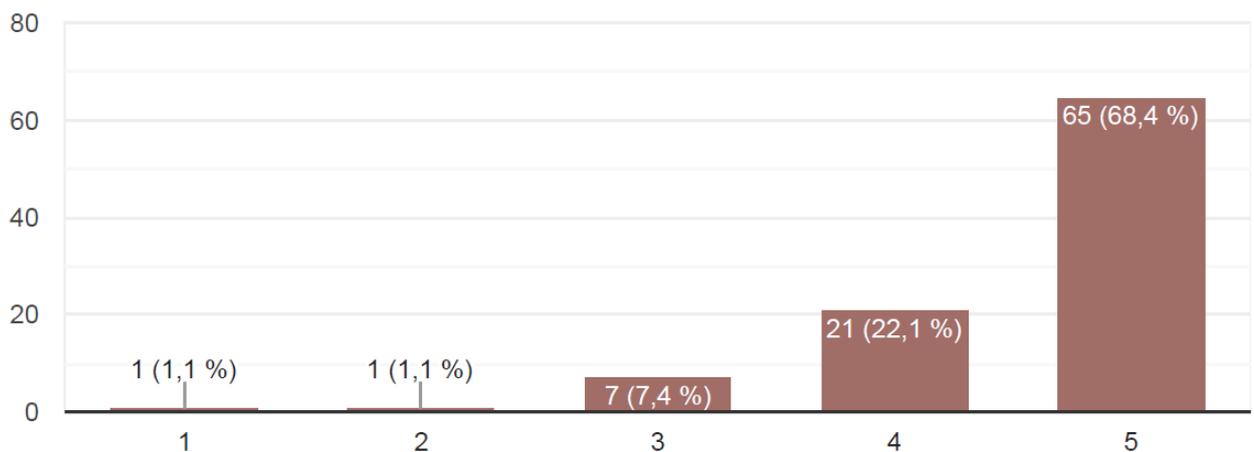
Meaning of the qualification granted: 1. Not at all; 2. To a small extent; 3. To some extent; 4. To a great extent; 5. To a very large extent

64,2% of the students believe that the counseling and career guidance services provided at the Naval Academy have greatly contributed to the acquisition of increased job search techniques and skills.



Meaning of the qualification granted: 1. Not at all; 2. To a small extent; 3. To some extent; 4. To a great extent; 5. To a very large extent

Also, 68.4% of the students believe that the counseling and professional guidance services provided greatly ensured the necessary assistance for the presentation at job selection interviews and that the application of the battery of tests and the individual counseling contributed to a great extent to knowledge of the vocational personality profile.



Meaning of the qualification granted: 1. Not at all; 2. To a small extent; 3. To some extent; 4. To a great extent; 5. To a very large extent



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