

DISCIPLINE DESCRIPTION

1. Information about the program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Political, Administrative and Communication Sciences
1.3 Department	Department of Communication, Public Relations and Advertising
1.4 Field of study	Communication Science
1.5 Level of study	Master
1.6 Study program / Qualification	Public Relations and Advertising (in German)

2. Information about the discipline

2.1 Discipline title	CAREER GUIDANCE (UMG4409)						
2.2 Course lecturer	Lecturer Anișoara Pavelea PhD						
2.3 Seminar assistant	Lecturer Anișoara Pavelea PhD						
2.4 Year of study	2nd	2.5 Semester	2nd	2.6. Evaluation type	C	2.7 Discipline type	Mandatory

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

3.1 Number of hours per week	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours in the study plan	36	of which: 3.5 course	24	3.6 seminar/laboratory	12
Time distribution:					hrs
Studying the manual, course reader, bibliography and notes:					40
Supplementary documentation in the library, on electronic platforms and in the field:					40
Preparing seminars/laboratories, homework, syntheses, portfolios and essays:					40
Tutorials					10
Examinations					9
Other activities:					
3.7 Total hours of individual study	139				
3.8 Total hours per semester	175				
3.9 Number of credits	7				

4. Prerequisites (where applicable)

4.1 based on the curriculum	•
4.2 based on competences	•

5. Conditions (where applicable)

5.1 for the course	•
5.2 for the seminar/laboratory	•

6. Accumulated specific competencies

Professional competencies	<p>Knowledge and skills</p> <p>C1 In-depth understanding and use of specialized terminology, methodologies and knowledge from the field of communication sciences</p> <p>C3 Adapting communication strategies to different types of audiences involved in communication</p> <p>C6. Collecting data through market research</p>
Transversal competencies	<ul style="list-style-type: none"> • Solve, in a realistic manner, with both theoretical and practical argumentation, common professional situations, to provide an efficient and deontological solution; • Apply efficient teamwork techniques, in a multidisciplinary team, accomplishing tasks on hierarchic levels; • Self-evaluate the need for professional training for the purpose of insertion and adaptation to the requirements of the labour market; • Follow clients' briefs, work plans and work schedules, adapt to artists' creative demands, follow technical requirements by developers and finish projects within budget; • Develop professional networks, build contacts to maintain news flow, build business relationships and use different professional communication channels; • Approach problems in a critical manner, develop creative ideas and analyse collected data on consumers and products' market.

7. Discipline objectives (from the accumulated competencies grid)

7.1 General objective	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 portfolio
7.2 Specific objectives	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiating between career, profession, and occupation <input type="checkbox"/> Familiarizing with concepts such as career orientation, career counselling and career education <input type="checkbox"/> Developing self-knowledge abilities, career management and career planning abilities <input type="checkbox"/> Identifying career anchors <input type="checkbox"/> Identifying career stages <input type="checkbox"/> Identifying career paths

8. Contents

8.1 Course	Teaching methods	Observations
1. Career, profession, and occupation – conceptual boundaries	Video Interactive presentation Debate	Students are required to read the compulsory literature indicated in the syllabus.
2. Career orientation and career education	Interactive presentation Debate	Students are required to read the compulsory literature indicated in the syllabus.
3. Career planning factors	Interactive presentation	Students are required to read the

	Debate	compulsory literature indicated in the syllabus.
4. Self-knowledge and personal development	Interactive presentation Debate	Students are required to read the compulsory literature indicated in the syllabus.
5. Career interests (RIASEC)	Interactive presentation Debate	Students are required to read the compulsory literature indicated in the syllabus.
6. Career planning	Oral presentation and discussions	Students are required to read the compulsory literature indicated in the syllabus.
7. Career anchors	Oral presentation and discussions	Students are required to read the compulsory literature indicated in the syllabus.
8. Career stages	Oral presentation and discussions	Students are required to read the compulsory literature indicated in the syllabus.
9. Career paths	Oral presentation and discussions	Students are required to read the compulsory literature indicated in the syllabus.
10. Choosing an employer	Oral presentation and discussions	Students are required to read the compulsory literature indicated in the syllabus.
11. Starting up a business	Oral presentation and discussions	Students are required to read the compulsory literature indicated in the syllabus.
12. Self-efficacy	Oral presentation and discussions	Students are required to read the compulsory literature indicated in the syllabus.

Bibliography:

Forsyth, P. (2002). *Career management*, Capstone Publishing

Lemeni, G., & Miclea, M. (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, 80-88
 Yarnall, J. (2008). *Strategic career management*, Elsevier

8.2 Seminar / laboratory	Teaching methods	Observations
1. Self-knowledge	Group discussion	
2. Professional and transversal competencies	Role-play, problem solving, debate	
3. Factors influencing career decisions	Debate, team-play	
4. CV, motivation letter and job interviews	Group discussion, case study	
5. Designing a career plan	Exercises, discussion	
6. Networking	Interactive presentation	
7. Work-life balance	Case study	
8. Cvs and SNS profiles. Building a personal brand	Exercise, case study, debate	
9. The career interview	Exercise, case study, debate	
10. Job crafting	Team work, problem solving	
11. Choosing an organization	Debate	
12. Career profiles	Public library	

Bibliography:

Aldoory, L., Jiang, H., Toth, E.L., & Sha, B.L. (2008). Is it still just a women’s issue? A study of work-life balance among men and women in public relations. *Public Relations Journal*, 2(4), 1-20.
 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
 Grow, J.M., & Yang, S. (2018). Generation-Z enters the advertising workplace: Expectations through a gendered lens. *Journal of Advertising Education*, 22(1), 7-22.
of Counseling Psychology, 6, 35–45

9. The corroboration of discipline contents with the expectations of epistemic community representatives, professional associations and representative employers in the study program’s corresponding field

- Career guidance 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 guidance 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 Weight in final mark
10.4 Course	Assimilation of knowledge and use of basic concepts	Career portfolio	60%
10.5 Seminar/laboratory	Student attendance and engagement in weekly activities	Attendance /Activity Participation lists	40%

10.6 Minimum performance standard

- 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
- Being able to produce a career portfolio

Date

1 October 2024

Course lecturer signature
Lecturer Anișoara Pavelea

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Seminar assistant signature
Lecturer Anișoara Pavelea

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Head of department's signature
Prof. Ioan Hosu

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