

## SYLLABUS

### 1. Information regarding the programme

1.1 Higher education institution	BABEȘ-BOLYAI UNIVERSITY	
1.2 Faculty	FACULTY OF POLITICAL, ADMINISTRATIVE AND COMMUNICATION SCIENCES	
1.3 Department	COMMUNICATION, PR AND ADVERTISING DEPARTMENT	
1.4 Field of study	COMMUNICATION SCIENCES	
1.5 Study cycle	MASTER	
1.6 Study programme / Qualification	PR AND ADVERTISING	

### 2. Information regarding the discipline

2.1 Name of the discipline	PR and Advertising Students' Career Orientation						
2.2 Course coordinator	Lect. dr. Anisoara Pavelea						
2.3 Seminar coordinator	Lect. dr. Anisoara Pavelea						
2.4. Year of study	II	2.5 Semester	II	2.6. Type of evaluation	C	2.7 Type of discipline	DS

### 3. Total estimated time (hours/semester of didactic activities)

3.1 Hours per week	3	Of which: 3.2 course	2	3.3 seminar/laboratory	1	
3.4 Total hours in the curriculum	42	Of which: 3.5 course	28	3.6 seminar/laboratory	14	
Time allotment:						hours
Learning using manual, course support, bibliography, course notes						15
Additional documentation (in libraries, on electronic platforms, field documentation)						12
Preparation for seminars/labs, homework, papers, portfolios and essays						15
Tutorship						
Evaluations						
Other activities: .....						
3.7 Total individual study hours			42			
3.8 Total hours per semester			84			
3.9 Number of ECTS credits						

### 4. Prerequisites (if necessary)

4.1. curriculum	•
4.2. competencies	•

### 5. Conditions (if necessary)

5.1. for the course	•
5.2. for the seminar /lab activities	•

## 6. Specific competencies acquired

<b>Professional competencies</b>	<p><b>a. Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>- students know the basic assumptions of career orientation models and theories</li> <li>- make connections between different processes and stages of career development</li> </ul> <p><b>b. Explanation and interpretation</b></p> <ul style="list-style-type: none"> <li>- interpret the processes involved in career orientation</li> <li>- explain the difficulties encountered in career management referring to theoretical models and practical interventions</li> </ul> <p><b>c. Instrumental – applicative</b></p> <ul style="list-style-type: none"> <li>- exercise individual career counseling and orientation techniques</li> <li>- build up a career portofolio</li> </ul> <p><b>d. Attitudinal</b></p> <ul style="list-style-type: none"> <li>- develop a positive attitude towards their own career management</li> <li>- promote career management services (career counseling, career orientation etc..) at an individual and organisational level (educational institutions, NGOs etc.)</li> <li>- value the interindividual differences concerning career orientation and career management</li> <li>- embracing a positive attitude towards life-long learning</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>- Theoretically and practically approach problems related to career management, with a mediul complexity degree</li> <li>- Teamwork in multidisciplinary teams</li> <li>- IT&amp;C modern usage for searching information</li> <li>- Respect for professional values and ethics</li> <li>- Aknowledge and respect for diversity and multiculturality</li> </ul>

## 7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	<ul style="list-style-type: none"> <li>• Familiarizing students with the basic career orientation theories and enabling them to identify job opportunities, to evaluate their own values, interests, personality, decisional style, objectives and actions, in order to set a realistic career plan and develop a career portofolio</li> </ul>
7.2 Specific objective of the discipline	<ul style="list-style-type: none"> <li>• Differentiating between career, profession and occupation</li> <li>• Familiarizing with concepts such as career orientation, career counselling and career education</li> <li>• Developing self-knowledge abilities, career management and career planning abilities</li> <li>• Identifying career anchors</li> <li>• Identifying career stages</li> <li>• Identifying career paths</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Remarks
1. Career, profession and occupation – conceptual boundaries	Video Interactive presentation Debate	Students have to read course materials indicates in the syllabus.
2. Career orientation and career education	Interactive presentation Debate	Students have to read course materials indicates in the syllabus.

3. Career planning factors	Interactive presentation Debate	Students have to read course materials indicates in the syllabus.
4. Self-knowledge and personal development	Interactive presentation Debate	Students have to read course materials indicates in the syllabus.
5. Information and learning management	Interactive presentation Debate	Students have to read course materials indicates in the syllabus.
6. Career types (RIASEC)	Interactive presentation Debate	Students have to read course materials indicates in the syllabus.
7. Career planning	Interactive presentation Debate	Students have to read course materials indicates in the syllabus.
8. Career anchors	Interactive presentation Debate	Students have to read course materials indicates in the syllabus.
9. Career stages	Interactive presentation Debate	Students have to read course materials indicates in the syllabus.
10. Career paths	Interactive presentation Debate	Students have to read course materials indicates in the syllabus.
11. Choosing an employer	Interactive presentation Debate	Students have to read course materials indicates in the syllabus.
12. Starting up a business	Interactive presentation Debate	Students have to read course materials indicates in the syllabus.
13. Self-efficacy	Interactive presentation Debate	Students have to read course materials indicates in the syllabus.
14. Colloquium. Oral exam and career portofolio presentation	Presentations Discussion	Feedback session

**Bibliography:**

**Brown, D.** (2002). *Career choice and development*, Jossey-Bass

**Columbus, G.** (2011). *The complete guide to career in event management: step toward success!*, John Wiley and Sons

**Forsyth, P.** (2002). *Career management*, Capstone Publishing  
**Holland, J. L.** (1959). "A theory of vocational choice" *Journal of Counseling Psychology*, 6, pp. 35–45  
**Johns, Gary** (1998). *Comportament organizațional*, București: Editura Economică  
**Lemeni, G și M. Miclea** (2010). *Consiliere și orientare. Ghid de educație pentru carieră*, Cluj-Napoca: ASCR  
**Pavelea, A.** (2013). *Orientarea în carieră a studenților*, Accent  
**Schein, E. H.** (1996). "Career anchors revisited: Implications for career development in the 21st century", *The Academy of Management Executives*, 10, pp. 80-88  
**Sonnenfeld, J.A. ; Peiperl, M. A.** (1988). "Staffing policy as a strategic response: a typology of career system", *The Academy of Management Review*, 4 (oct. 1988), pp. 588-600  
**Super, D. E.** (1980). "A life-space, life-span approach to career development", *Journal of Vocational Behavior*, 16, pp. 282-298  
**Yarnall, J.** (2008). *Strategic career management*, Elsevier

8.2 Seminar / laboratory	Teaching methods	Remarks
1. Self-knowledge	Group discussion	Students are required to read the compulsory literature indicated in the syllabus and participate in the activities.
2. Professional and transversal competencies	Role-play, problem solving, debate	Students are required to read the compulsory literature indicated in the syllabus and participate in the activities.
3. Factors influencing career decisions	Debate, team-play	Students are required to read the compulsory literature indicated in the syllabus and participate in the activities.
4. CV, motivation letter and job interviews	Group discussion, case study	Students are required to read the compulsory literature indicated in the syllabus and participate in the activities.
5. Career plan	Exercises, discussion	Students are required to read the compulsory literature indicated in the syllabus and participate in the activities.
6. Personal branding techniques	Interactive presentation	Students are required to read the compulsory literature indicated in the syllabus and participate in the activities.
7. Career portfolio	Presentations Discussion	Feedback session

#### Bibliography

**Brown, D.** (2002). *Career choice and development*, Jossey-Bass  
**Columbus, G.** (2011). *The complete guide to career in event management: step toward success!*, John Wiley and Sons  
**Forsyth, P.** (2002). *Career management*, capstone Publishing  
**Holland, J. L.** (1959). "A theory of vocational choice" *Journal of Counseling Psychology*, 6, pp. 35–45  
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## 9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program

Career orientation techniques are essential for the future PR and advertising professionals who have to discern between different, often contradictory personal interests and objectives in order to set a coherent career plan. Clarifying major concepts in career orientation and empowering graduating students to develop their employability skills proves to be a very useful strategy for PR and Advertising departments in universities.

## 10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share in the grade (%)
10.4 Course	<ul style="list-style-type: none"> <li>• Clarity</li> <li>• Proper use of concepts</li> <li>• Argumentation</li> </ul>	Oral exam	25%
10.5 Seminar/lab activities	Participation in weekly activities	Observation and Attendance /Activity Participation lists	25%
	Task achievement, quality of writing, creativity and originality	Career portofolio	50%
10.6 Minimum performance standards			
<ul style="list-style-type: none"> <li>➤ Understanding and being able to operate with concepts such as career, occupation, career anchors, career stages, career plan, values, norms, lifestyle, self-presentation, self-knowledge, information management, personal branding</li> <li>➤ Being able to produce a career portofolio</li> </ul>			

Date

....15.02.2017...

Signature of course coordinator

lect. dr. Anisoara Pavelea



Signature of seminar coordinator

lect. dr. Anisoara Pavelea



Date of approval

Signature of the head of department

prof. univ. dr. habil. Ioan Hosu

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