

Procedures for counselling and career guidance of students

STRATEGIC PLAN	1
RULES OF PROCEDURE	4
Activity procedures	7
I.1. Purpose of the procedure	7
I.2. Scope	7
Implementation	7
II.1. Conduct of the activity	7
II.2. Methods and tools used	8
Annexes to the procedures	9
Annex 1. Questionnaire for identifying needs in individual and group career counselling and guidance sessions	10
Annex 2. Drawing up a C.V.....	11
Annex 3. Drafting a letter of intent.....	12
Annex 4. Interview techniques. The job interview	15
Annex 5.- Feedback questionnaire.....	20
Annex 6 Participant's notebook for group counselling sessions.....	21
Annex 7 Procedure for individual counselling sessions	28
Annex 8 Course pack: Self-promotion techniques	31
Appendix 9 Course handout for the presentation of career paths for pharmacy students ...	51
Annex 10 Course material for the presentation of career paths for nutrition and dietetics students	55
Annex 11 Job interview course material.....	57
Annex 12 Career pathways of medical students	60
Respecting cultural diversity and inclusion of students with disabilities	61
Counseling students who identify as LGBT (Lesbian, Gay, Bisexual, Transgender)	63
Confidentiality of services	64
Identification of students with problems.....	64

STRATEGIC PLAN

Reference documents:

Higher Education Law no. 199/2023, Order no. 650/2014 for the approval of the Framework Methodology on the organization and functioning of career counselling and guidance centres in the Romanian higher education system. Framework methodology for the organisation and functioning of career counselling and guidance centres in the Romanian higher education system of 19.11.2014 - Order no. 3070/2015 published in the Official Gazette, Part I no. 48 of 21/01/2015. Charter of the University of Medicine and Pharmacy "Iuliu Hațieganu", H.G. 1418/2006 for the approval of the Methodology of external evaluation Romanian Agency for Quality Assurance in Higher Education. O.U.G. no. 75/2011 amending and supplementing O.U.G. no. 75/2005 on quality assurance in education.

The Strategy of the Centre for Psychological Counselling and Career Guidance follows the short, medium and long term strategy of the University of Medicine and Pharmacy "Iuliu Hațieganu" and includes an action plan aimed at the continuous improvement and development of the Centre's activity.

The strategic plan focuses on **the mission of the** Centre for Psychological Counselling and Career Guidance, which is to support students and graduates of the University of Medicine and Pharmacy "Iuliu Hațieganu" as well as students in their final years in order to optimize their educational and professional path and facilitate access to the labour market.

As a **specific objective**, the Psychological Counselling and Career Guidance Centre complements the services offered to students by UMF "Iuliu Hațieganu" and aims to be a form of qualified support in defining the life and career project, in the process of optimizing academic performance, but also support and assistance in the crucial step towards the labour market.

Target group of the centre's activities: students of the Faculty of Medicine, Faculty of Dentistry, Faculty of Pharmacy, residents, students.

The operational objectives of the Psychological Counselling and Career Guidance Centre are the following:

- a) Providing qualified psychological counselling and career guidance services to students so that they can make an informed choice about their chosen speciality or job and are able to determine and manage their own educational pathway;

- b) Dropout reduction: is carried out through psychological and educational counselling interventions for students in all lines of study to prevent/reduce the dropout rate, and to identify the reasons for dropping out (personal, cognitive, professional, motivational, career misguidance) and the poor adaptation of young people to the demands of the academic environment;
- c) Facilitating the relationship between students and the labour market:
 - creating opportunities to learn about the labour market,
 - adequate and up-to-date information on the challenges and difficulties in the medical/professional labour market for future graduates;
 - development of skills for personal branding, aimed at increasing the competitiveness of students/graduates in the process of professional selection and suitability for employers.
- d) Increasing the employability of future graduates in the graduate - medical fields and stimulating student entrepreneurship as a desirable alternative for professional insertion in the fields studied.
- e) Psychological counselling for students who develop maladaptive psychological symptoms during their academic career; psychological crisis intervention for at-risk situations
- f) In specific seminars with students, we promote the educational offer of UMF Cluj
- g) Scientific research in psychology, carried out with the aim of understanding and uncovering disruptive factors that can negatively influence the educational process
- h) drawing up projects for obtaining non-reimbursable funds in the field of education.

The main activities offered to Romanian and foreign students are:

- Information on the educational offer regarding the undergraduate/postgraduate studies available at UMF Cluj-Napoca; choice of educational opportunities;
- Developing personal management skills (public speaking, personal branding, time management, etc.);

- Assistance with job search tools: CV writing, cover letter,
- Preparing for a job interview
- Training and development of effective learning strategies and appropriate motivation;
- Identifying learning difficulties and assisting with exam preparation;
- Psychological counselling
- Workshops for different psychological problems / career orientation difficulties;

RULES OF PROCEDURE

The Centre for Psychological Counselling and Career Guidance complies with the legislation in force regarding the activity of the psychologist in free practice, respecting the conditions imposed by the psychologist's ethical code as well as all the responsibilities arising from his/her quality.

The mission of the Psychological Counselling and Career Guidance Centre is to assist students with information, counselling and guidance in career and labour market integration. As a specific objective, the Center for Psychological Counseling and Career Guidance complements the services offered to students of UMF "Iuliu Hațieganu", aiming to be a form of qualified support in defining the life and career project, in the process of optimizing academic performance, but also support and assistance in the crucial step towards the labor market.

The Centre's services can be addressed to students of the Faculty of General Medicine, Faculty of Dentistry, Faculty of Pharmacy, residents, other persons of interest.

The Centre for Psychological Counselling and Career Guidance provides students with specialised career counselling, psychological assistance and support to optimise their personal and professional development. These services are free of charge for all UMF "Iuliu Hațieganu" students, regardless of the form, level of schooling and line of study. Both the content of the discussions and the fact that a student receives psychological counselling are confidential. The Centre for Psychological Counselling and Career Guidance also provides counselling services to students from the English and French lines of study where they benefit from the same services as Romanian students.

Through its research activity, the Centre aims to contribute to a better knowledge of UMF "Iuliu Hațieganu" students.

Students can access the Centre's services free of charge by prior appointment on the email published on the website.

Information about the **Center for Psychological Counseling and Career Guidance can be found on the UMF website and on the Medical Student Organization website.**

Psychological Counselling and Psychotherapy Services are provided by the Head of Works Senior Psychologist Dr. Codruța Alina Popescu (senior clinical psychologist, with 16 years of experience in psychiatry, psychotherapist with cognitive-behavioural training). I was appointed as responsible for the Department of Educational Counselling and Professional Guidance by the Decision of the Board of Directors no. 38 of 20.11.2012. Consultations take place outside the teaching and research programme, depending on the time available and the timetable of the students requesting consultations.

The location of the Psychological Counselling and Career Guidance Centre is in the dormitory VII Hașdeu near the Medical Office for Students.

Career advice and guidance:

1. problems for students adapting to the academic environment;
2. interpersonal and relationship problems;
3. performance, intellectual, socio-professional and relationship anxiety
4. psychological support and career guidance for students

Areas of intervention:

1. specialized interventions in crisis situations (academic failure, intellectual/emotional overload.);
2. socio-cultural integration of foreign students into the life of the community
3. specialised psychotherapy in medical situations defined by the attending physician
4. psycho-medical approach to bad eating habits, eating disorders (overweight, obesity, bulimia, anorexia, etc.);
5. counselling, psychological support for the choice of medical specialties
6. assertive training to clarify choices for the medical specialty and to overcome the stress specific to the current exams in general and the residency exam in particular.

The main tasks of the Head of the Psychological Counselling and Career Guidance Centre are:

- coordination of the Centre's activities
- conducting psychological counselling and psychotherapy activities with students
- the development of the Centre's action plan
- drafting activity reports

- continuing training and professionalisation of counselling

Tasks of the Psychological Counselling and Career Guidance Centre

The Centre for Psychological Counselling and Career Guidance carries out activities of:

1. Individual counselling of students, at their request, based on an appointment, in accordance with the professional ethics and competences of the career guidance counsellor
2. Career guidance counselling - personal development, decision making and effective career management for students
3. Psychological assessment and testing - psychological testing in accordance with the psychologist's code of ethics
4. Psychotherapy
5. Research activities
6. project management activities and partnerships in domestic and international projects
7. Training activities

Duties and responsibilities for psychological and career counselling

1. Psychological assessment of students
 - know and use the tools of psychodiagnosis
 - use psychodiagnostic tools to capture cognitive, affective and personality development
 - interpret the data obtained by applying psychological tests and samples
 - formulate the conclusions of the psycho-diagnostic examination
2. Educational counselling
 - know and use methods and techniques to develop skills and attitudes that contribute to effective learning
 - know and use methods and techniques for personal development and optimisation
3. Vocational counselling
 - know and apply methods and techniques for identifying professional skills, values and interests
4. Psychological intervention
 - to provide psycho-educational counselling services for young people in situations of academic maladjustment, academic failure, dropping out, absenteeism
 - supervise the intervention carried out by the practising psychologist
5. Psychotherapy
 - to provide psychotherapy services within the limits of competence
6. Supervision activity of the practicing psychologist
 - supervise the practicing psychologist in specific activities
7. Research activity
 - to propose, initiate and carry out research activities specific to the field, on its own initiative and/or at the request of the University management
8. Organisation of training programmes
 - propose and conduct workshops and trainings -to assist students in developing personal skills (assertive communication, stress management, information and learning management) and employability skills (CV writing, cover letter writing, job interview preparation).

Activity procedures

1.1. Aim of the procedure

Establishment and implementation of steps, methods, documentation and responsibilities necessary for optimal planning and management of career counselling and guidance activities in order to give the student the opportunity to discover and clarify ways of preparation and adaptation to the labour market in order to plan the desired career, having as a secondary objective the development of communication and counselling skills, necessary and essential in the relationship with the patient and the medical team in order to promote the health of the population. It also aims to increase the academic performance of students by orienting the learning process and the knowledge acquired by the student towards practice.

1.2. Scope

Implementation period

The procedure will be applied by the psychologists of the Career Counselling and Guidance Centre.

The objectives of the project are based on a fuller knowledge of one's own abilities, the integration of assimilated knowledge, skills and unexploited abilities. It instills a positive and realistic self-esteem and identifies the causes of career bottlenecks, thus making it easier to highlight one's own authenticity, which brings with it the maturity of decision-making and autonomy, elements that play a very important role in obtaining the desired job and the satisfaction that occurs in the long term.

The registration of students will be done on the basis of the expression of their intention to participate in the activities of counseling and career guidance, registration and assignment will be done by using the e-mail address created for interaction with students. Programming will be carried out on a first come, first served basis. All criteria concerning equal opportunities and non-discrimination will be respected.

Implementation

II.1. Conduct of the activity

The activity will involve the following steps:

- analysis of the specialisations involved;
- identifying the real needs and challenges of the labour market in the field;

- selection and application of tests in accordance with the requirements of the specialisations analysed and professional performance criteria;
- examining students by applying tests, which include specific and measurable performance indicators.

The tests are so constructed that they highlight the person's abilities, strengths and specific requirements for certain professions. The tests also highlight weaknesses, allowing the person to avoid certain careers for which they do not have the necessary skills.

Choosing the right career after counselling sessions will increase job satisfaction. A professionally satisfied employee will be a productive and happy employee. When the person uses their skills appropriately they will be successful in their profession. A productive employee is more likely to be promoted. The degree of novelty of the sub-activity among the target group (the counselling activity being organised for the first time within the educational offer) and the relevant content focusing on the development of competences with the aim of facilitating the relationship between students and the labour market, will ensure the participation of the whole target group in the project activity.

II.2. Methods and tools used

In order to make the career counselling and guidance activity more efficient, both theoretical and practical materials will be used as basic tools, the main activities we consider for the realization of career counselling materials are the following:

- Development of a questionnaire to identify students' counselling needs;
- Elaboration of a material presenting the activities of career counselling and guidance;
- Theoretical presentation (workshop) of statistics with current needs on the labour market;
- Developing a CV;
- Drawing up a letter of intent;
- Simulating a job interview;
- Psychological test batteries.
- Drawing up a training participant notebook
- Development of the procedure for individual counselling sessions
- Development of a course material based on role plays and exercises for group counselling sessions
- Development of career paths for pharmacy students
- Developing career paths for medical students
- Development of career paths for students of debtor medicine
- Development of professional pathways for students of physiotherapy
- Developing career paths for nursing students
- Development of career paths for nutrition and dietetics students

Annexes to the procedures

ANNEX:

Annex 1 - Questionnaire to identify students' counselling needs;

Annex 2 - Theoretical and practical guidelines on CV development;

Annex 3 - Theoretical and practical guidelines for drafting a letter of intent;

Annex 4 - Interview techniques;

Annex 5 - Feedback questionnaire;

Annex 6 **Participant's notebook for group counselling sessions**

Annex 7 Procedure for individual counselling sessions

Annex 8 **Course pack: Self-promotion techniques**

Appendix 9 **Course handout for the presentation of career paths for pharmacy**

students

Annex 10 **Course material for the presentation of career paths for nutrition and**

dietetics students

Annex 11 **Job interview course material**

Annex 1. Questionnaire for identifying needs in individual and group career counselling and guidance sessions

Criteria for determining the desired career	Try the figure as indicated: 1 - f little, 5 - f much
Evaluation of selection criteria	
A. Immediate need for employment	1 2 3 4 5
B. The need for benchmarks	1 2 3 4 5
C. Importance of practical skills acquired during the years of study	1 2 3 4 5
D. Immediate satisfaction level/desire	1 2 3 4 5
E. Need for continuous career development/upgrading	1 2 3 4 5
F. The importance of financial satisfaction	1 2 3 4 5
G. Other needs/expectations	1) 2) 3)

Realistic expectations from your first job/career	
<p>Job definition What does "Job" mean to you? Complete in this space, in the form of listings or a personal definition/belief.</p>	<p>Career definition What does your career mean to you? Complete in this space in the form of listings or personal definition/beliefs.</p>
<p>Professionalism Practical experiences. Present and future status.</p>	

<p>Current performance level Establish the individual level of performance at present</p>	<p>Desired performance level Specify the level of performance projected for the next year.</p>
<p>Awareness of positive emotions in academic/professional context - by building on strengths</p>	
<p>Strengths (knowledge, skills, competences) List the knowledge, skills, competences that represent your resources in the process of professional/contextual adaptation (to everyday life) Professional contexts for developing these strengths List at least 3 situations in the professional sphere and 3 in the personal sphere that would increase the volume and quality of your resources (strengths)</p>	

Annex 2. Drawing up a C.V

**Before you start: five basic principles for a good CV
Focus on the essentials!**

- In the initial selection of incoming applications, employers usually do not allocate more than one minute to a CV.
- If you are applying for a job that has been advertised, fully comply with the application process detailed by the employer.
- Be brief: in most cases, two A4 pages are enough, regardless of your education and experience.
- Is your professional experience limited? First describe your education and training; highlight internships and volunteer activities.
- 2. Be clear and concise
- Use short sentences. Focus on the relevant aspects of your professional training and experience.
- Give concrete examples. Quantify your achievements.
- Update your CV as you gain experience.
- 3. Always tailor your CV to the job you are applying for
- Highlight your strengths relevant to the employer's needs and focus on those skills and competencies that meet the requirements of the job.
- Explain any breaks in your studies or career and give examples of transferable skills you have acquired during that time.
- Before sending your CV to an employer, check whether it matches the profile you are applying for.
- Don't artificially "inflate" your CV, otherwise you risk being discovered at the interview.
- 4. Be careful when presenting your CV
- Present your skills and competences clearly and logically, highlighting your advantages.
- Place the most relevant information at the beginning.
- Pay attention to spelling and punctuation.
- Keep the suggested format and page layout.
- 5. Check your CV once you have completed it
- Don't forget to write a letter of intent.
- Correct possible spelling mistakes and make sure the structure is clear and logical.
- Ask someone else to read your CV to make sure the content is clear and understandable.

Annex 3. Drafting a letter of intent

What is a cover letter and when do you need it?

The cover letter is the first contact you establish with a potential employer, being a bridge between your CV and the job you are applying for.

At the moment, many employers do not consider a CV if it is not accompanied by a cover/motivation letter, preferably personalized for the position you have applied for.

This increases your chances to showcase your personality, skills and strengths that recommend you for a particular job.

A well-written cover letter increases your chances of getting the job you want, which is why you should pay extra attention to it. It should reflect why you chose to apply for the job, but also what your skills and qualifications are.

Also, in your cover letter you must demonstrate that you have researched and know what the employer's needs are and offer solutions that reflect how you can meet those needs, with concrete examples of how you can increase efficiency and profit.

When writing your cover letter, keep in mind that it should be tailored specifically to the company and the job you want. After all, it is your first chance to get noticed and express your interest in working for the company.

Types of letter of intent and its purpose

As I mentioned before, the cover letter comes in addition to the CV and should convince the employer to call you for an interview. While a CV is more complex and contains complete data about your work experience, studies and skills, a cover letter reflects a part of your personality and qualities, which is reflected in the way you wrote the letter.

First of all, the cover letter should attract attention from the very first lines and the recruiter or HR manager should be interested in reading the letter further. Then, once you have gained their attention, you should use the following paragraphs to argue why you are the right candidate for the position.

Finally, the cover letter should get the hiring manager to read your CV and get to know you better, i.e. get a job interview.

The letter of intent can be of several types:

- letter of intent for spontaneous applications;
- Cover letter responding to a specific job advertisement from a company looking for new employees;
- a cover letter to recruitment companies, which then liaise between the candidate and the employer;
- a letter of intent addressed to educational institutions, which is required, for example, when applying for a scholarship or a master's degree.

How to write a cover letter correctly and what it should contain

The cover letter should be between half a page and one page long and should be written in the same language as the job advertisement. Some employers may specify in the advertisement the language in which both the CV and the cover letter should be written.

We recommend that a letter of intent contains the following information:

- your contact details - name, surname, address, postcode (optional), phone number, e-mail address. Optionally, you can also include [your LinkedIn profile](#). This information should be placed at the beginning of the letter, in the top left corner, if you are sending it in hard copy, and at the end of the letter, in the signature, if you are sending it by email.
- the name and position of the person in charge of recruitment in that company - if you know this information, you can include it at the beginning of the letter, in the address

form. It is advisable to always address a specific person, rather than using a general form of address, as it will help you to get the attention of the recruiter.

- company name and address - these should be mentioned in the top right corner if you are sending the letter in physical format. If you apply online, this information is usually omitted.
- date - unlike the CV, the cover letter must be dated, which you will include in the top right corner. If you are sending the letter in physical format, this information should be placed under the name and address of the employing company.

In addition to this information, it is important to know how to write each paragraph. So here is the template for writing a cover letter:

- First paragraph - here you can include the reason for sending your cover letter, the position you want and information about the source where you found the job ad. If you send a spontaneous cover letter and you are not targeting a specific job or if you do not have enough information about the position you are applying for, you can include in the letter your reasons and desire to work in a specific field and what your experience recommends you in that field.
- Second paragraph - here you can write the reason why you are interested in the job or company. Mention if you have relevant experience or if you have taken specialised courses that recommend you for that job. Also, present some strategies by which you could contribute to the development of the company. Include some examples of qualifications that might be of interest to the company.
- Third paragraph - here we would suggest that you refer to your CV, but without repeating word for word the information in it. Also here you can mention letters of recommendation from former employers or you can include some sources from where the employer can get more information about you (e.g. former jobs). The qualities and skills that make you the ideal candidate should also be mentioned here, especially as the second and third paragraphs are the ones that highlight your qualities, highlight your personality and distinguish you from other candidates.
- Closing paragraph - here you can include a closing paragraph thanking the employer for their time and at the same time requesting an interview. It is also useful to mention how you can be contacted or when you are available for an interview. Try to be as concise as possible in this last paragraph and ask for a direct answer from the person in charge of recruitment.
- Closing formula - the letter of intent is closed with your full name, under which you will sign by hand.

Once you have drafted your cover letter, read it again and make any changes so that the text looks and sounds as good as possible. You can even enlist the help of a friend, as, being written by you, you may miss some drafting mistakes. Finally, format the text so that it looks as organised as possible (e.g. spacing and font).

These are the main components of a cover letter, but you can customize the content depending on the job you are applying for, the field you want to work in or the company that is recruiting.

Annex 4. Interview techniques. The job interview

You applied. Your CV has attracted attention and the job interview follows. To help you prepare as well as possible, we have compiled a list of frequently asked questions and analysed them:

- ❖ the purpose of addressing them
- ❖ interview answers that increase your chances of success.
- ❖ Interviews that decide your success
- ❖ Personal trap questions
- ❖ Four things you do wrong in a job interview

Next, we will address the key interview questions. As they are difficult, these are the most common ones to lose points.

Find out about the company

Before the interview it is useful to get information about: the company's field of activity, if it is a Romanian or multinational business, the number of employees, the financial situation of the business, if you have someone you know working there, etc. These details will help you formulate possible questions and will prepare you for the recruiter's questions.

Be present during the discussion and listen actively

We tend to focus a lot during the interview on how we are perceived. In this way we risk not being authentic in our relationship with the interviewer and not paying enough attention to information that is important to us. So stop thinking about how your hair looks or what the recruiter thinks of your outfit and focus on the conversation. Being difficult, these are the most common ones to lose points.

Why do you think you're right for the job? or **Why should we hire you?** It's one of the most common trick questions. Even if you've applied for several jobs at the same time, make sure you know what the job is. Highlight your qualities, especially the ones that would benefit you in the job you're now applying for.

What can you tell us about yourself? With this question the employer tries to get to know you and see how you express yourself, if you are coherent and concise. So it doesn't hurt to prepare 5-10 lines about yourself in advance, which you can then tell the person you are talking to in a relaxed way.

How do your friends and colleagues describe you? Indirectly, the employer wants to find out what kind of personality you have and what you think of yourself, so be careful not to overdo it with compliments, but don't be too modest either.

Where do you see yourself in five years? or What are your medium and long-term career goals? You may have no idea where you'll be in five years, but you don't have to be so precise in your answer. The employer just wants to know if they can rely on you, if you are a stable employee or, on the contrary, one who will leave in a few months, in which case they will prefer to hire someone else. If you want the job, stress that you are a person who needs stability and give some examples of jobs, if any, from previous experience where you have been at least a year.

Describe a professional experience of which you are proud. Try to think of a situation that is somewhat related to the job you are applying for. Talk about your role in the team in that situation, the results achieved and explain why it was a success. This point could also be followed by a series of logic questions designed to test your knowledge in the field.

Describe a situation at work where you had to solve some logic or classical problems. The hidden purpose of this question is to see how you react to obstacles: do you get scared or do you manage to keep calm? In this way the employer tries to figure out how you would react if you were working for them.

Do you like working in a team? In most cases, teamwork is mandatory. So the answer is definitely yes. But explain how you manage to work with colleagues who have different personalities.

Do you have a question you would like to ask us? These types of trick questions give you the opportunity to show that you are really interested in the job you are applying for. You can ask, for example, what personal development opportunities the company offers, such as training or courses.

Why do you want to quit your current job? or Why do you want to make a career change? It's a question where your potential employer tries to find out how long you're generally staying in a job. Be careful, it's one of those trick questions we were talking about. Avoid answers like: "I can't get along with my boss" or "I can't stand my colleagues", as you send a negative message about yourself. Instead, focus on positive things and say something like: "I feel stagnant there. I'm looking for a job that offers me opportunities for personal development".

How would your former boss describe you? Keep in mind that the recruiter may have already spoken to your former boss to ask for references. If you parted on amicable terms, all the better. If you are not best friends, focus your answer on the team you were part of and your achievements.

What interesting projects have you done so far? It's time to brag, but try to stay modest at the same time. Explain what solutions you have identified, how you have overcome difficult situations and why you would bring value to the company if you joined the team.

Tell me about a situation where you got it wrong at your old job. That's it. We get it wrong sometimes. So there's no shame in admitting you were wrong. But focus on how you were able to quickly find solutions and fix it. It's one of those trick questions where the person you're talking to wants to see how you handle a tight situation.

What kind of people don't you like to work with? Attention! Trick question alert! Analyse the answer carefully. Avoid prejudices. You can say something general like you don't like people who are not loyal to the company, who lie or who are violent.

We expect our employees to work more than 8 hours a day. Do you agree with this? You may say you've worked 12 hours a day, but you've learned that being efficient is more important than sitting at a desk for long hours. Your objective is to meet your deadlines, to solve logical problems, not to work long hours a day. The next two questions are the ones that matter most and that give you the opportunity to "sell yourself" and make the interview a success:

"Tell me something about yourself"

Sometimes the vaguest question can be the most difficult. How can you present your whole life in just a few minutes? Well, you can't.

This question, probably the oldest, is not an invitation to talk about your unhappy childhood, favorite grandmother or winning first place in your high school swimming competition. Instead, it's an invitation to describe what you can offer the company.

It is advisable to think in advance about what you are going to answer, before talking about :

- Your most important achievements in your previous job or projects you were involved in during your studies (organizations, volunteering, etc.)
- Your qualities proven by those achievements.
- Its link to the job for which you are interviewing.

The purpose is not to briefly recount your CV - the interviewer already has a copy of it on their desk. Instead, tell how you came to know about the job and why you were interested in the company and give some examples of your achievements in previous situations that make you the perfect candidate.

"Do you have any questions?"

Of course you do. Always ask a smart question at the end of an interview. This shows that you have been attentive and responsive during the interview, and that you have done your research on this company.

We can recommend a few questions that demonstrate interest and also help you to have an advantage with employers:

- Does this job usually lead to other positions in this company? What would they be?
- What is the strength of this company? Why?

DON'T ask about salary, vacation, benefits or anything else that would make you seem more interested in the rewards of the job than the company. Also, don't ask more than two questions - that's enough.

And the most important question of all:

- I am very interested in this job. It's exactly what I want. What is the next step after this interview?

Personal trap questions

During the interview, the employer will try to lighten the atmosphere and ask you questions that may seem easy. But beware, these are actually trick questions where he tries to analyse you and understand your personality. So be careful not to relax too much and say things that can put you at a disadvantage.

What are your hobbies? The way you spend your free time says a lot about who you are and can be an indicator of whether you are a team player or an individualist.

If you were to start over, would you change the studies you did and the career path you took? You really need to reassure him that you love what you do. If you say you're sorry you went to Maths college and wanted to become a teacher, you'll fail this type of trick question.

What are your greatest qualities? You shouldn't have a hard time answering this question, as it is not a logical question, but you should prepare your answer in advance. You might say that you have a sense of humour, that you work well under pressure or that you have a great ability to solve logic problems on the fly.

What makes you go crazy? It's clearly one of those trick questions you need to avoid. Dodge it and say that you get very angry because you are a tolerant and calm person.

What motivates you in life and, in particular, in your career? You can mention moments in your previous job when you felt extremely good in the team, when you were motivated to achieve your goals, when you enjoyed going to the office. Say you would like to work in such an environment again.

Be careful what you post on social networks

It has already become common for employers to search for information about you on social networks. So be careful what information you post there. Such posts are like unofficial trick questions that the employer asks you outside the actual job interview. They show who you really are outside of work hours.

Negative habits that you make public will considerably decrease your chances of getting the job you want. Here are some of the things we suggest you avoid: Don't badmouth colleagues and bosses on social networks. Although you may feel that you are taking revenge if you publicly say that you hate your job, colleagues or bosses, such comments will boomerang back at you. Employers will think that's how you'll talk about them in the future.

Don't write careless posts that contain grammatical errors. You will leave the impression of a shallow person who is careless about details. Hopefully you understand that during job interviews, companies are increasingly using trick questions and logic questions, i.e. more out-of-the-ordinary questions. Their purpose is to quickly reveal your personality and see how you react when put in an unexpected situation. If you prepare in advance, the interview should go as planned. But remember: answer the questions without talking more than the employer wants you to, and don't go into unnecessary details that don't help you.

Mistakes to avoid:

Have you attended many job interviews lately, but haven't received any offers so far? Before you start getting frustrated, think about the things you could improve during your discussions

with recruiters. Even if it's difficult, try to analyse your performance in job interviews. That way, you might be surprised to find that you've developed some damaging "habits" that affect your chances of getting the job you want, writes The Guardian.

Don't over-prepare your answers

Before you go for a job interview, it would be advisable to think about the questions you might be asked and to prepare some answers. Be careful, though! Don't learn the answers by heart, as you will send the wrong signal to the hiring company's representative.

It's best to prepare yourself so that you can provide adequate answers to the questions you will receive. Therefore, make sure you listen carefully to the questions you will be asked, so that you understand what the interviewer expects of you.

Honesty, not sob stories

Prepare examples and situations that illustrate in a pleasant way the experience in your CV. The most important thing is to involve the recruiter through questions and use a well-defined story structure: presentation of the problem, the solution you found to overcome the difficult situation and the result of your actions.

Be honest in the stories you tell, but try not to take discussions into the private area of your life, as recruiters don't want to know more than is appropriate. If you get a question like "What can you tell me about yourself?", think of five ideas for answers that are relevant to the position for which you applied.

Also, if you are asked to talk about your weaknesses, talk about them in a way that makes it sound like you are presenting your strengths. For example, you can answer, "I have trouble remembering the tasks I have to do when a lot of information comes my way. I have tried to solve this problem with the help of a notebook that I carry with me all the time". Don't bring up things that would definitely put you in a bad light, like "I often arrive late" or "I usually come to work hung over".

Don't be late, but don't be early either

The job interview is the best opportunity to show the recruiting company that you are thorough and punctual. You only get one chance to impress a potential employer, so make sure you get to your interview in good time. Many candidates prefer to arrive early for interviews to make sure they are not late. However, if you arrive half an hour early, the representatives of the company that called you for the interview may be inconvenienced. Ideally, you should arrive 10-15 minutes before the appointed time.

Seeking information about the employer

Prepare well before the interview and find out as much information as possible about the activities, products and competitors of the company that has asked you to interview. Confidently use the media, the Google search engine, the organisation's website, as well as the accounts the company has created on various social networks.

I hope these tips will help you in your first job interview,

Good luck!

Annex 5.- Feedback questionnaire

Link google forms <https://forms.gle/w1r9qCBW3Sk9sKh27>

Part 1 Student information

- Faculty, Year, Department
- When the meeting took place (dd/mm/yyyy; hh:mm)
- When they scheduled the meeting (dd/mm/yyyy; hh:mm)
- The reason they scheduled the meeting
- I was recommended to come for counselling (+ who recommended)/ I decided on my own that I wanted to come
- Meeting number

Part 2 The working relationship with the psychologist

- I feel I have been listened to effectively.
- The psychologist was able to understand my perspective.
- The psychologist was able to direct his attention to what was important to me.
- The psychologist accepted my perspective without feeling judged.
- The psychologist had a warm/welcoming presence towards me.
- The psychologist created an atmosphere/work environment where I felt safe.
- The psychologist started and ended the sessions on time.
- The psychologist guided me through the counselling process.
- The psychologist gave me challenges where needed.
- The information provided was clear and concise and focused on my needs.

Part 3 Results of the collaboration with the psychologist

- The counselling session(s) helped me with the problem I was seeing the psychologist about.

- The changes that emerged as a result of the counselling were positive and welcome.
- I was able to form a better picture of my medical career path as a result of the counselling sessions.
- I was answered questions I had about the career guidance process and a future career direction.
- The time allocated for one meeting was sufficient

Part 4 Overall level of satisfaction

- Overall level of satisfaction with the counselling session.
- I would recommend the counselling sessions to other students.
- The fact that the sessions are free of charge encouraged me to take advantage of this university benefit.

Part 5 Comments and suggestions

Annex 6 Participant's notebook for group counselling sessions

The purpose of this participant's notebook for group counselling sessions is to enable the student to self-assess his/her professional skills and interests.

Career counselors will distribute notebooks to students attending group counseling sessions, and students will take this self-assessment.

Participant's notebook for group counselling sessions

What can I like about work?

	Use of tools, handicraft	You have manual dexterity and like to work with your hands
	Teaching others	You like to instruct others how to do things or help them understand things

	Precision	You like to be precise, the work to be clear
	Complexity	Do you like detailed activities that require several steps
	Contact with the public	You like working with other people
	Clear results	You like to see the concrete results of your work
	Team effort	You like to be part of a team
	Plenty of jobs	You want to work in a field where there are lots of jobs
	Problem solving	You like to identify problems and find solutions
	Routine	You want a job with repetitive, routine activities that don't cause you problems
	Outdoor activities	You'd rather work outdoors
	Fixed location	Do you want to stay in one place during working hours
	Creativity	You like to take initiative, develop original products and programmes
	Independence	You want flexibility in your work and not to be supervised
	Competitiveness	You want a job with opportunities for advancement

Self-assessment

	Picked up	Environment	Low	I don't know
Responsible				
Efficient				
Resourceful				
Flexible				
Cooperate easily with others				
Objective				
Ordered				
Self-confidence				
Sincere				
Empathetic				
Perseverent				
Realist				
Matur				
Ethical standards				
Open				
Egoist				
Hard-				

working, industrious				
Smart				
Competitive				
Emotionally stable				
Trustworthy				
Meticulous				
Calm under stress				
Communicate well				
Analytical				

1. My interests are:

—

—

—

—

2. My skills are:

—

—

—

—

3. We looked at the following jobs:

—

—

—

—

4. I have worked part-time or volunteered:

—

—

—

—

5. My professional objective is

—

—

—

—

—

Strengths and weaknesses:

My strengths are

—

—

—

—

—

My weaknesses are

—

—

—

—

My opportunities are

—

—

—

—

The threats are

—

—

—

—

Pick a skill, competency (or lack of it) that you have noted in your weaknesses and think about what you could do to make it no longer a weakness.

—

—

—

—

—

Annex 7 Procedure for individual counselling sessions

Individual counselling procedure

1. SCOP

The procedure sets out the steps, methods, documents and responsibilities required to carry out individual counselling activities

2. SCOPE

It is applied in the Career Counselling and Guidance Centre by career guidance counsellors for the purpose of conducting individual educational and vocational counselling, career counselling. psychologists and

3. Description of individual career guidance and counselling activities

3.1. **Beneficiaries of** individual career counselling and guidance activities are UMF Cluj students

3.2. The career guidance and counselling activities carried out are aimed at the following **objectives**:

- a. guidance and counselling for students in the target group so that they are able to optimally plan and manage their own educational and professional pathway;
- b. reducing the drop-out rate due to vocational, career guidance and career career, adaptation to the university environment or personal factors;
- c. increase the employability of target group students/graduates in the fields of study graduated.

3.3. Individual career guidance and counselling activities

- a. individual career counselling sessions with the aim of supporting the beneficiary in taking
decide on their own educational or professional pathway;
- b. job portfolio preparation sessions - CV, cover letter, career plan preparation;
- c. preparation sessions for participation in the job interview;

d. personal and professional development sessions - skills development

transversal;

e. discussing the results of psychological assessments - assessment of skills, professional interests, personality and motivation;

3.4 Stages:

Individual counselling sessions are held at the request of interested students and last for two hours and can be divided into two (one hour + one hour or two hours at a time).

Group **career** counselling and guidance is carried out by requesting in written, emailed or directly through attendance at group counselling sessions by interested students in the target group.

3.5. Content of counselling sessions

1. Building the career counsellor-student relationship
2. Discussion of the results of the NEOFFI personality and professional interests test
3. Definition of the problem presented by the student
4. Individualised intervention strategies
4. Carrying out personal SWOT analysis
5. Conclusions on preferred career path
6. Feedback on what has been learned in the counselling session

Annex 8 Course pack: Self-promotion techniques

Overview of the course material

What personal promotion means

Educational objectives:

- At the end of the course students will be able to:
- To produce a CV and a cover letter
- To know personal promotion techniques
- Identify their own strengths and highlight them.

Design the presentation on personal promotion techniques. The career counsellor moderates the discussion at the end of the presentation and answers students' questions and concerns.

Contact with the labour market, preparation for employment

Let's imagine you are at a job interview.

How do you prove to a potential employer what you can do?

How can you be more convincing?

How do you differentiate yourself from others?

Portfolio of achievements

Portfolio of achievements: a coherent collection of materials that includes a person's professional achievements.

Building such a collection over the years of college demonstrates the skills a person has acquired and can be a personal marketing tool that can prove to a potential employer what a person can do.

Doing a portfolio of achievements during your years of study can help your self-evaluation and enable you:

- to think about the future
- to assess your progress
- to show what you can do
- to keep a record of your achievements.

The portfolio of achievements allows you to prove what you have done so far and during a job interview you can show your achievements in addition to what you say.

The portfolio of achievements also allows you to make plans. Creating a portfolio involves 5 steps: self-discovery, self-assessment, planning, implementation and disclosure.

1. Self-knowledge is probably the most difficult step. You need to answer the following questions:

- What are my strengths, weaknesses and interests
- What I like most about what I study or do
- What are my professional and personal short and long-term goals?

The portfolio can include a sentence telling a story about you, who you are, what you do and how and why you think you got here.

2. Self-assessment. Based on your short and long term professional and personal goals and weaknesses (as you perceive them) what are your learning needs? What skills or competences do you need to acquire? What do you need to learn to do? Based on the answers to these questions you can look for internships or courses.

3. Planning. How can you plan to acquire new skills or competences?

4. Implementation. What have you done concretely.

5. Reassessment. Reassess the progress you have made. Set yourself new learning goals.

What should you include in your portfolio?

- voluntary activities, contracts from voluntary activities
- proof of participation in various projects
- pictures of project activities
- presentations made at scientific events
- participation certificates
- certificates in language skills, computer skills
- if you have had work and travel experience, recommendations from people you have worked with

SWOT analysis

It can be used to make better decisions for the future. Understanding your strengths and weaknesses, recognising opportunities and potential threats will help you use your talents and manage your weaknesses.

Internal factors	
<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> -What you do very well -What others see as your strengths -What are you very good at compared to others? 	<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> -What you can improve -What others see as your weaknesses -What you need to be a better professional -What you don't know how to do
<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> • What opportunities are on offer • What are the trends you could benefit from • How could you capitalise on your strengths? 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> • Who is the competition? • Which of your weaknesses can become a threat?
External factors	

Pharmacists

Areas of practice for the pharmacy profession:

- community pharmacy
- hospital pharmacy
- pharmaceutical industry
- research
- universities
- public authorities

Desirable personal attributes in this profession:

- interest in science
- communication skills
- a desire to work with people
- attention and memory for details
- mathematical skills
- business skills

Pharmacist in the university

What do you need?

-ability to carry out teaching and research activities

-to feel comfortable and enjoy research, both the chemistry, pharmacy and statistical side

-doctorate

Community pharmacy

-either in an independent pharmacy or in a network of pharmacies

What do you need?

-willingness to work directly with patients, to help them and improve their quality of life

-resistance to fatigue, willingness to work a long work schedule, often standing, often weekend schedule

-stress resistance

-very good communication skills

-business skills (accounting, management, marketing)

Hospital pharmacy

What do you need?

-teamwork skills

-organisational capacity to manage the supply and stocks of medicines

-mathematical skills

-communication skills

Pharmaceutical industry

-development of new medicines

-research -clinical studies -clinical trial management

-researcher, clinical trials monitor

-production of medicines

-legislation -working with the National Medicines Agency

-scientific information -drug reviews

-sales

- marketing
- medical representative, promotion of pharmaceutical products

What do you need?

- scientific and technical skills
- business skills (accounting, management, marketing)
- communication skills

4. Personal presentation techniques

Writing a curriculum vitae (CV)

Writing a curriculum vitae (CV) is an important step when you are looking for a job or training/education.

The CV is often the first contact with a prospective employer, so it should immediately grab the reader's attention and demonstrate why you would be worth being called for an interview.

In Romania, the most commonly requested CV format, including in the public sector, is the Europass CV.

Europass is a system that aims to standardise the organisation of information on skills, qualifications and labour market mobility in order to respond to possible job offers within the European Union.

Despre Europass

Ce este Europass?

Portofoliul Europass este compus din cinci documente cu ajutorul cărora competențele și calificările dumneavoastră pot fi înțelese în mod clar și cu ușurință în Europa.

Două documente în acces liber:

- **Curriculum Vitae**, care vă ajută să vă prezentați competențele și calificările într-un mod eficient și clar. Creați CV-ul (+ scrisoare de intenție) online [🔗](#).
- **Pașaportul lingvistic** reprezintă un instrument de autoevaluare a competențelor și calificărilor lingvistice. Creați pașaportul lingvistic online [🔗](#).

In the Europass CV the main headings are :

Personal information (name, surname, contact details (email, telephone, address or at least place of residence)

About email, be careful with email addresses -may be better to have from now on addresses with full name and surname, not fancy, email will accompany you for a long time from now on.

The post concerned

Previous work experience (including volunteering)

Education (high school, college, master's)

Other certifications (short training courses)

Personal skills

Publications, link to portfolio/blog, letters of recommendation.



Curriculum vitae Europass

Informații personale

Nume / Prenume: **Nume, Prenume** (rubrică facultativă, vezi instrucțiunile)

Adresă(e): Număr imobil, nume stradă, cod poștal, localitate, țară (rubrică facultativă, vezi instrucțiunile)

Telefon(oane): (rubrică facultativă, vezi instrucțiunile) Mobil: (rubrică facultativă, vezi instrucțiunile)

Fax(uri): (rubrică facultativă, vezi instrucțiunile)

E-mail(uri): (rubrică facultativă, vezi instrucțiunile)

Naționalitate(-tăți): (rubrică facultativă, vezi instrucțiunile)

Data nașterii: (rubrică facultativă, vezi instrucțiunile)

Sex: (rubrică facultativă, vezi instrucțiunile)

Locul de muncă vizat / Domeniul ocupațional

(vezi instrucțiunile)

Experiența profesională

Perioada: Menționați separat fiecare experiență profesională relevantă, începând cu cea mai recentă dintre acestea. (vezi instrucțiunile)

Experiența profesională

Perioada: Menționați separat fiecare experiență profesională relevantă, începând cu cea mai recentă dintre acestea. (vezi instrucțiunile)

Funcția sau postul ocupat și responsabilități principale
Numele și adresa angajatorului
Localitatea sau sectorul de activitate

Educație și formare

Perioada: Menționați separat fiecare formă de învățământ și program de formare profesională absolvite, începând cu cel mai recent. (vezi instrucțiunile)

Calificarea / diploma obținută
Disciplinele principale studiate / competențe profesionale dobândite
Tipul instituției de învățământ / furnizorului de formare
Clasificarea națională sau internațională

(rubrică facultativă, vezi instrucțiunile)

petențe
ersonale

ternă(e) **Precizați limba(ile) maternă(e) (dacă este cazul specificați a doua limbă maternă)**

scută(e)

evaluare

uropean (*)

Limba

Limba

lum vitae al
ie Prenume

Înțelegere		Vorbire	
Ascultare	Citire	Participare la conversație	Discurs oral

Pentru mai multe informații despre Europass accesați pagina: <http://europass.cedefop.europa.eu>
© Uniunea Europeană, 2002-2010 - 24082010

(*) Nivelul Cadrului European Comun de Referință Pentru Limbi Străine

Competențe și abilități sociale: Descrieți aceste competențe și indicați contextul în care au fost dobândite. (vezi instrucțiunile)

Competențe și aptitudini organizatorice: Descrieți aceste competențe și indicați contextul în care au fost dobândite. (vezi instrucțiunile)

Competențe și aptitudini tehnice: Descrieți aceste competențe și indicați contextul în care au fost dobândite. (vezi instrucțiunile)

Competențe și aptitudini de utilizare a calculatorului: Descrieți aceste competențe și indicați contextul în care au fost dobândite. (vezi instrucțiunile)

Competențe și aptitudini artistice: Descrieți aceste competențe și indicați contextul în care au fost dobândite. (vezi instrucțiunile)

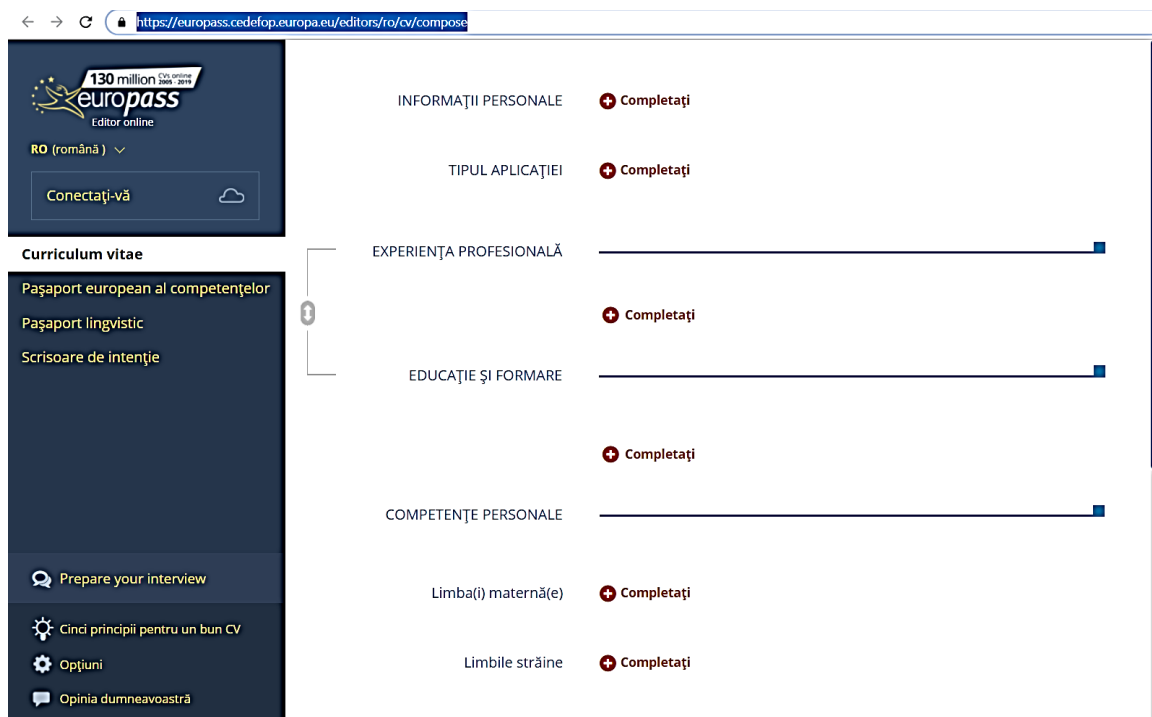
Alte competențe și aptitudini: Descrieți aceste competențe și indicați contextul în care au fost dobândite. (vezi instrucțiunile)

Permis(e) de conducere: Menționați dacă dețineți un permis de conducere și categoria. (vezi instrucțiunile)

Informații suplimentare: Includeți aici orice alte informații utile, care nu au fost menționate anterior, de exemplu: persoane de contact, referințe etc. (vezi instrucțiunile)

Anexe: Enumerați documentele anexate CV-ului. (vezi instrucțiunile)

You can also write your CV, cover letter and fill in information about language and computer skills online <https://europass.cedefop.europa.eu/editors/ro/cv/compose>



-you should have a resume from college that you update regularly

-everything you do must be documented, otherwise you will forget, make copies of every participation diploma you get

-what you have done so far -hobbies, sports activities, participation in school Olympiads, volunteer activities you list in the last part of your CV, all of which provide information about your personal qualities.

Letter of intent/motivation

Employers often ask for a cover letter in addition to a CV.

The cover letter is read before the CV, the average time to read a cover letter is 20 seconds.

It is therefore very important to be conciliatory.

The cover letter is your first contact with the employer and may be the only chance you have to pique their curiosity and get them to read your CV and call you for an interview.

The first paragraph should mention where you heard about the job and what are the main qualities that recommend you for the job. This means that you need to do a bit of research beforehand and be able to mention why you are interested in a job in that company/institution.

In the second paragraph you briefly describe your qualifications, skills and achievements to date. If anything more unusual appears in your CV, now is the time to explain it (breaks of a few years in your CV for example).

In the third paragraph you explain why you are the best possible candidate and what the employer gains by choosing you.

In the last paragraph you mention how you can be contacted and that your CV is attached to the cover letter.

Be careful and personalise your cover letter:

"Attention..." find the person in charge of recruitment

Don't forget to sign your cover letter (and CV).

In order to achieve its purpose, any cover letter should broadly express why you are applying for the job, the arguments that recommend you as being suitable for the position, and your desire to be contacted by the employer to demonstrate your professional potential.

Your cover letter should reflect your personal style, what sets you apart from other candidates, highlight your uniqueness, your ability to argue, your professionalism and your ability to persuade.

The first steps in your **job search**

- Identify sources where you can find out about vacancies
- Completing a CV
- Completion of a cover/motivation letter, which will then be adapted from one application to another
- Use the professional network already created (to find out about possible free postures and for recommendations if necessary).
- Collaboration with labour placement agencies (which act mainly for international placement of employees).
- Preparing for the interview
- Last but not least, arm yourself with patience, courage and don't give up at the first refusal!

Choosing a job should take into account

Your studies/certificates/licence to practise

By level of experience

Preferred - to work in the country/abroad, in a specific locality, in the public or private sector or self-employed

The jobs you find out about that match your training, experience, preferences

The decision to apply for a job is yours.

Whether the employer chooses you or your counter-candidates is a matter for the recruitment and assessment process.

If the terms on which you are offered a position do not meet your expectations (e.g. temporary position, working hours, salary, etc.) you can try to negotiate or refuse the offer.

**For positions in the public system, competitions are regulated in a
standardized way**

In order to take part in the competition, candidates must submit a competition file containing the following documents to the Human Resources Department:

(a) an application for admission to the competition addressed to the head of the organising public authority or institution;

b) a copy of the identity card or any other document proving identity, according to the law, as appropriate;

c) copies of documents attesting to the level of studies and other documents attesting to specialisation, as well as copies of documents attesting to the fulfilment of the specific conditions of the post requested by the public authority or institution:

copy of the membership certificate issued by the O.A.M.G.M.A.M.R. and the notice for the year 2019 (for the posts of general/laboratory/radiology nurse, licensed radiology and imaging technician);

- d) the employment record book or, where appropriate, certificates attesting to seniority in employment, occupation and/or specialisation of studies, in copy;
- e) criminal record that he/she has no criminal record that would make him/her incompatible with the position for which he/she is running;
- f) a medical certificate attesting to an appropriate state of health issued no more than 6 months before the competition by the candidate's family doctor or by the authorised health units. The health certificate must clearly state the number, date, name and capacity of the issuer in the standard format established by the Ministry of Health;
- g) CV in Romanian;
- h) competition fee

Organisation of the competition

- selection of applications,
- written test
- practical test and interview (example).

Private sector jobs

- advertised on specialist websites - bestjobs, ejobs, etc.**

Job ads describe:

- level and type of education required
- necessary experience
- other necessary skills - computer operation, foreign languages, etc.
- broadly describes where the post/company is located and the tasks that fall within the remit of that post.
- In addition, in some job advertisements you can also consult the job description for the position.
- This information is important because your CV and cover letter should highlight your compatibility with the job.

Preparing for the interview

The duration of the job interview is short and the employer makes the decision in the first few minutes of the interview. For this reason it is important that the first impression you make is favourable.

Beyond education, qualifications and experience, employers look at several aspects: communication skills, physical appearance and presentation, personality, thinking, work capacity (energy level).

A few things to note:

-you need to be sure of the date, time and location of the interview (including how to get there and possibly where to park)

-come 10-15 minutes early.

-bring with you your portfolio of achievements, some copies of your CV and cover letter, list of people who can give references about you

-wait for the interviewer to shake hands, shake hands firmly

-don't smoke or chew gum

-wait for the interviewer to sit down and invite you to sit down

Before you go to the interview:

Educate yourself about the company/institution/place of work -from formal, internet, press and informal sources, employees, college colleagues

Think of answers to questions like "Tell me a little about yourself". Don't memorize the answers!!! Try to be spontaneous

Be prepared to answer questions about both personal qualities and flaws

Be honest and consistent during the interview

During the interview:

Speak clearly and loudly, don't use a monotone, bored voice

Don't make negative comments about former colleagues, bosses, teachers.

Don't be unhappy if the interview starts later than planned.

Try to sit in a relaxed, open position, remember to smile and be polite.

Maintain eye contact with the caller, but do not stare.

You can make small talk at the beginning of the interview (about the weather, traffic, comment something nice about the interviewer's office).

Answer the caller's questions with accurate information and try to keep the atmosphere relaxed. Answers to questions should be concise, precise, clear and free of ambiguity or irrelevant details.

Since being invited to the interview means you meet the minimum criteria, all that's left is to gain the employer's confidence and convince them that you can be a serious employee they can rely on and quickly assimilate the information they need to perform at their best.

Show interest in the company and the vacancy by asking questions that clarify how the work you will be contributing to is carried out.

At the end of the interview:

Make sure you understand the information about working conditions, starting time, salary, medium-term prospects if it is a temporary position.

Make sure you understand the deadline for communicating the final decision.

After the interview:

Follow the communication methods indicated - website, email, phone.

Wait to be contacted if you have agreed that you will be notified.

If the results are not what you expected and you consider it useful, you can contest the results of the competition, according to the instructions provided (if it is a competition for a public office).

Managing emotions

Try to sleep the night before the interview

Focus on questions and answers

Take a deep breath

A few things about physical appearance

First impressions are very important at a job interview

You should look neat and clean (shower, deodorant, brush your teeth, comb your hair) and your clothes should be rather conventional to conservative.

Think about what you're wearing the night before and get your clothes ready.

Men

Wear a suit or sports jacket with matching trousers

Neutral colours: black, grey, navy blue

Even if it's summer, you don't go to an interview wearing shorts, Bermuda shorts, flip-flops

Shoes must be clean

Nails should be trimmed and clean

Preferably no visible tattoos

Women

Wear a classic suit or a dress and jacket

Not short and tight

Suitable colours: black, grey, navy, dark green, dark red

Neat, short-cut nails, neutral nail polish or classic colours

Hair needs to be neat

Discreet jewellery

No piercings

Preferably no visible tattoos

Beware of perfumes, especially the very garish ones.

Watch out for gestures that betray nervousness or boredom: stamping your foot, playing with your hair.

Put the phone on silent during the interview, under no circumstances answer the phone.

Mistakes to avoid in a job interview:

Being late

Going to the interview without some information about the employer;

Arriving at the last minute and being nervous, sweaty, etc;

Showing up in an unkempt or eccentric outfit or one in which you feel uncomfortable;

Getting annoyed at the questions you are asked, talking about your salary before the end of the interview, and conveying mistrust to the interviewer;

Not answering a question or answering it in an unserious tone

Telling your life story, talking too much about past jobs or family constraints;

Telling negative stories about previous employers (evoking conflicts, disappointments, reproaches)

Leaving without knowing the outcome of this interview (another meeting, deadline for decision).

Appendix 9 Course handout for the presentation of career paths for pharmacy students

Course material for the presentation of career paths for pharmacy students

Course topic: What it means to be a pharmacist

Overview of the course material

Competences and demands of the profession of pharmacist

Educational objectives:

- At the end of the course students will be able to:

- Identify the characteristics and skills required by the profession of pharmacist
- Differentiate between own expectations and professional demands
- Know the areas in which they can work as pharmacists
- Identify their own characteristics that are common to the requirements of the different areas in which they can work as pharmacists.

Activities:

Tips for the career guidance counsellor:

Working time 1 hour

At the beginning of the meeting introduce yourself and thank the students for attending.

Then briefly present the objectives of this training module: the module is designed to help pharmacy students to realistically discover their interests and skills as future pharmacists.

Organise the students into teams of two and ask them to introduce themselves for 5 minutes to their partner, after which the partner will introduce themselves. At the end of the exercise, in front of the group, each student will introduce his/her partner.

The presentation on the areas of activity in the pharmacy profession is designed.

The Career Counsellor moderates discussions that take place in these areas.

Presentation on the areas of activity in the profession of pharmacist

Areas of practice for the pharmacy profession:

- community pharmacy

- hospital pharmacy
- pharmaceutical industry
- research
- universities
- public authorities

Desirable personal attributes in this profession:

- interest in science
- communication skills
- a desire to work with people
- attention and memory for details
- mathematical skills
- business skills

Pharmacist in the university

What do you need?

-ability to carry out teaching and research activities

-to feel comfortable and enjoy research, both the chemistry, pharmacy and statistical side

-doctorate

Community pharmacy

-either in an independent pharmacy or in a network of pharmacies

What do you need?

-willingness to work directly with patients, to help them and improve their quality of life

- resistance to fatigue, willingness to work a long work schedule, often standing, often weekend schedule
- stress resistance
- very good communication skills
- business skills (accounting, management, marketing)

Hospital pharmacy

What do you need?

- teamwork skills
- organisational capacity to manage the supply and stocks of medicines
- mathematical skills
- communication skills

Pharmaceutical industry

- development of new medicines
- research -clinical studies -clinical trial management
- researcher, clinical trials monitor
- production of medicines
- legislation -working with the National Medicines Agency
- scientific information -drug reviews
- sales
- marketing
- medical representative, promotion of pharmaceutical products

What do you need?

- scientific and technical skills
- business skills (accounting, management, marketing)

-communication skills

New residency directions (22 November 2019) specialties pharmaceutical and cosmetic industry and general pharmacy.

Annex 10 Course material for the presentation of career paths for nutrition and dietetics students

Course material to present career pathways for nutrition and dietetics students

Course topic: what it means to be a dietician

Overview of the course material

Skills and demands of the dietetic profession

Educational objectives:

- At the end of the course students will be able to:
- Identify the characteristics and skills required of the dietetic profession
- Differentiate between own expectations and professional demands
- Know the areas in which they can work as dietitians
- Identify their own characteristics that are common to the requirements of the different fields in which they can work as dietitians.

Activities:

Tips for the career guidance counsellor:

Working time 1 hour

At the beginning of the meeting introduce yourself and thank the students for attending.

Then briefly present the objectives of this training module: the module is designed to help nutrition and dietetics students to realistically discover their interests and skills as future dietitians.

Organise the students into teams of two and ask them to introduce themselves for 5 minutes to their partner, after which the partner will introduce themselves. At the end of the exercise, in front of the group, each student will introduce his/her partner.

The presentation on the areas of work in the dietetics profession is designed.

The Career Counsellor moderates discussions that take place in these areas.

Presentation on the areas of activity in the dietetics profession

Areas of practice for the dietetic profession:

Main activity: specialist in the study and establishment of diets.

Areas of practice in nutrition and dietetics:

- **Hospital.** Tasks: assesses the nutritional needs of patients, formulates and implements appropriate nutritional programmes.
- **Food industry**
- **Research**
- **Advice.** Works in private practice, offers advice on weight control and weight loss, cholesterol reduction, diabetes management
- **Media**

Desirable personal attributes in this profession:

- communication skills,
- teaching skills,
- persuasiveness.
- personal beliefs about the importance of healthy eating
- willingness to help others
- favourable attitude towards fitness and well-being
- interest in food preparation
- tolerance towards patients

Annex 11 Job interview course material

Job interview course material

Course topic: Preparing for the job interview

Overview of the course material

What an employer is looking for

Educational objectives:

- At the end of the course students will be able to:
- Identify the behaviours they should exhibit in a job interview
- Differentiate between their own expectations and what employers offer

- Know the main questions to ask in a job interview

Activities:

Tips for the career guidance counsellor:

Working time 1 hour

Then briefly present the objectives of this training module: the module is designed to help students prepare for a job interview.

Organise students into teams. Choose a hiring committee consisting of 3 students and 3 students who come to the job interview, the others are observers.

For this activity the chairs are placed in a semicircle, the committee will sit in front and the student applying for a job will sit separately.

Job interview role-play, with practiced answers to the employer's possible questions

How did you find out about the post?

Why do you want to work for us?

Why did you choose to become... <dietician, pharmacist>

Tell me a little bit about college. Which courses did you enjoy the most/least?

Why do you want this job?

What features of this job do you find most interesting?

What from your previous education or experience recommends you for this position?

Tell me a little bit about yourself

What are your career goals?

What are the strengths and weaknesses? What are your strengths and weaknesses?

What has been the biggest failure you have had (in your personal or professional life). What did you learn from this failure.

Describe my ideal job

Describe a conflict/difficult situation, how did you resolve the situation?

Where do you see yourself in 5 years?

Have you ever been fired? Why?

Have you ever resigned? Why?

Why did we hire you?

What contributions will you make to the company?

Why do you think you are the best person for this position?

What have you done so far to demonstrate your willingness to work?

What qualifies you to be successful in this field?

What else can you tell me about yourself that is not mentioned in your CV?

What are your salary requirements?

Any questions?

Questions students can ask their employer:

Will I work alone or in a team?

Who is my superior?

Will I have subordinates?

How is my performance evaluated?

How did the job become available?

What benefits does the company offer?

2.4. Discussions about the 'ideal career'

What kind of person do I want to be? How can I become that person?

What kind of activities do I want?

How important is family life?

How much effort do I want to put into my career?

Annex 12 Career pathways of medical students

Career guidance package: 5 sessions on students' career paths

Session 1

- Administrative doc: confidentiality
- What is professional counselling, what are the steps and what are the outcomes of this process.
- We also promote the medical career guidance (from the university website)
- One meeting: 50-60 min
- The career guidance process lasts 5 sessions, each session has a specific goal.
 - o Session 1: we get to know each other and identify the elements we will address in the 5 sessions (related to professional counselling) - see problem identification materials (if applicable, it is useful for structuring the information).
- The protocol might be rigid and mechanical at times during the process - discuss this with the student.
- Preparation for session 2: homework - completion of 3 questionnaires: professional values and professional interests (indicates more concrete expectations of what a professional future means) and personality profile (tells us the environment in which the student feels good/comfortable professionally; what activities they feel comfortable doing; level of motivation and commitment specific to each personality type - understandable with pluses and minuses).
- Following the questionnaires, they will receive personalised reports.

Session 2 (see assessment tests)

- We discuss assessment (which is not about diagnosis) but about organising information and presenting it in a way that can guide the student's decisions.
- We discuss personality traits, interests and professional values
- Discuss personality traits in relation to professional directions and work environments - can we go BIG Five
- We discuss professional interests on Holland's scheme - to create a clearer perspective for students.
- We explain the difference between professional values and moral values - and that in the career guidance process we focus on professional values.
- We provide a written report following evaluations and discussions.

- We can use evaluation platforms (e.g. CAS cognitrom) - which can generate raw reports for us to interpret

Session 3 (see worksheet)

- Focus on goal setting: SMART; WISE; DIM; GROW
- We offer worksheet for students
- We discuss the student's proposed objectives and formulate them as realistically, objectively and relevant to the student's professional directions as possible.
- We go through each model (SMART, WISE, DIM, GROW) with the objectives.
- With GROW we start the actual implementation part
- We focus on what it can do right at the beginning, so that we can start achieving the goal
- We can discuss a less relevant objective in the session as a model and as homework, the student will have to formulate and pass the professional objectives through the models discussed.

Session 4 (see decision matrix)

- We discuss decision-makers
- During the session we do an exercise to help the student learn to prioritise the choices they have.
- We help the student to understand which factors influence their decision, to make a responsible decision and to understand the importance of each factor.
- How to use the decision matrix
 - o We have to decide between several options (pref1, pref2, pref3, pref4)
 - o We have 3 (or more) relevant factors - factors that matter as student satisfaction in choice based on what they expect from the decision (e.g. financial, program, duration, credentials, overspecializations, staffing, etc.)
 - o Importance for each factor (from 1 to 10) - we try to rank the factors - if they are all at the same level of importance, there might be problems understanding what I actually want in the long run.
 - o Then we match how much factor 1 matches pref 1, factor 1 matches pref 2, etc.
 - o We do the weighted average and add up the scores.
 - o The matrix helps us to have an objective view of the decision. Emotionally and socially you might be influenced by your decisions.

Respecting cultural diversity and inclusion of students with disabilities

Creating an inclusive and accessible environment in a psychological counseling center in a medical school for students with disabilities, diversity and inclusion, while respecting cultural preferences, involves implementing specific procedures.

Respecting cultural diversity and inclusion of students with disabilities:

1. Initial Assessment and Individual Planning:

a. Conducting Assessment:

Collaborate with the inclusion center to conduct a comprehensive assessment of each student's specific needs.

Use standardized procedures to gather information about the type of disability and required resources.

Consider individual preferences and accommodations needed.

b. Developing Individualized Plans:

Create tailored plans for each student based on their unique needs and cultural references.

Incorporate input from the student, inclusion center professionals, and relevant stakeholders.

Ensure flexibility in the plan to accommodate changes or additional requirements over time.

2. Physical and Technological Accessibility:

a. Ensuring Accessibility:

Conduct a thorough review of the counseling center's physical environment to identify and address barriers to accessibility.

Implement necessary modifications such as ramps, elevators, accessible restrooms, and adjustable furniture.

Ensure all spaces are wheelchair accessible and have adequate lighting for students with visual impairments.

b. Equipping with Appropriate Technologies:

Provide assistive technologies such as screen readers, magnifiers, voice recognition software, and ergonomic tools.

Train staff and students on how to use these technologies effectively.

Regularly update and maintain technological resources to meet evolving needs.

3. Training and Awareness Raising:

a. Staff Training:

Develop comprehensive training protocols for academic and administrative staff on interacting with students with disabilities.

Include modules on disability etiquette, communication strategies, and legal obligations.

Offer opportunities for staff to practice inclusive behaviors through role-playing exercises and case studies.

b. Community Education Programs:

Design and implement educational programs for students and staff to promote understanding and integration of people with disabilities.

Organise workshops, seminars, and guest lectures featuring experts in disability rights and inclusion.

Foster a culture of empathy and respect by highlighting diverse perspectives and experiences.

4. Counseling and Cultural Integration Services:

a. Cultural Sensitivity Training:

Provide specialized training for counsellors to ensure they understand cultural sensitivities and can adapt their approach accordingly.

Emphasize the importance of cultural competence in building trust and rapport with students from diverse backgrounds.

b. Group Counseling Sessions:

Organize group counseling sessions specifically tailored to students with similar cultural backgrounds.

Create a safe and supportive space for students to share experiences, challenges, and strategies for coping.

Foster a sense of community and belonging through group activities, discussions, and peer support.

5. Facilitating Communication:

a. Multilingual Support:

Offer translation services in multiple languages to ensure effective communication with students who may have limited English proficiency.

Train staff members in basic phrases and cultural nuances of different languages represented among the student population.

Provide written materials in accessible formats and languages as needed.

b. Sign Language Interpretation:

Employ sign language interpreters for students who are Deaf or hard of hearing. We don't have right now this type of students in the university, but all the students learn how to interact with people with disabilities, and the students organization have a program "Seeing Voices" that teach students to use the sign language.

Ensure availability of qualified interpreters proficient in various sign language systems.

Promote awareness of sign language and deaf culture within the counseling center and broader campus community.

By following this comprehensive procedure, the counseling center can create an inclusive and accessible environment that respects the cultural diversity and individual needs of all students, including those with disabilities. Regular evaluation and feedback mechanisms should be implemented to continuously improve services and address emerging challenges.

Counseling students who identify as LGBT (Lesbian, Gay, Bisexual, Transgender)

1. Establishing a Safe and Supportive Environment:

a. Cultivate Trust: Create a welcoming atmosphere where students feel safe to express their identities and experiences without fear of judgment or discrimination.

b. Confidentiality: Emphasize the importance of confidentiality and reassure students that their personal information will be kept private unless there is a risk of harm to themselves or others.

c. Cultural Competence: Equip counselors with knowledge and understanding of LGBT identities, terminology, and issues to ensure culturally competent care.

2. Initial Assessment and Goal Setting:

a. Building Rapport: Begin counseling sessions by establishing rapport and building a trusting relationship with the student.

b. Assessment: Conduct an initial assessment to understand the student's concerns, goals, and unique experiences related to their LGBT identity.

c. Goal Setting: Collaboratively set goals with the student based on their individual needs and desired outcomes for counseling.

3. Addressing Identity Exploration and Acceptance:

a. Identity Exploration: Provide a supportive space for students to explore and understand their sexual orientation, gender identity, and expression.

b. Self-Acceptance: Assist students in navigating feelings of shame, guilt, or internalized homophobia/transphobia and support them in cultivating self-acceptance and self-compassion.

- c. Affirmation: Affirm and validate the student's identity and experiences, emphasizing that LGBT identities are normal and natural.
- 4. Coping with Minority Stress and Discrimination:
 - a. Psychoeducation: Educate students about minority stress and the impact of discrimination, stigma, and prejudice on mental health and well-being.
 - b. Coping Strategies: Teach coping skills and resilience-building techniques to help students effectively manage stressors and challenges related to their LGBT identity.
 - c. Community Support: Connect students with LGBT-affirming support groups, organizations, and resources both on and off campus for additional peer support and validation.
- 5. Addressing Relationships and Coming Out:
 - a. Navigating Relationships: Provide guidance and support for students navigating romantic relationships, friendships, and family dynamics in the context of their LGBT identity.
 - b. Coming Out: Assist students in exploring their readiness and options for coming out to others, considering potential risks, benefits, and support systems.
 - c. Family Support: Offer resources and strategies for communicating with family members about LGBT identity, including family therapy or mediation if needed.
- 6. Advocacy and Empowerment:
 - a. Empowerment: Empower students to advocate for themselves and their rights in various settings, including educational institutions, workplaces, and healthcare settings.
 - b. Educational Outreach: Offer workshops, trainings, and educational programs to increase awareness and understanding of LGBT issues among students, faculty, and staff.
 - c. Policy Advocacy: Advocate for LGBT-affirming policies and practices within the counseling center and the broader campus community to ensure inclusivity and equity for all students.
- 7. Referral and Follow-Up:
 - a. Referral: Refer students to specialized LGBT-affirming therapists or psychiatric support services if their needs exceed the scope of counseling offered within the center.
 - b. Follow-Up: Conduct regular follow-up sessions to monitor progress, reassess goals, and provide ongoing support as needed.
 - c. Evaluation: Evaluate the effectiveness of counseling interventions and gather feedback from students to inform continuous improvement efforts.

Confidentiality of services

Identification of students with problems