



**Faculty of Public Policy and Public
Administration**

Dean's directive no. 2/2022 FPP and PA

CAREER AND COUNSELLING CENTRE

Art. 1
THE MISSION OF THE CAREER AND COUNSELLING CENTRE

At the Faculty of Public Policy and Public Administration within the Public Policy and Public Administration programme, we help students with their application in the labour market by creating a reflexive self-assessment of the skills achieved during their studies at our faculty and therefore the quality of the acquired education, especially in the context of employers' requirements.

Employers demand not only expertise in public policy and public administration, but also problem-solving skills and, above all, continuous learning.

The development of graduate self-assessment is therefore needed, especially in the so-called hard and soft skills.

A) Hard skills are skills of a professional and vocational nature, which are usually the result of vocational training.

In the Public Policy and Public Administration programme of formal education, our students receive all the necessary theoretical and applied knowledge in this field through several dozen compulsory and optional courses. At the same time, students receive language and computer training as a necessary tool for using their own disciplinary knowledge. Students can thus comprehensively evaluate the level of their acquired hard skills and compare it with the requirements of a potential employer.

B) Soft skills, such as communication skills, ability to work in a team, problem solving skills, and the ability to learn, are the requirements that our graduates say employers want most. It is also for this reason that we have progressively included in the Public Policy and Public Administration programme the subjects Verbal and Non-verbal Communication, Social Protocol, Conflict and Mediation and others, which are repeatedly identified by graduates as important tools for acquiring the skills required and directly necessary for employment in the current labour market.

In consultations with our graduates, we often learn that despite our tremendous efforts to prepare graduates for employment through all available forms of skills training, students do not always feel fully prepared. In the analysis we prepared, we found that this, particularly in the recent period, was particularly the case in the area of social and communication skills, which have been on the wane over the past years of online learning and the COVID 19 pandemic. The absence of face-to-face interactions and the practice of interactive communication in a team setting was at least balanced by teachers' efforts to maximize theoretical knowledge. This unfortunately resulted in a reduced ability of our graduates to work in a team and a reduced appreciation of their own skills in this area, lower than the employer's expectation.

Careers guidance at our faculty also examines the ratio of applications for part-time and full-time study. Given that our school is a private college, it is also not experiencing an increase in higher numbers of external students, which places qualitatively different demands on career counselling than for full-time students. External students are often employed in a field where they need to improve their qualifications by studying at our faculty and thus support their career development in a job where they are already established in some way. The situation with full-time students is of course different, there they need to be frequently processed with the knowledge of their acquired skills (as we mention above) and to confront them with the requirements put forward by employers. We are still working intensively with both groups of students in career counselling, with positive results of at least satisfactory employment of our graduates in an ever-changing and flexible labour market in the public sphere.

Art. 2

ORGANISATION OF A FACULTY CAREER AND COUNSELLING CENTRE

The Faculty Career and Counselling Centre (hereinafter referred to as the CCC) is a support unit for students and graduates of the FPP AND PA DANUBIUS COLLEGE in the field of career development and application of knowledge acquired through higher education in accredited study programmes.

In terms of focus, the following areas are distinguished as the basic counselling areas:

- ⇒ Educational counselling (in the educational process): study/academic counselling;
- ⇒ Career counselling (in career progression);
- ⇒ personal and interpersonal counselling (personal and interpersonal counselling with an emphasis on positive aspects of personal development and the removal of barriers to development in particular areas).

Art. 3

COLLEGE COUNSELLING SERVICES IN TERMS OF AID INTENSITY

Another appropriate criterion when considering college counseling, in any field, is the depth of counseling intervention needed.

⇒ Basic information and counselling services are provided to the greatest extent, which is consistent with the number of people interested in this type of service. Services are aimed at providing direct assistance - information, orientation, guidance, as well as guidance, assistance in simpler decision-making situations.

⇒ Specialized counselling/advisory services are aimed at helping in more complex decision-making situations or problems. The clientele is a numerically smaller but still significant group of students. This includes activities aimed at students' personal development and their metacompetence.

Art. 4

ACADEMIC COUNSELLING

The last of the basic criteria of consideration in the construction of the services offered in the different areas (and at the different levels) is the target group, which is college students.

From the point of view of this target group, the following stages can be distinguished in the provision of college counselling services:

⇒ Pre-entry counselling: the target group is incoming students, prospective students (or parents). Counselling is one of the important tools - ways of increasing access to higher education in the form of helping students to choose studies in line with their abilities and interests.

⇒ Advice on entry to college (adaptation phase): it is addressed to admitted students after their arrival at college - freshmen (or even sophomores). At this stage, counselling helps to help them to engage more quickly in effective study - academic adaptation, provides its services to reduce dropping out and to manage the adaptation to college constructively in other areas, especially social adaptation.

⇒ counselling during studies (stabilization phase): counselling services are mostly sought by current students at college. At this stage, counselling is used as a method of avoiding dropping out due to academic or personal problems. Counselling is also important as a way of enabling students to take informed advantage of the greater flexibility offered within the curriculum and to participate in a variety of learning opportunities, including mobility (both domestic and international).

⇒ Exit counselling (final phase): a way of helping students to make an effective transition to the labour market. It is possible to provide services after graduation, usually within one year, after which contact with graduates is maintained through emails or social networks. Alumni Clubs can also be formed, such as the Alumni Club, etc.

Art. 5

PERSONALITY COUNSELLING

It is usually provided by brokering help in specialized external institutions - the smallest group of undergraduates in terms of numbers. Counselling is aimed at crisis intervention treatment of behavioral and/or personality disorders, which are also increasing in the undergraduate population due to the difficulty of the current living situation and the failure of some students to cope constructively. The College has also established a Support Centre for students with specific needs for this purpose.

Art. 6

CAREER COUSELLING

Career guidance is about bridging the worlds of education and work to provide services that develop career management skills. The emphasis is on a holistic approach - high quality careers guidance is only provided when it is coordinated or even integrated with other types of guidance. Career counsellors have integrated contacts with employers' associations, chambers of commerce, etc.

Career guidance services include:

- ⇒ the provision of career information both in the field of work and education (in print and electronic formats),
- ⇒ the use of various assessment tools (with a view to realistic self-knowledge), including psychodiagnostic tools (a competent psychologist is available),
- ⇒ conducting counselling interviews, consultations with a psychologist if necessary,
- ⇒ services for transition periods, which are in great demand (e.g. meetings with potential employers, also with the possibility of a mock job interview, advice on CV preparation, practice of presentation skills, etc.),
- ⇒ trial programmes (mediation of internships, traineeships, temporary jobs, even abroad),
- ⇒ job placement - job search (usually simple "matching"),
- ⇒ career education programmes (so far only sporadically, e.g. as an elective course within degree programmes),
- ⇒ developing students' entrepreneurial spirit and business skills (project preparation).

Art. 7

INTEGRATED FRAMEWORK OF CAREER COMPETENCES

The classification of career competencies consists of three dimensions: reflective career competencies, communicative career competencies and behavioral career competencies. Within each dimension, two specific career competences are distinguished.

- (a) *Reflective career competences* - focus on creating an awareness of one's own long-term career and on combining personal reflection and reflection on one's own professional career. The career competencies in this dimension are Reflection of Motivation defined as reflecting, evaluating values, passions, motivations with regard to one's personal career and Reflection of Qualities defined as reflecting, evaluating strengths, weaknesses and skills with regard to one's career;
- (b) *Communicative career competencies* refer to the ability to communicate effectively with significant others to improve one's chances of career success. This includes two career competencies, namely networks of contacts, defined as awareness of the presence and professional value of an individual network of contacts and the ability to extend this network for career-related goals; and self-presentation, defined as the presentation and communication of one's personal knowledge, skills and abilities in the internal and external labour market.
- (c) *Behavioural career competences* refer to the ability to shape one's career by actively taking action. The two career competences belonging to this dimension are labour market exploration, defined as actively exploring and searching for work and career-related opportunities in the internal and external labour market, and career management, defined as actively influencing learning and work processes related to one's career by setting goals and planning how to achieve them.

Art. 8

Head of CCC Centre

- The Head of the CCC is appointed by the Dean of the FPP AND PA.
- The faculty advisor has the necessary skills and abilities in advising.
- The faculty advisor works with professional career counseling centers and for the sake of quality counseling should receive training especially in psychosocial communication.
- Spread awareness of career counselling and career development and how to contribute to improving access to career counselling
- Communicates appropriately with professional partners and public authorities.
- Establishes interdisciplinary professional working groups.
- The Faculty Adviser publishes the dates of counselling services on the Faculty website.

Head of CCC FPP AND PA of Danubius College is PhDr. Zuzana Kulašiková, PhD.

Prof. PhDr. Monika Čambáliková, CSc.

Chairwoman of Academic Senate of FPP AND

PA of Danubius College

In Sládkovičovo, the: 28.1.2022

Doc. PhDr. et Mgr. Peter Ondria, PhD.

Dean of FPP AND PA