UNIVERSITIES OFFER STUDENTS NEW CHALLENGES. ARE THEY BEGINNING A CAREER IN THE FUTURE SOCIETY?

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Abstract: Today all things seemed to change more quickly. The faculty lasts only three years. As more than ever, employers are looking for candidates with experience to be sure of what they want to do. For those students who are not constrained by the financial situation to take a job for money, the undergraduate offers a wide range of opportunities to stay at their disposal. Today are the more students associations which reproduce in large measure a corporate environment. Offer training sessions is becoming more diverse and for students are free. During the summer, and not only, they can go abroad with a programme academic (ex: Erasmus), or with a program to international practice (ex: Exchange of AISEC or work and travel). All these experiences will provide new knowledge, will exhibit at the contexts of personal development that can not be found in college. Moreover, in each can realize better what they like and do not like, what they have learned and for what people like to work. Programs in education, training, culture, research and youth are an important component of these strategies.

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Career planning is the first step in the process of reaching your career goals. The word "career" has a range of meanings, one of which is "a clearly defined progression or pathway of work in a particular field." Gone are the days when one can depend on a single career, job security, a fixed salary, advancement, and stable job descriptions. These aspects of the old world of work have been replaced with terms like portfolio careers, free agent economy, lateral career movements and career competencies. This shift in the nature of careers requires a shift in thinking about how to plan and develop your career.

The 21st century career has been defined as an individual's life-long progression in learning and employment characterized by the following:

1. learning includes formal and informal learning and training;
2. work consists of employment, periods of non-work, self-employment, voluntary work, and community work;
3. progression can take place laterally as well as vertically as long as it retains the sense of development or moving forward;
4. learning is the key to progression in work as learning and work need to be interwoven on a life-long basis.

Trying to plan your career in this new environment can be overwhelming. It requires an individual to possess skills in accessing information about careers, courses, training, the trends in the labor market, and the ability to apply this information to their own circumstances. Making sound career decisions is one of the most important skills of modern life, given the vast array of career choices available, the massive increase in job changing and the cost of education and training.
Meeting the challenges of planning your career and making the most of your degree is available from the Career Center as part of your experience. We invite you to take advantage of many services and resources that can help you develop and shape your future career plans.

As you work with the Career Center, you'll discover that we use the following model to talk about the career planning process.

Planning a career is similar to planning in other areas of your life. You must identify the inputs and resources in the beginning. For career planners, this means assessing one's interests, values, economic needs, skills, work preferences, personality, and other relevant career-related requirements and preferences. This is a crucial first step in choosing a career path that is satisfying and meaningful.

The assessment process is the cornerstone of good career planning. Allocating insufficient time to this part of the process compromises your ability to form a career plan that is based on what you want and need from your career life. It requires dedication and commitment to understand how self-knowledge can be integrated into career exploration and decision-making.

As with any search for answers, the process begins with questions:

1. What motivates and inspires you to perform your best work?
2. What are your interests and hobbies?
3. What do you like doing?
4. How do you spend your time?
5. What are your natural talents and abilities?
6. In your past work experiences, which tasks have you both enjoyed and performed well?
7. What skills do you already have from previous experiences that may qualify you for new jobs?
8. What are your unique talents and characteristics?
9. What do you need in your career to stay motivated and energized?

These types of questions can be grouped under four general areas of career assessment that are important to address in the process:

*Values*: the aspects of a career that are important to you, such as achievement, security, status, or autonomy.

*Interests*: what you enjoy doing, such as playing golf, taking long walks, or going to the movies.

*Personality*: a person's individual traits, such as motivations, needs, or attitudes.

*Skills*: the activities you are good at, such as public speaking, computer programming, teaching, or managing people.

As adult learners, many of you have already engaged in some form of this process in the past. However, the assessment process is not a one-time event, but an ongoing process that needs to be revisited each time you make a career decision.

An assessment process yields rich information about what you bring to the workplace in terms of preferences, attitude, passion, motivation, and skills, to name a few. This information can then serve as a lens through which you evaluate and consider potential career and job choices. In short, you are seeking a career choice that maximizes the opportunity to express yourself and meet your needs. Understanding the array of choices available to you will help you make career decisions that are more likely to be satisfying for the long term.

One way to learn about the many different types of career and job opportunities is to visit this site and browse our many resources selected to help you with these types of decisions.
Another means of exploring career options is to conduct an informational interview with someone who is doing the type of work you are interested in pursuing. This meeting provides you with an opportunity to find out if the work is really what you thought it would be like and allows you to ask questions about the job or field that are of personal interest to you, helping you to make informed career decision.

Gaining work experience and exposure are probably the best way to learn about yourself and different careers. A part-time job, a temporary or contract position, an internship, or a volunteer experience can provide you with this opportunity. Hands-on experience in the world of work helps you to learn more about careers and increases your marketability to employers before and after graduation.

Career decision-making is a critical step in the career planning process as you are deciding on your intended path. This part of the process is often the most challenging as it requires ruling out many options and committing to a specific path. You may be deciding on a job search goal, a specialization, or a new career direction. Whatever your situation, thoughtful decision-making based on deep self-knowledge gives you the best chance of making a career decision that is right for you.

This step involves deciding what you want based on the assessment work and career exploration you've completed. To make a good decision, you need to step back a bit and examine your own decision-making style - how you typically make decisions - and the advantages and disadvantages of your individual process.

1. Erasmus Program

**ERASMUS (The European Community Action Scheme for the Mobility of University Students)** supports increased mobility in higher education - especially students but also teachers and other staff. The objective is to support a pan-European approach to higher education. By giving students contact with other countries and cultures are not only enriches the educational experience, but it promotes the creation of a mobile and flexible workforce, more clearly oriented to Europe, which will increase competitiveness and innovation potential of Europe. Erasmus also supports projects of modernization and innovation in the education sector.

In this regard, the mobility of students and teachers remains one of the main activities, but paying attention to other activities, for improvement of curricula and introduction of new courses and subjects through transnational cooperation between universities.

Staff may be involved in:

- multilateral projects to develop curricula, modernization of higher education, cooperation between higher education institutions and enterprises and virtual campuses - this project covers a period of up to three years and involves at least three countries;
- Networks: academic and structural networks of partner institutions and other organizations are designed to achieve innovations in certain academic disciplines in terms of organization and provides forums for sharing best practices.

Erasmus is open to:

- Students in higher education in formal and vocational education and training at advanced secondary level, including doctoral studies;
• Teachers, trainers and education staff, including relevant associations, research centers, counseling and other entities involved in lifelong learning;
• Enterprises, social partners and other interested entities, and public and private bodies that provide education and training at local, regional and national level.

The Erasmus program has three components:
• European inter-university cooperation,
• Mobility grants for students and university teachers,
• MO and ECTS and thematic networks.

Student mobility grants are partially funded by the European Commission, as required complementary financial resources inside or outside the university, national or regional sources, public or private.

Eligible countries are the 27 EU Member States, Iceland, Liechtenstein, Norway and Turkey. Croatia and the ex-Republic of Macedonia participate in a preparatory phase.

A student may be selected for an ERASMUS scholarship only once during a course of study (undergraduate, master's, doctoral), for a maximum period of one academic year. Institutions involved in the exchange of students have to agree with each student on a well defined program of study (in order to ensure academic recognition of studies), before beginning a period of mobility.

At the end of each period of study abroad students must achieve certification program requiring institutions agreed that a transcript results. If the student has not achieved full schedule, he is obliged to repay the funds received.

ERASMUS students can not qualify for the contract period covered by other scholarships or allowances of any nature, other programs of the European Commission. Scholars can not use the same type of cover eligible expenses, other financing sources (for example, can not cover the transport cost by two different funding sources).

2. Traineeship programs

Traineeship programs have been developed to help companies develop future employees, but also to give young people an opportunity to begin her career and improve their knowledge in a particular area.

Traineeship programs offers candidates the opportunity to deepen their knowledge in a particular area and want to develop a career in that field. In this case, candidates participate in a traineeship program dedicated to a single department. Another option is the traineeship program in which candidates participate in the activities of the entire company, analyze and try to see how each department within the company.

Since most of traineeship programs are offered by multinational companies a big advantage of these programs is that they offer traineeship candidates the opportunity to work with the company in the country and abroad.

The main advantage of these programs traineeship is that in most cases, after completion of their candidates are hired in the company. This is possible because in these programs, employers can observe and compatibility between candidates and the company can convince their qualities and skills.

Compared with an internship, traineeship programs are advantageous because their duration is much longer, in most cases are paid and offer young people an opportunity to continue his career at
Traineeship programs are important to candidates because it can help deepen the knowledge for future career development or to redirect them to determine career.

Leonardo da Vinci Program help European citizens to acquire new skills, knowledge and skills and to gain international recognition, in order to increase their chances of changing anajare. Also, the program supports innovations and improvements in systems and practices of education and training.

World of Skills was founded in 2007 by the company, Placementmaker, who helped in the creation and development of one of the largest investment program in the United Kingdom, International Student Programmes Placament with over 60 opportunities created in the first year of operation. The headquarters is located in the city of Nottingham in Britain, located in the East Midlands. The organization is focused on professional practice for students / graduates of international companies within the UK. Main focus is to develop growth opportunities for any company and graduate students, supporting them in providing real business projects in the labor market.

As well as obtaining valuable projects completed placements can be a good way of assessing potential employees. The company works with more than half of the largest and most prestigious British universities, helping students and graduates to become successful future employees. With more than 30,000 students eager to show the company can do, give you access to an amazing resource of competence.

3. Programme: Marie Curie Actions

Marie Curie Actions are designed to boost the careers of researchers in all fields of science and humanities. They offer researchers the opportunity to develop and diversify their skills, to join an established research and to enhance his career prospects. Shares knowledge transfer strengthens and structured training programs and promote transnational mobility of researchers.

4. Tempus

Help modernize higher education in partner countries and promotes appropriate EU geographical cooperation between educational institutions in the EU and the partner universities. Tempus supports joint projects based on multilateral partnerships between higher education institutions in the EU and partner countries, which provides assistance for reforms in partner countries in accordance with their national and regional priorities. Through joint projects can be developed, upgraded and been implemented new programs, teaching methods or materials, can stimulate a culture of quality assurance and management and leadership can upgrade to higher education institutions.

5. The cooperation with industrialized countries

The aim is to enhance the quality of education and training systems and to promote
intercultural understanding through international dialogue, comparison and competition with the most developed countries. Joint degree programs are supported with other industrialized countries in North America.

The program is open to groups of higher education institutions in the EU and partner country, as well as students and faculty in these institutions of higher education. For policy-oriented projects (U.S. only) can participate and other organizations, such as accreditation agencies or educational organizations, private companies, industry and business groups, NGOs, research institutes and professional bodies. Participating countries are USA, Canada, Australia, Japan, New Zealand and South Korea.

Conclusions

Until later, abroad scholarships and placement practices overseas, the traineeship program is not just an educational opportunity. Their experience is a lesson for life. Almost every student who has benefited from such opportunities to return to the country said he feels more in control of his person on his actions on what can be done. It is a good opportunity to know themselves, to assess. Some very nice things at such times to list diversity and the freedom it gives you a new lifestyle. A scholarship or employment abroad is not only an educational opportunity, but also include the opportunity to have access to a culturally different and you test yourself. Erasmus has moved beyond an educational program. It gives the opportunity to many European university students to live the first time in a foreign country, and it has a social and cultural life. This is an excellent example of what can be done at European level in education through a coordinated action and demonstrates that concerted action at European level has a higher added value than the sum of excellent individual initiatives.

Placement and studying abroad may be a first step in planning your career in the future society. Don’t lose the chance!

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