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## Global Career Development Facilitator Romania: Training Evaluation and Job Analysis

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## Abstract

The Global Career Development Facilitator (GCDF) Romania training program was the focus of the current study. GCDF is a paraprofessional certification program in the field of career counseling and development, which was created in the United States by the Center for Credentialing and Education, and was adapted to Romanian needs with the intention of preparing career specialists and of developing a national certification system. This cross-sectional quantitative study had two purposes: to evaluate the GCDF Romania training program and to conduct a job analysis of the tasks performed by Romanian GCDF career consultants.

*Kirkpatrick's model* was used in designing and conducting the training evaluation. The *learning* and *behavior levels* of this model were assessed. *Learning* was measured through *self-reported preparedness* ratings of the Romanian GCDF career consultants. *Behavior* was assessed through *self-reported frequency* and *importance* of the GCDF tasks performed by participants, in their career counseling related work places. The job analysis was grounded in the literature on *subject matter experts (SMEs)* and *job analysis questionnaires*. It included the *frequency* and *importance* ratings, and the tasks performed by the participants, but which were not covered by the GCDF curriculum. The results suggested a positive evaluation of the GCDF Romania training program. The job analysis indicated that most tasks performed by Romanian GCDF in their career counseling related work places are covered by the Romanian GCDF curriculum. The level of *preparedness* reported by the respondents was influenced by participants' educational background, their GCDF trainer status, and by the institution in which the GCDF training occurred. The *frequency* with which Romanian GCDF career consultants performed GCDF tasks at their career counseling work places was influenced by their current job function, by the type of organizations in which they worked, and by the percentages of career counseling related

tasks in their jobs. The latter demographic variable also influenced the *importance* ratings.

Limitations of the current study are analyzed. Its implications are discussed, especially in the context of the Romanian GCDF curriculum and of the development of the career counseling profession in Romania. Suggestions for improving the GCDF Romania curriculum are made.

GLOBAL CAREER DEVELOPMENT FACILITATOR ROMANIA:  
TRAINING EVALUATION AND JOB ANALYSIS

by

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Dissertation

Submitted in partial fulfillment of the requirements for the degree of  
Doctor of Philosophy in *Counseling and Counselor Education*.

Syracuse University  
May 2012

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## ACKNOWLEDGMENTS

I would like to express my gratitude to my dissertation committee for their unwavering dedication to this project. Dr. Gilbride, thank you for the guidance provided as the chair of my dissertation committee and for your mentorship during the doctoral program. You challenged me to equally develop as a scholar, clinician and counselor educator and supported me in this endeavor. Dr. Szilagyi thank you for introducing me to *counseling* in 2002! Your dedication to promoting the counseling profession in Romania and in Europe has been inspiring. I am grateful for your mentorship, continuous support and for believing in me. Dr. Luke, thank you for your valuable feedback during this project and for encouragement. Your invitation to collaborate on research projects during my doctoral program has motivated me to develop in this direction. I would also like to express my deepest appreciation to Sindy Pitts for always being there to help throughout this project.

This study would have not been possible without the support received from the Center for Credentialing and Education (CCE) and from NBCC Romania. I would especially like to thank Dr. Thomas Clawson, the President and CEO of the National Board for Certified Counselors, Inc. and Affiliates (NBCC), not only for agreeing with the idea of this study, but also for his continuous support and mentorship throughout my professional journey in counseling. I am grateful for the time that Shawn O'Brien, CCE Executive Vice President, and Cristina Nedelcu from NBCC Romania invested in offering me consultation and support related to the GCDF program. I would also like to thank Dr. Hans Jurgen Weissbach for his help in keeping me informed about the evolution of the GCDF study conducted in Germany.

I would like to recognize the time and effort of the group of experts who participated to the development of the instruments used in this study: GCDF Master Trainers Iulia Sara and Dr.

Ioana Panc, and GCDF Trainers Isabella Berghoffer, Orsolya Zsigmond, Mihaela Sterian, and Dr. Raluca Tomsa. Appreciation is also extended to the Romanian GCDF career consultants who participated in this study.

The completion of this project is the culmination of a professional journey which would have been impossible without the support of my family, colleagues, professors, supervisors and friends. I would like to express my deepest gratitude to my parents Mița and Gheorghe Stanciu, my brother Nicolae, my sister-in-law Mari, my colleague and companion Jennifer Rogers and my friend Michael Job for their unconditional love and support throughout this journey. My thanks are extended to my professors Dr. Janine Bernard and Dr. Susan Snyder, my colleagues Mike Calloway, Tikana Truitt, Kris Goodrich, and Claudette Ann Brown-Smythe, and my friends Mihaela Apostoleanu and Ruxandra Ilie for their encouragement in this process.

## DEDICATION

I dedicate this dissertation to the memory of my loving grandparents, *Zamfira* and *Ivan Peța*.

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## **Chapter I: Introduction**

The field of career counseling has been influenced over the last few decades by an important socio-economic reality: *globalization*. The underlying economic fabric of globalization has created similar conditions across the world that influenced individuals' career choices and employment. These effects of globalization include job portability, frequent job transition, less predictable occupational prospects, changes in the employment systems (e.g., from the lifetime employment system to performance-based pay system and the merit system), unemployment rates (Cuyvers, Lombaerde, & Rayp, 2011; Pope, 2000; Savickas et al., 2009; Spence, 2011; Thelen & Kume, 1999). Comparable career counseling and development needs have emerged in various socio-economic-political systems. In Romania, as in other countries from the former communist bloc, the effects of globalization have occurred in the context of transitioning from a totalitarian communist regime to a democratic administration.

### **Career Counseling and Development in Romania**

The Romanian Revolution of 1989 was followed by socio-economic and political restructuring that has completely changed the realities in which Romanians lived. In the first decade after the Revolution, Romanians' hopes of living in a free, democratic society were shattered by the harsh reality of losing their jobs. The complex and austere effects of economic restructuring were exacerbated by the lack of a social support system for the unemployed (e.g., vocational and career guidance and counseling, training and placement). This was a normal consequence of the fact that in Romania, like in other "centrally planned economies under the Communist regime (...), unemployment did not officially exist" prior to 1989 (Watts & Sultana, 2004, p. 109). Concurrently, many young Romanians who were preparing to join the labor market were faced with scarce employment opportunities, which were most likely not in the

professions for which they had been educated. The existent offers were for occupations that were being imported from the Western market, and brought by the first foreign investors in Romania. This phenomenon revealed the gap between the old educational system, designed during the communist regime, and the demands of a new and free labor market.

Changes also occurred in the Romanian system for vocational and career guidance. Although career counseling is not a recognized profession in Romania, an infrastructure for providing vocational and educational guidance, placement, and personnel promotion services has been in place since 1924 (Peteanu, 1997; Szilagyi & Paredes, 2010). This domain emerged as an area of psychology in the pre-communist period, and was influenced by French and German theories and practices. During communism, the vocational guidance field in Romania was isolated from external influences due to the political context. New legislative measures discontinued the pre-Revolution infrastructure for delivering vocational and career guidance services and created a new system for supporting Romanians' needs for career counseling and development.

These legislative acts were promulgated in 1995 and in 1998 to formally advance career counseling and school counseling services (Szilagyi & Paredes, 2010). The Education Law No. 84/1995 (Monitorul Oficial, 1999) mandated the creation of *Psycho-Pedagogical Assistance Centers* (PPACs) and *Inter-School Psycho-Pedagogical Assistance Centers* (ISPPACs) as an infrastructure to offer counseling services to children, parents and educational staff (Szilagyi, 2005). The Ministry of Labor Law No. 145/1998 (Monitorul Oficial, 1998) led to the creation of *Information and Guidance Centers* and *Information and Vocational Counseling Centers* under the umbrella of the newly formed National Employment Agency (NEA). These centers were organized at a regional, county, and local level. They were expected to assist adults who were

seeking employment, by offering training, certification, and placement for various professions/trades for which there was a demand on labor market. These centers also provided counseling services, such as vocational information, testing, assessment, or career exploration (Szilagyi & Paredes).

While these legislative measures created changes within the system for promoting career counseling and school counseling services, it is important to note that counseling, and more specifically career counseling, has not attained formal professional status in Romania<sup>1</sup>, to this date (i.e., February 2012). Nevertheless, the endeavors made over the last two decades have concurrently recognized the career counseling needs in Romania and established the foundation for this profession. An important step in promoting the counseling profession was the creation of educational programs that would train career specialists. The first master's program in career counseling (*Adults' Education for Career Counseling*) was organized in a renowned Romanian university (i.e., Polytechnic University of Bucharest) between 2003 and 2005. Interest in developing and professionalizing career counseling services in Romania is reflected by the inclusion of the certification and training program *Global Career Development Facilitator*, as part of this master's curriculum.

### **Global Career Development Facilitator**

The Global Career Development Facilitator (GCDF) curriculum illustrates that globalization created not only comparable career counseling needs across the world, but also opportunities for cross-cultural collaboration in this field. GCDF is a career counseling and development paraprofessional certification program developed in the United States by the Center

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<sup>1</sup> The necessary legal framework to recognize and regulate *career counseling* as a profession (e.g., licensing system) does not exist in Romania, despite the steps made towards attaining a professional status (e.g., body of knowledge, Code of Ethics, professional association).

for Credentialing and Education (CCE<sup>2</sup>), a division of the National Board for Certified Counselor (NBCC<sup>3</sup>). The development of the GCDF training curriculum and certification program is the result of international collaborations between CCE and institutions (e.g., public and private) from countries interested in designing and implementing career development training and certification programs that respond to their country-specific needs. The first GCDF credentials were awarded in 1998 in the US, followed by New Zealand in 2000 and in Japan in 2001 (“GCDF Connection”, 2010). As of winter 2011, 17,610 GCDF certifications have been awarded in 14 countries: Bulgaria, Canada, China, Cyprus, Germany, Greece, Japan, Korea, Macedonia, New Zealand, Romania, Taiwan, Turkey, and United States (“GCDF Connection”, 2011). The program is presently (i.e., February 2012) under development in Portugal.

The GCDF certification program prepares career facilitators in the following 12 areas of competency:

1. *Career Development Models*. Understand career development theories, models and techniques as they apply to life-long development, gender, age, and ethnic background.
2. *Helping Skills*. The GCDFs are proficient in the basic career facilitating process while including productive interpersonal relationships.
3. *Diverse Populations*. The GCDFs recognize special needs of various groups and adapt services to meet their needs.

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<sup>2</sup> CCE’s mission is to “advance professional excellence through credentialing, assessment, and business services” (<http://www.cce-global.org/About>).

<sup>3</sup> The National Board for Certified Counselors, Inc. and Affiliates (NBCC) is described as “an independent not-for-profit credentialing body for counselors, (which) was incorporated in 1982 to establish and monitor a national certification system, to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors” (<http://www.nbcc.org/About>).

4. *Assessment*. The GCDFs comprehend and use (under supervision) informal career development assessments in order to support the client to learn about their skills, to make informed decisions and for career planning.
5. *Technology*. The GCDFs comprehend and use career development computer applications.
6. *Labor Market Information and Resources*. The GCDFs understand labor market and occupational information and trends. They are able to use current resources.
7. *Employability Skills*. Know job search strategies and placement techniques, especially in work with specific groups.
8. *Training Clients and Peers*. The career consultants GCDF develop and deliver materials for training programs and presentations.
9. *Program Management/Implementation*. The GCDFs understand programs and their implementation, and work as a liaison in collaborative relationships.
10. *Promotion and Public Relations*. Career consultants market and promote career development programs with staff and supervisors.
11. *Supervision*<sup>4</sup>. The GCDFs accept suggestions for performance improvement from consultants or supervisors.
12. *Ethical and Legal Issues*. The GCDFs follow GCDF Code of Ethics<sup>5</sup> and know current legislative regulations.

The GCDF areas of competence address both global and country-specific career counseling needs, which made it appealing to private and public institutions in various countries. The country-specific competencies are developed by the professionals who are interested in introducing this certification program in their institutions. Such professionals have extensive

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<sup>4</sup> Starting with 2012, the name of this area of competency has been changed to *Consultation*; the sub-competencies remained the same (CCE).

<sup>5</sup> See <http://www.cdf-global.org/extras/cce-global/pdfs/gcdfcodeofethics.pdf>

training in government, employment agencies, schools, universities, corporate human resources departments, private consultancy firms, and many other settings (CCE, n.d.).

In order to be GCDF certified, a participant needs to:

- Complete 120 hours of GCDF training;
- Agree to comply with the GCDF ethical guidelines;
- Pass evaluations of knowledge and skills;
- Work on a client case under the direct supervision of the GCDF trainer;
- Document a number of experience hours in the career counseling or a related field (e.g., other helping professions, human resources).

In order to maintain the certification, Global Career Development Facilitators (GCDFs<sup>6</sup>) need to be engaged in continuous education activities. The European countries that adopted this certification program require proof of 75 hours of continuous education (CEU), over a period of 3 or 5 years from the certification (or last re-certification) date. Continuous education activities include: participating in or organizing workshops, participating in GCDF curriculum development, conducting research and writing articles, etc. All these activities need to address the GCDF competency areas.

The GCDF certification training is designed to train *facilitators* from various educational and professional backgrounds, thus meeting the realities of the countries in which it is adopted (CCE, n.d.). That is, since career counseling is not a specific profession in most countries, career counseling and development activities are usually performed by individuals from other professions. In Romania for example, such activities are carried out by psychologists, teachers, human resources specialists, economists, and others.

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<sup>6</sup> The terms *GCDFs* and *GCDF career consultants* are used interchangeably in this study to describe the certified Global Career Development Facilitators.

GCDF is the first national certification in the field of career counseling and development in Romania. Global Career Development Facilitators (GCDFs) who obtain this certification are officially recognized by CCE as *career consultants*. The GCDF training curriculum and the certification program are adapted to Romanian realities. The program has been incorporated in one undergraduate and several graduate educational programs since 2003 until currently. Other public institutions, non-profit organizations and corporate businesses have also adopted the program. There are 300 certified GCDF career consultants in Romania, as of February 20<sup>th</sup>, 2012. Fifty more students are currently participating in the GCDF Romania training.

### **Statement of the Problem**

Romanian GCDF certified career consultants are assisting individuals with career needs in a variety of settings: schools, colleges, state funded guidance and vocational counseling centers, human resources organizations, non-governmental organizations (NGOs), non-profit organizations and corporations. The original GCDF curriculum is founded on sound empirical assessment of career counseling and development needs conducted in the United States in mid 1990s (Splete & Hoppin, 2000). The Romanian GCDF curriculum training was adapted to national needs and circumstances with the help of Romanian professionals with experience in education and business. However, the effectiveness of this curriculum, in the settings in which is used by Romanian GCDF certified career consultants, has not been empirically investigated. Similarly, there is no report of empirical evidence regarding the work behaviors of career specialists in Romania, and specifically of those who hold a GCDF certification. Further, to date (February 2012) no rigorous comprehensive empirical study to evaluate the effectiveness of any GCDF curriculum, either the original template or a country-specific one, was published.

### **Data about GCDF**

In an attempt to emphasize the importance of improving and updating the GCDF curriculum, as well as the certification and recertification processes, the Center for Credentialing and Education (i.e., CCE; the certification body that developed and that offers this credential) publishes bi-annually and quarterly newsletters. CCE has published anecdotal qualitative data regarding the implementation of the GCDF certification in institutions from various countries, updated descriptive statistics about the number of certified individuals, details and resources on the GCDF and GCDF trainer processes of certification and recertification, but no controlled outcome studies.

CCE conducted an informal survey (“GCDF Connection”, 2004) to assess demographic data, frequency ratings for the use of GCDF competencies in the workplace of certified individuals, and perceived effectiveness of the credential in one’s job and advancing one’s career. Unfortunately, only 30 GCDFs participated in this study. Despite the global character of the certification, the survey did not ask demographic questions regarding participants’ nationality. While this initial attempt provided some anecdotal data regarding the evaluation of the GCDF, the process for evaluating a training program requires a more comprehensive and thorough empirical investigation.

A pilot study evaluating the GCDF training was conducted in Germany in summer 2011 (Weissbach, Weissbach, & Ahrens, 2011). This study was focused solely on evaluating certain aspects of the German GCDF training program. The results of this study are presented in Chapter II, as they are relevant in the interpretation of the findings of the current study.

### **Training Evaluation**

Literature in the field of program and training evaluation (Alliger, Tammenbaum, Bennett, Jr., Traver, & Shotland, 1997) stresses the importance of using sound frameworks and research

methods when evaluating training programs. *Kirkpatrick's Four-Level Model* for evaluating training programs (Kirkpatrick 1959a, 1959b, 1960a, 1960b) is well established in this field (Alliger & Janak, 1989; Giangreco, Carugati, & Sebastiano, 2010). According to this model, training should be evaluated on four levels:

- *Level 1: Reaction* (i.e., trainee's feelings about the training);
- *Level 2: Learning* (i.e., principles, facts, and techniques understood and absorbed by trainees);
- *Level 3: Behavior* exhibited at the work place as a result of participating in training;
- *Level 4: Results* (i.e., final results that occur due to training, such as client satisfaction, etc.)

In all the countries that have the GCDF certification, the training includes some evaluation on the first two levels. Feedback about trainees' reactions to the material and the trainer are requested at the end of the program. The second level of Kirkpatrick's model (*learning*) is implemented through trainees' evaluation of knowledge and skills; they are tested using methods that consider a variety of learning styles. Documentation of learning is one of the conditions to obtaining the GCDF certification.

The emphasis of the current study was placed on Kirkpatrick's Level 2 (*learning*) and 3 (*behavior*). This study explored the extent to which the GCDF certification prepared the Romanian career consultants for the tasks performed within their career counseling related work places (*learning level*). It also examined the importance and frequency of GCDF tasks<sup>7</sup>, pertaining to GCDF competencies, which were performed by Romanian GCDFs in their career counseling related work places (*behavior level*). This study may serve as a bridge and set the ground for future empirical exploration on Kirkpatrick's Level 4. Such studies may investigate

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<sup>7</sup> The terms "*GCDF tasks*" will be used to define the tasks that are based on the GCDF competencies

the effectiveness of the GCDF curriculum training by assessing client outcome, further informing the curriculum.

The interest in the GCDF certification training at an international level, calls for studies that explore its effectiveness for country-specific needs. The development of this certification in Romania, in the context of the increased need for career counseling services, created an opportunity to assess the extent to which the GCDF curriculum prepares Romanian career specialists for the specific tasks that they are performing in various career counseling related settings.

### **Job Analysis**

The literature on *subject matter experts (SMEs)* and *job analysis questionnaires* guided the design of the job analysis of the tasks performed by the Romanian GCDF career consultants. Authors (Landy & Vasey, 1991; Prien, Goodstein, Goodstein, & Gamble Jr., 2009) suggested that using samples of SMEs results in a larger number of observations, compared to relying solely on the work of one or two job analyst expert(s). Romanian GCDF career consultants were the sample of SMEs that were surveyed in the current study.

Job analysis questionnaires are produced as a result of inventorying the tasks related to a certain job, and have been widely recognized as an important tool in the job analysis (e.g., Christal, 1974; Levine, Sistrunk, McNutt, & Gael, 1986; Sanchez & Levine, 1989). Authors (Prien et al., 2009) argued that using a job analysis questionnaire can substantially simplify the work of both SMEs and of the tasks of the job analysts. SMEs are asked to rate these tasks on various criteria such as: importance, criticality, frequency, difficulty, time allotted, required-at-entry (e.g., Morgeson, Delaney-Klinger, Mayfield, Ferrara, & Campion, 2004; Landy & Vasey, 1991; Lindell, Clause, Brandt, & Landis, 1998; Sanchez & Levine, 1989).

The Romanian GCDF career consultants were asked to evaluate the *frequency* and the *importance* of the tasks performed by them, within their career counseling related workplaces. As previously presented, the results for these questions, also provided information regarding Kirkpatrick's *behavior level* for evaluating the training. Finally, the job analysis was completed by exploring the tasks performed by the GCDF career consultants, in their career counseling related work places, which were not covered by the Romanian GCDF curriculum.

### **Purpose of the Study**

This quantitative study had two purposes: to evaluate the GCDF Romania training program and, concurrently, to conduct a job analysis of the Romanian GCDF career consultants. Kirkpatrick's model of training evaluation was the framework in pursuing the first goal of the study. More specifically, the GCDF Romania training program was evaluated on two of the four levels of Kirkpatrick's Model: *learning* and *behavior*. The *learning* level was evaluated by assessing the self-reported preparedness ratings of the participants to perform GCDF tasks, after their participation to the GCDF training. The *behavior* level was assessed by investigating the frequency with which participants apply GCDF tasks in their career counseling related work places, and the importance of these tasks in helping their clients.

Data pertaining to the other two levels of Kirkpatrick's model (*reactions* and *results*) was not collected. Generally, information related to trainees' *reactions* is collected immediately after the training. The cross-sectional design of the current study made it impossible to gather such data. Moreover information about *reactions* to the GCDF Romania training already existed, since the GCDF trainers ask their students for feedback at the end of the training program. Thus, the purpose of the current study was to go beyond the *reactions* level and to evaluate the training on two other dimensions of Kirkpatrick's model: *learning* and *behavior*. Data related to *results*

was also not collected in this study. *Results* (or organizational results) are usually measured by client satisfaction. The design of the study did not permit collecting data from the clients of the GCDF Romania career consultants.

The literature on *subject matter experts (SMEs)* and *job analysis questionnaires* guided the design of the job analysis. The job analysis includes the ratings for *frequency* and *importance* of the GCDF tasks, and the tasks reported to be performed by the Romanian GCDF career consultants, in their current job, which are not covered by the GCDF curriculum. In addition, the current study examined the effects of specific demographic variables on participants' ratings of preparedness and their ratings of frequency and importance of GCDF tasks.

### **Research Questions**

Research Question 1: How prepared do Romanian GCDFs feel to perform, in their career counseling related work settings, tasks for which they were trained according to the GCDF Romania program standards?

Research Question 2: How often do Romanian GCDFs report they perform each of the GCDF tasks in their career counseling related work places?

Research Question 3: How important do Romanian GCDFs report each of the GCDF tasks to be, in their career counseling related work places?

Research Question 4: What are the tasks performed by Romanian GCDFs, that are not covered by any of the GCDF curriculum sub-competencies?

Research Question 5: What is the relationship between specific demographic variables (*Age, Highest academic degree, Educational background, Professional background prior to obtaining the GCDF certification, Year of obtaining the GCDF certification, Institution in which the*

*GCDF training occurred, The participant is GCDF Trainer/Master Trainer*) and Romanian GCDFs' ratings of preparedness for performing GCDF tasks in their career counseling related work settings?

Research Question 6: What is the relationship between job context variables (*Current job function/position, Percentage of career counseling activities in current work setting, Type of organization in which career counseling related tasks have been performed, Clients served*) and Romanian GCDFs' ratings of frequency and importance of GCDF tasks performed in their career counseling related work settings?

### **Significance of the Study**

The importance of career counseling and development programs is becoming increasingly recognized in more countries, due in large part to the labor market changes brought about by globalization. In Romania, legislative measures regarding the creation of programs and entities that address the vocational and career counseling and development needs of their citizens (Peteanu, 1997; Szilagyi, 2005; Szilagyi & Paredes, 2010) are a reflection of this awareness. Such programs are still in their infancy in terms of their design, organization, implementation and training.

The Global Career Development Facilitator (GCDF) is the first training and certification program in Romania, in this field, that is based on a sound conceptual and empirical foundation. It promotes competencies well researched in the field of career counseling and development in the United States (Splete & Hoppin, 2000). It also addresses specific national realities through the country-specific sub-competencies that have been developed in collaboration with Romanian career experts.

This study is the first to evaluate perceptions of the extent to which the GCDF certification prepares Romanian GCDF career consultants for the work they are doing in career counseling related settings in Romania. By exploring Romanian GCDFs' perceptions about how well the Romanian GCDF curriculum prepared them to apply GCDF competencies in their counseling related work places, the study can yield data that identifies gaps between the training and practice. This is a first step in evaluating this curriculum and training; future research may assess its validity by targeting information provided by clients, supervisors or other parties. Finally, since only one pilot study was conducted to assess the effectiveness of any (general or country-specific) GCDF curriculum, this study can inform similar endeavors in other countries.

The current study investigated Romanian GCDFs' perception of the importance and frequency of GCDF tasks performed in their career counseling related work places. Furthermore, it explored the tasks performed by the GCDF career consultants, in their career counseling related work places, that were not covered by the Romanian GCDF curriculum. Although it is limited to investigating only tasks performed by Romanian GCDF career consultants, this study offered a first synopsis of work behaviors performed in career counseling work settings in Romania. Future research may use this foundation to enrich the picture of job tasks performed by career consultants in Romania. This study may also offer a model to be replicated in other countries that are interested in analyzing the behaviors of GCDFs in their career counseling related work places.

The results of all research questions addressed in this study offered sound data for further development of the Romanian GCDF curriculum, training and certification program. It also provided ideas for developing other programs in the field of career counseling, in other competency areas than those covered by the GCDF curriculum. Finally, the results of this study

offered an empirical grounding that may be considered for the future development of a professional, job-related licensure certification examination, in the field of career counseling in Romania.

## **Chapter II: Review of the Literature**

The primary focus of this study is the Global Career Development Facilitator (GCDF), a career development certification program. The following chapter will provide an understanding of this program beginning with a review of the domain of career counseling and its history. Next, the terminology used in this study will be defined. A discussion about the changes produced in this domain due to globalization will set the stage in describing the development of the GCDF program. Issues pertaining to the initial GCDF curriculum and program development, international implications, and its development in Romania will be described. Finally, literature in the field of training evaluation and job analysis, that guided the design of this study, will be reviewed.

### **Introduction to Career Counseling**

Herr (1996) contended that career counseling is located at the confluence between individuals' work and career related needs, and the ecological context including public policy and legislation. Significant social, cultural, economic and political events and measures are reflected in the shape and content of this field, across its stages of development and across nations (Herr, 1996; 2003). Understanding the domain of career counseling requires consideration of the conditions in which it emerged, the contexts in which it developed across the world, the influential personalities in the field, the terminology, significant theories, practices and empirical evidence that define the domain.

The field of career counseling has undergone many transformations from the beginning of the 20<sup>th</sup> century until the present. Career counseling has always been concerned with individuals in relationship to their work or career. Yet, the services offered to the public have varied across time and nations, being marked by multiple factors within the socio-economic and

political context (Herr, 1996; 2003). In the beginning stages, these services were visibly influenced by the interests and occupations of the founding personalities of the field (e.g., engineering, law, education, psychology, business). The terminology used to define this domain is a reflection of these variations and transformations (e.g., vocational guidance, career guidance, career counseling). According to Sampson (2009), the theoretical models and practices developed over the last century in the domain of career counseling are imbued with the views promoted by the scientific currents in trend (e.g., modernism, postmodernism). Finally, training programs and accreditation standards have been designed and implemented to reflect areas of competency established from extended empirical research and needs analyses (Niles, in press).

The development and professionalization of career counseling occurred in the United States (US), starting with the *vocational guidance movement* from the beginning of the 20<sup>th</sup> century (Gladding, 2004). The Global Career Development Facilitator training and certification program, which is the primary focus of the current study, was developed to respond to the growing needs for better career development services noticed after the beginning of post-industrial era in the US (Mariani, 1998a; Splete & Hoppin, 2000). Thus, a brief history of the history of career counseling in the US will be presented in this chapter, in order to provide the larger context in which this program was founded.

Peteanu (1997) noted that the manifestations of career counseling from the US were echoed across the Atlantic, in the European countries, including Romania. The evolution of this field in Romania was influenced by national realities, as well as by the developments in this domain occurring in Western Europe (Szilagyi & Paredes, 2010). Especially after the fall of communism in Romania, legislative measures pertaining to the domain of career counseling and development were deeply influenced by the trends and policies established by the European

Union (EU). In this context, it is imperative that a brief description of this domain in the EU context is also provided.

The development of the career counseling field in Romania will be also described, as it clarifies the circumstances of the current study, whose purpose is to evaluate the Romanian GCDF training program, and to conduct a job analysis of the tasks performed by the GCDF career consultants from this country. Furthermore, given the global character of the training program, a brief review of the relationship between globalization and the domain of career counseling is provided. A summary of the career counseling related terminology used in this study is also offered.

### **History of Career Counseling in the United States**

The *vocational guidance movement* was the first step in putting the foundation to what latter would become the domain of career counseling and the counseling profession (Gladding, 2004). This movement is also strongly associated with school counseling history in the United States. This initial stage in the history of career counseling in the US, and the ones to follow, were “presaged by major societal changes” (Pope, 2000, p. 208). This section will briefly describe the most important stages in the development of the career counseling in the US, with the purpose of setting the context in which the GCDF training and certification program was created. The stages identified by Pope will serve as a temporal framework in presenting the development of career counseling in the US.

#### **Stage 1: 1890–1919**

At the confluence of the 19<sup>th</sup> and 20<sup>th</sup> century, in the midst of the Industrial revolution, the American socio-economic fabric was being changed in dramatic ways, at a pace unknown in its history: large metropolitan areas developed around industrial and corporate complexes

attracting immigrants, minorities and people from rural areas (Aubrey, 1983). While the fortunes of families who ran these businesses were increasing, the conditions under which the workers were often living were miserable (Aubrey 1983; Zytowski, 2001). According to Baker (2009) children and immigrants were among the most susceptible groups of being exploited in a system that did little to protect its people.

Socially mindful individuals (e.g., Parson, Davis) recognized these harsh social consequences of industrialization and went beyond criticizing the failures of the system (Aubrey, 1977). They proposed creating a scientifically informed framework that would support people, especially youth, to choose an occupation, as a mean to support individuals, and the society at large. Frank Parson (1909) illustrated this belief in the book *Choosing a Vocation*, by stating that “The wise selection of the business, profession, trade or occupation (...) should be solved in a careful, scientific way, with due regard to each person’s aptitudes, abilities, ambitions, resources, and limitations” (p. 3). He cautioned that:

An occupation out of harmony with the worker’s aptitudes and capacities means inefficiency, unenthusiastic and perhaps distasteful labor and low pay; while an occupation in harmony with the nature of the man means enthusiasm, love of work, and high economic values, superior product, efficient service, and good pay. (p. 3)

Researchers in the field of career counseling (e.g., Aubrey, 1977; Pope 2009) attributed the first efforts to respond to the social and vocational needs of young people to Jesse Buttrick Davis. A school administrator in the industrial city of Detroit, Davis created in 1907 the first guidance curriculum (Aubrey, 1977; Pope 2009). Concurrently, Frank Parson (1854–1908), often described as the father of career counseling, advocated for the need of vocational services in supporting both “individual and social efficiency” (Baker, 2009, p. 202). Parson’s interests

and occupations (e.g., engineers, teacher, administrator, lawyer, writer) offered him a unique perspective in perceiving the complex and pervasive ramifications of the industrial economic boom from the beginning of the century. He directed his efforts towards educating the public, especially the youth, about the benefits, for both individuals and the society at large, of carefully choosing a profession (Baker, 2009; Briddick, 2009; Hartung & Blustein, 2002). The interest with which his lectures were received led to the opening of the Boston Vocational Bureau (Baker, 2009), the first office to offer vocational services.

Parson's vision and efforts were received with interest by individuals across various professions and occupations (e.g., education, psychology, business), who recognized the need for, and the benefits of, implementing vocational services, and who continued the movement after his death in 1908. Bloomfield established in 1913 the professional organization the *National Vocational Guidance Association* that would later (i.e. 1985) become the *National Career Development Association* (NCDA; Savickas, 2009). He also founded the *American Management Association*, having an equally significant role in the development of both the vocational guidance and personnel management field, which he believed should be closely connected to support people in their work (Savickas, 2009). An immigrant who studied at Harvard, Bloomfield gained a place in the history of the career counseling domain for organizing the first university course in counseling education, and for making efforts in training practitioners (e.g., organizing courses, publishing materials).

Many other names are associated with the *vocational guidance movement*, which according to Pope (2000) is the first stage in the history of career counseling situated between 1890 – 1919. Hugo Munsterberg, a renowned psychologist at the beginning of the 20th century had a significant contribution in providing the first empirically founded scientific model

(Porfeli, 2009). This model reflected Parson's beliefs about the role of vocational guidance: individual traits should be explored by using sound instruments, and matched with the vocations best suited for them. Some authors (Baker, 2009; Niles, 2001) considered these initial empirical efforts as the incipient stage of trait-factor psychological model of vocation.

These are just a few of the figures whose impressive advocacy efforts gained the necessary political support to propel this new domain whose initial focus was on offering placement services "for an increasingly urban and industrial society" (p. 195). Aubrey (1977) noted that in this first stage there was a heavy focus in helping individual with placement services by using psychometrics, and that the concept of *counseling* as a process within these interventions has only emerged in the 1930s.

### **Stage 2: 1920–1939**

Pope (2000) places the second stage of career counseling in the U.S., between 1920 and 1939. This period is marked by the introduction of vocational guidance into school curricula in most educational systems in America (Baker, 2009; Shen-Miller, McWhirter, & Bartone, 2012). This process started at the beginning of the century through the efforts made by J. B. Davis and Eli Weaver, and it initially progressed slowly (Pope). Authors (Aubrey, 1977; Pope) have noted that a variety of ecological factors (e.g., the baby boom following the First World War; new child labor law that required the lengthening of time spent in school; high complexity of work tasks that demanded increased literacy; recognition by policy makers to support vocational education: the 1917 Smith-Hughes Act for secondary school and teacher training followed by legislation in 1929, 1934 and in 1936) helped to solidify the role of vocational counseling in schools.

Researchers in this new field focused their attention to various aspects pertaining to educational counseling and vocational guidance in schools (e.g., articles published in the

February 1930 issue of The Vocational Guidance Magazine; presentations at the 1930 NVGA Convention). Pope (2000) concluded that this second stage of development is marked by the development of this field in elementary and secondary schools.

### **Stage 3: 1940–1959**

The third stage in the development of career counseling occurred, according to Pope (2000), between 1940 and 1959. Major socio-economic and politic events of the time (e.g., increased number of women as labor force, returning veterans of World War II, the launch of Sputnik by the Soviet Union) called for policies that addressed workforce and labor market situations (Aubry, 1977; Shen-Miller et al., 2012; Her, 2003). At this point, vocational guidance was acknowledged as an important socio-politic instrument to address such issues (Herr). Matching individuals' traits with the characteristics of workplaces, by using psychometric instruments, was the main approach to help returning veterans to find jobs or choose college majors. This method pertained to the trait factor theory and relied mainly on testing (Ginzberg, 1971). According to Ginzberg, this was the first and most commonly used approach in vocational guidance until the end of the World War II.

Aubrey (1977) contended that the *client-centered counseling approach* promoted by Carl Rogers in mid and late 1940s, had an undeniable effect on the development of the field of career counseling. This author observed that, while prior to 1940s the focus in practice was on testing aptitudes and prescribing possible job placements (i.e., test-and-tell method), after that, *counseling* became a primary process in vocational guidance. A similar phenomenon was observed in research:

Before Rogers, the literature was of a very practical nature and dealt with such topics as testing, cumulative records, orientation procedure, vocations, placement functions (...)

and with the goals and purpose of guidance. With Rogers, a sudden change occurred and there was a new emphasis on the techniques and methods of counseling, research, and refinement of counseling technique, selection, and training of future counselors, and the goals and objectives of counseling. “(Aubrey, 1977, p. 292)

The shift of focus from *guidance* to *counseling* brought about significant changes in the field. New theories that considered the complexity of environmental and individual factors in vocational choices began to emerge (e.g., Holland, 1959; Ginzberg, Ginsburg, Axelrad, & Herma, 1951; Super 1957) and new instruments were developed (e.g., Strong & Tucker, 1952). Central to this third stage was also Super’s (1955; 1957) shift in terminology and philosophy from *vocation* and *guidance* to *career* and *career counseling and development*.

*Vocation* implied a fixed notion of individual’s abilities for, and interest in, choosing an occupation. *Career* suggested a process in which these interests and abilities are shaped throughout life-span (Super, 1957). With his *life-span theory*, Super promoted the idea of developmental phases (i.e., that was popular in the human development field) in the vocational domain. The holistic character of Super’s (1957) theory is evident in his belief that one’s self-concept included a career-specific component that developed over time. Watts (2001) attributed to Super, the metamorphosis of the field from *vocational guidance* to *career counseling and development*. In conclusion, this stage brought about significant changes in the evolution of the profession that would be subsequently perpetuated in the next phases.

#### **Stage 4: 1960–1979**

Authors (Shen-Miller et al., 2012; Herr, 2003) have suggested that the social movements during 1960-1970 (e.g., multicultural, special needs populations, feminist, educational reform) brought numerous changes in the socio, economic, and politic context that trickled down to the

domain of career counseling. Pope (2000) argued that an important ideological change occurred when work started to be seen as having meaning in individual's life. These new transformations within the ecological context coincide with the fourth stage of career counseling (i.e., 1960 – 1979) in the US, identified by Pope.

Andersen and Vandehey (2006) contended that the change from *vocation* to *career*, that followed Super's work on development across life-span (1957) was "part of the profession's definition" (p.7). These authors explained that in this fourth stage, "career decision making changed from a one-time choice to a holistic consideration of multiple roles and all the factors that influenced self-concepts and development" (p. 7). Authors (Niles & Harris-Bowlsbey, 2005; Pope, 2000) noted that in this stage, the field of career counseling grew and flourished to a tremendous extent. Niles and Harris-Bowlsbey suggested that this expansion is reflected in the numerous theories developed in the field of career counseling that were drawing upon multiple areas (e.g., behavioral, developmental, psychoanalytic) and in the increasing number of instruments developed.

New means to offer career services emerged: computer-assisted career guidance and information-delivery systems in schools and colleges (Harris-Bowlsbey & Sampson, 2005), and organizational career development became a new vehicle for offering career services in governmental and nonprofit community agencies, in corporations, small business (Pope, 2000). Finally, Niles and Harris-Bowlsbey (2005) reported that "during the 1970s, career education emerged as a federal priority, highlighting the importance of providing career development interventions to young people and adults" (p. 24).

### **Stage 5: 1980–1989**

The fifth stage of career counseling in the US (1980-1989) identified by Pope (2000) was marked by the profound socio-economic transformations. The transition from “an industrial to an information-based economy pervaded by the application of advanced technology in the workplace” (Herr, 2003, p. 9) led to downsizing performed by organizations. Pope reported that career counseling became an important instrument in supporting individuals affected by these changes, especially through the delivery of outplacement services. Holland, Magoon, and Spokane (1981) reported that new modalities of career assistance (e.g., computer-assisted career and information systems, tests and inventories, self-help materials) were designed and implemented during this period. Pope claimed that in this context, the growing need for services led to the growth of private practice which called for the establishment of standards and credentials in the field. Finally, the identity of the profession of career counseling was officially proclaimed when the *National Vocational Guidance Association* changed its name to *National Career Development Association* in 1984.

### **Stage 6: 1990–present**

The sixth, and last, stage in the history of career counseling in the U.S. as referenced by Pope (2000) started in 1990. There is a general agreement in the literature (e.g., Andersen & Vandehey, 2006 ; Niles & Harris-Bowlsbey, 2005) that the increasingly rapid pace at which various ecological factors have changed during the last two decades (e.g., economy, technology, demographics, work and family roles), called for a shift in the focus of career counseling and development theories, approaches and interventions. Authors (e.g., Amundson 2003; Brown, 1995; Brown & Lent, 1996; Gellat, 1991; Gottfredson, 1996; Mitchell & Krumboltz, 1996) proposed new career development models in an attempt to respond to the complexity of these factors, to these rapid changes and to the growing uncertainty. Pope (2000) also noted that

international collaborations in the field of career counseling are increasing in the context of common socio-economic realities brought by globalization.

Manifestations of the domain of career counseling have occurred across the world, parallel to the stages in the US. A strong influence of the North American models and practices has been visible throughout career development elsewhere in the world (Watt & Sultana, 2004). The appearance of this domain differed across nations, being influenced by the context (Herr, 1996). According to Savickas (2003) there is strong evidence, especially over the last decades, that “career counselors in numerous countries are designing and developing indigenous models, methods, and materials that suit their culture and express their preferred ways of helping others” (p. 95).

A review of vocational guidance and career counseling across different nations would go beyond the scope of this dissertation. Given that the object of the current study is located in Romania, it is important to analyze the career counseling domain from this country in the context of the EU. Thus a brief history of the field of vocational and career guidance and career counseling in the EU follows. A major part of the history of Romania though is written outside of the borders of EU which supports the intent to present it separately, after the introduction of the European history.

### **History of Career Counseling in Europe**

Similar to the history of the US, the field of vocational guidance is woven within the socio-economic and political fabric of the European context. Reports of vocational guidance by policy makers in EU date back to its inception (i.e., 1957). It was then recognized as an instrument to assist all individuals, including persons with disabilities (e.g. young persons,

school children, adults,) to choose occupations fit for their personal aptitudes and interests (Watts, Sultana, & McCarthy, 2010).

### **Vocational Guidance in Europe**

The similarities between the focus of vocational guidance in Europe and in the US are striking. In its incipient stages, there was a strong emphasis on “matching” as the main theoretical framework, and on using the psychometric practices associated with this model. This may be a reflection of a variety of factors: the views on work and its role in individuals’ life in that particular era, the role of individuals in society, the scientific positivist movement that permeated all social sciences at that time, or the influences of the North American model.

The 1980s and the 1990s brought new realities in the EU. The increase in the number of state members (i.e., from nine countries in 1978 to 15 in 1995) encouraged economic mobility which consequently led to mobility of students, trainees, and workers. The fall of communism in Europe in 1989 created a vast influx of labor and intellectual force (i.e. highly educated individuals) from former Eastern and Central communist bloc due to economic restructuring (Nicolae, 2005; Nița, 2005b). Watts et al. (2010) contended that these newly created conditions influenced the role of vocational counseling within a new policy context (i.e., Treaty of Maastricht from 1992) that was heralding the need for consistency in educational and economic policies across EU members, while maintaining the subsidiarity principles in place (i.e., leaving the full administrative liberty to local organizing bodies).

This new trend promoted by the EU inspired the creation of programs to foster collaboration among nations in the educational and employment domain. Such educational projects went beyond their initial focus on supporting students’ and trainees’ mobility within the EU context. The important goals and outcomes of these projects became promoting consistency

in the training of guidance counselors in Europe (e.g., Euro Guidance network), creating structures for career advisers and students counselors in higher education to exchange experience (e.g., European Forum for Student Guidance – Forum Européen de L’Orientation Académique: FEDORA), or developing associations for student guidance in higher education (e.g., European Community Action Scheme for the Mobility of University Students: ERASMUS) (Watts et al., 2010).

Similarly, vocational guidance gained visibility as a possible effective instrument in combating the long-term unemployment phenomenon and its costly economic effects (Watts et al., 2010). Legislative measures (e.g., Treaty of Maastricht 1992; Treaty of Amsterdam 1997 – European Employment Strategy) encouraged the development of national employment policies based on shared EU interests and priorities. Concurrently, a growth of computer databases and computer-aided guidance systems leads to an expanded networking for career and vocational information across the EU (Watts et al., 2010).

### **Lifelong Learning Principle and Career Guidance and Counseling**

Although not recognized as a profession<sup>8</sup> in the majority of EU countries, the domain of vocational and career guidance was invested, according to Watts et al. (2010), with significant power within the EU educational and economic system, by the measures following the meeting of the European Council in 2000 (i.e., Lisbon Agenda). *Lifelong learning* became one of the strategies to assure the newly proclaimed goal of the EU to become “*the most competitive and dynamic knowledge-based economy in the world*” (European Council, Lisbon, 23–24 March 2000, Presidency Conclusions), in a society whose economic, politic, educational and cultural fabric was changing at a rapid pace.

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<sup>8</sup> The necessary legal framework to recognize and regulate *career counseling* as a profession (e.g., licensing system) does not exist.

The focus on *lifelong learning* is apparent in the shift in terminology from *vocation* to *career* in the EU (i.e., career guidance). For example, *vocation* implies a fixed notion of individual's abilities for, and interest in, choosing an occupation, while *career* suggests a process in which these interests and abilities are shaped throughout life-span (Super, 1957). Still, the domain is defined as career guidance as opposed to its counterpart in the US (i.e., career counseling). This may be a reflection of the different socio-political beliefs and values and, concurrently, of the different ways in which individuals are seen in these contexts. A number of researchers (Herr, 1996; Herr 2003; Watts, 1996) have suggested that the development of guidance and career services, and of the domain of career counseling field in general, reflect the social, cultural, economic, political, educational and labor market context in which they occurred.

Career guidance was recognized as having a key role in the policies promoting the engagement in the new trend: *lifelong learning*. This recognition is reflected in the decision to form the *Expert Group on Lifelong Guidance*, as part of the *Education and Training 2010 Work Programme* of the European Union. Watt et al. (2010) reported that “the expert group developed common reference tools for use by member-states on the aims and principles of lifelong guidance provision, criteria for assessing quality, and key features of a lifelong guidance system” (p. 98). The *Expert Group on Lifelong Guidance* has also contributed to three extensive projects conducted to review the career guidance services and the national career guidance policies in Europe (Watt et al.).

These three studies were designed, funded and conducted in collaboration with the *Organization for Economic Co-operation and Development* (OECD) and *World Bank* as an initial step in encouraging convergence of guidance and career delivery systems (Watts &

Sultana, 2004). They also included several non-European countries: Australia, Canada, Chile, the Philippines, Russia, South Africa and Turkey. Watt and Sultana summarized the findings of these three studies that reviewed the national career guidance policies and the career guidance services of a total of 37 countries:

- Fourteen countries (e.g., Australia, Canada, Germany) were included in the study conducted by the Organization for Economic Co-operation and Development (OECD);
- Seven middle-income countries (i.e., Chile, Poland, Romania, the Philippines, Russia, South Africa, and Turkey) were surveyed by the World Bank using the OECD questionnaire;
- All European Union state members were surveyed using the same OECD questionnaire.

The definition of *career guidance* used in these three studies referred to:

Services intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices to manage their career. These may include services in schools, universities, colleges, training institutions, public employment services, companies, voluntary/community sector, private sector.

The services may be on an individual or group basis, and may be face-to-face or at a distance (including helplines and web-based services). They include career information (in print, ICT-based and other forms), assessment and self-assessment tools, counselling interviews, career education and career management programmes, taster programmes, work search programmes, and transition services. (Watt & Sultana, 2004, p. 107)

The OECD survey used in all these studies investigated several dimensions, which might influence the career guidance services and policies, such as: public policy goals, funding, leadership, delivery of services, staffing (Watt & Sultana).

As one may surmise, the economic development of a country was reported to be a significant factor in the differences in the quality of career guidance policies and services across the surveyed countries. Despite these differences, Watt and Sultana (2004) reported a general agreement across all countries included in the studies, in their expectation for public policy to promote career guidance as an instrument to address issues in:

- Education (e.g., improving the efficiency of the education and training system and managing its interface with the labor market);
- Labor market (e.g., matching between supply and demand and managing adjustments to change);
- Social equity (e.g., supporting equal opportunities and promoting social inclusion).

Similarities between the participants countries in these three studies were also noticed in the types and the localization of services offered to the public, the models, strategies, tools and resources employed, and in the design of the training (Watt & Sultana, 2004). All these elements addressed the needs of individuals across life span, which is reflective of the *lifelong learning* framework of the policy goals. Watt and Sultana speculated that the convergence across these elements may reflect policy borrowing, the dynamics of globalization, and the evident influence of models and services from the US and Canada (p.109).

Watt and Sultana (2004) hypothesized that the findings of these studies (i.e., many similarities found between the career guidance policies and services of the participant countries) may be influenced by the content of the OECD questionnaire, which was used in all these three

projects. These authors suggested that the differences between the surveyed countries were overlooked, because the OECD survey focused more on systems and structures that set the context for career services. Such differences would have probably been more evident if the questionnaire addressed contents (i.e., specific components) and processes of career services.

A limitation of the general conclusions presented by Watt and Sultana, (2004) is the fact that their study synthesized the results of three large comparative reports, which were framed in different ways. For example, the EU study focused on reporting data about career guidance services (e.g., to whom, when, where, by whom and how it is offered). The World Bank study reported “four general conclusions, one of which identifies five priorities for middle-income countries”. The OECD report “defined 10 features of lifelong guidance systems, and six issues for policy-makers to address” (p. 119). The authors recognized that, due to the general level at which they summarized the three studies, the unique influences of each nation’s traditions and history on their career guidance policies and services were probably overlooked.

The purpose of the current study was to evaluate the GCDF Romania training program and the GCDF tasks performed by Romanian GCDF career counselors. The specific components and processes of the career related services were addressed mainly through the assessment of tasks performed by the Romanian GCDF career consultants. The systems and structures were evaluated through the use of demographic questionnaires. The history of this domain in Romania will also be presented in the following section, as it sets the context in which the current study has relevance.

In conclusion, the vocational movement that laid the foundation of the career counseling profession in the US has also occurred in Europe. The evolution of this domain has been marked by the socio-economic and politic realities present on the old continent. Career services are

generally organized under the umbrella of the vocational and career guidance domain and are offered by various specialists. Still, despite the interest from the central level (EU) for using career guidance as an instrument to promote *lifelong learning* in educational and employment policies, career counseling is not organized as a profession in most EU countries.

### **History of Career Counseling in Romania**

Peteanu (1997) suggested that the domain of career development and counseling in Romania lays on the foundation set by the *vocational guidance movement* which echoed from the US into most European countries. The beginning of vocational guidance in Romania occurred in circumstances similar to those experienced by other EU nations: the rapid changes of the socio-economic fabric at the beginning of the 20th century required an infrastructure for guiding the workforce. Similar to other countries in Europe, placement and vocational guidance services were initially offered through an infrastructure of offices organized under the Ministry of Labor, and in designated offices within the school network (Peteanu). Important ecological factors affected the ensuing development of vocational guidance in Romania (e.g., the annexation of lost territories to Romania after the First World War, the transition from an agrarian to an industrial society interrupted by the economic crisis in 1929-1933). Authors (Peteanu, 1977; Szilagyi & Paredes, 2010) suggested three stages in the history of this domain in Romania.

#### **Stage 1: Vocational Guidance in Romania before Communism**

Szilagyi and Paredes (2010) situated the first stage in the history of career counseling in Romania between 1924 and 1947. This period was heavily influenced by the rapid economic growth experienced in Romania starting with 1934. In contrast to the US, where the vocational movement was initiated by personalities from a variety of professions and fields (e.g., business, engineering, law), in Romania this domain developed as a specialization of psychology, which

was by then a well-established profession in Europe. This field was strongly influenced by German and French theories and practices, placing a significant emphasis on psychometrics (Szilagyi, 2001).

The *Psycho-Technical Laboratories* organized within universities (e.g., 1922, University of Cluj; 1930, University of Bucharest) are mentioned by authors (Dajiu, 2005; Peteanu, 1997) as the first institutions in the domain of vocational guidance. In 1935 they were reorganized into three Psycho-Technical Institutes hosted in three major cities (i.e., Bucharest, Cluj and Iasi). These institutes were led by renowned scholars and functioned until 1950 under the Ministry of Labor. Fifteen *Vocational Guidance Offices* were established adjacent to these Institutes. Dajiu reported that both the *Psycho-Technical Institutes* and *Vocational Guidance Offices* “fully promoted the activity of professional orientation and selection” (p. 176).

The main tasks of the Psycho-Technical Institutes consisted of:

- Researching (e.g., creating and norming psychological instruments for personality, aptitudes; creating job profiles and professional monographies);
- Informing campaigns on the benefits of vocational guidance and on the available service (e.g., directed to families, schools, labor and unemployment offices);
- Training specialists for the tasks of selection and professional orientation (e.g., psychologists, medical doctors) for selection and professional orientation tasks (Peteanu, 1997).

The main task of the *Vocational Guidance Offices* was to use the scientific tools in examining the workforce (e.g., psychology, medically), in guiding individuals towards the right professions and making recommendations for hiring or not for employers. This was a mandatory task in the cities in which such offices existed. Peteanu (1997) reported that the

recommendations made by the *Vocational Guidance Office* in regard to the prospective employees did not have a mandatory character in the decision making process of the employer. That is, the employer could hire a person that was not recommended by the *Vocational Guidance Office* if they wished so. The vice versa was also possible. The importance of using scientific methods for the professional selection and orientation of their employees motivated large industrial corporations to develop their own *Psycho-Technical Laboratories* (Dajiu, 2005; Peteanu).

## **Stage 2: Vocational Guidance in Romania during Communism**

The second stage delineated by Szilagyí and Paredes (2010) comprised the beginning and the end of the Communist era (i.e., 1947 – 1989). Whitmarsh and Ritter (2007) reported that this period was marked by radical and pervasive changes imposed by the former Soviet Union. These authors suggest that *abolition of private property*, promoted by Marx and Engels as the summary of the theory of Communists (1935 – 1948), had a central role in the creation of a classless society that imposed obedience and conformity among its members. The economy became centralized and completely controlled by the state whose main goals were to industrialize it and to build a strong socialist society (Bachman, 1989).

The educational system became the main instrument in supporting these two goals. For example, education was free and mandatory up to the 10<sup>th</sup> grade, serving the purpose of training workers for the needed sectors of industry, thus increasing the working class (Whitmarsh & Ritter, 2007). Concurrently, Bachman reports that the number of slots available in universities was extremely reduced (i.e., 8% of the number of high school graduates). In both cases, the design of the educational system reflected the economic needs of the country: the number of

available slots in professional and trade schools as well as in universities was directly dictated by the number and type of jobs needed to support the goal of building a strong industry.

There is no surprise that under these new circumstances, a major shift also occurred at the policy making level concerning the vocational and guidance domain. Peteanu (1997) reported that this domain was transferred to the Ministry of Education that created an entire infrastructure for administering these services (e.g., *The Counsel for School and Vocational Guidance, The Office for School and Vocational Guidance, county inspectors for school and vocational guidance*). Peteanu claimed that during communism, *school guidance* gained recognition as an important domain with a well-organized infrastructure and a rich body of research. However, Szilagyi and Paredes (2010) argued that the school guidance services offered “might be more accurately characterized as assignments because client choice was infrequently taken into account” (p. 24). These services were provided by *educational and professional guidance teachers* (in Romanian language: *Profesor de orientare școlară și profesională*). These specialists were regular teachers, on various disciplines (not necessary social disciplines), who were trained to inform students about the educational and vocational options existing within the school and industry areas. The theoretical framework used in this process had French and German influences (a basic model similar to the *trait-factor theory* in the US). This process did not involve any counseling related interventions (Szilagyi, 2001).

In Romania, similar to other “centrally planned economies under the Communist regime, there was little perceived need for career guidance services, unemployment did not officially exist, and people were largely allocated to their roles by selective processes; career was linked with individualism, and regarded as a social vice” (Watts & Sultana, 2004, p. 109). Thus, people had only limited options when choosing a profession, and those choices were dictated by the

state (Szilagyi & Paredes, 2010). Further, community and family also had an important role in career-related decisions (Szilagyi, 2001). The need for achieving a certain social status and the desire for a certain level of financial safety resulted, in most cases, in families deciding for their children. Given the difficult social context and the traditional values which were promoted within Romanian families, the situation was understandable for those times. Prior to the end of World War II and to the establishment of the communist regime, Romania was a farming culture, in which the head of the family (father, the oldest brother) made the decisions for the other members of the family, and roles were strictly defined according to gender.

The state required that job placement be in accordance to the needs of economy. After finishing school for a trade or a profession, individuals were assigned geographic locations based on an automatic system that took into consideration their place of residence and their school/academic results. In this context, there was no need for individuals to acquire employability skills (e.g., job seeking skills) since the state was the main decision factor in placement. According to Szilagyi and Paredes (2010), the passive role of individuals in deciding their careers created a sense of impotence. It also created a false sense of safety, as the majority of the jobs were guaranteed for life, the seniority within the same company was always praised, and the *State* would support the workers to get integrated within the new community (by achieving a house, a car, etc.) This mentality was soon to be challenged after the fall of the Communist regime in 1989, which marked the beginning of the third stage in the history of career counseling in Romania.

### **Stage 3: The Development of Career Counseling after the Romanian Revolution**

The Romanian Revolution of 1989 fundamentally changed the socio-economic and political ecology of this country (Bachman, 1989). The Romanian labor force was completely

unprepared to survive in the new competitive environment created by the transition from the communist centralized economy to the free market, and by the emerging new private sector. Radical economic restructuring led to tremendous increase in unemployment, a totally foreign concept during communism. The austere effects of these measures were exacerbated by the lack of a social support system for the unemployed (e.g., vocational and career guidance and counseling, training and placement). This was a normal consequence of the fact that *unemployment* did not officially exist prior to 1989, during communism (Watts & Sultana, 2004).

Concurrently, many young Romanians who were preparing to join the labor market were faced with scarce employment opportunities. The existent job offers, that were most likely not in the profession for which these students were educated, were brought by foreign investors who were looking for local talents. The applicants needed to go through hiring processes (e.g., professional job interviews) for which they had no prior knowledge or training. This phenomenon revealed the gap between the old educational system, designed during the communist regime, and the demands of a new and free labor market. The previous work certainty was almost immediately replaced by profound uncertainty.

These new realities called for changes in the pre-communist infrastructure of vocational and guidance services. Most importantly, Romania's aspirations to become a member of the EU required alignment with the policies implemented at a European level in the vocational and career guidance domains. New legislative measures discontinued the pre-Revolution infrastructure for delivering vocational and career guidance services, and created a new system for supporting Romanians' needs for career counseling and development. These legislative acts were promulgated in 1995 and in 1998 to formally advance career counseling and school counseling services (Szilagyi & Paredes, 2010).

**Career counseling in educational settings.** The *Education Law No. 84/1995* mandated the creation of *Psycho-Pedagogical Assistance Centers (PPACs)* and *Inter-School Psycho-Pedagogical Assistance Centers (ISPPACs)* as an infrastructure to offer counseling services to children, parents, and educational staff (Jigau, 2002; Szilagyi, 2005). Jigau reported that PPPAC were organized in all Romanian counties, while ISPPAC were implemented in schools with more than 800 students or in groups of schools. More specifically, the objectives of these institutions targeted students' self-awareness, prevention of risk factors, improved relationships with families and schools, career guidance in the context of observed needs of the labor market, psychological examination, career counseling, and training teachers specialized in career guidance.

Other vocationally oriented institutions in the educational system included the *Information and Guidance Centers (IGC)* and *Complex Expertise Commissions for Psycho-Diagnosis and Guidance for Students with Disabilities* (Jigau, 2002). IGC were organized in big universities with the objectives to offer information on existent tracks in higher education, consultancy on vocational route, psychological assistance, and information on the needs of labor market (Jigau). An example of IGC is the *Center for Counseling and Career Guidance* (<http://ccoc.pub.ro/>) organized to offer educational, psychological and career counseling for students of one of the largest university in Romania (*Polytechnic University of Bucharest*).

Programs for career information, guidance, and counseling in educational settings were developed by various state institutions in projects funded by EU (e.g., Phare, Tempus, Leonardo da Vinci, RICOP (Jigau, 2002)). For example, such an initiative was managed through the *Phare Europe Aid/ 121446/D/S/RO project Technical Assistance* to support the *National Centre for Staff Training in Pre-University Education*. Eighteen schools participated in this project together with the team of specialists in the projects and from the *University of Bucharest*. As a result, *The*

*Guide for Career Guidance* (Stevenson, Miclea, & Opre, 2007) was published, clarifying aspects pertaining to the career counseling and guidance services in Romanian schools (e.g., definitions, structures for providing services). For example, the assessment in this project identified the following services offered in schools:

- *Career information*: provided by employers, colleagues, parents, headmasters, school counselors;
- *Career education*: offered by headmasters and school counselors;
- *Career guidance* and *Career counseling*: conducted by school counselors and psychologists. Headmasters and professors can offer these services only at a basic level.

It is interesting to note that career counselors are following the ethical guidelines developed by the *Institute of Educational Sciences* in 2004 (Institutul de Științe ale Educației: ISE, 2004)

**Career counseling and labor market.** In 1995, the *Information and Career Counselling* project, created as a result of the *World Bank* evaluation in this domain (i.e., 1993), pointed out the necessity of building a “ national coherent system for information and career counseling capable to answer the requirement enforced by the labor market dynamics ” (Jigau, 2002 , p.2 ). This project was the catalyst for an important legislative measure taken by the *Ministry of Labor and Social Solidarity*; *Law No. 145/1998* led to the creation of *Information and Guidance Centers* and *Information and Vocational Counseling Centers* under the umbrella of the newly formed *National Employment Agency* (NEA).

Jigau (2002) reported that these centers were organized at a regional, county, and local level and were expected to assist adults who were seeking employment with services. The centers assisted adult clients in the following ways: training, certification and placement for

various professions/trades for which there is a demand on labor market, along with professional counseling services (e.g., vocational information, testing, assessment, career exploration). Jigau also reported private initiatives that focused on selection and placement of the workforce (i.e., mainly for qualified and highly qualified workforce).

**The status of career counselors.** While these legislative measures created changes within the system for promoting career counseling and school counseling services, it is important to note that counseling, and more specifically career counseling, has not attained a professional status in Romania to date (i.e., February, 2012). Counseling tasks in career and vocational centers (i.e., national, county and local level) are provided by *career guidance counselors* (in Romanian language: *consilier orientare privind cariera*), and by *vocational counselors* (in Romanian language: *consilier vocațional*).

Both of these jobs are described in the 2012 version of the *Classification of Occupations in Romania*<sup>9</sup> : code 241208 for *consilier orientare privind cariera* (in English: *career guidance counselor*) and code 241222 for *consilier vocațional* (in English: *vocational counselors*; Clasificarea ocupațiilor din România, 2012). *Vocational counselors* are required to have at least a high school, whereas *career guidance counselors* are required to have at least a bachelor degree. Due to the fact that counseling is not a recognized profession, specialists who hold career guidance or career counseling related positions usually have a Bachelor's degree in Psychology, Education, Social Work or Sociology (Szilagyi, 2005). A similar situation is noticed in schools; *school counselor* (i.e., in Romanian language: *consilier școlar*) is recognized as a job in COR with code 235903 and comes from the above mentioned areas.

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<sup>9</sup> The Classification of Occupations in Romania (Clasificarea ocupațiilor din România – COR) was updated and approved in 2011 by the Annex to the MMFPS Order no.1.832//856/2011 regarding the approval of COR.

Moreover, although a Master's degree in counseling is required by the law (i.e., and not by the COR) for employment in career and vocational centers, most professionals offering counseling services in these settings have a graduate degree in other fields such as: Education, Management, Human Resources (Szilagyi & Paredes, 2010). These authors noted that for professionals who do have a Master's degree in counseling, their status as counselors is contextually defined. School counselors cease to identify themselves as *counselors* once they leave the school counseling job. For example, school counselors with a Bachelor's degree in Psychology and a Master's degree in counseling identify themselves as *psychologists* if they change their position from school counselors. This leads to role confusion in relationship to other helping professions and among the clients (Szilagyi, 2005).

**Educational programs and GCDF in Romania.** Authors (Jigau, 2002; Szilagyi, 2005) noted that an important element in the development of professional counseling in Romania was the creation of counseling programs in several renowned universities (e.g., school counseling, psychological counseling, guidance and career counseling). As of February 2012, a professional accreditation system does not exist, since career counseling is not yet a recognized profession in Romania. Thus, the educators teaching and supervising in these counseling programs come from other professions, generally from psychology, education, social work, sociology, management (A. Szilagyi, personal communication, April 4, 2011). The influence of their background is visible in the curriculum of the counseling programs in Romania.

The theoretical component is dominant, and the practice of counseling skills is almost nonexistent, as there are no educators with background in counseling. Thus, they lack skills and rely primarily on theory. The psychologists, who often teach in these programs, focus on educating their students about formal assessment (e.g., projective tests, personality tests). This is

reminiscence of the pre-communist stage, when the vocational guidance field was identifying itself within the context of psychology, and was relying heavily on psychometrics (Szilagyi & Paredes, 2010).

The emphasis on formal assessment in the school and career counseling graduate programs has two implications (A. Szilagyi, personal communication, April 4, 2011). First, it affects the quality of the services offered to the clients who seek career services. For example, graduates from career counseling programs who hold a Bachelor in psychology have the advantage of their background and thus are able to understand these instruments. Being licensed in psychology, they are also able to use these assessment instruments in their practice. However, the graduates who hold a Bachelor in other domains (e.g., education, management, economy) and who graduate from these counseling programs are unprepared to use assessment for their future career interventions. Moreover they do not have the right to apply them. Second, the emphasis on formal psychological assessment instruments affects the identity of the domain of career counseling in Romania, which is perceived as functioning under the umbrella of the psychology profession. This creates confusion for the general public about the type of services that they need and about the standards at which these services should be offered (Szilagyi, 2005).

A significant shift regarding the training of Romanian students in the domain of career counseling was generated by the inclusion of the Global Career Development Facilitator (GCDF) curriculum among the courses of the master's program *Lifelong Education for Career Counseling* (i.e., the first graduate program in the domain of career counseling in Romania; started in 2003 at Polytechnic University in Bucharest). The GCDF course places a strong emphasis on practicing basic counseling skills, exploring personal issues pertaining to professional growth, relying on students' previous experiences as the basis for new learning,

focusing on adult learning principles and experiential methods in teaching, and working with clients under supervision.

This course was the first one in this field, to introduce the informal assessment as an important part of the career intervention process. The students participating in the GCDF training need to undergo their own process of self-evaluation which consist of investigating their needs, values, aptitudes, interests, barriers and resources. The objective of this training is to prepare specialists who are able to use informal assessment instruments for helping clients to explore all these elements, while, concurrently, employing basic counseling skills in supporting clients through this process of discovery. Romanian GCDF career consultants are conducting career interventions in which the *counseling process* plays an important role. Not only was this a novel experience for students, but it also challenged the way in which Romanian educators viewed the training in the field of career counseling and development. As a consequence, the GCDF course was included in several other career counseling related programs in renowned Romanian universities.

GCDF is a paraprofessional certification program in the field of career counseling and development that was created in the US by CCE, a division of NBCC. In the US, the program was developed for *facilitators* who perform career activities (e.g., career group facilitators, job search trainers, career development case managers, intake interviewer, employment placement specialists), assisting career counselors (Mariani, 1998a; Splete & Hoppin, 2000). The program was adapted to Romanian needs by NBCC Romania (i.e., division of NBCC International) with the intention of preparing career specialists and of developing a national certification system. It is important to note that the objectives of the GCDF training and certification are different in the US, where career counseling is a recognized profession. More details about the significance of

the GCDF, in the initial context in which it was created (US), are discussed in the section *History of the Global Career Development Facilitator* within the current chapter.

In Romania, the graduates of this program are recognized as GCDF career consultants. This was an initial attempt to start a national certification, an important process in assuring the quality of professional services offered by counselors. After the GCDF training was integrated in the curriculum of the master's program at *Polytechnic University of Bucharest* in 2003, other graduate educational programs have incorporated this certification in their curriculum. In Romania, GCDF was adopted by other domains, not necessary linked to counseling (e.g., business, management, education). There were 300 certified GCDF career consultants in Romania, as of February 20<sup>th</sup>, 2012 and 50 are in training. More details about the GCDF Romania certification and training program are provided in the section *Global Career Development Facilitator Romania* within the current chapter.

Despite these initial attempts to build an educational infrastructure for training career counselors, Szilagyi (2005) has identified the lack of collaboration at a national level among Romanian counselor educators as a barrier to the professionalization of counseling. Conferences hosted by various universities have called for presentations and articles pertaining to counseling, but Szilagyi noted that similar efforts at national levels appear to be disjointed.

Concurrently, the newly created network of GCDF career consultant and other counseling scholars have played an important role in further developing the counseling profession. For example, a *Code of Ethics* was developed by the Institute of Educational Sciences (ISE, 2004). In 2009, the *Romanian Counseling Association* (Asociația Consilierilor Români: ACROM, 2009–2010) was created. The mission of the ACROM is emphasized in the following statements:

- Supporting the transition from counseling, as an occupation to counseling as a profession;
- Establishing a legal framework for all counselors;
- Developing and implementing of an Ethical Code and Quality Standards;
- Supporting the development of a national certification in counseling.

ACROM was created with the support of NBCC Romania who offered consultancy services throughout different stages (e.g., creation of bylaws, organization of first RCA conference).

Important for the development of counseling programs and services in Romania were the collaborations with counselor educators and organizations from countries where counseling was an established profession per se (e.g., US, UK, Canada, and New Zealand) as well as from countries that are working towards the professionalization of counseling to their needs (e.g., Germany, Turkey). Such projects were organized by efforts of NBCC Romania and several Romanian universities (Polytechnic University, Petru Maior University, Titu Maiorescu University, Spiru Haret University, Petroleum-Gas University).

In conclusion, Romania has a long tradition of vocational guidance. In its incipient stages, the development of this domain was marked by strong influences from the French and German practices. During the 50 years of communism, the domain was marked by the general isolation that characterized the socio-politic climate of the country. The post-communist development of this field has been equally influenced by the national needs as well as by the policies developed at a EU level. The *lifelong learning* principles adopted by EU and Romanian policy makers (e.g., education, employment, economy) creates a context in which a theoretical shift from *vocational guidance* to *career counseling and development* started to be made. The foundation for the career counseling profession has been laid and the GCDF Romania program is

a significant component of this development. More about this program will be described in the section dedicated to the GCDF Romania.

### **Terminology**

Niles (in press) noted that “the field of career guidance has been linguistically challenged”. It is noticeable that while *career counseling* is used to currently define this domain in the US, Europeans are using a multitude of terms to define the field under which career services are organized (e.g., vocational guidance, career guidance, career counseling). In Europe, the term *vocation* and *guidance* are still used despite the shift toward the *life-long learning* principle, which might seem as a contradiction; in the US the term career development was adopted specifically to denote this meaning of lifelong learning. In Romania, while the state and European funded institutions are still using the terms *vocation* and *guidance*, there is an emergent shift towards replacing the term *vocation* with *career*, to better reflect the realities of our times. Also, the term *career counseling* gains notoriety among the career services offered in Romania.

In conclusion, the terms used to define the domain and the services offered have distinct meanings that are culturally and historically determined (Watts, 1996). *Vocational guidance* was used in the incipient stages of the development of this field, both in the US and around the world. The terms *career counseling* and *career development* gained popularity in the 1950s in the US through the work of Super (1957) and were further institutionalized when the name of the *National Vocational Guidance Association* (1913-1983) was changed to the *National Career Development Association* in 1984 (Pope, 2000). In Europe, because such a shift has not yet been made, various terms are being used interchangeably. According to Guichard (2001), one argument in favor of this phenomenon is that the conceptual borderline between various terms

(e.g. *educational or vocational counseling and career education*) is “less clear-cut than (the) definitions might suggest” (p. 157).

Niles (in press) called for a consistency among using these terms. Still, given that the terms are generally contextually defined, this seems almost an impossible task. For the purposes of defining terminology, what follows is grounded in a literature review of well-known specialists in the field, both in Europe and in the U.S. (e.g., Niles, Sampson, Watts). The terminology is presented below, following the order employed by Niles and Harris-Bowlsbey (2005).

### **Career**

There is no doubt that the widespread use of the term career is due to Super, who proposed this word as better reflecting the realities of the U.S. in the 1950s, than vocation (1955, 1957). Super (1980) defined career:

“as the combination and sequence of roles played by a person during the course of a lifetime. These roles include those of child, pupil or student, leisurite, citizen, worker, spouse, homemaker, parent, and pensioner, positions with associated expectations that are occupied at some time by most people, and other less common roles such as those of criminal, reformer, and lover (p. 282).

Most definitions of career incorporate and summarize concepts first mentioned by this prominent figure in the domain of career counseling. In essence, *career* is a *lifestyle concept* (Niles & Harris-Bowlsbey, 2005), becoming “synonymous with *life*” (Mariani, 1998b, p. 30), and reflecting the “constellation of roles played over the course of lifetime” (Herr, Cramer, & Niles, 2004). Mariani (1998b) noted that the concept of career has “grown right along with the professions of counseling and career facilitating” (p. 30).

## **Career Development**

An important issue to clarify is that career development is an object of intervention; it is not correct to use it in the context “*doing career development*” but rather “*doing career development interventions/activities*” (Niles & Harris-Bowlsbey, 2005). The most complex definition was provided by Sears (1982), who viewed career development as “the total constellation of economic, sociological, psychological, educational, physical, and chance factors that combine to shape one’s career” (p. 139). Each of the elements in this definition are also described by other authors (e.g., Niles & Harris-Bowlsbey, 2005; Sampson, Reardon, Peterson, & Lenz, 2004)

## **Career Development Interventions**

Career development interventions are generally defined as activities or efforts intended to enhance an individual’s career development or to enable the person to make better career-related decisions (Oliver & Spokane, 1988). Career development interventions can take a variety of forms, such as the following:

- Individual and group career counseling (Niles & Harris-Bowlsbey, 2005);
- Individual session, workshop or courses designed to offer information and guidance in educational (e.g., choosing a major) and career selection (Oliver & Spokane, 1988; Shivy, Philips & Koehly, 1996; Varvil-Weld, & Fretz, 1983; Watts and Sultana, 2004);
- Career education services (Guichard, 2001; Watts & Sultana);
- Career development programs (Herr & Cramer, 1996; Johnson, Smither, Holland, 1981; Niles & Harris-Bowlsbey, 2005).
- Career management programs (Watts & Sultana);

- Computer-assisted programs and computer information delivery systems (Oliver & Spokane);
- Transition services (Watts & Sultana);
- Assessment and self-assessment tools (e.g., Holland et al., 1981; Watts & Sultana);
- Self-help materials (Holland et al., 1981; Holland, Rakai, Gottfredson, & Hanau, 1978; Oliver & Spokane).

The ultimate purpose of each of these services is to help people develop self-awareness and occupational awareness, to learn how to make decisions, to acquire job-search skills, to deal with uncertainty so that they can better adjust their occupational choices after they have been implemented, and to develop a framework to cope with school, job and personal stress (Guichard, 2001; Niles & Harris-Bowlsbey, 2005).

### **Career Counseling**

Niles and Harris-Bowlsbey (2005) asserted that career counseling “involves a formal relationship in which a professional counselor assists a client, or group of clients, to cope more effectively with career concerns (such as) making a career choice, coping with career transitions, coping with job-related stress, or job searching” (p. 13). An important element in this relationship is the establishment of rapport between the counselor and the client, which creates the necessary context for other processes such as: assessment, goals setting, progress evaluation, support for coping with stress (Niles & Harris-Bowlsbey). In this process, the counselor can make decisions depending on client “progress, (to) either offer additional interventions or (to) terminate career counseling” (p. 13).

Herr (1996) offered a thorough definition of career counseling; the only caveat is that in this context he equated the process of *career counseling* with *career guidance*:

It is generally true in all nations where career counseling and career guidance exist that the content of counseling or career guidance is not, for the most part, concerned with restructuring personality; rather, it is primarily concerned with helping youths and adults clarify, validate, or restructure perceptions of their abilities and preferences for work and how they may plan access to and meet the requirements to perform at levels or in ways that their parents, teachers, co-workers, employers, or other institutions in the social context will find acceptable, and provide them rewards, security or personal validation. Such processes may be interpreted by different nations as facilitating human capital development, improving equity and opportunity, reducing frictional unemployment, or facilitating individual career planning and choice (p. 10).

### **Career Guidance**

Gladding (2004) made the distinction between career guidance and counseling: while the former process focuses on “helping individuals what they value most”, the former focuses “on helping them make changes” (p. 5). He argues that “the decision –making aspect of guidance has long played an important role in the counseling process,” and that “it has historical significance.” Finally, the process of help as it pertains to guidance “differs from the more encompassing word counseling” (p. 5).

From an European perspective (Watt & Sultana, 2004), career guidance is viewed as encompassing, services intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices to manage their career. These may include services in schools, universities, colleges, training institutions, public employment services, companies, voluntary/community sector, and the private sector. In conclusion, it is evident from both definitions, that while the career counseling process focuses on assisting

individuals making changes, the career guidance process can be seen as a precursor of the former, focusing on identifying and making choices.

### **Career Counseling and Globalization**

The rise of the postindustrial society (Bell, 1973) overlapped with the beginning of a phenomenon that affected the entire world: globalization. Social scientists explained and demonstrated the causes and the effects of globalization (e.g., Beck, 2000; Jarvis, 2007). Following the principle of parsimony, Spence (2011), the recipient of *Nobel Prize in Economics* in 2001, defined globalization as “the process by which markets integrate worldwide” (p. 28). The technological advancements characteristic to the information era (Guichard, 2001; Tractenberg, Streumer, & van Zolingen, 2002) bilaterally influenced the accelerated rhythm of globalization (Spence).

Perhaps the most important effect of globalization consists in the structural economic changes, especially in developed and developing countries (Spence, 2011). At a national level, these changes trickled down to anything from the price of goods, to job patterns, redistribution of employment opportunities and wages almost everywhere. At a global level, migration, “a constant characteristic of the history” (p. 91) is a reality with profound influence on the socio-economic fabric of countries or regions (Nița, 2005b). Opinions are divided about the risks presented to societies and individuals; while some are ready to point out the social inequities and the economic risks (Beck, 2000; Nița, 2005a, 2005b), others are optimistic about the opportunities created by globalizations (e.g., Jarvis, 2007).

For career counseling and development professionals, understanding the basic implications of globalization can help in educating their clients about the realities of the labor market and of the policies that can influence their career chances. For example, Spence (2011)

noticed that globalization created disparities in the employment opportunities across the US (i.e., highly educated individuals have more chances to find a job compared with the less educated ones) and that is imperative that policy makers address “these distributional effects and their structural underpinnings” (p. 28) through long-term policies. These are the types of events and policies that have influenced the evolution of the career counseling profession across nations.

Watts (1996b) asserted that changes brought by globalization in the socio-economic fabric of societies have an irreversible effect on the evolution of career models. He described:

The traditional model of career is fragmenting. This process represents a “career-quake”: a shaking of the foundations of traditional structures, but with the opportunity to build new and more robust structures in its wake (p. 210- 211).

Another important effect of globalization discussed in the context of career counseling and development, consists in the fact that similar phenomena (e.g., changes in socio-economic structures, employment, education, training) occur across the world, in different countries (Pope, 2000; Tractenberg et al., 2002; Watt & Sultana, 2004). This provides opportunities to learn from the history of other countries that have already experienced similar stages, rather than reinventing the wheel. It also offers the context for international collaborations among “career counseling professionals (...) to provide the social leadership required in times of transition and crisis” (Pope, p. 209).

### **History of the Global Career Development Facilitator**

The Global Career Development Facilitator (GCDF) certification program illustrates that globalization created not only comparable needs for career services across the world, but also offered opportunities for cross-cultural collaboration in this field. The GCDF program emerged from the federally funded project Career Development Facilitator, developed in 1997 as a result

of the collaboration between the Center for Credentialing and Education (CCE), the National Career Development Association (NCDA), National Occupational Information Coordinating Committee (NOICC), and the Career Development Training Institute at Oakland University in California (Splete & Hoppin, 2000; Niles, Engels, & Lenz, 2009).

### **The Career Development Facilitator (CDF)**

The CDF project was initiated as a result of the growing needs for better career development services, noticed after the beginning of post-industrial era in the US, when downsizing lead to unemployment and career transition (Mariani, 1998a; Splete & Hoppin, 2000).

**The national survey.** The first step in the CDF project was funded by NOICC and consisted in the organization of a needs assessment of career development providers, generically named *facilitators*. The rationale for using this term was to survey career providers from as many educational and professional backgrounds as possible, including but not limited to the American Society for Training and Development, NCDA, National Certified Counselors (NCC), National Employment Counseling Association, National Rehabilitator Association, Military Education Counselor Association, the Career Planning and Adult Development Network, Job Training Placement Act personnel, employment security commissions corporations, community agencies, colleges and universities, private practice (Splete & Hoppin, 2000).

The survey that was sent to participants included 82 items, organized in 10 categories. No information regarding the total number of respondents for this national survey was reported. The items were based on NCDA competencies for career counselors and other items relevant to the work of *facilitators* (e.g., developing strong presentation skills). Splete & Hoppin (2000) reported that the participants “were asked to rate the importance of each survey item to their job

and then indicate the item for which they would like to improve their skills or knowledge” (p. 342). The descriptive results indicated that career development providers needed more training, specifically in certain areas (e.g., special populations, labor market, presentation skills, program management, ethics).

**The CDF curriculum.** The results of the initial survey were the catalyst for the creation of a curriculum to respond to the needs voiced by respondents. NOICC continued to fund the CDF curriculum. The foundation for this curriculum consisted in the competencies that resulted from the survey. Collaborations between project members, counselor supervisors of career development staff, directors of community and governmental agencies, business and industry personnel, and national career development experts, were critical in the development of the curriculum as well (Splete & Hoppin, 2000).

The following 12 competencies emerged:

1. *Helping skills.* Be proficient in the basic career facilitating process while including productive interpersonal relationships.
2. *Labor market information and resources.* Understand labor market and occupational information and trends. Be able to use current resources.
3. *Assessment.* Comprehend and use (under counselor supervision) both formal and informal career development assessments with emphasis on relating appropriate career development assessments to the populations served.
4. *Diverse populations.* Recognize special needs of various groups and adapt services to meet their needs.
5. *Ethical and legal issues.* Follow CDF Code of Ethics and know current legislative regulations.

6. *Career development models*. Understand career development theories, models, and techniques as they apply to lifelong development, gender, age, and ethnic background.
7. *Employability skills*. Know job search strategies and placement techniques, especially in working with specific groups.
8. *Training clients and peers*. Prepare and develop materials for training programs and presentations.
9. *Program management and implementation*. Understand programs and their implementation and work as a liaison in collaborative relationships.
10. *Promotion and public relations*. Market and promote career development programs with staff and supervisors.
11. *Technology*. Comprehend and use career development computer applications.
12. *Consultation and supervision*. Accept suggestions from supervisor for performance improvement from consultants or supervisors (Splete & Hoppin, 2000, p. 343-344).

The resemblance between the NCDA competencies for career counselors and the CDF competencies is noticeable (Mariani, 1998 a). This is to be expected given that the foundation of this program lays on the needs assessment surveys designed based on the NCDA competencies for career counselors. Mariani (1998 b) noted that this comprehensive set of competencies is also overlapping with competencies pertaining to counseling in general. He argues that in this new post-modern era, any counselors should be able “to master the use of career and labor market information resources and the technologies making them available” (Mariani, 1998b, p. 33).

The GCDF curriculum has four modules, each lasting about 30 classroom hours. These are typically delivered (in what format), and include:

- Career development overview, theory, and information;
- Helping and assessment skills;
- Career information, resources, and program design;
- Reality checks, goal setting, and action plans. (Mariani, 1998a; Splete & Hoppin, 2000)

The first GCDF course was offered in 1996 (Mariani, 1998a). NOICC and the NCDA shared responsibility for “disseminating, improving, and promoting the CDF curriculum” (Mariani, 1998a, p. 39)

**Creating a national certification.** Career Development Facilitators (CDF) serve as career group facilitators, job search trainers, career resources center coordinator, career coaches, career development case managers, intake interviewer, occupational and labor market information resources personal, human resource career development coordinators, employment placement specialists, and workforce development personally (Mariani, 1998a; Splete & Hoppin, 2000). CDFs usually assist career counselors in their activities. The complexity of this project, as well as the large numbers of individuals interested in the CDF program, motivated the development of a national certification that would recognize the training and background of CDFs. Generally, a national credential reflects a sign of professionalism: “Number one, it enables you to show the public your expertise. And second, it helps you get appropriate referrals” (Clawson, as cited in Mariani, 1998b, p. 35).

Authors (Mariani, 1998a; Splete & Hoppin, 2000) reported that the CCE was the body that offered the infrastructure for creating and administrating the CDF certification. According to Splete and Hoppin, “the CDF credential was developed to provide standards, training specification, and credentials to formally recognize those career providers who do not meet the

professional counseling requirement” (p. 344). The CDF applicants needed to meet certain criteria for certification (education, corresponding career development work experience, supervision, professional ethics, and a fee) and to have been participating in the CDF training. The first applications for the CDF certification were processed in January 1998 (Mariani, 1998a). To maintain their credentials, CDFs needed to meet continuing education requirements.

### **The Global Career Development Facilitator**

The development of the GCDF training curriculum and certification program is the result of international collaborations between NBCC and institutions (public and private) from countries interested in designing and implementing career development training and certification programs that respond to their country-specific needs. Built on the foundation set by CDF, GCDF is “a career development paraprofessional certification program aiming to offer country-specific standardization and recognition to career development professionals, worldwide” (Niles et al., 2009, p. 362). The first GCDF credentials were awarded in 1998 in the US, followed by New Zealand in 2000, and in Japan in 2001. As of February, more than 17,600 GCDF certifications have been awarded in 14 countries: Bulgaria, Canada, China, Cyprus, Germany, Greece, Japan, Korea, Macedonia, New Zealand, Romania, Taiwan, Turkey, and United States; the program is under development in Portugal.

**The GCDF curriculum.** While the GCDF curriculum maintained the same modularized learning format as the CDF, its structure and content underwent thorough changes in order to respond to the contemporary, country-specific realities. The general curriculum has currently seven modules:

1. *Career Development Theories*. This module emphasizes the importance of relying on theoretical frameworks in the career intervention process. It reviews the well-known theories in the field of career counseling and development.
2. *Communication Skills and the Helping Process*. This module focuses on building basic counseling skills. It also describes important elements of the helping process.
3. *The Assessment Process*. The module emphasized self-evaluation as an important process for assessment. It includes a variety of informal instruments that GCDFs are required to apply to themselves, as a means to learn how to use them with clients.<sup>10</sup>
4. *The Training Process and Career Development Programs*. The focus in this module is to provide GCDFs with basic information and skills pertaining to the design and delivery of training. It also addresses basic details regarding the development and the promotion of career development programs.
5. *Decision and Planning and Job Search Strategies*. This module provides GCDFs with the necessary skills and information to support their clients in making career related decisions and in job searching.
6. *Labor Market*. This module describes general and country-specific information related to the labor market (e.g., demographic data, labor market legislation, institutions).
7. *Ethical and Legal Issues*. This module focuses on equipping GCDFs to deal with ethical and legal situations.

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<sup>10</sup> All the assessment tools covered by the GCDF curriculum are informal. Since 2009, CCE provides US certified GCDFs with the possibility of using the formal instruments BeMIS (the Behavioral Management Information System). As of February 2012, BeMIS is in the process of being normed in 10 countries (Bulgaria, Cyprus, Germany, Greece, Macedonia, Malaysia, Portugal, Romania, Taiwan, Turkey ). BeMIS “measures, interprets and reports six categories of global behavior (productiveness, assertiveness, sociability, individuality, well-being and submissiveness), 37 important personality variables, emotional intelligence, and character strengths and virtues. The career-specific information provided by BeMIS includes approach to life, reasoning method, cognitive style, potential career areas, and career-relevant personality strengths and constraints.” (The GCDF Connection Newsletter, Fall 2009, p. 9 )

Each of these modules address the same 12 core competencies based on which the initial CDF curriculum was built<sup>11</sup>. These competencies are also found among those established by the NCDA and the International Association for Educational and Vocational Guidance (IAEVG) for career counselors (Niles et al., 2009).

Each country that adopted the GCDF program has adjusted the curriculum to their career development realities and needs. This process is typically conducted by local experts in social science fields (career development, education, labor market, human resources, business) from these countries and it supervised by the CCE. These experts work with the local GCDF partner under CCE's supervision, who remains the certifying body for GCDF. Adapting the curriculum to each country's needs is possible due to the flexible character of the sub-competencies included in the 12 areas. Thus, while these 12 core competencies remain the same across the GCDF countries, some of the sub-competencies are national specific.

For example, sub-competencies pertaining to the core areas of *Labor Market Information and Resources, Assessment, Diverse Populations, Employability Skills* are likely to differ from one country to another, based on their needs and realities. Each national GCDF curriculum is likely to differ in these areas. For example, the GCDF Germany curriculum places a heavy emphasis on *Diverse Populations* since this is a matter of importance on the agenda of policy makers. Another example: the GCDF curriculum includes informal assessment tools that GCDFs can use to explore clients' needs, values, interests, resources, barriers etc. These tools are usually supplemented in national GCDF curriculum with ones that are relevant for country-specific needs. Finally, the modules addressing labor market and ethical and legal issues are generally completely different from one GCDF national curriculum to another.

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<sup>11</sup> The CDF area of competency *Consultation and supervision* was changed for the GCDF program to *Supervision*, until the end of 2011, when it was modified to *Consultation*. The sub-competencies covered by this area of competency remained the same, despite the change of name.

The GCDF training relies on a variety of instructional methods for distance and face to face learning. Regardless of the format used, participants receive intra-modular assignments and are expected to apply their previous professional and life experience to their tasks. The face to face training emphasizes group exercises, working on case studies and projects, and practicing skills.

**GCDF certification.** Similar to the curriculum, the certification requirements are also country-specific, although in Europe similarities are noticeable across all categories. The following are the requirements for becoming GCDF certified:

- Minimum education (e.g., Bachelor's degree or higher in Bulgaria, Romania, Turkey, Macedonia, Greece; High School or higher in Germany).
- Minimum expertise. In Romania, Bulgaria and Greece, applicants need to have 200 hours of program-related practical experience under supervision. Turkey and Germany operate based on a sliding scale (e.g., Germany: 5600 hours for high school graduates, 4200 for Associate's degree, 2800 for Bachelor's degree, and 1400 for graduate level).
- Complete 120 hours of GCDF training.
- Agree to comply with the GCDF ethical guidelines.
- Pass evaluations of knowledge and skills.
- Work on a client case under the direct supervision of the GCDF trainer.

In order to maintain the certification, GCDF career consultants need to be engaged in continuous education activities (75 hours in 5 or 3 years). The certificate is valid for five years in Bulgaria, Cyprus, Greece, Macedonia, Portugal, Romania, and Turkey, and for three years in Germany.

**GCDF Portability.** GCDFs have the possibility of receiving certification in countries other than the ones in which they have been initially certified. In order to achieve portability, GCDFs need to:

1. Contact the GCDF Program Partner for which they are seeking portability.
2. Complete an approved GCDF supplement training that includes the identified country-specific areas of the GCDF core competencies.
3. Meet all other established requirements for the GCDF program they are seeking portability.

The GCDF certification training is designed to train career consultants from various educational and professional backgrounds, thus meeting the realities of the countries in which it is adopted. Authors (Niles et al., 2009) have mentioned the GCDF program in the context of the innovative training program to prepare career practitioners. The GCDF certification offers to the public, a guarantee of professionalism in the field of career development. Especially in countries where career counseling is not yet a recognized profession, this program helps in building professional standards. The certification has been adopted by educational programs or by nonprofit institutions in various countries in Europe (e.g., Bulgaria, Greece, Germany, Macedonia, Portugal, Turkey). For example, in Bulgaria, the GCDF certification was adapted to country-specific realities and was adopted by the Ministry of Education as an educational requirement for school counselors.

**GCDF research.** Empirical studies that explored the effectiveness of the GCDF curriculum (i.e., original or country-specific) are scarce. CCE has published anecdotal qualitative data regarding the implementation of the GCDF certification in institutions in various countries, updated descriptive statistics about the number of certified individuals, details and

resources on the GCDF and GCDF trainer processes of certification and recertification, but to date, there have been no controlled outcome studies.

*CCE informal survey.* CCE published an informal survey in the *GCDF Connection* newsletter (Spring 2004) inviting GCDFs to provide data that would help CCE to improve and update the GCDF training curriculum. As of April 2004, CCE reported 4093 certified GCDFs in the US (3599), New Zealand (4) and Japan (490). This survey assessed demographic data, frequency ratings for the use of GCDF competencies in the workplace of certified individuals, and perceived effectiveness of the credential in one's job and advancing one's career. Only 30 GCDFs participated in this study. Despite the global character of the certification, the survey did not ask demographic questions regarding participants' nationality. While this initial attempt provided some anecdotal data regarding the evaluation of the GCDF, the sample size was restricted and limited the generalizability of the results. Moreover, the process for evaluating a training program requires a more comprehensive and thorough empirical investigation.

*GCDF Germany study.* The first empirical study evaluating the GCDF training was conducted in Germany, in summer 2011 by Barbara Weissbach, Hans Jurgen Weissbach and Carlotta Ahrens. This study, which was not yet published, had two goals. First, it explored the effectiveness and relevance of specific GCDF *tools* included in the German curriculum, in the context of the GCDFs' practice. Second, it investigated the self-reported effect of the GCDF training, on the strategies and behaviors of GCDF Germany employment coaches<sup>12</sup>.

*Participants.* The sample of this study was small. It consisted of 54 GCDF Germany employment coaches and 41 members of the control group. The employment coaches received the GCDF training in five institutions from both Eastern and Western Germany, between six months and two and a half year before this study was conducted. The authors reported that most

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<sup>12</sup> The term generally used for GCDFs in Germany is "employment coaches"

participants worked as employment coaches, or as labor market integration coaches in public job centers or communities. They served clients with history of long-term unemployed and older than 50 years. Nearly 55 percent of participants were reported to be over 40 years old ( $M = 43$ ). The sample consisted of 29 women and 25 men. Nearly 50 percent of all participants had more than 60 months job experience. The authors reported that all participants reflected very well the structure of the total GCDF course participants during the last five years (i.e., 85 percent were employees of job centers and Optionskommen centers).

*Methodology.* The self-report questionnaire contained items that assessed the most important advantages of the GCDF training, the less relevant content of the training, the frequency of use of GCDF-tools, and the impact of the training on themselves and on their clients. The list of tools addressed by this survey was not comprehensive, as it did not cover the GCDF Germany curriculum in its entirety. The authors (Weissbach et al., 2011) explained that they did not intend to evaluate the whole training curriculum; this was designed to be a pilot study. However, they did not provide a rationale for their choice of tools included in this survey. Moreover, they used interchangeably the terms *instruments* and *tools*, although some of the elements evaluate were skills or tasks.

*Self-reported effectiveness of GCDF Germany tools.* These *tools* were not categorized by the 12 general areas of competency of the GCDF curriculum. When comparing them with the *task* items included in the *GCDF Romania Tasks survey* (the instrument used in the current study), some similarities are evident. For example, the *tools* most often used by German GCDFs can be classified under the general areas of competency: *Helping Skills* (e.g., Open W-questions (When? Who? What? How? questions; Mirroring; Emotional interventions), *Employability Skills*

(Functional CV), and *Assessment* (Analysis of transferable skills, Working with beliefs, Favorite activities, Analysis of needs according to Maslow, 4-S model, SMART model).

The authors (Weissbach et al., 2011) noted that very complex tools (e.g., Kolb's learning style inventory, profiling of highly qualified clients, intercultural communication) were not reported to be used frequently by German GCDFs. Eleven *tools*, addressed by various competency areas of the GCDF Germany training program, were reported to be used often by more than 50 percent of the GCDF, 14 by 25 to 50 percent of the GCDF, and only 9 tools by less than 25 percent. Based on these results, the authors concluded that cognitive retention is high, given that some of the courses had been finished more than 18 months before the survey.

*Self-reported effect of the GCDF Germany training.* The majority of German GCDFs reported having found the training either very important (33.3 percent) or rather important (40.7 percent). The authors reported that the participants, who rated the GCDF training as less important, were people who had already been trained in communication skills (e.g., social workers) and elder placement agents. Twenty seven participants rated the following GCDF Germany curriculum content as *less important*:

- The low efficiency of internet-supported job search which could be due to course-related factors in one institution (lack of computers etc.);
- Institutional factors like lack of possibility to contact employers because of internal division of labour in job centers;
- Lack of possibility to make use of new social media for the target group 50+.

The German GCDFs reported being more satisfied in their job after the GCDF training than before. Despite this, the results showed that clients of the GCDFs did not have a significant increase in the number of job interviews they obtained. However, the GCDFs reported that the

activity levels of their clients improved, that they felt better prepared for the job interviews, and that obtained jobs more often than prior to receiving their services. Finally, GCDFs reported that clients felt better prepared to deal with disappointing experiences as a result of participating in the career counseling process.

This was the first empirical study to evaluate a GCDF training program. As noted, it has several limitations (e.g., small sample size, not comprehensive). The authors call for future evaluation efforts after this pilot survey. In this context, the current study is the first to to evaluate a GCDF training program in its entirety.

### **Global Career Development Facilitator Romania**

Global Career Development Facilitator (GCDF) is the first national certification in the field of career counseling and development in Romania. GCDFs who obtain this certification are officially recognized by CCE as *career consultants*. This title reflects the realities in the domain of career counseling in Romania, and in Europe in general, compared to the climate in the US (Szilagyi, 2007). In the US, GCDF specialists work in teams with career counselors, offering assistance for various career services (e.g., career information, resources) without being involved in the career counseling process.

In Romania, where career counseling is a domain working towards professionalization, GCDFs are prepared to operate a variety of career development interventions. Szilagyi (2007) noted that the title *career consultant* for GCDF in Romania was chosen for two specific reasons. First, *Global Career Development Facilitator* needed to be adapted for the Romanian public and a team of experts proposed this term. Second, the term *counselor* was avoided due to its ambiguity in a context in which the counseling profession is not yet recognized.

### **GCDF Romania Curriculum.**

Both the curriculum and certification requirements were adapted to Romanian realities. NBCC Romania, one of the national offices of NBCC-International was in charge of standardizing the program in this country. The GCDF Romania training program consists of 120 training hours and 12 competency areas. However, these areas have been modified at the level of the sub-competencies in accordance to the recommendations offered by a team of Romanian experts in this field. The GCDF career consultant is prepared to offer career services (e.g., informing, guidance, education, counseling) for individuals and organizations at high standards of quality (certificate ISO 9001:2008, NBCC Romania).

As previously discussed, , the GCDF Romania training program addresses areas of competency that are lacking from the educational experience of the students prepared in the career counseling field. The Romanian GCDF training program was the first to introduce informal assessment as an important part of the career intervention process. It also places a strong emphasis on practicing basic counseling skills, on personal development, on ethical issues, and on working under supervision.

### **GCDF and Career Counseling and Development in Romania**

The GCDF Romania program has been incorporated in several graduate educational programs. It was first taught in 2003, when it was included among the eight courses of the curriculum of a career counseling graduate program in Romania 2003. The GCDF Romania training program was also introduced in graduate programs in the field of business, management, or education, disciplines not necessary linked to counseling. The GCDF program was included in the curriculum for undergraduate students (at Petroleum-Gas University of Ploiesti), just once, during the academic year 2008-2009.

Currently (i.e., as of February 2012) the program is included only at a graduate level, in master's programs in three prestigious universities in Romania:

- The University of Bucharest (<http://www.unibuc.ro/e/>), within the *School Counseling* master program ([http://www.unibuc.ro/en/master\\_pscs\\_en](http://www.unibuc.ro/en/master_pscs_en));
- Titu Maiorescu University (<http://www.utm.ro/utm/en/index.html>), within the *School Psychology and Career Counseling* master program;
- Politehnica University of Bucharest (<http://www.pub.ro/>), within the master program *Lifelong Learning for Career Counseling*.

Four private businesses also became GCDF partners (Authorized GCDF providers; NBCC Romania), offering the GCDF training in their portfolio of services. There were 300 certified GCDF career consultants in Romania, as of February 20<sup>th</sup>, 2012. Fifty more students are currently participating in the GCDF Romania training, which is provided both by these business partners and by university graduate programs.

### **GCDF Romania Certification Requirements**

The conditions required for GCDF in Romania are generally similar to those existent in most European countries; candidates should fulfill several basic conditions:

1. Have a bachelor degree or higher (all majors are accepted);
2. Have a minimum 200 hours in activities related to career consulting (management, human resources, training, education, consulting).
3. Complete 120 hours of GCDF training.
4. Agree to comply with the GCDF ethical guidelines.
5. Pass evaluations of knowledge and skills.
6. Work on a client case under the direct supervision of the GCDF trainer.

The certificate is valid for 5 years and recertification is conditioned by participating in 75 hours of continuous education and re-signing the agreement of respecting the GCDF Ethical Code. Continuous education activities include: participating to or organizing workshops, participating to GCDF curriculum development, conducting research and writing articles, etc. All these activities need to address the GCDF competency areas.

### **Training Evaluation**

Evaluation is central to validating the training program, as well as the training professionals, and in improving future programs (Kirkpatrick, 1996). Evaluation is conducted to verify the “accomplishment of learning objectives” and “the attainment of requisite knowledge and skills” (Kraiger, Ford, & Salas, 1993, p. 312). Training evaluation has been used for decades as measure of accountability in state institutions (e.g., military, federal government), organizations of various sizes, and educational programs (e.g., secondary and tertiary education).

An important step in evaluating the effectiveness of a training program consists of choosing the most appropriate framework and criteria. Authors (Arthur, Bennett, Edens, & Bell, 2003; Kirkpatrick, 1996; Kraiger et al., 1993) have suggested a variety of elements that can be considered in the training evaluation process (e.g., the objectives of training, outcome measures need to be conceptually related to intended learning objectives, the training method, the skill or task characteristic trained, the setting in which it occurred, the requirements of the company whose employees have been trained). For example Kraiger et al. argued that:

training and training evaluation can target a number of learning constructs, including declarative knowledge relevant to valued skill; development of complex and useful mental models for storing, organizing, and applying knowledge; development of strategies and executive functions for monitoring and regulating skilled performance;

development of compilation skills such as proceduralization and composition;  
 development of fluidity or automaticity in retaining and accessing knowledge;  
 development and internalization of appropriate attitudes toward the focus of instruction;  
 and changes in motivational tendencies (p. 322).

There is a general agreement in the field of training evaluation that Kirkpatrick's Four-Level Model is the most widely framework used (Omar et al., 2009; Salas & Canon-Bowers, 2001; Van Buren & Erskine, 2002). Well established in this field starting with late 1950s (Kirkpatrick 1959a, 1959b, 1960a, 1960b), this model has been characterized as "the most influential and prevalent approach among practitioners, and, to a certain extent, researchers" (Alliger et al., 1997, p. 342), or "state-of-the-art training evaluation" (Kraiger et al., 1993, p. 312). It has been used in evaluating trainings in organizations (e.g., Blanchard, Thacker, & Way, 2000), as well as educational programs in teaching (Wong & Wong, 2003) or health (Omar et al., 2009). Authors have contended that this model is fit to be evaluating medical programs (Beckman & Cook, 2007) or instructional design (Dick & Johnson, 2007).

### **Kirkpatrick's Four-Level Model**

This model identifies four hierarchically ordered levels of evaluation (Kirkpatrick 1959a, 1959b, 1960a, 1960b, 1996):

- *Level 1: Reaction* (i.e., trainee's feelings about the training);
- *Level 2: Learning* (i.e., principles, facts, and techniques understood and absorbed by trainees);
- *Level 3: Behavior* exhibited at the work place as a result of participating in training;
- *Level 4: Organizational results* (i.e., final results that occur due to training such as client satisfaction).

Dick and Johnson (2007) suggested that Kirkpatrick's levels identified in 1959 "essentially refer to what we would now call summative evaluation" (p. 149). The authors contended that Kirkpatrick's model of evaluation "expands the application of formative evaluation to the performance or job site" (p. 153). They explained that *reaction* and *learning* levels from this model are evaluated with questionnaires and posttest approaches, which had been used for decades by instructional designers. This data would be used for formative evaluation, since it indicated the problems that "learners had with the instruction (and it suggested) what changes might be made to improve it" (p. 153). Dick and Johnson (2007) suggested that level 3 (*behavior*) and 4 (*results*) evaluations can also be viewed from the formative point. The data collected at *level 3* indicates whether the skills learned in training are used in the performance context, and it can be later considered for the improvement of the training program. The data regarding *level 4* provides information regarding the effect of skills within the workplace context, thus indicating how the training can be adapted to produce the desired effect.

Given its widespread popularity in both practice and research (e.g., Blanchard & Thacker, 1999) criticism is to be expected (e.g., Holton, 1996; Kraiger et al., 1993). The latter authors argued that this models' "greatest shortcomings are a lack of clarity regarding what specific changes may be expected as a function of trainee learning and the difficulty in identifying what assessment techniques are appropriate given those expectations" (p. 311). He pointed out the lack of clarity in regard to the appropriate assessment tools to be used for measuring learning skills and learning facts, given that it is not certain whether these two categories are synonymous or not.

The simplicity of Kirkpatrick's framework, its a-theoretical character, widespread use,

and thorough empirical support (e.g., meta-analysis performed by Alliger et al., 1997) recommended it as an appropriate model to be considered for the training evaluation of the GCDF Romania program. The *learning* and *behavior* levels of Kirkpatrick's model were assessed in the current study. Concurrently, attention was given to the criticism received by this model. Thus, in designing the training evaluation of the GCDF Romania program, decisions pertaining to instrumentation (e.g., *learning* is assessed *preparedness* ratings; *behavior* is assessed by *frequency* and *importance*) and measurement (e.g., self-assessment of task statements) were taken based on the findings in the literature on training evaluation.

In the following sections, studies that addressed these four levels will be reviewed; measures, findings, recommendations and limitations will be discussed for each level. Then, three studies that used Kirkpatrick's model as a framework in evaluating training programs (e.g., Omar et al, 2009; Ridde, Fournier, Banza, Tourigny, & Ouédraogo, 2009; Wong & Wong, 2003), are described and critiqued in a separate section of this chapter. Finally, attention to the preparedness rating is given, by analyzing studies that used it in evaluating training programs.

**Level 1: Reaction.** Kirkpatrick considered *reaction* "a measure of customer satisfaction." Commonly rated criteria under this category are: trainer's performance, the effectiveness of the session, its perceived usefulness (i.e., *utility reaction*), and trainees' feelings about certain topics (e.g., *affective reactions*). The *utility reaction* is often measured in studies (e.g., Cigularov, Chen, Thurber, & Stallones, 2008; Omar et al., 2009).

A strong vote for using *utility reactions* in training evaluation came from the results of a meta-analysis in this domain (Alliger et al., 1997). The findings of these authors suggested that *utility reactions* predict *learning* and *behavior* better than *affective reactions*. Finally, *utility reactions* predicted *behavior* better than measurements of *learning*. Other studies (e.g., Brown,

2005) suggest that, *overall satisfaction* is a useful construct that has been found to be related to learning process (e.g., engagement) and outcomes (e.g., intentions regarding delivery technology, content, and learning).

**Level 2: Learning.** Some authors (Alliger et al., 1997) conceptualized this level as “retained knowledge” (p. 346). Others (Alliger & Janak, 1989) saw *learning* both as a causal result of positive *reactions* to training, and as a causal determinant of changes in trainee *behavior*. Kirkpatrick (1996) suggested that evaluation on this second level consisted of examining the extent to which trainees have acquired knowledge and skills. In short, this evaluation answers the question: *Were the training objectives achieved?* (Kraiger et al., 1993).

Kirkpatrick (1996) recommended the following four implementation guidelines for evaluating learning:

- Use a control group, if feasible.
- Evaluate knowledge, skills, or attitudes both before and after the training. For example, use a paper-and-pencil test to measure knowledge and attitudes and a performance test to measure skills.
- Attain a response rate of 100 percent.
- Use the results of the evaluation to take appropriate action (p. 57).

In addition, Kraiger et al. (1993) advocated for categorizing learning outcomes in specific categories (e.g., changes in cognitive, skill-based, and affective states ) in order to implement the appropriate measures for evaluation. Kirkpatrick (1996) offered examples related to these specific learning outcomes in the guidelines for conducting a training evaluation, published in 1996. Since these examples were not evident in his initial work (1959), it is possible that he integrated the feedback offered by Kraiger et al.

Indeed, the taxonomy created by Kraiger et al. (1993) is more specific and offers more complexity in choosing the right measure. Based on reviewing a large body of literature, he argued that some cognitive changes (e.g., compilation, verbal and organization knowledge) and skills (e.g. automaticity) need to be assessed by power tests or by targeted behavior observation. However, for other cognitive strategies (e.g., self- awareness, self-regulations) and for attitudinal and motivational learning outcomes (e.g., self-efficacy), Kraiger et al. contended that self-assessment would be the appropriate measurement. Interestingly enough changes in trainees' self-efficacy (i.e., viewed as a motivational learning outcome) may be a useful indicator of learning or skill development during training (Kraiger et al.) This notion expands the category of learning outcomes that can be measured by self-assessment.

Authors who used the Kirkpatrick's model for training evaluation (e.g., Ridde et al., 2009) addressed *learning* by rating the degree of *mastery* or *preparedness* in performing skills. This has been done through both tests and by self- assessment. *Preparedness* is a widely used rating for evaluating curriculums (e.g., Greer, Park, Green, Betancourt, & Weissman, 2007; Henrich, Viscoli, & Abraham, 2008; Tokuda et al., 2010). Given that *preparedness* is an objective of evaluation for the current study, a separate section is dedicated to treating this topic.

**Level 3: Behavior.** Authors (e.g., Alliger et al., 1997; Kraiger et al., 1993) often use the term *transfer* when referring to this level. Alliger et al. (1997) explains the preference for the term *transfer* by arguing that *behavior* is *learning* “that is retained and applied to the workplace” as a result of participating in training (p. 5). Kirkpatrick (1996) recommended the following guidelines to implement evaluation at the *behavior* level:

- Use a control group, if feasible.
- Allow enough time for a change in behavior to take place.

- Survey or interview one or more of the following groups: trainees, bosses, subordinates, and others who often observe trainees' behavior on the job.
- Choose 100 trainees or an appropriate sampling.
- Repeat the evaluation at appropriate times.
- Consider the cost of the evaluation versus the potential benefits. (p. 57).

Studies that used Kirkpatrick framework, evaluated whether new knowledge was used at the workplace (*transfer of learning*), through self-perceptions questionnaires (Ridde et al, 2009) and in-depth interviews (e.g., Omar et al, 2009). One study used both self-perception and the evaluation of the participants' superiors in order to assess the transfer of knowledge, skills and attitudes at the job (Wong & Wong, 2003). These three studies are examples of how Kirkpatrick's framework has been implemented. They will be reviewed in a separate section of this chapter.

Generally, behavior and results are harder to evaluate. Geber (1995) surveyed US companies with 100 or more employees (e.g., Motorola) and found that only 62 percent assessed behavioral change. Blanchard, Thacker, and Way (2000) reported that between 37 to 46 percent of the surveyed Canadian organization evaluated this third level of the Kirkpatrick's model.

**Level 4: Results.** This is the least targeted level in training evaluation, mostly due to the required complexity of such an assessment, but also due to the cost involved. In the study conducted by Geber (1995), who surveyed companies from the US with 100 or more employees, it was found that only 47 percent of them assessed the impact on organization. In the Canadian study, organizational results were reported to have been evaluated between 35.9 – 42.8 percent (Blanchard et al, 2000). The latter authors contended that these results were not necessarily low, given that the level of evaluation should be correlated with the objectives of the training. They

asserted that in organizations, the training objectives are conditioned by many factors (e.g., organizational objectives, attitudes and beliefs of management), and thus, they may be fit for evaluation only on certain levels. Authors (Blanchard et al.; Kirkpatrick, 1996; & Omar et al., 2009) suggested that not all programs should be evaluated at all levels, as the significance of the information gained might not be worth paying the costs to pursue such endeavors.

### **Implementing Kirkpatrick Training Evaluation Model**

This section briefly analyzes three studies whose conceptual framework for training evaluation was Kirkpatrick's four-level model. The first reviewed study evaluated a training program in the field of teacher education. The last two studies evaluated training programs in the health services domain: the first one was implemented in Iran (Omar et al., 2009) and the second one in 11 francophone countries in Africa (Ridde et al., 2009).

**Teacher Training Program in School Management.** This study evaluated the effectiveness of the training program *The School as an Organization* (SAO). This training program consisted of a 15-hour session. Its main objective was to equip primary school teachers from Hong Kong "with basic knowledge and skills in management so that they can perform the role of middle managers more effectively" (Wong & Wong, 2003, p. 387). The authors of this study used Kirkpatrick's framework by evaluating the first three levels (*reactions*, *learning*, and *behavior*). They supplemented this model with the work of Holton (1996), who contended that ability, motivation and environment of trainees has a significant effect on training outcomes. One hundred and twenty-nine trainees participated to the study (25.6 percent male).

The evaluation of *reactions* consisted of collecting data about participants' abilities, motivations and work environments. The course participants were asked, at the end of the training program, questions about the facilities (e.g. location and convenience), the training

schedule, the instructor (e.g., knowledge of the subject matter and ability to communicate), and the value that they placed on individual aspects of the program. The questionnaires were set on a 5-point Likert scale (5 = excellent, 4 = very good, 3 = good, 2 = fair and 1 = poor.) Just 98 of the 129 participants completed these questionnaires.

In evaluating the *learning* level, the authors measured the participants' acquisition of knowledge and skills, and their attitudes after training, with pre-test and post-test. Two parallel forms of multiple-choice questions were designed for pre-test and post-test purposes. Each of them consisted of 20 questions: 10 of them evaluated the content of the program (management), and the other 10 assessed participants' changes in attitude. The authors (Wong & Wong, 2003) reported that the latter questions had true or false response options; it is unclear however, how the questions evaluating the knowledge on management were measured.

The evaluation on Kirkpatrick's *behavior* level was enriched with elements from Holton's (1996) work (individual performance in school) and Adams' (2001) ideas on post-program evaluation. The authors reported conducting a longitudinal survey in order to assess whether the participants performed better the tasks addressed in the training program. The number of questions included in the survey and the measurement used were not reported. The data was collected from participants (N = 129) and their principals (N = 129), three months after the completion of the training program, by mailing them a short questionnaire. Forty-nine participants and 90 school principals returned the completed the questionnaires.

The authors provided descriptive statistics concerning evaluation on level 1 (*reactions*), which suggest overall satisfaction with the training program. They performed *t* tests (between pre and post-test results) in order to investigate the effect of training on the knowledge that was acquired and on attitudes (*learning level*). The results indicated significant improvement

knowledge wise (mean difference = 1.39,  $p < .01$ ), as well as in terms of attitude change (mean difference = 0.29,  $p < .05$ ). Finally, the authors reported positive evaluation regarding the application of knowledge and skills in the work place (*behavior level*): 77.6 percent of participants and 88.6 of school principals indicated that the course participants could apply the knowledge and skills from the course to the workplace.

This study (Wong & Wong, 2003) provides a first example of how Kirkpatrick's model was used in evaluating a short training program (15-hour), by focusing on first three levels: *reaction, learning and behavior*. These authors incorporated the work of other researchers (e.g. Holton, 1996; Adam, 2001) and concurrently measured the ability, the motivation and the environment of trainees. The low number of participants for the evaluation of *behavior* level was a limitation of this study. Also, the measurements used in evaluating the knowledge (*learning level*) and the performance of tasks associated with this knowledge (*behavior level*) were not described.

This study had several strengths. First, it used pre and post-test measures in evaluating the *learning* level, which was recommended by Kirkpatrick (1996). Second, the authors used a longitudinal design and included third parties (school principals) in evaluating the *behavior* level; they asked whether participants' performance on tasks pertaining to the content of the training had improved. Finally, according to Harvey (1991), this can also be seen as a strength, since task statements are generally more specific, concrete, and directly observable than competency or ability statement.

**Health management training in Iran.** This study evaluated seven short training programs (length varying from one to 10 weeks) designed by a United Kingdom-based university (Leeds), contracted by the World Health Organization (Omar et al., 2009). The

courses had two goals: firstly, to equip the participant health managers with the necessary competencies to better perform their roles and responsibilities, and secondly to start building a network of trainers that would prepare others. The training used “interactive tools and techniques suitable for training adults, as well as intra-modular assignments based on management issues in the participants' organizations, which were discussed in the succeeding module “(p. 5). The training methods relied on trainees’ previous experiences as the basis for new learning. This is similar to the methods used in teaching Romanian GCDF career consultants, the focus of the current study, which emphasize students’ life experiences as an important foundation for learning.

Training evaluation was seen as a necessary action in guiding future development of the training programs (Omar et al., 2009). Kirkpatrick’s evaluation model was used as a framework for this purpose. The authors claimed that the measures of evaluation targeted all four levels: “reactions, learning, application to the job, and to a lesser extent, organizational impact” (p. 1). Particular emphasis was put, according to the authors, on the third level: the application of knowledge and skills on the job. Data was gathered through a questionnaire that collected quantitative and qualitative information and through in-depths interviews.

The questionnaire used in this project was adapted from another study that evaluated the *Effects of Postgraduate Certificates in Teaching and Learning in Higher Education* (Knight, 2006). The authors reported that this questionnaire was adapted and piloted in Iran on the population that was surveyed for this study (i.e., health officials designated by the Iranian Ministry of Health and Medical Education). The sample of the study was small: just 23 of the 35 trainees, participated in this study. The majority of respondents (65 percent) were middle age

males. They were surveyed between one and 13 months after they had attended the courses, given that they participated in the training in different cohorts.

The questionnaire that addressed reaction, learning, and behavior was organized in five sections:

1. Background information on the respondents, including any change in job role;
2. The importance of different methods for their learning about health planning and management;
3. Perceptions of the overall course – content, organization, value;
4. Perceptions of the usefulness of the course material and its application;
5. Transfer of knowledge from the courses to do their current job (p. 5).

In order to gather more information, in-depth interviews were carried on with five course participants who held key-positions in the health system (e.g., managers) and one group interview was conducted with five trainees. They were transcribed verbatim and common themes were identified. A limitation of this method might consist in the fact that the interviews were held in English, which was not the native language of the participants.

The authors' presentation of results does not clearly follow the framework of the study. Omar et al. (2009) reported measuring: the importance of learning methods, views of the training, satisfaction with learning techniques that had led participants to achieve their current level of capability in their current job, frequency and importance of learning, and skills on the job. We can identify the *reaction* (satisfaction, overall views), *learning* (importance of learning methods) and *behavior* (frequency and importance) level but not the *organizational impact*.

While this study offers an example of how Kirkpatrick's framework can be applied, it has several limitations. The items in the questionnaire were very general. Moreover, there is not a

clear correspondence between the items evaluating the learning methods and those evaluating the applied knowledge and skills.

Furthermore, the measurements used on the five sections were not consistent. For example, the importance of learning methods (i.e., about planning and management of health services) was assessed by giving participants the option to allocate 20 points across 12 learning methods, and asking them to allot more points for the more important methods. The satisfaction with 15 learning techniques that had led participants to achieve their current level of capability in their current job, and the frequency of using them was measured on a four-point Likert scale. The questions that asked about the application of new knowledge and skills were simply about use/non-use. The lack of consistency in measurement scales poses difficulty in analyzing the data. The authors did not report any analyses, only descriptive information. Other limitations of this study consisted in the small sample size, the lack of controlling for variables that might affect the results (e.g., cohort effect), and the reliance on solely self-reported data.

**Health training program in 11 francophone countries.** This study was conducted to evaluate a four-week (150-hour) course developed by Université de Ouagadougou (Burkina Faso) and the Université de Montréal (Canada), in which two cohorts (i.e., N=17 participants in 2005–2006, and N=19 participants in 2006–2007) of health professionals from 11 francophone African countries participated (Ridde et al., 2009). Authors reported using Kirkpatrick's (1996) model to assess the three levels: *reaction*, *learning*, and *behavior*. *Reaction* to the content of the training was evaluated by using a standardized questionnaire; however, no information is provided in this study about the specific reactions measured (e.g., affective, utility).

*Learning* and *behavior* were assessed with a self-assessment questionnaire (i.e., pretest/post-test) one year after the training. The standardized questionnaire was designed based

on the 60 sub-competencies covered by the program. The questionnaire measured self-perception in assessing both learning and behavior. The pretest could not be administered before the course, because at this time students were not unfamiliar to either the vocabulary or the competencies that were going to be covered by the training. In such situations, researchers have recommended using a retrospective pretest and post-test (Lam & Bengo, 2003; Pratt, McGuigan, & Katzev, 2000). The pre-test was administered at the end of the course. The post-test was administered only for the first cohort of students (N = 17).

The learning level was addressed by asking students to assess their perception of degree of *preparedness* (e.g., "I was able to..." in pretest; "I am able to..." in post-test) for each competence, on a Likert-type scale of 1 to 4 (e.g., easily ... not at all). The same questionnaire with sub-competencies was used to assess the *behavior* level, this time by asking students if they had used them in practice (e.g., Likert-type scale of 1 to 4 - easily ... not at all). The effectiveness of the program was analyzed statistically by comparing differences in mean scores between times (before and after, one year after) by pretest-post-test design. Paired sample tests were used to compare mean scores. The results indicated that participants felt that they improved their mastery regarding the evaluated areas of competency, after participating to the training.

This study (Ridde et al., 2009) presented clearly the application of Kirkpatrick's model for evaluating a 150-hour training program. A strength of the study consist in using a well-constructed questionnaire based on the specific sub-competencies covered by the training program. These questionnaires were used for evaluating both the *learning* and *behavior* level. Limitations of the study are posed by the low number of participants (N = 36); just 17 of them participated in the pre and post-test evaluation.

The three studies analyzed in this section offered an overview of how different training programs can be evaluated by using Kirkpatrick's framework. These examples seem to support the general view (e.g., Blanchard et al., 2000; Kirkpatrick, 1996) that most training programs are evaluated on the first three levels: *reactions*, *learning* and *behavior*. The *reactions* level is assessed after training, by asking questions regarding specific aspects (e.g., *utility*, instructor, environment), or pertaining to the *overall satisfaction* with the course. The *learning* level is assessed by evaluating the acquisition of knowledge and skills *by pre-test and post-test*, or by *self-reported preparedness*. The *behavior* level is evaluated by measuring the application of tasks pertaining to the knowledge covered by the course, though *self-report* (e.g., *importance* and *frequency of task*), or *superior's evaluation*.

In the current study (the evaluation of the GCDF Romania training program), the *behavior* level is also measured by using *tasks* pertaining to the content of the training curriculum. The lack of access to the GCDF career consultants immediately after training, made it impossible to evaluate *reactions*, as well as to perform a pre and post-test for measuring *learning*. In these conditions, the design of the study was cross sectional and the data collection relied on self-reported information provided by the participants in the study.

*Self-perception* is not necessarily the most appropriate type of assessment for all types of outcomes. According to Kraiger et al. (1993), *self-perception* is useful for measuring *self-awareness*, *self-regulations* and *attitudinal* and *motivational outcomes*. Thus, it can offer insight into the perceived changes in trainees' *self-efficacy* on various knowledge and skills. As Kraiger et al. (1993) argued, *self-efficacy* may be a useful indicator of *learning* or skill development during training. Self-perception questionnaires are preferable options in order to avoid cumbersome methodological designs and to control for the duration of the study. They do,

however, have their limitations, especially in terms of presenting an objective picture of the evaluation.

This initial review of empirical and conceptual work indicated the relevance of Kirkpatrick's model for training evaluation, and the commonly used criteria, methods and instruments for such purposes. By considering both the strengths and the limitations of all these elements, the Kirkpatrick's model and the self-assessment was determined to be appropriate for the purposes of the current study:

- Assessing the *self-perceived preparedness* of the GCDF Romania career consultants, after their participation to the GCDF Romania training, would serve as an evaluation of this training on the *learning* level of the Kirkpatrick model.
- Assessing the *self-perceived frequency* and *importance* of the GCDF *tasks* performed by the GCDF Romania career consultants, within their career counseling related workplaces, would serve as an evaluation of the training on the *behavior* (i.e., or transfer of learning) level of the Kirkpatrick model.

Many studies (e.g., Berns, 2010; Baker et al., 2009; Carney & Cobia, 2003 ; Greer et al, 2007; Henrich et al., 2008; Rodriguez, Cohen, Betancourt, & Green, 2011; Tokuda et al., 2010; Zalaquett & Osborn, 2007) designed to evaluate training programs in various areas also addressed the four levels identified by Kirkpatrick without necessarily using this model as their framework. Preparedness is an important criterion for assessing the learning variable. Since rating preparedness is one of the purposes in evaluating the GCDF Romania program, it is important to review studies with similar goals.

### **Rating Preparedness in Training Evaluation**

Recent studies targeting the preparedness after training are in abundance especially in the medical education field (e.g., Berns, 2010; Greer et al., 2007; Henrich et al., 2008; Rodriguez et al., 2011; Tokuda et al., 2010). Tokuda et al. (2010) explored the preparedness of Japanese undergraduate medical students (N=2429) for postgraduate clinical training at different medical schools. A variety of influencing factors for students' self-reported preparedness emerged as results of this study: educational environment, self-perceptions of learning, self-perceptions of teachers, academic self-perceptions, self-perceptions of atmosphere, and social self-perceptions.

Another study (Rodriguez et al., 2011) investigated the student self-perceived preparedness to care for limited English proficiency (i.e., LEP) patients across their medical training in the United States (N = 416). The researchers used a 5-point Likert scale questionnaire (e.g., *1 = very unprepared; 2 = somewhat unprepared; 3 = somewhat prepared; 4 = well-prepared; and 5 = very well-prepared*). Several explanatory variables were controlled for in order to identify factors that might predict this preparedness (e.g., socio-demographic characteristics of gender, race/ethnicity and first language; prevalence of LEP patients seen; prevalence of minority patients seen; and self-reported skill level in effectively working with an interpreter).

Self- perceived preparedness was also the criteria used in a cross-sectional study conducted by Harvard Medical School (Greer et al., 2007) that evaluated cross-cultural care offered by medical doctors of various specialties (e.g., family practice, internal medicine, pediatrics, and OB/GYN; N = 1150). The study used several explanatory variables based on previous literature: resident specialty, demographic characteristics, location of medical school training, access to role models who effectively deliver cross-cultural care, cross-cultural case mix

during residency, quantity of instruction received beyond medical school in various aspects of cross-cultural care.

Henrich et al. (2008) evaluated the self-assessed preparedness, of third and fourth year students from 125 allopathic medical schools, to perform 27 clinical skills for female patients (i.e., Likert scale: *1 = no preparation, 4 = thorough preparation*). Participants received an online survey conducted by the American Medical Women's Association (AMWA). The survey also collected data about students' perceptions of the extent to which certain topics were included in their curriculum (curriculum assessment) and information about learning environment at their schools. It is interesting to note that in these cases, *preparedness* is rated in association with both the training received and with the transfer of the learning in behaviors. From this perspective, one might argue that within Kirkpatrick's framework, preparedness can address both the *learning* and the *behavior* level.

### **Rating Importance in Training Evaluation**

It can be argued that the *Importance* of tasks is generally associated with the transfer of learning (i.e., *behavior* level) from Kirkpatrick's model. For example, a study conducted in 2010 by Berns surveyed members of the American Society of Nephrology (i.e., who completed nephrology training in 2004 to 2008) to rate their fellowship training (i.e., 4-point Likert scale: *little or no training, some training but not enough to feel competent, well trained, competent*) in specific areas and the importance of each area to their current careers and practices. *Importance* rating is a common tool used in job analysis. Thus, this concept, as well as *frequency* (i.e., criteria which will be used in the GCDF Romania study), are treated in detail in the section addressing job analysis.

### **Training Evaluation in Counseling**

In the field of counseling, even though Kirkpatrick's model has not been found to be used as a framework, training evaluation does occur. Judged from the lenses of this model, studies evaluate the first level, (e.g., *reactions* in Baker et al., 2009), learning (e.g., *preparedness* in Carney & Cobia, 2003) and the transfer of learning in practice (e.g., *usefulness in performing tasks* in Zalaquett & Osborn, 2007). It is also noticeable that studies in which one of the first levels are evaluated, there is a call for future research to address the *behavior* level (e.g., Baker et al., 2009). The need for evaluation has been addressed in the context of the increased number of training program in the field of career counseling (e.g., Niles, in press). While these programs might be built on competencies that are generally common across nations, specific socio-economic, politic, and cultural realities are impacting the shape and content of this training.

The first main goal of the current study is to evaluate the GCDF Romania training program. The extensive application of the Kirkpatrick's training evaluation model, in both organizational and academic environments, as well as its empirical and conceptual support, motivated the use of this framework for the GCDF Romania study. Competencies addressed in training programs are commonly used criteria in evaluating all levels of Kirkpatrick's model (i.e., reaction, learning, behavior, results). This informed the decision made in the current study to create and to use an instrument consisting of tasks (i.e., *The Romanian GCDF Task Survey*) that were based on the competencies covered by the GCDF Romania curriculum.

*Preparedness* is an often used criterion to evaluate the *learning level* in Kirkpatrick's model. Assessing the *importance* and *frequency* of tasks performed at the workplace serves in evaluating the *behavior level* within this framework. Self-assessment is commonly accepted in measuring both these levels. The evaluation of the GCDF Romania training program addresses

the following two levels of Kirkpatrick's model, by using the *Romanian GCDF Task Survey* instrument:

- *The learning level*: by assessing the self-perceived *preparedness* of the GCDF Romania career consultants in regard to the GCDF tasks, after their participation to the GCDF Romania training;
- *The behavior level*: by assessing the self-perceived *frequency* and *importance* of the GCDF tasks performed by the GCDF Romania career consultants within their career counseling related workplaces.

Finally, the importance and frequency of tasks are ratings commonly used in job analysis, which is the second goal of the current study. The next section describes in more detail the usage of this method for job analysis, as well as its advantages and shortcomings.

### **Job Analysis**

Job analysis is a systematic process for collecting and analyzing information about a job (Prien et al., 2009, p. 11). It is a topic that has generated a large body of empirical and conceptual work in the field of organizational psychology. As in other social sciences, the scientific trend has also influenced the approaches to job analysis. In the early stages of this domain, the role of the job analyst as the expert in the process was highly valued (e.g., Critical incident technique proposed by Flanagan in 1954); The Position Analyses Questionnaire (PAQ) suggested by McCormick, Jeanneret, & Mecham in 1972). PAQ was widely used in job analysis processes in the 1970s and it still currently used is in some types of organizations. PAQ is considered "the more extensive and programmatic" structured job analysis questionnaire (Landy & Vasey, 1991, p. 28). Functional Job Analysis (Fine & Wiley, 1971), heavily employed in the federal government, is the technique that inaugurated the functional type of job analysis.

The 1990s coincided with important changes in the design of job analysis methods. Authors (Landy & Vasey, 1991) reported that the job analyst's central role in instrument design and in data collection and analysis was taken over by subject matter experts (SMEs). SMEs referred to samples of incumbents (i.e., job holders or workers) and or incumbent supervisors. Landy and Vasey noted that "SMEs is central to many, if not most, of these (job analysis) systems" (p. 28).

### **Job Analysis using SMEs**

Asking information from SMEs when conducting a job analysis has been a commonly accepted method over the last two decades (Landy & Vasey, 1991; Prien et al., 2009). The process is very facile; SMEs are asked to complete a questionnaire containing *behavior* job tasks by providing ratings in regard to various criteria: importance, frequency, difficulty, and time allotted (e.g., Morgeson et al., 2004; Landy & Vasey, 1991; Lindell et al, 1998; Morgeson et al., 2004; Sanchez & Levine, 1989). Several aspects need to be considered in adopting this type of method: the sample, the questionnaire, and the various elements that can affect the process.

**About SMEs.** Authors (Landy & Vasey, 1991; Prien et al., 2009) have suggested that the main advantage for using samples of SME in job analysis consists in a substantially larger number of observations, compared to relying solely on the work of one or two job analyst expert(s). Akin to any selection process in research, SMEs can be chosen randomly or stratified (Landy & Vasey, 1991). In random selection, any incumbent performing job tasks that constitute the subject of the research is likely to be surveyed. If stratification is employed, then the factors of selection chosen by researchers (e.g., job performance, sex, ethnic group membership, educational status) are likely to affect the chances of incumbents to be part of the SMEs sample.

Whatever method of sampling is chosen, it is important to control for variables that might influence the task ratings. Studies have controlled for raters characteristics (e.g., Landy & Vasey, 1991; Sanchez, & Fraser, 1992; Schmitt & Cohen, 1989), characteristics of work context, and organizational effectiveness (e.g., Lindell et al., 1998). For example, in a study that investigated the influence of characteristics of patrol offices (i.e., SMEs) on their job analysis ratings, Landy and Vasey (1991) found that sex and experience of participants influenced their responses, while race and educational level had little impact. This study had 400 participants who were asked to rate the frequency (i.e., Likert scale: 0-6/ not performed at all – at least once each work day) for 444 job tasks. Thus, it is usually the case that general variables, especially raters characteristics (e.g., Landy & Vasey; Sanchez, & Fraser, 1992; Schmitt & Cohen, 1989) are taking into consideration in job analyses.

The empirical and conceptual support for employing subject matter experts (SMEs) in performing job analyses motivated the choice of surveying the Romanian GCDF career consultants, for evaluating the frequency and importance of the tasks performed by them within their career counseling related workplace. The criteria chosen for conducting the job analysis of Romanian GCDFs (i.e., *frequency* and *importance*) was informed by their widespread use in the empirical studies in this field.

**About the questionnaire.** Job analysis questionnaires are produced as a result of inventorying the tasks related to a certain job. Task inventories are categorized as behaviorally oriented job analysis procedures (DeNisi, Cornelius, & Blencoe, 1987). They been widely recognized as an important tool in the job analysis (e.g., Christal, 1974; Levine et al., 1986; Sanchez & Levine, 1989). The importance of using task statements in such questionnaires rather than ability or competency statements has been emphasized in the literature. Harvey (1991)

contended that while tasks are generally specific, concrete, and directly observable, abilities or competencies are usually less discrete and less observable. There is also empirical evidence to support this notion. Several studies (e.g., Morgeson & Campion, 1997; 2000; Morgeson et al., 2004) demonstrated that participants have a tendency to inflate their answers when they are asked to rate ability statements. This belief, as well as the empirical evidence supporting it, informed the decision made in the job analysis of the Romanian GCDF career consultants.

Prien et al. (2009) argued that using a job analysis questionnaire can substantially simplify the work of both SMEs and of the tasks of the job analysts. SMEs are asked to rate these tasks on various criteria such as: importance, criticality, frequency, difficulty, time allotted, required-at-entry (e.g., Morgeson et al., 2004; Landy & Vasey, 1991; Lindell et al., 1998; Morgeson et al., 2004; Sanchez & Levine, 1989).

The review of studies investigating job analysis by using task questionnaires revealed that *importance* scales were always employed, either alone or in combination with other scales. (e.g., (Lindell et al., 1998; Sanchez & Levine, 1989; Sanchez & Fraser, 1992). There is a noticeable lack of consistency in the Likert scales used. For example, Lindell et al., (1998) used a 6 level scale (i.e., 1 = *unimportant compared to other tasks*, 2 = *minor importance compared to other tasks*, 3 = *moderately important compared to other tasks*, 4 = *very important compared to other tasks*, and 5 = *crucial importance compared to other tasks*) while Morgeson et al. (2004) used only a 3-point scale (i.e., 3 = *very important* and 1 = *not very*). Likert scales lower than 5-point can limit the variability of the results obtained.

An interesting aspect regarding the *importance* rating is its correlation with *task criticality* rating. Based on the results of a study surveying 101 incumbents across 25 jobs, Sanchez and Fraser (1992) concluded that “the simultaneous use of importance and criticality

scales does not seem cost-effective” (p. 552). *Frequency* is also a commonly used scale (Landy & Vasey, 1991; Prien et al., 2009). Similarly to the case of *importance* rating, no consistency is observed across the scales used in the literature. For example, Morgeson et al. (2004) used a 4-point *frequency* scale (i.e., 4 = *daily performance* and 1 = *yearly or less frequent performance*) while Landy and Vasey (1991) employed a 6 level Likert scale (i.e., 0-6/ *not performed at all – at least once each work day*).

The use of task inventories with rating scales are not only simplifying the work of the participants but are facilitating the work of job analysts as well (Prien et al., 2009). Job analysts collect the data (i.e., ratings) and analyze it using traditional statistical techniques (Landy & Vasey, 1991; Prien et al., 2009). The results are used in forming the final job description, creating selection and evaluation procedures, identifying predictors, designing training programs, designing performance appraisal systems (Landy & Vasey; Prien et al., 2009). In conclusion, task inventories are a reliable and commonly used job analysis method over the last decades and the frequency and importance rating are the most widely used.

The second main goal of this study is to perform a job analysis for Romanian GCDF career consultants. The review of the literature pertaining to the domain of job analysis informed the choices made in regard to the sampling, instrument, and study design. Firstly, the support found in the literature for using subject matter experts (SMEs) and job analysis questionnaires motivated both the sampling procedure, and the method used for the job analysis conducted in this study. Romanian GCDF career consultants were the sample of SMEs that were surveyed. They were asked to evaluate the frequency and the importance of the tasks performed by them within their career counseling related workplace.

Secondly, *frequency* and *importance* were chosen as criteria for evaluation of the Romanian GCDF tasks. This decision was prompted by the common use of these two criteria in the job analyses reported in the literature in this field. Finally, the items for which participants were asked to rate *frequency* and *importance* were presented in a *questionnaire of task statements*, rather than in a *competency* or *ability* format. The choice for using an instrument with *task statements* (i.e., the *Romanian GCDF Tasks Survey*) was also informed by conceptual work and empirical evidence found in the literature on job analysis.

In conclusion, the current study has two goals. First, to evaluate the effectiveness of the GCDF Romania training program and second, to conduct a job analysis of the tasks performed by Romanian GCDF career consultants. *Kirkpatrick's model*, elements pertaining to Kraiger's et al. taxonomy (e.g. attitudinal and motivational learning outcomes can be appropriately measured by self-assessment) and empirical findings pertaining to specific criteria for assessment (e.g., *preparedness, frequency* and *importance*) guided the design of the training evaluation. Concurrently, theoretical and empirical findings regarding *subject matter experts (SMEs)* and *job analysis questionnaire* grounded the decision made in conducting the job analysis. Chapter III will provide information regarding the methodology employed in pursuing the two goals of the current study.

### Chapter III: Methodology

This section presents the methodology employed to evaluate the Romanian GCDF training program, and to perform a job analysis for Romanian GCDF career consultants. The training evaluation was conducted by using the framework of the Kirkpatrick's Model to assess two of its levels: *learning* and *behavior*. The learning level is addressed by investigating the self-reported level of preparedness of the Romanian GCDF career consultants after having participating in the training. The *behavior* level of Kirkpatrick's Model is assessed by the self-reported levels of the frequency and importance of the various GCDF tasks within participants' career counseling related work places. The results of the *behavior* level of assessment also provided data pertaining to the job analysis of the Romanian GCDF career consultants.

#### Research Questions

The following six research questions were addressed in this study:

- Research Question (RQ) 1: How prepared do Romanian GCDFs feel to perform, in their career counseling related work settings, tasks for which they were trained according to the GCDF Romania program standards?
- RQ 2: How often do Romanian GCDFs report they perform each of the GCDF tasks in their career counseling related work places?
- RQ 3: How important do Romanian GCDFs report each of the GCDF tasks to be, in their career counseling related work places?
- RQ 4: What are the tasks performed by Romanian GCDFs, that are not covered by any of the GCDF curriculum sub-competencies?
- RQ 5: What is the relationship between specific demographic variables (*Age, Highest academic degree, Educational background, Professional background prior to*

- obtaining the GCDF certification, Year of obtaining the GCDF certification, Institution in which the GCDF training occurred, The participant is GCDF Trainer/Master Trainer)* and Romanian GCDFs' ratings of the preparedness for performing GCDF tasks in their career counseling related work settings?
- RQ 6: What is the relationship between job context variables (*Current job function/position, Percentage of career counseling activities in current work setting, Type of organization in which career counseling related tasks have been performed, Clients served*) and Romanian GCDFs' ratings of frequency and importance of GCDF tasks performed in their career counseling related work settings?

### **Participants**

Potential participants in this study were Romanian certified GCDF career consultants who were trained according to the Romanian approved GCDF Curriculum. The sampling procedure for this study involved obtaining a list of all 292 GCDFs e-mail addresses from NBCC Romania, the organization that administrates the GCDF program in this country. While all potential participants have some knowledge of English, the survey was translated in Romanian. The age of all the potential participants was over 18. The study did not target one gender or a specific social/ethnic group.

All 292 Romanian GCDF career consultants were invited to participate in this study by e-mail (Appendix A). The e-mail provided a link to the survey (i.e., which included the Romanian language version of the *Demographic Questionnaire* and of the instrument *Romanian GCDF Tasks Survey*) that was hosted on SurveyMonkey.com (see Appendix B). Participants were informed that they would be compensated with one Continuous Education Unit (CEU) from NBCC Romania, for taking the survey and were asked to provide their e-mail address for this

purpose. Their e-mail addresses were saved in a separate database from the data collected in order to protect the participants' anonymity and confidentiality.

### **Instrumentation**

The instrument *Romanian GCDF Tasks Survey* and the *Demographic Questionnaire* were developed for this study. The survey and the questionnaire were developed by the student investigator in collaboration with a GCDF Romania group of experts. Dr. Andreea Szilagyi was consulted as a GCDF Romania technical expert. Pilot testing of the instrument was performed prior to data collection. Details about the development process of the *Romanian GCDF Tasks Survey* and of the *Demographic Questionnaire*, and about the pilot study are provided in this section.

#### **The Development Process of the *Romanian GCDF Tasks Survey***

This process consisted of the following five stages:

1. Initial item generation of GCDF tasks in English language.
2. Content validity check of the *Romanian GCDF Tasks Survey* and item refinement in English language.
3. Format refinement of the English language version of the *Romanian GCDF Tasks Survey*.
4. Translation and adaptation of the *Romanian GCDF Tasks Survey* from English to Romanian.
5. Final content review of the Romanian language version of the *Romanian GCDF Tasks Survey*.
6. Back-translation of the *Romanian GCDF Tasks Survey* from Romanian to English.

7. Comparing back-translation with the approved English version of the Romanian GCDF Tasks Survey.

Each of these five phases had multiple steps that are described in detail in this section.

**1. Initial item generation of GCDF tasks in English language.** This stage consisted of the following steps:

1. 1. Reviewing the list of 225 sub-competencies addressed by the general GCDF curriculum that were identified by CCE in 2003 (Sampson, Jr. & Kegler)<sup>13</sup>

1. 2. Checking this list of sub-competencies against the Romanian GCDF curriculum.

The student investigator in this study (i.e., Elena Amalia Stanciu) is a GCDF Romania Master Trainer. GCDF Master Trainers are required to be fluent in English and to have a thorough knowledge of their country-specific GCDF curriculum. Due to her previous work on GCDF related project (i.e., between 2006 and 2009), the student investigator had a thorough knowledge of both the general and the Romanian GCDF curriculum.

1. 3. Producing a list of GCDF task statements based on the list of 225 GCDF sub-competencies identified in the general curriculum by the CCE in 2004, and based on the content of the GCDF Romania curriculum.

The decision to transform sub-competency statements into tasks statements was based on the conceptual and empirical literatures in the field of job analysis. Harvey (1991) asserted that task statements are generally more specific, concrete, and directly observable than competency or ability statement. Several studies (e.g., Morgeson & Campion, 1997; 2000; Morgeson et al., 2004) demonstrated that, when rating ability statements, participants have a tendency to inflate the answers.

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<sup>13</sup> These 225 sub-competencies were identified as a result of analyzing similarities and differences with between Global Career Development Facilitators (GCDFs) and Educational and Vocational Guidance Practitioners (EVGP).

The 225 sub-competencies were transformed into 105 tasks statements. This consolidation was possible due to the fact that some of the competency statements addressed the same task. For example, the following six competency statements:

- *Explain the importance of respect, empathy, and trust in the helping process.*
- *Explain how empathy is demonstrated in the helping process.*
- *Explain how trust is built in a helping relationship.*
- *Explain the importance of maintaining a non-judgmental attitude in the helping process.*
- *Demonstrate the appropriate use of respect and empathy, given a case description.*
- *Demonstrate the use of a nonjudgmental approach, given a case description that includes an opportunity for a career development facilitator to be judgmental.*

were transformed into the following task statement that included all of the above sub-competencies: *Uses acceptance, empathy, respect and helping skills to build and maintain a trustful relationship with the client throughout the whole process.*

Another example that illustrates the modality in which the following sub-competencies:

- *Differentiate between "open" and "closed" questions.*
- *State the advantages of "open" questions.*
- *State the advantages of "closed" questions.*
- *Differentiate between "direct" and "indirect" questions*
- *Demonstrate the ability to ask "direct" questions, given a case situation.*
- *Demonstrate the ability to formulate "indirect" questions, given a case situation.*

were transformed into the task: *Uses coordination (e.g., open and closed questions) intentionally.*

The student investigator reviewed the content of the GCDF Romania curriculum to identify the content addressing the identified tasks. The student investigator noted the page number(s) of the curriculum where each of these tasks was addressed. This notation made it easier to follow the feedback that was later provided by the group of experts.

1. 4. Arranging all identified GCDF tasks in the *first draft* of the *Romanian GCDF Tasks Survey*. The items were organized by the GCDF 12 areas of competency, following the initial arrangement of the list of 225 sub-competency statement. The organization based on the 12 areas of competency was not intended to be explicitly labeled for participants.

1. 5. The survey included one open-ended question:

*Are there tasks, not covered in your Romanian GCDF training that you have performed in your career counseling related work setting? If yes, please enumerate and describe them bellow:*

**2. Content validity check of the *Romanian GCDF Tasks Survey* and item refinement in English language.** This stage consisted of the following steps:

2. 1. Consulting with Dr. Andreea Szilagyi, who implemented the GCDF program in Romania, and with its current administrator in order to identify the strongest GCDF Trainers and GCDF Master Trainers who could serve as group of experts for the content validity check of the *Romanian GCDF Tasks Survey*. Eight GCDF Trainers and GCDF Master Trainers were recommended for the group of experts. The criteria based on which they were recommended were:

- Fluency in the English language;
- High level of knowledge of the GCDF curriculum and of skills;

- Demonstrated initiative and participated in the development of the GCDF Romania curriculum and other related materials and events;
  - Experience in training Romanian GCDF career consultants.
2. 2. Contacting the eight GCDF Trainers and Master Trainers from Romania by e-mail. They were informed about the purpose of the current study, their responsibilities as the group of experts, and the incentives received.
2. 3. The responsibilities of the group of experts were to:
- Review the *first draft* of the *Romanian GCDF Tasks Survey* against the GCDF Romania curriculum: adding items for consideration, eliminating redundant items, rejecting or including items that were considered to be not important for the Romanian GCDFs practitioners. The group of experts was informed that by reviewing whether the survey captured relevant information from the Romanian GCDF curriculum, their feedback would be instrumental for the content validity check of the *Romanian GCDF Tasks Survey*.
  - Sending their feedback by e-mail to the student investigator. The feedback would be included in the *second draft* of the *Romanian GCDF Tasks Survey*.
  - Reviewing the *second draft* of the *Romanian GCDF Tasks Survey* for final approval.
2. 4. The group of experts was informed that they would receive three CEUs from NBCC Romania for reviewing the *first draft* of the *Romanian GCDF Tasks Survey* and one CEU for reviewing the *second draft*.
2. 5. Six of the eight GCDF Trainers and Master Trainers contacted, agreed to be part of the group of experts.

2. 6. Sending the 105-item *first draft* of the *Romanian GCDF Tasks Survey* to the group of experts, for review. They had seven days (July 6 – 12, 2011) to provide their feedback to the student investigator.

**3. Format refinement of the English language version of the *Romanian GCDF Tasks Survey*.** The phase consists of the following steps:

3. 1. Reviewing the feedback received from each of the members of the group of experts. They labeled each of the items of the first draft of the survey with the page numbers in the curriculum where they were addressed. This made it easier to compare their feedback with the initial version of the survey. Their general feedback was that the survey covered the majority of the curriculum and that most items were clear. They made suggestions regarding 20 items: to modify some words, and to take out or add various terms that would make the items more clear. Also, they made suggestions to add a few items that were not covered by the curriculum. They reported that we would address these suggested aspects in their GCDF training, because they considered them important for their trainees, despite the fact that they were not covered by the GCDF Romania curriculum.

3. 2. Creating the 112-item *second draft* of the *Romanian GCDF Tasks Survey* by including the feedback received from the group of experts:

- Some items were slightly modified. For example, *coaching* was added among the *types of interventions* contained in the following item: *Explains to clients the career counseling process (e.g., types of interventions – career guidance, career development, education, coaching, labor market information –, stages – evaluation, goal setting, decision making, termination, follow-up –, etc.)*. This term (i.e.,

*coaching*) was suggested because it was given as an example in the Romanian GCDF curriculum and it is in trend in this country. Another example that illustrates the types of modifications that occurred as a result of the feedback received from the group of experts is the following: the word *intentionally* was taken out from several task statements (e.g., *Uses reflection (e.g., of content, feelings, meaning) intentionally; Uses challenging skills intentionally*, etc.) The group of experts reported that taking out the word *intentionally* would not change the meaning of the task but would make the statements more clear.

- Seven more tasks statements were added, based on experts' knowledge of the curriculum (e.g., *Understands adult learning specifics and implements them in training programs; Encourages and educates clients to learn to solve problems on their own, so that they can achieve self-sustainability; Keeps track of and constantly reiterates clients' initial expectations and goals along the counseling process*)
3. 3. The *second draft* of English language version of the *Romanian GCDF Tasks Survey* was created, the number of items increasing from 105 to 112.
3. 4. The questions to address preparedness, frequency, and importance criteria for evaluating each task, and the rating scales were created by the student investigator (i.e., Table 1) and were added to the *second draft* of the *Romanian GCDF Tasks Survey*.

Table 1

*Scales and Rating Options*

Scale	Question	Rating Options
Preparedness	<i>How well did the GCDF training prepare you for this task?</i>	1 = not prepared
		2 = somewhat prepared

		3 = moderately prepared
		4 = prepared
		5 = very prepared
<b>Frequency</b>	<i>How often do you perform this task in your work setting?</i>	1 = never
		2 = rarely
		3 = occasionally
		4 = frequently
		5 = routinely
<b>Importance</b>	<i>How important is this task in helping your clients?</i>	1 = not important
		2 = somewhat important
		3 = moderately important
		4 = important
		5 = very important

3. 5. Contacting the group of experts and Dr. Szilagyi, expert technical consultant<sup>14</sup>, and asking them to review the *second draft* of the English language version of the *Romanian GCDF Tasks Survey*. They were given three days to provide their feedback in regard to whether they agree to use this version for the survey.

3. 6. The group of experts and Dr. Szilagyi recommended taking two items (i.e., *Can differentiate between and explain to the client the concepts of competence, ability, talent, aptitude*; and *Understands and implication of using their GCDF credential in social context*, etc.) out from the survey. These items could not be included in the *Romanian GCDF Tasks Survey* because they were not covered by the curriculum. They

<sup>14</sup> Dr. Andreea Szilagyi served in the group of experts that adapted the GCDF curriculum to the country-specific needs, developing and implementing the GCDF Romania training program.

had been initially recommended by a few members of the group of experts on the grounds that they addressed them during their GCDF training sessions. These members were encouraged to comment about these tasks in the open question when they would take the survey.

3. 7. *The final version of the Romanian GCDF Tasks Survey* approved by the group of experts and by Dr. Szilagyi, expert technical consultant, has 110 items. The approved English language version of the *Romanian GCDF Tasks Survey* is presented in Appendix C.

**4. Translation and adaptation of the *Romanian GCDF Tasks Survey* from English into Romanian.** The student investigator translated the survey from English into Romanian.

**5. Final content review of the Romanian language version of the *Romanian GCDF Tasks Survey*.** The following steps were taken in this stage:

5. 1. Contacting the group of experts and Dr. Szilagyi and asking them to review the “*Romanian GCDF Tasks Survey*,” translated in Romanian language.

5. 2. The group of experts was told that they would receive one CEU from NBCC Romania for reviewing this final draft.

5. 3. Reviewing the feedback from the group of experts. Their recommendations pertained to changing some terms that added clarity and specificity in Romanian language. Around 35 items were slightly modified as a result.

5. 4. Finalizing the Romanian language version of the *Romanian GCDF Tasks Survey* by including the feedback from the group of experts. The approved Romanian language version of the *Romanian GCDF Tasks Survey* is presented in Appendix B.

## 6. Back-translation of the *Romanian GCDF Tasks Survey* from Romanian to

**English.** A back-translation procedure, from Romanian to English, was performed to check the validity of the translation. This type of procedure is common in cross-cultural research (Brislin, 1970). The following steps were taken in this stage:

### 6. 1. Finding an expert/certified translator in Romania to perform the back-translation.

This expert was recommended by a Professor from the American Studies department within University of Bucharest. The student investigator contacted him and he provided back-translation for a fee. His Vitae can be viewed in Appendix D.

### 6. 2. Sending the Romanian language approved version of the *Romanian GCDF Tasks Survey* to the expert translator for back-translation from Romanian to English.

The back-translated version of the *Romanian GCDF Tasks Survey* is presented in Appendix E.

## 7. Comparing back-translation with the approved English language version of the

*Romanian GCDF Tasks Survey.* The student investigator observed the content differences between the approved English language version of the *Romanian GCDF Tasks Survey* and the back-translated version from Romanian to English were minor and did not affect the meaning of any item. A few examples of such content differences are illustrated in Table 2, where the differences are highlighted.

Table 2.

*Romanian GCDF Tasks Survey: Differences between the Approved English language Version and the Back-Translated Version from Romanian to English.*

Approved English Language Version	Back-translated Version from Romanian to English
How well did the GCDF training prepare you for this task?	How well prepared for this task do you consider yourself to be after attending the

1 = not prepared, 2 = somewhat prepared, 3 = moderately prepared, 4 = prepared, 5 = very prepared	<b>GCDF training program?</b> 1 = unprepared, 2 = little prepared, 3 = quite well prepared, 4 = prepared, 5 = very well prepared
9. Using acceptance, empathy and respect to build and maintain a trustful relationship with the client.	9. Using acceptance, empathy, and respect in building and maintain a trust-based relationship with the client.
37. Using the intake interview to collect information about clients (e.g., demographic data, presenting problem, client's lifestyle, family history, educational and professional background, etc.)	37. Using the information interview in order to gather information on the client (demographic data, counseling needs, the client's life style, a brief family history, education and professional history, etc.)
58. Exploring and being aware of own values and biases in regard to diversity and multicultural issues.	58. Exploring and becoming aware of one's own set of values and personal stereotypes regarding diversity and multiculturalism.
66. Referring clients to appropriate services for their needs (e.g., psychotherapy, psychiatric counseling, etc.) when they are beyond the GCDF's areas of competency.	66. Recommending services better suited to the clients' needs (therapy, psychiatric counseling, etc.), when these overcome GCDF competence limits.
109. Seeking supervision from a GCDF supervisor as needed (e.g., ethical dilemmas, difficult cases, when needing reassurance, etc.)	109. Requiring supervision from a GCDF supervisor, if needed (ethical dilemmas, cases, support, and encouragement, etc.)

These semantic differences occurred due to the fact that in Romanian language, some terms from English needed to be adapted and transformed so that the participants grasp the intended meaning of the items. After consulting with the group of experts and the dissertation committee, it was decided that no modification are required to be made to the approved Romanian language version of the *Romanian GCDF Tasks Survey*.

### **The Demographic Questionnaire Development Process**

The *Demographic Questionnaire* was designed to gather information about the Romanian GCDF certified career specialists who participated in this study. This process consisted of the following six phases:

1. Item generation for the *Demographic Questionnaire*, in English language.
2. Item refinement for the English language version of the *Demographic Questionnaire*.
3. Translation and adaptation of the *Demographic Questionnaire* from English into Romanian.
4. Final review of the Romanian language version of the *Demographic Questionnaire*.
5. Back-translation of the *Demographic Questionnaire* from Romanian to English.
6. Comparing back-translation with the approved English language version of the *Demographic Questionnaire*.

The steps planned for each of these four phases are described in detail in this section.

### **1. Item generation for the *Demographic Questionnaire*, in English language.**

The list of demographic questions was generated based on the reviewed literature in the field of training evaluation and job analysis. *Gender*, *Age* and *Ethnicity* are commonly collected demographic data in almost any research area. Studies (e.g., Tokuda et al., 2010; Rodriguez et al., 2011) investigating self-assessed preparedness took into account demographics pertaining to the educational context (e.g., educational environment, perceptions of teachers) or the previous experience of participants. This informed the decision to collect information pertaining to:

*Highest academic degree, Educational background, Professional background prior to obtaining the GCDF certification, Year of obtaining the GCDF certification, Institution in which the GCDF training occurred, and the participant is GCDF Trainer/Master Trainer* in order to test for its effects on the self-reported level of preparedness.

The following demographics pertaining to job environment: *Current job function/position*, *Percentage of career counseling activities in current work setting*, and *Type of organization in which career counseling related tasks have been performed*, were collected in order to test for their effect on the levels of frequency and importance of GCDF tasks reported by the participants in the study. Authors performing job analyses (e.g., Landy & Vasey, 1991; Lindell et al., 1998) controlled for the effects of characteristics of work context that might influence the task ratings.

## **2. Item refinement for the English language version of the *Demographic***

***Questionnaire***. This phase consisted of the following steps:

2. 1. Contacting the group of experts by email, presenting them with initial list of demographic questions intended to be used in this study, and asking them to review the list. They recommended adding one more question: *Clients served*, *Current location of employment*
2. 2. Two more items were added as recommended by the dissertation committee: *How long have you been performing career counseling related tasks?* and *Type of collaboration*. The final approved English language version of *Demographic Questionnaire* is presented in Appendix C.

## **3. Translation and adaptation of the *Demographic Questionnaire* from English into**

**Romanian**. The questions were translated by from English into Romanian by the student investigator.

## **4. Final review of the Romanian language version of the *Demographic***

***Questionnaire***. The group of experts and Dr. Szilagyi were asked for feedback regarding the clarity of the items in Romanian. The recommendations were minimal.

The approved Romanian language version of the *Demographic Questionnaire* is presented in Appendix B.

**5. Back-translation of the *Demographic Questionnaire* from Romanian to English.** A

back-translation procedure, from Romanian to English, was performed to check the validity of the translation. This questionnaire was translated by the expert translator who provided support for the survey. The back-translation of *Demographic Questionnaire* is presented in Appendix E.

**6. Comparing back-translation with the approved English language version of the *Demographic Questionnaire*.** The differences between these two versions were minor and did not affect the meaning of any item. A few examples of such content differences are illustrated in Table 3, where the differences are highlighted.

Table 3.

*Demographic Questionnaire: Differences between the Approved English Language Version and the Back-Translated Version from Romanian to English.*

Approved English Language Version	Back-translated Version from Romanian to English
4. For how long have you been performing career counseling related tasks?	4. How long have you been fulfilling tasks in the field of career counseling?
11. Clients served	11. Client you work with
13. Educational background	13. Fields of education

These types of differences occurred due to the fact that in the Romanian language, some terms from English needed to be adapted and transformed so that the participants grasp the intended meaning of the items.

### Pilot Testing

After the content validity check, refinement and back-translation validation, the approved Romanian language versions of the *Romanian GCDF Tasks Survey* and of the *Demographic Questionnaires* were uploaded into the online survey service SurveyMonkey.com for pilot testing. This service provider combined an appropriate level of electronic security with a user-friendly interface.

### **Participants in Pilot Testing**

Ten participants for pilot testing were recommended by members of the group of experts; they were their former GCDF students. These participants were contacted by e-mail by the member of the group of experts who recommended them. The content of the e-mail was created by the student investigator and consisted of instructions and questions for pilot testers:

- Time the duration of taking the survey;
- Provide feedback on the format of the survey (e.g., is it clear and user friendly?);
- Provide feedback on the clarity of the content.

The pilot testing stage lasted for a week during September 22 – 30, 2011. Six of the 10 Romanian GCDF career consultants who were contacted participated in the pilot stage. They provided the following feedback:

- Duration of completing the survey (i.e., the *Romanian GCDF Tasks Survey* and the *Demographic Questionnaires*) was between 35 and 40 minutes.
- The format is clear and user friendly making easy to follow the items, the questions and to choose the ratings.
- The content is clear.

As a result of the feedback provided during the pilot testing phase no modifications were made in the format and content of the survey. Thus, these six cases were included in the data analysis together with the cases completed by the participants in the study.

### **Procedures**

The completed IRB application forms, the *Romanian GCDF Tasks Survey* and the *Demographic Questionnaires*, the consent forms (both in English and Romanian), and a letter from NBCC Romania that indicated the organization's support for this research project was sent to the Institutional Review Board (IRB) at the Syracuse University for approval to conduct human subjects' research. The IRB approval and the consent forms in English and Romanian are reported in Appendix F. After the study was approved by IRB, the student investigator contacted NBCC Romania to ask for the mailing list of all 292 of the certified Romanian GCDF career consultants. The approved Romanian language versions of the *Romanian GCDF Tasks Survey* and of the *Demographic Questionnaires* were uploaded into the online survey service SurveyMonkey.com for pilot testing. The Survey Monkey version of the survey is presented in Appendix B.

The data collection started on October 3, 2011 and lasted until December 15, 2011. The student investigator contacted by e-mail 286 Romanian GCDF career consultants; six out of the 292 eligible participants had already participated in the pilot testing stage. The e-mail provided a brief description of the research study, information about confidentiality, anonymity, incentives, duration of the survey and technical details (i.e., the survey needs to be completed in one session, the information is not saved if they stop during the survey). The e-mail also included the link for SurveyMonkey.com where they were informed that would find the following information:

- Thorough description of the current research study;

- Informed consent information;
- Appropriate contact information to inquire details about participating;
- Information on how to leave their contact information in order to receive the CEU;
- *The Demographic Questionnaire*
- *Romanian GCDF Tasks Survey.*

If they agreed to participate, they were asked to click on a button that reflected their agreement to participate and they would be directed on the page that contained the survey. At the end of the survey, participants were asked for their contact information if they chose to receive the CEUs. Participants needed to fill in the survey in a single session; stopping during the survey would lead to losing the information. Stopping at any time, saving the information and returning to complete the survey was an option not recommendable by Survey Monkey. This option would not leave the possibility of more than one participant completing the survey from the same computer.

Data collection was a slow process and required several reminders for participants (October 10, October 17, October 21, November 22, December 06, December 11, December 13, December 14, 2011). The administrator of the Romanian GCDF program also sent several reminders given that prospective participants might be more likely to open e-mails received from her (October 26, November 08, 2011). Several GCDF Trainers and Master Trainers also contacted their former students to explain to them about the survey and to ask for their participants. The Romanian GCDF career consultants were more likely to resonate with and fill in the survey after they were informed that the study cannot be valid without the necessary number of participants. Several participants contacted the student investigator directly and provided positive feedback about the initiative of conducting such a study and promising that

they would get in touch with other colleagues and explain to them about the importance of participating in the study. Many of them explained that they did not see the e-mail or that did not receive it. The data collection took place from October 3 – December 15, 2011.

### **Data Analyses**

This section describes the type of analysis used to explore each of the six research questions. IBM SPSS Statistics, version 19, was used to analyze the data. Descriptive statistics were calculated for all demographic questions and are provided in Chapter 4. Descriptive statistics consisting of the *number*, *percentage* and *standard deviation* corresponding to each item of the *Romanian GCDF Tasks Survey*, on all three scales (i.e., *preparedness*, *frequency*, and *importance*) were also calculated and described in table format in the Chapter 4. *Coefficient alpha internal consistency reliability* estimates were calculated for the three scales *Romanian GCDF Tasks Survey*. Each scale was created by adding up the scores for the ratings on that particular scale, for all 110 items.

**RQ 1. How prepared do Romanian GCDFs feel to perform, in their career counseling related work settings, tasks for which they were trained according to the GCDF Romania program standards?**

- *Central Tendency* measures (i.e., Mean) and *Standard Deviation (SD)* were computed and reported for the *preparedness* ratings for *each task*.
- The tasks are clustered under each of the general areas of competency.

**RQ 2. How often do Romanian GCDFs report they perform each of the GCDF tasks in their career counseling related work places?**

- *Central Tendency* measures (i.e., Mean) and *Standard Deviation (SD)* were computed and reported for the *frequency* ratings for *each task*.

- The tasks are clustered under each of the general areas of competency.

**RQ 3. How important do Romanian GCDFs report each of the GCDF tasks to be, in their career counseling related work places?**

- *Central Tendency* measures (i.e., Mean) and *Standard Deviation (SD)* were computed and reported for the *importance* ratings for *each task*.
- The tasks are clustered under each of the general areas of competency.

**RQ 4. What are the tasks performed by Romanian GCDFs, that are not covered by any of the GCDF curriculum sub-competencies?**

- The data obtained from the open-ended question:

*Are there tasks, not covered in your Romanian GCDF training, that you have performed in your career counseling related work setting? If yes, please enumerate and describe them below:*

was analyzed and organized in themes, according to the existent framework of 12 GCDF areas of competency. The answers that would not fit in these areas were organized in new themes.

**RQ 5. What is the relationship between specific demographic variables (i.e., Age, Highest academic degree, Educational background, Professional background prior to obtaining the GCDF certification, Year of obtaining the GCDF certification, Institution in which the GCDF training occurred, the participant is GCDF Trainer/Master Trainer) and Romanian GCDFs' ratings of preparedness for performing GCDF tasks in their career counseling related work settings?**

The *Preparedness* scale was created by adding up the scores for rating preparedness for all 110 items. Normality of the distribution of scores for *Preparedness* scale was assessed prior

to conducting analysis, through the Kolmogorov-Smirnov statistic. Several One-way Analyses of Variance (ANOVA) were conducted to test for the effects of the following demographic information (i.e., categorical variables):

- *Age*
- *Highest academic degree,*
- *Year of obtaining the GCDF certification,*
- *Institution in which the GCDF training occurred,*
- *Professional background prior to obtaining the GCDF certification,*
- *GCDF Trainer or Master Trainer: yes/no,*

on the of *Preparedness* scale.

A Two-Way Analysis of Variance was conducted to test for the effect of:

- *Year of obtaining the GCDF certification,* and
- *Institution in which the GCDF training occurred*

related to the training of the GCDF Romania career consultants (i.e., GCDF Institution and GCDF Year of Training) and of their interaction, on the self-reported degree of preparedness. A multiple regression was conducted to investigate the effect of the *Educational background* on the Preparedness scale.

The analysis initially considered was a multiple regression that would account for all the above variables. The ANOVA analyses were preferred to multiple regression for two reasons. Firstly, the categorical character of the independent variables (i.e., demographic data) makes them fit for methods focusing on differences across groups, such as one-way and two-way ANOVA (Keith, 2006; Palant, 2007). Of course, categorical variables can also be included in multiple regressions, but each category of each variable would need to be transformed into

dummy variables (Keith, 2006). For example, the variable *Highest academic degree* would need to be transformed into three variables: Bachelor's, Master's and PhD. All the other variables, except for age would need to undergo the same process. This would increase the number of variables included in the analysis and have the potential to lower the statistical power of findings.

Secondly, the number of cases that are eligible for analysis is considered low for multiple regressions: only 58 cases of all 91 participants responded to all 110 items. The missing cases were excluded from analysis using the SPSS option "*Exclude cases pairwise*" or "*Exclude cases analysis by analysis*," a method recommended by many researchers, when dealing with such situations (Palant, 2007). Tabachnik and Fidell (2006) recommend that the sample for multiple regression should be at least  $50 \text{ participants} + 8 \text{ participant} * m$ ; where  $m =$  the independent variable (p. 123). According to these authors, the current sample (i.e., 58) could include only one predictor in order to claim generalizability of the results.

Multiple regressions were conducted for one analysis: to test the influence of *Educational background*, given that the design of the demographic question (i.e., "*multiple choice, multiple answer*" question) was not fit for ANOVA analysis. Each of the educational background options that participants had to choose from was recorded as a separate categorical variable with dummy codes (i.e., 1 = if the participant chose the option, 0 = if not). The 14 categorical variables considered for the multiple regression analysis were: *Arts, Counseling, Chemistry, Economy, Education, Engineering, Geology, Law, Math, Philosophy, Psychology, Social Work, Sociology & History, and Management*. The variable *Arts* was excluded from the analysis since the cases with this educational background had missing values on the preparedness scale. Preparedness scale was regressed on the 13 variables representing an educational background.

Effect sizes were calculated and reported for each of the analyses conducted.

Consideration for the small sample in interpreting the data was given in the description of the results in Chapter 4.

**RQ 6: What is the relationship between job context variables (i.e., *Current job function/position, Percentage of career counseling activities in current work setting, Type of organization in which career counseling related tasks have been performed, Clients Served*) and Romanian GCDFs' ratings of frequency and importance of GCDF tasks performed in their career counseling related work settings?**

Both the *Importance* and *Frequency* scales were created by adding up the scores for rating importance, respectively frequency, for all 110 items. Normality of the distribution of scores for both these scale was assessed prior to conducting analysis, through the Kolmogorov-Smirnov statistic.

One-way Analyses of Variance (ANOVA) were conducted to test for the effects of the categorical variable on *Current job function/position*, and of *Percentage of career counseling activities in current work setting* on the scores for *Frequency*. Same effects were investigated for *Importance* scale. ANOVA was the preferred analysis for the reason presented previously: the number of cases eligible for analysis was low (i.e., 50 for frequency and 40 for importance) and the variables were categorical

For the variables that were not fit for ANOVA separate multiple regressions were conducted. *Type of Organization in which career counseling related tasks have been performed* and *Clients Served* were “multiple choice, multiple answer” questions giving the participants the option to choose more than one category. This lead to the creation of multiple variables recorded with dummy codes.

For example, for the question pertaining to the *Type of Organization in which participants have performed career counseling related tasks*, 12 variables were created, each representing a type of organization: *Private Practice, Corporation, Non-Governmental Organization, Inter-School Psycho-Pedagogical Assistance Center, Public School, Public University, Information and Guidance Center, Private University, Psycho-Pedagogical Assistance Center, Not practicing, Occasionally when asked (not in an organized setting), and Vocational Center - Social Services and Child Protection*. They were recorded as dummy variables (i.e., 1 = if the participant chose the option, 0 = if not) and included in multiple regression analysis with each of the scales considered for job analysis, respectively the *behavior* level of Kirkpatrick's model (i.e., frequency and importance). The goal was to analyze whether the type of organization in which participants have been performing career counseling related tasks had an influence on the frequency with which they reported to perform GCDF tasks, or on the importance of these tasks in helping their clients.

For the question regarding the types of *Clients Served*, six variables were created, each representing a type of client: *Children, Adolescents, College students, Adults, Families, and Organizations*. These were also recorded as dummy variables (i.e., 1 = if the participant chose the option, 0 = if not) and included in multiple regression analysis with the *Frequency* scale, respectively the *Importance* one. The goal in this analysis was to investigate whether the type of client served had an influence on the reported frequency of GCDF tasks in their jobs and the importance of these tasks in helping their clients.

The decision to conduct these analyses separately was grounded in the low number of cases. Had the multiple regressions included all variables considered (i.e., 12 types of organizations + 6 types of clients), their number would have been too high to claim

generalization of any findings. Effect sizes were calculated and reported for each of the analyses conducted. Consideration for the small sample in interpreting the data was given in the description of the results in Chapter 4.

## **Chapter IV: Results of Data Analysis**

This chapter provides the results of the statistical analyses performed to examine the evaluation of the GCDF Romania training and the job analysis for the GCDF tasks. Descriptive statistics were calculated for the demographic data collected in this study, and for the *Preparedness, Frequency* and *Importance* scales of the GCDF Romania Task survey. The themes that emerged from participants' answers, in regard to the tasks that they perform in their current job but that are not covered by the GCDF curriculum, are also reported. Analyses of variance (ANOVA) and multiple regressions were performed to examine the effects of selected demographic variables on the *Preparedness, Frequency* and *Importance* scales.

### **Descriptive Statistics for the Demographic Data**

#### **Participants**

Two hundred and ninety two GCDF Romania certified career consultants were invited by email to participate in this study. The *GCDF Romania Tasks survey* was started by 143 respondents and completed by 91 (31.16 percent of all participants invited). The participation rate is consistent with other social science on-line survey research. For example, the results of a meta-analysis of 49 studies conducted by Cook, Heath & Thompson (2000) suggested that the mean response rate for the 68 on-line surveys was 39.6% (SD = 19.6%). These 91 participants served as the sample for this study. The data collected in this study is presented in this section in the following categories: general demographic information, educational background, general professional background, career counseling related professional background, GCDF Romania related demographic information.

The participants had the option to skip questions and, consequently, some of the data is incomplete. Information regarding the number of respondents per each question is provided in

tables. The percentage of participants is included in the tables as well. Valid percent is the percent calculated by excluding the missing answers. Thus, valid percentage, and not percentage, is the relevant value for discussing the questions on which not all 91 participants responded.

### **General Demographic Information**

Demographic data related to age, gender, ethnicity and current location of employment was collected. The participants had the option to choose the age from a list (i.e., 18 – 80 years). 83.5 percent of the participants (N = 76) provided information about their age. The mean age was 35.54 (SD of 9.55), with a range of 23 to 66. Age is positively skewed (Skewness = .77), reflecting that the majority of participants were located on the left side of the age continuum: 68.4 percent of participants had ages between 23 and 39 years. All respondents provided information about gender and ethnicity. As indicated in Table 4, the majority of respondents were females (90.1 percent) and Romanians (96.7 percent).

Table 4

#### *Distribution of Gender and Ethnicity.*

Categories	Frequency	Percent
<b>Gender</b>		
Male	9	9.9
Female	82	90.1
<b>Ethnicity</b>		
Romanian	88	96.7
Magyar	3	3.3
Rroma	0	.0
Other	0	.0

In answering the question regarding their current location of employment, participants had the option to choose from a list that contains the 41 Romanian counties and Bucharest. The latter is the capital of the country (administrated separately from the counties). As indicated in Table G1 (Appendix G), the majority of participants are from Bucharest (62.1 percent).

### **Educational Background**

This data was collected through two questions. First, the participants were asked to choose their highest academic degree from a list of four options: *Bachelor*, *Master's*, *Ph.D.*, and *Other*; the latter option could be filled in. All respondents answered this question (Table 5). *Master's* is the highest education degree reported by the majority of participants (71.4 percent).

Table 5

*Distribution of Highest Academic Degree.*

Highest Academic Degree	Frequency	Percent
Bachelor	15	16.5
Master's	65	71.4
PhD	11	12.1
Total N	91	100

Secondly, data regarding the educational background of participants was collected by asking them to choose from a list of 16 predefined choices and the option *Other*, that could be filled in (Table 6). All 91 participants answered this question. Respondents had the possibility of choosing multiple options (i.e., “*multiple choice, multiple answer*” question design) since their Bachelor degree may be in one or even two domains, and their graduate degrees in others. This way, they could select all the educational domains that applied to them. Participants added supplementary educational domains in the field *Other*. These were organized in the categories: *Sociology & History* and *Management*; *Theology* was added in the same category with *Philology*

since just one case of the former was registered and they are both related fields. None of the participants had their educational background in *Architecture, Biology, Medicine* and *Physics*, which were among the available options to select.

Each choice was recorded as a separate categorical variable with dummy codes (1 = if the participant chose the option, 0 = if not) and then defined as a Multiple Response variable in SPSS. For this reason, the frequency table (Table 6) for this question presents the *Percent of Cases* for each option. New themes emerged from the answers in the section *Other: Sociology & History*, and *Management*. A total of 14 variables were created as reported in Table 6.

Table 6

*Distribution of Educational Background.*

Educational Background	Responses	Percent of Cases
Arts	1	1.1
Counseling	49	53.8
Chemistry	2	2.2
Economy	13	14.3
Education	41	45.1
Engineering	10	11.0
Geography	1	1.1
Law	3	3.3
Math	5	5.5
Philology & Theology	9	9.9
Psychology	39	42.9
Social Work	3	3.3
Sociology & History	6	6.6
Management	4	4.4
Total	186	204.4

The majority of participants (53.8 percent) chose counseling as one of their educational domains. Since counseling is taught only at the graduate level in Romania, it means that all these participants have a Master's or PhD in counseling (e.g., school counseling, management

and career development). The second largest category (45.1 percent) consists of participants with background in education. Following closely, the third largest category (42.9 percent) consisted of psychology graduates.

### **General Professional Background**

Participants were asked about their professional background prior to obtaining the GCDF certification. Eighty seven respondents answered this question. Most offered just one answer (83) and four had two answers. The data was analyzed and 11 themes were identified:

*Postsecondary Education* (includes: teaching in postsecondary education and research), *Student, Education* (includes: teaching, translating), *Counseling* (includes: early intervention and counseling), *Business* (includes: economy, finances, insurance, marketing, public relations, sales, corporation), *Human Resources( HR), IT, Psychology, Management* (includes: management, public administration, project management), *Social Work*, and *Other* (includes: customer service representative, speech therapist, and training). The latter category was created for answers given by less than two cases.

For the participants that gave more than one answer, all their previous professional experiences could be organized under the same theme. For example, a participant had experience in teaching and translating; both of them could be included in the theme *Education*. Another example: a participant had experience in Public Relations and in Marketing, domains that were both included under the theme *Business*. These observations and the low number of participants who gave multiple responses did not support the creation of a variable per each identified theme (i.e., “*multiple choice, multiple answer*” question design). The answers of the participants were organized, based on themes, as categories of a single variable (i.e., Professional Background in Table 7). Most respondents worked in education (28.7 percent) and in HR (19.5

percent) prior to becoming a GCDF Romania certified career consultant. A significant number of respondents come from the business domain (11.5 percent) and from psychology (8 percent).

Table 7

*Distribution of Professional Background prior to Obtaining the GCDF Romania Certification.*

Professional Background	Frequency	Percent	Valid Percent
Education	25	27.5	28.70
Human Resources	17	18.7	19.50
Business	10	11.0	11.50
Postsecondary Education	7	7.7	8.00
Student	7	7.7	8.00
Psychology	7	7.7	8.00
Management	4	4.4	4.60
Other	4	4.4	4.60
Counseling	2	2.2	2.30
IT	2	2.2	2.30
Social Work	2	2.2	2.30
N	87	95.6	100.00
Missing	4	4.4	
Total N	91	100.0	

### **Career Counseling Related Professional Background**

Several questions were asked to collect demographic information regarding this area.

The differences in the design of these questions demanded that each of them were treated separately. The data collected from these seven questions is presented in this section.

**History of performing career counseling related tasks.** Respondents were asked to answer the question: *For how long have you been performing career counseling related tasks?* They could choose options ranging from *0 – 3 months* to *over 30 years* (Table G2, Appendix G). Twenty percent of the respondents reported performing career counseling related tasks for less than 3 months, 17.8 percent participants for 3 years, and 10 percent for 2 years.

It is noticeable in Table G2 that no cases exist for experience over 11 years, with the exception of one participant who has activated in this domain for more than 30 years. To further investigate the descriptive statistics, the categories of this variable were transformed in numbers (i.e., 0 - 3 months = 0.25, 3 - 6 months = 0.5, 6 - 12 months = 0.75, over 30 years = 31) in order to analyze the variable as a continuous one. The mean is 3.1 years (standard deviation = 3.9). As expected, the results are extremely positively skewed (4.2) and kurtosis is extremely high (27.5).

Given the concentration of responses only on the left side of the continuum and the lack of answers between values 12-30 years, this variable will not be possible to be used in this format (either categorical or continuous) in analyses. In such situations it is recommended to collapse the continuous variable in groups according to participants' scores/choices (Pallant, 2007). This operation was made using the “*Visual Binning*” option from SPSS version 19, which “divided the sample into visual equal groups according to respondents' scores on some variable” (Pallant, 2007, p. 89). Over 88.9 percent of participants have less than 6 years of experience in performing career counseling related tasks (Table 8).

Table 8

*Distribution of History of Performing Career Counseling Related Tasks: Categories.*

Categories of Duration	Frequency	Percent	Valid Percent
0 - 3 months	18	19.8	20.0
3 months - 1 year	19	20.9	21.1
1 - 2 years	9	9.9	10.0
2 - 3 years	16	17.6	17.8
3 - 6 years	18	19.8	20.0
over 6 years	10	11.0	11.1
N	90	98.9	100.0
Missing	1	1.1	
Total N	91	100.0	

**Type of organization in which career counseling related tasks have been performed.**

Participants were asked to answer the question: *Type of organization in which you have been performed/ are performing career counseling related tasks*, by choosing from a list of the 10 possible types of organizations. These organizations had been selected after consultation with the group of experts in the survey development stage of this study. If none of these organizations fit their situation, participants had the option to choose *Other* and fill in the information. Just one GCDF career consultant did not answer this question. Respondents could choose multiple options (i.e., *multiple choice, multiple answer* question design) since they might have worked in more than just one type of organization.

Participants added supplementary types of organizations in the field *Other*. These were organized in three new categories: *Not practicing*, *Occasionally when asked (not in an organized setting)*, and *Vocational Center within the Agency for Social Services and Child Protection*. Although each of these categories had just one case, the decision was made to not cluster them in one category (i.e., *Other*) as they are representative of the realities of GCDF Romania career consultants and provide valuable descriptive information about the range of employment options and settings. For example, several such consultants contacted the researchers apologizing that they cannot participate in the survey because they are not practicing or they do it in an unorganized manner, only when asked. Moreover, the *Vocational Center within the Agency for Social Services and Child Protection* is a type of organization of which the researcher or the group of experts were not aware as a location in which career services are offered.

Each choice was recorded as a separate categorical variable with dummy codes (1 = if the participant chose the option, 0 = if not) and then defined as a Multiple Response variable in

SPSS. For this reason, the frequency table (Table 9) for this question presents the *Percent of Cases* for each option.

Table 9

*Distribution of Type of Organization in which Career Counseling Related Tasks have been Performed.*

Types of Organizations	Responses	Percent of Cases
Private Practice	27	30
Corporation	19	21.1
Non-Governmental Organization	17	18.9
Inter-School Psycho-Pedagogical Assistance Center	14	15.6
Public School (e.g., elementary, middle or high school)	13	14.4
Public University	10	11.1
Information and Guidance Center	4	4.4
Private University	4	4.4
Psycho-Pedagogical Assistance Center	3	3.3
Not practicing	1	1.1
Occasionally when asked (not in an organized setting)	1	1.1
Vocational Center - Social Services and Child Protection	1	1.1
Private School (e.g., elementary, middle or high school)	0	0
Total	114	126.7

The majority of organizations in which participants performed career counseling related tasks are *NGOs* (18.9 percent), *Corporation* (21.1 percent) and *Private Practice* (30 percent). A considerable number of cases were reported in the school system: *Inter-School Psycho-Pedagogical Assistance Centers* (ISPPAC – 15.6 percent) and *Public School* (14.4 percent). In the postsecondary educational system, 11.1 percent reported performing such activities within *Public University* setting and just 4.4 percent in *Private University*.

**Type of collaboration.** Data regarding the type of collaboration was collected from participants who were asked to choose between the options: Employed, Volunteer, Self-

employed/Entrepreneur (Table 10). If none of these types fit their situation, they had the option to choose *Other* and fill in the information. Respondents could choose multiple options (i.e., *multiple choice, multiple answer* question design) since they might have had more than just one type of collaboration. 89 participants answered this question. The majority (62.9 percent) were employed. Two more categories emerged from participants' answers: *Student* and *Consultant*.

Table 10

*Distribution of Type of Collaboration.*

Type of Collaboration	Responses	Percent of Cases
Employed	56	62.9
Volunteer	24	27.0
Self-employed/ Entrepreneur	18	20.2
Student	3	3.4
Consultant	2	2.2
Total cases	103	115.7

**Current job function/position.** Participants were asked to fill in the function or position that they are currently holding. Eighty nine of them answered this question: most of them offered just one answer (84) and just a few (5) had two answers. The data was analyzed and 12 themes were identified: *Postsecondary Educator* (includes: Associate Professor, Adjunct, Instructor, Professor, Department Chair), *School Counselor* (includes: psycho-pedagogical teacher, school counselor, psycho-pedagogical counselor, vocational guidance counselor), *Teacher* (includes: primary school teacher, English teacher, PreK teacher, school inspector), *Trainer*, *Unemployed*, *Career Counselor* (includes: career counselor, counselor, career guidance counselor, specialized educator in vocational center, vocational guidance counselor), *HR Specialist* (*HR analyst, HR consultant*), *Manager*, *Psychologist*, *Consultant*, *Entrepreneur*, and

*Other* (includes: student, data entry specialist, CSR, homemaker). *Other* included answers from less than two cases.

For the participants that gave more than one answer, their first answer was considered. For example, one participant gave the answer: Associate Professor, Psychotherapist, Counselor; this case was included under the theme Postsecondary Educator. In other cases, both their answers could be included under the same theme (e.g., Professor and Department Chair fall under the same category: *Postsecondary Education*). The low number of participants who gave multiple responses did not support the creation of a variable per each identified theme (i.e., “multiple choice, multiple answer” question design). The answers of the participants were organized, based on themes, as categories of a single variable (*Current job function*). Most respondents reported working as school counselors (16.9 percent), career counselors (16.9 percent), HR specialists (16.9 percent) and Educators (10.1 percent).

Table 11

*Distribution of Current Job Function*

Current Job Position	Frequency	Percent	Valid Percent
School Counselor	15	16.5	16.9
Career Counselor	15	16.5	16.9
HR Specialist	15	16.5	16.9
Postsecondary Educator	9	9.9	10.1
Manager	6	6.6	6.7
Other	6	6.6	6.7
Teacher	5	5.5	5.6
Unemployed	5	5.5	5.6
Psychologist	4	4.4	4.5
Entrepreneur	4	4.4	4.5
Consultant	3	3.3	3.4
Trainer	2	2.2	2.2
N	89	97.8	100
Missing	2	2.2	

Total N

91

100

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**History in current job position/function.** Respondents were asked to answer the question: *For how long have you been in this current job function/position?* by choosing options ranging from *0 – 3 months* to *over 30 years* (Table G3, Appendix G). All 91 participants answered this question. Seventeen (17.6) percent of respondents have been in their current job for 3 years, 14.3 percent for 2 years and 13.2 percent for less than 3 months. It is noticeable in Table G3 that very few cases exist for categories over 7 years. To further investigate the descriptive statistics, the categories of this variable were transformed in numbers (i.e., 0 - 3 months = 0.25, 3 - 6 months = 0.5, 6 - 12 months = 0.75, over 30 years = 31) in order to analyze the variable as a continuous one. The mean is 3.9 years of being in current job position (standard deviation = 4.9). As expected, the results are extremely positively skewed (3.4) and kurtosis is very high (14.7).

Given the concentration of responses on the left side of the continuum and the very few answers between values 7-31 years, this variable will not be possible to be used in this format (either categorical or continuous) in analyses. In such situations it is recommended to collapse the continuous variable in groups according to participants' scores/choices (Pallant, 2007). This operation was made using the “*Visual Binning*” option from SPSS version 19, which “divided the sample into visual equal groups according to respondents' scores on some variable” (Pallant, 2007, p. 89). Eighty six (86.8) percent of participants have less than 6 years of experience in performing career counseling related tasks (Table 12). This finding is consistent with the data regarding the history of performing career counseling related tasks: 88.9 percent of participants have reported less than 6 years of experience.

Table 12

*Distribution of History in Current Job Position: Categories.*

Categories of Duration	Frequency	Percent	Valid Percent
0 - 6 months	17	18.7	18.7
6 months - 2 years	25	27.5	27.5
2 - 3 years	16	17.6	17.6
3 - 4 years	5	5.5	5.5
4 - 6 years	16	17.6	17.6
Over 6 years	12	13.2	13.2
Total	91	100.0	100.0

**Percentage of career counseling related activities in current work setting.** The data collected for this question shows that the 26.7 percent of participants perform 10 percent or less career counseling related tasks in their current work setting. Descriptive statistics show a mean of 32.3 percent of career tasks (SD – 23.2). The results are positively skewed (1.2) and Kurtosis is high (1), but almost within normal range (i.e., 0-1).

Table 13

*Distribution of Percentage of Career Counseling Related Activities in Current Work Setting.*

Percentage of Career Counseling Related Activities	Frequency	Percent	Valid Percent
10 percent	23	25.3	26.7
20 percent	16	17.6	18.6
30 percent	19	20.9	22.1
40 percent	11	12.1	12.8
50 percent	4	4.4	4.7
60 percent	2	2.2	2.3
70 percent	4	4.4	4.7
80 percent	3	3.3	3.5
90 percent	2	2.2	2.3
100 percent	2	2.2	2.3
Total	86	94.5	100.0

Missing	5	5.5
Total	91	100,0

**Clients served.** Data regarding the type of collaboration was collected from participants who were asked to choose between the options shown in Table 14. Respondents had the possibility of choosing multiple options (i.e., *multiple choice, multiple answer* question design) since they might have had more than just one type of clients that they worked with. Ninety participants answered this question.

Table 14

*Distribution of Clients Served.*

Clients Served	Responses	Percent of Cases
Adults	59	65.6
College Students	42	46.7
Adolescents	38	42.2
Children	25	27.8
Families	22	24.4
Organizations	12	13.3
Total	198	220

The majority of participants worked with adults (65.6 percent), college students (46.2 percent) and adolescents (42.2 percent).

### **GCDF Romania related demographic information**

Several questions were asked to collect demographic information regarding this area. The differences in the design of these questions demands that each of them are treated separately. The data collected from these seven questions is presented in this section.

**Year of obtaining the GCDF Romania certification.** Participants had the option to choose the year in which they obtained their certification. The options ranged from 2005 (i.e., the first year in which the certification was implemented) to 2011 (i.e., the year in which the

current study was conducted). The largest percent of participants obtained certifications in the last 4 years as presented in Table 15. This is consistent with the fact that the number of trainees increased over the last 4 years. For example, in 2005, 14 GCDF Romania trainees were awarded the certificate (just 7 of them are recertified), 3 in 2006, 33 in 2007, and 46 in 2008. The rest of 196 GCDF Romania career consultants obtained their certificate between 2009 and 2011.

Table 15

*Distribution of Year of GCDF Romania Certification.*

Year of GCDF Certification	Frequency	Percent	Valid Percent
2005	6	6.6	6.7
2006	3	3.3	3.4
2007	9	9.9	10.1
2008	13	14.3	14.6
2009	17	18.7	19.1
2010	19	20.9	21.3
2011	22	24.2	24.7
Total	89	97.8	100.0
Missing	2	2.2	
Total	91	100.0	

**Institution in which the GCDF Romania training occurred.** Participants were asked to fill in the name of the institution where they were trained. 88 of them offered this information. Eight institutions emerged as themes from their answers (Table 16). The largest group of GCDF career consultants from Romania were trained in the *University of Bucharest* (26.1 percent) and in the *Polytechnic University of Bucharest* (17 percent). Both these universities are public and were classified by the Ministry of Education, Research, Youth and Sport, according to the results of a survey at a U.E. level, in the top tier, as institutions of advanced research and education (Order of Ministry 5262/2011). A considerable number of respondents were trained at the

*Petroleum-Gas University of Ploiesti* (15.9), recognized by the same Order as a primarily educational institution.

Table 16

*Distribution of Institution in which the GCDF Romania Training Occurred.*

GCDF Training Institution	Frequency	Percent	Valid Percent
The University of Bucharest	23	25.3	26.1
Polytechnic University of Bucharest	15	16.5	17
Petroleum-Gas University of Ploiesti	14	15.4	15.9
Titu Maiorescu University	8	8.8	9.1
APT	8	8.8	9.1
Active Labs	8	8.8	9.1
NBCC Romania	5	5.5	5.7
Petru Maior University of Targu Mures	5	5.5	5.7
Spiru Haret University	2	2.2	2.3
N	88	96.7	100
Missing	3	3.3	
Total N	91	100	

**GCDF and GCDF Trainer.** The last question in the demographic survey asked participants to answer whether they were GCDF Trainers. Participants were informed that this is an optional question: since they were only 27 GCDF Trainers, the probability of identifying their answers were high. Still, as Table 17 indicate, 33.8 percent of the 65 respondents revealed their identity as GCDF Trainers.

Table 17

*Distribution: GCDF and GCDF Trainer.*

GCDF Category	Frequency	Percent	Valid Percent
GCDF	43	47.3	66.2
GCDF Trainer	22	24.2	33.8
N	65	71.4	100.0
Missing	26	28.6	
Total	91	100.0	

### Descriptive Statistics for the GCDF Romania Task Survey

This section provides the descriptive statistics regarding the self-reported degree of preparedness, frequency and importance to perform tasks within the GCDF Romania Task Survey. This survey consisted of 111 items representing competencies covered by the GCDF Romania curriculum. For each of these 111 items participants were asked to answer to the following three questions by choosing a rating on a Likert-type scale from 1 to 5 with the following anchors:

Table 18

*Scales, Questions and Ratings.*

Scale	Question	Likert Scale Ratings and Anchors				
<b>Preparedness</b>	<i>How well did the GCDF training prepared you for this task?</i>	1 = not prepared	2 = somewhat prepared	3 = moderately prepared	4 = prepared	5 = very prepared
<b>Frequency</b>	<i>How often do you perform this task in your work setting?</i>	1 = never	2 = rarely	3 = occasionally	4 = frequently	5 = routinely
<b>Importance</b>	<i>How important is this task in helping your clients?</i>	1 = not important	2 = somewhat important	3 = moderately important	4 = important	5 = very important

Reliability statistics were calculated for each of these three scales and they are reported below. Each scale was created by adding up the scores for the ratings on that particular scale, for all 110 items.

- *Preparedness* scale. Since just 58 participants completed all the items of the scale,

just these cases were considered for statistical analyses. The Cronbach's Alpha is .99, indicating very good reliability of the preparedness scale.

- *Frequency* scale. Just the 52 complete cases were considered for the statistical analysis performed with this scale. The Cronbach's Alpha is .99, indicating very good reliability of the frequency scale.
- *Importance* scale. Just 40 cases were considered for the statistical analysis performed with this scale. The Cronbach's Alpha is .98, indicating very good reliability of the importance scale.

Pearson Correlation was calculated in order to investigate the relationship between the three scales and to check for colinearity. All of them are positively correlated as reported in Table 19. The strongest correlation occurred between the level of *Preparedness* reported by the participants and *Frequency* of the GCDF tasks performed by them within their career counseling related work places.

Table 19

*Pearson Correlation: Preparedness, Importance and Frequency*

	Preparedness Scale	Importance Scale	Frequency Scale
Preparedness Scale	1.000	.447	.817
Importance Scale	.447	1.000	.460
Frequency Scale	.817	.460	1.000

**Research Question (RQ) 1: How prepared do Romanian GCDFs feel to perform, in their career counseling related work settings, tasks for which they were trained according to the GCDF Romania program standards?**

Participants' self-reported degrees of preparedness in regard to their ability to perform

tasks within the GCDF Romania Task Survey are presented in Table H1 (Appendix H). Descriptive information (i.e., number of respondents, means, and standards deviations) is reported for each of the 110 items; the tasks are clustered under the general areas of competency. The means of the 110 tasks on the preparedness scale ranged from 2.70 to 4.63 (2 = *somewhat prepared*, 3 = *moderately prepared*, 4 = *prepared*, 5 = *very prepared*).

Based on the data collected from all participants, the top 10 tasks (means between 4.21 and 4.63) for which GCDF Romania career consultants feel prepared for after attending the training are:

1. Informing clients about the aspects pertaining to the confidentiality of the career intervention process; (N = 91, M = 4.63, SD = 0.64).
2. Assisting clients in developing their Curriculum Vitae; (N = 90, M = 4.47, SD = 0.72).
3. Using acceptance, empathy and respect to build and maintain a trustful relationship with the client; (N = 91, M = 4.35, SD = 0.79).
4. Organizing the office space for individual/group sessions in a manner that guarantees confidentiality and comfort; (N = 90, M = 4.31, SD = 0.91).
5. Storing clients' files (e.g., worksheets, assessment results, intake forms, disclosure statements, progress notes, etc.) in a secure place; (N = 91, M = 4.31, SD = 0.94).
6. Using SWOT analysis to support clients in making decisions; (N = 90, M = 4.29, SD = 0.85).
7. Informing clients about the rules concerning the career intervention process (e.g., duration of session, materials provided, payment fee); (N = 91, M = 4.25, SD = 0.94).
8. Assisting clients in writing cover letters; (N = 89, M = 4.25, SD = 0.90).

9. Informing clients about: the areas of expertise and professional experience (GCDF, other certifications, etc.), the type of services offered, and the populations served; (N = 90, M = 4.22, SD = 0.97).
10. Using the intake interview to collect information about clients (e.g., demographic data, presenting problem, client's lifestyle, family history, educational and professional background); (N = 91, M = 4.21, SD = 0.86).

The tasks (means between 2.7 and 3.1) for which GCDF Romania career consultants feel least prepared for after attending the training are:

1. Applying training and development models when providing training and consultancy for organizations (i.e., performance model, learning model, strategic model); (N = 89, M = 2.70, SD = 1.33).
2. Developing career development programs for organizations; (N = 89, M = 2.76, SD = 1.38).
3. Informing clients about different systems of classifications of occupations (e.g., Robert Reich, International Labor Organization); (N = 91, M = 2.86, SD = 1.15).
4. Using Super's life-career rainbow/lifespan theory (i.e., analyzing the 5 developmental stages characterized by unique responsibilities and roles) in the career intervention process; (N = 90, M = 2.90, SD = 1.20).
5. Informing clients on policies and trends in the European labor market; (N = 91, M = 2.97, SD = 1.10).
6. Using Gellat's Positive Uncertainty Theory (i.e., uncertainty about future can be an opportunity for client, etc.) to encourage clients' flexibility in the decision making process; (N = 91, M = 3.02, SD = 1.27).

7. Verifying the technical characteristics of the instruments (e.g., reliability, validity, norms, etc); (N = 91, M = 3.02, SD = 1.13).
8. Evaluating the impact of promotion campaigns and using this data in future activities; (N = 89, M = 3.02, SD = 1.22).
9. Knowing the laws and policies pertaining to minority groups and groups with special needs; (N = 90, M = 3.06, SD = 1.23).
10. Using systemic interventions to support client in exploring the mutual impact between the socio-economic system and individuals; (N = 89, M = 3.09, SD = 1.00).

**The mean of Preparedness items' means.** The Preparedness scale was calculated by adding up the total scores of the preparedness ratings for all 110 items/task. SPSS calculates this by multiplying the number of items (in our case 110) with the ratings of each participant for each of these items (Paladi, 2007). Just 58 participants rated preparedness on all 110 items. Just their ratings were considered by SPSS in calculating the mean of the Preparedness scale (422.29). By dividing this mean to the number of items of the *GCDF Romania Task Survey* (i.e., 110) we obtained the *mean of Preparedness items means: 3.84* (3 = moderately prepared; 4 = prepared).

Another way to calculate this statistic involves computing the mean of all items' means reported in Table H1. However, given that not all participants rated preparedness on all 110 items, the results would be slightly different. We opted for the accuracy provided the former modality. Thus, 3.84 is the mean of the means of items rated on the preparedness scale by the 58 participants who completed all its 110 items. This suggests that participants feel generally prepared for the GCDF Romania tasks as a result of participating to the GCDF Romania training (3 = moderately prepared; 4 = prepared).

The means of each 12 general areas of competency were calculated in a similar manner: the items under each of these areas were clustered in subscales and then the means of each subscale was calculated in SPSS. These means were divided by the number of items included in each area of competency. Table 20 reports the number of participants who rated preparedness on items per each area of competency, the number of items/tasks included in each of these areas, and the mean of means for each area of competency

Table 20

*Means of Preparedness Items' Means clustered per Competency Areas.*

Competency Areas	N	No. of Items Included in the Competency Area	The Mean of Item Means
Employability Skills	89	10	4.11
Ethical and Legal Issues	88	12	3.97
Program Management and Implementation	89	2	3.90
Technology	88	3	3.84
Assessment	83	21	3.81
Helping Skills	78	25	3.77
Diverse Populations	88	4	3.70
Supervision	88	3	3.58
Career Development Models	86	10	3.55
Promotion and Public Relations	88	3	3.43
Labor Market Information	86	10	3.35
Training Clients and Peers	89	7	3.30

The results reported in Table 20 suggest that participants feel moderately prepared for tasks included in all competency areas. Respondents feel most prepared for the tasks pertaining to *Employability Skills, Ethical and Legal Issues, Program Management and Implementation, Technology, Assessment* and *Helping Skills*. They feel least prepared for those tasks included in the following competency areas: *Training Clients and Peers, Labor Market Information,*

*Promotion and Public Relations, Career Development Models, Supervision and Diverse Populations.*

**Research Question 2: How often do Romanian GCDFs report they perform each of the GCDF tasks in their career counseling related work places?**

Participants' responses about the frequency with which they engage in performing GCDF Romania tasks in their current career counseling related work settings are reported in Table II (Appendix I). Number of respondent, means, and standard deviations for each item are reported. The means of tasks ranges from 2.11 to 4.30 (*1 = never; 2 = rarely; 3 = occasionally; 4 = frequently; 5 = routinely*)

Based on the data collected from all participants, the top 10 frequently used tasks (means between 3.89 and 4.30) are:

1. Informing clients about the aspects pertaining to the confidentiality of the career intervention process; (N = 91, M = 4.30, SD = 1.19).
2. Using acceptance, empathy and respect to build and maintain a trustful relationship with the client; (N = 91, M = 4.18, SD = 1.09).
3. Storing clients' files (e.g., worksheets, assessment results, intake forms, disclosure statements, progress notes) in a secure place; (N = 91, M = 4.16, SD = 1.22).
4. Using nonverbal communication skills (e.g., eye contact, body posture, gestures, facial expression,); (N = 90, M = 4.11, SD = 1.09).
5. Organizing the office space for individual/group sessions in a manner that guarantees confidentiality and comfort; (N = 90, M = 3.98, SD = 1.28).
6. Informing clients about the rules concerning the career intervention process (e.g., duration of session, materials provided, payment fee); (N = 91, M = 3.95, SD = 1.28).

7. Informing clients about their rights and obligations in the career intervention process; (N = 91, M = 3.92, SD = 1.28).
8. Using summarization skills; (N = 91, M = 3.91, SD = 1.14).
9. Using the intake interview to collect information about clients (e.g., demographic data, presenting problem, client's lifestyle, family history, educational and professional background); (N = 90, M = 3.90, SD = 1.25).
10. Assisting clients in developing their Curriculum Vitae; (N = 89, M = 3.90, SD = 1.29).

The 10 least frequently (means between 2.11 and 2.67) reported performed tasks by participants were:

1. Reporting ethical situations to NBCC Romania; (N = 90, M = 2.11, SD = 1.39).
2. Developing career development programs for organizations; (N = 89, M = 2.22, SD = 1.36).
3. Applying training and development models when providing training and consultancy for organizations (i.e., performance model, learning model, strategic model); (N = 88, M = 2.24, SD = 1.37).
4. Seeking supervision from a GCDF supervisor as needed (e.g., ethical dilemmas, difficult cases, when needing reassurance); (N = 89, M = 2.33, SD = 1.26).
5. Using Super's life-career rainbow/lifespan theory (i.e., analyzing the 5 developmental stages characterized by unique responsibilities and roles) in the career intervention process; (N = 90, M = 2.36, SD = 1.23).
6. Informing clients about different systems of classifications of occupations (e.g., Robert Reich, International Labor Organization); (N = 91, M = 2.40, SD = 1.21).

7. Evaluating the impact of promotion campaigns and using this data in future activities; (N = 89, M = 2.57, SD = 1.34).
8. Using Gellat's Positive Uncertainty Theory (i.e., uncertainty about future can be an opportunity for client, etc.) to encourage clients' flexibility in the decision making process; (N = 91, M = 2.62, SD = 1.28).
9. Informing clients on policies and trends in the European labor market; (N = 91, M = 2.66, SD = 1.26).
10. Knowing the laws and policies pertaining to minority groups and groups with special needs; (N = 90, M = 2.67, SD = 1.43).

**The mean of Frequency items' means.** The *Frequency scale* was calculated by adding up the total scores of the frequency ratings for all 110 items/tasks. SPSS calculates this by multiplying the number of items with the ratings of each participant for each of these items (Paladi, 2007). Just 52 participants rated preparedness on all 110 items. Their answers were considered by SPSS in calculating the mean of the *Frequency scale* (380.83). By dividing this mean to the number of items of the *GCDF Romania Task Survey* (i.e., 110) we obtained the *mean of Frequency items' means: 3.46* (3 = occasionally; 4 = frequently).

Another way to calculate this statistic involves computing the mean of all items mean reported in Table II. However, given that not all participants rated preparedness on all 110 items, the results would be slightly different. We opted for the accuracy provided the former modality. The **3.46** value suggests that participants are using the GCDF Romania tasks for helping their clients of *occasional* (= 3) to *frequent* (= 4) basis.

The means of each 12 general areas of competency were calculated in a similar manner: the items under each of these areas were clustered in subscales and then the means of each

subscale was calculated in SPSS. These means were divided by the number of items included in each area of competency. Table 21 reports the number of participants who rated frequency on items per each area of competency, the number of items/tasks included in each of these areas, and the mean of means of each area of competency.

Table 21

*Means of Items Means of Frequency clustered per Competency Areas.*

Competency Areas	N	No. of Items Included in the Competency Area	The Mean of Item Means
Employability Skills	85	10	3.62
Helping Skills	76	25	3.55
Assessment	79	21	3.54
Program Management and Implementation	89	2	3.54
Ethical and Legal Issues	85	12	3.47
Technology	87	3	3.43
Diverse Populations	88	4	3.38
Career Development Models	86	10	3.09
Labor Market Information	86	10	2.89
Promotion and PR	89	3	2.84
Training Clients and Peers	87	7	2.81
Supervision	89	3	2.69

The results reported in Table 21 suggest that the most frequently used tasks are those included in the following areas of competency: *Employability Skills, Helping Skills, Assessment, Program Management and Implementation, Ethical and Legal Issues* and *Technology*. The tasks used most rarely are those pertaining to *Supervision, Training Clients and Peers, Promotion and Public Relations, Labor Market Information, Career Development Models, and Diverse Populations*.

**Research Question 3: How important do Romanian GCDFs report each of the GCDF tasks to be, in their career counseling related work places?**

Participants' responses representing the perceived importance of each task item of the GCDF Romania Task Survey, within their career counseling related work places, are presented in Table J1 (Appendix J). Number of respondent, means, and standard deviations for each item are reported. Mean of items ranges from 3.35 to 4.71 (*1 = not important; 2 = somewhat important; 3 = moderately important; 4 = important; 5 = very important*).

The 10 most important tasks (means between 4.53 and 4.71) within the GCDF Romania Task Survey to be performed in participants' career counseling related work places were:

1. Using nonverbal communication skills (e.g., eye contact, body posture, gestures, facial expression); (N = 90, M = 4.71, SD = 0.59).
2. Using acceptance, empathy and respect to build and maintain a trustful relationship with the client; (N = 89, M = 4.71, SD = 0.55).
3. Informing clients about the aspects pertaining to the confidentiality of the career intervention process; (N = 91, M = 4.68, SD = 0.80).
4. Storing clients' files (e.g., worksheets, assessment results, intake forms, disclosure statements, progress notes, etc.) in a secure place; (N = 91, M = 4.64, SD = 0.77).
5. Referring clients to appropriate services for their needs (e.g., psychotherapy, psychiatric counseling, etc.) when they are beyond the GCDF's areas of competency; (N = 91, M = 4.60, SD = 0.80).
6. Being aware of personal values, strengths and weaknesses and understanding how these can affect your relationship with clients; (N = 90, M = 4.59, SD = 0.78).
7. Organizing the office space for individual/group sessions in a manner that guarantees confidentiality and comfort; (N = 90, M = 4.58, SD = 0.72).
8. Identifying clients' transferable skills; (N = 90, M = 4.58, SD = 0.79).

9. Using the intake interview to collect information about clients (e.g., demographic data, presenting problem, client's lifestyle, family history, educational and professional background); (N = 91, M = 4.54, SD = 0.82).
10. Consulting the GCDF Code of Ethics; (N = 90, M = 4.53, SD = 0.86).

The 10 least important GCDF tasks (means between 3.35 and 3.80; 3 = *moderately important*; 4 = *important*) in the participants' career counseling related workplace are:

1. Informing clients about different systems of classifications of occupations (e.g., Robert Reich, International Labor Organization); (N = 89, M = 3.35, SD = 1.27).
2. Using Super's life-career rainbow/lifespan theory (i.e., analyzing the 5 developmental stages characterized by unique responsibilities and roles) in the career intervention process; (N = 89, M = 3.62, SD = 1.16).
3. Informing clients about the Romanian Classification of Occupations (COR; e.g., criteria, codes, etc.) in the career planning process; (N = 91, M = 3.66, SD = 1.16).
4. Informing clients about the theoretical orientation and about the strategies used in the career intervention process; (N = 91, M = 3.67, SD = 1.19).
5. Informing clients on policies and trends in the European labor market; (N = 90, M = 3.70, SD = 1.09).
6. Informing clients on policies and trends in the global labor market; (N = 90, M = 3.76, SD = 1.02).
7. Educating clients about the difference between informal and formal training; (N = 89, M = 3.76, SD = 1.22).

8. Using Gellat's Positive Uncertainty Theory (i.e., uncertainty about future can be an opportunity for client, etc.) to encourage clients' flexibility in the decision making process; (N = 89, M = 3.78, SD = 1.14).
9. Informing clients about key concepts of the labor market (e.g., unemployment rate); (N = 91, M = 3.79, SD = 1.07).
10. Using Krumboltz' Social Learning Theory (i.e., analyzing the following elements that influence career decisions: genetic inheritance, special skills, environment, learning experiences, and ability to solve tasks influence career decisions) in the career intervention process; (N = 90, M = 3.80, SD = 1.12).

**The mean of Importance items' means.** The *Importance scale* was calculated by adding up the total scores of the importance ratings for all 110 items/tasks. SPSS calculates this by multiplying the number of items with the ratings of each participant for each of these items (Paladi, 2007). Just 40 participants rated preparedness on all 110 items. Their answers were considered by SPSS in calculating the mean of the *Importance scale* (471.5). By dividing this mean to the number of items of the *GCDF Romania Task Survey* (i.e., 110) we obtained the *mean of Importance items' means*: **4.29** (4 = important; 5 = very important).

Another way to calculate this statistic involves computing the mean of all items mean reported in Table J1. However, given that not all participants rated preparedness on all 110 items, the results would be slightly different. We opted for the accuracy provided the former modality. The **4.29** value suggests that participants consider that the GCDF Romania tasks are *important* (= 4) to *very important* (= 5) in helping their clients.

The means of each 12 general areas of competency were calculated in a similar manner: the items under each of these areas were clustered in subscales and then the means of each

subscale was calculated in SPSS. These means were divided by the number of items included in each area of competency. Table 22 reports the number of participants who rated importance on items per each area of competency, the number of items/tasks included in each of these areas, and the mean of means for each competency area.

Table 22

*Means of Items Means of Importance clustered per Competency Areas.*

Competency Areas	N	No. of Items Included in the Competency Area	The Mean of Item Means
Ethical and Legal Issues	83	10	4.41
Supervision	88	25	4.38
Helping Skills	71	21	4.37
Employability Skills	85	2	4.33
Assessment	74	12	4.29
Diverse Populations	86	3	4.28
Program Management and Implementation	89	4	4.28
Technology	85	10	4.18
Promotion and PR	88	10	4.13
Training Clients and Peers	87	3	4.04
Career Development Models	81	7	3.93
Labor Market	82	3	3.78

The results reported in Table 22 suggest that the most important tasks, reported by Romanian GCDF career consultants, in helping their clients, are those pertaining to *Ethical and Legal Issues, Supervision, Helping Skills, Employability Skills, Assessment, Diverse Populations, and Program Management and Implementation*. The tasks considered least important in helping their clients are included in the following competency areas: *Labor Market Information, Career Development Models, Training Clients and Peers, Promotion and Public Relations and Technology*.

**Research Question 4: What are the tasks performed by Romanian GCDFs, that are not covered by any of the GCDF curriculum sub-competencies?**

Thirty six participants answered this question. Twenty one of these participants reported that they are not performing tasks that were not covered by the Romanian GCDF curriculum.

Three of these 21 participants left the following comments:

- Comment 1: “The course thoroughly covers large areas of competencies and skills and I have not identified so far tasks beyond those covered by it;
- Comment 2: “The course help me very much in developing activities adjacent to my main activity of HR recruiter”;
- Comment 3:

I am an inspector for primary education and I have 1317 teachers who are subordinates. This course helped to think about restructuring the educational system. Also, it helped me to deal with the teachers who do not become tenured on their job because they did not obtain the necessary grade.

By reviewing the answers given by the other 15 participants, one aspect was evident: they reported both tasks that they are performing and that are not covered by the Romanian GCDF, and also made recommendations for improving the curriculum. In some situations it was difficult to categorize the answers as either tasks or recommendations. For this reason, all the answers were analyzed together and organized in several themes, according to the existent framework of the 12 GCDF areas of competency. The answers that would not fit in these areas were organized in new themes.

For the answers that were clearly given as recommendations, the participants’ comments are provided below. The following themes of tasks and recommendations were identified:

1. *Administrative Tasks.* Two participants offered the following answers pertaining to this theme: meetings with employees (e.g., answering questions, summarizing meetings, reporting important messages, etc.); creating activity reports; developing and organizing a work agenda; creating forms for clients.
2. *Coaching.* Two participants reported that they are performing coaching tasks.
3. *Consultancy.* Five participants reported performing the following tasks that were not covered by the Romanian GCDF curriculum: consultancy for entrepreneurship activities; personal development consultancy; management consultancy; offering consultancy to the client in regard to the type of collaboration that best fit the client (employment, collaboration, entrepreneurship); task and time management; stress management techniques for self and clients and organizations.
4. *Ethical and Legal Issues.* The following answers of four participants appeared to be recommendations of issues that would need to be covered by the Romanian GCDF curriculum: implications of trademark law for career counseling; how to deal with ethical cases; understanding the implication of using their credential in social context (“GCDF is representing a profession, their public actions has implications on this profession”); protecting confidentiality for online services; “communicating with state institutions in regard to ethical situations and labor legislation and representing the interest of the client when they are threatened”.
5. *Financial Tasks.* Two participants made comments included in this theme: budget analysis; consultancy in financial management strategies (e.g., economies, investment, for self and clients).

6. *Human Resources*. Two participants perform tasks organized under this theme: organizational development strategies; 360 Degree Feedback.
7. *Interpersonal communication*. One participant recommended that this task “should be emphasized more in the GCDF course and that case studies need to be worked with students”.
8. *Labor Market*. Three participants left comments that could be categorized under this theme: labor and fiscal legislation (e.g., social services funds, unemployment, retirement funds); labor market mediation; consultation regarding labor law, performance criteria, job description, and internal regulations; consultancy in negotiating employee’s rights and the labor contract. It is not clear from the comments whether they are tasks performed by these participants or whether they are recommended to be covered in the future by the Romanian GCDF curriculum.
9. *Multiculturalism*. One participant left the following recommendation for improving the Romanian GCDF curriculum: “detecting important cultural aspects of potential clients”.
10. *Project Management*. One participants left the following comment: “there are tasks (not covered by the Romanian GCDF curriculum); I am a project manager and since this was not the scope of the GCDF program the tasks are not relevant.”
11. *Promotion and Public Relations*. Five participants gave the following answers that were clustered under this theme: event management; networking and partnerships for promoting services; authoring articles on career counseling in order to educate the market; media presentations (e.g., interviews, TV and radio) in order to educate the

market and promote career counseling and development services; advertising strategies and services.

12. *Research*. Four participants commented on the following tasks: research design and psychometrics. Also, they made the following recommendations: “promoting a culture of researching resources rather than just doing things the way they had been done”, “consulting specialized literature (e.g., how to find it, how to understand it, knowing data basis where such resources can be found: SagePub, Springer Link, eMule).”
13. *School Counseling*. Three participants left the following answers organized under these them: adapting instruments for middle school students; school guidance; guidance and counseling for parents.
14. *Student Affairs*. One participant reported performing tasks pertaining to “equivalency of the studies done in different universities in the country and abroad”.
15. *Technology*. Four participants commented on tasks pertaining to this theme: blogging, Twitter and Facebook for promoting career counseling services; creating and administrating online communities in order to create a client data base; data base management; taping client sessions; Google search; using distance communication (e.g., Skype, videoconference , teleconference, web streaming).
16. *Training*. Two participants commented on the following aspects pertaining to this theme: clarifying various formats of educating adults (training, workshop, conference, formal education); courses for professional reconversion.

In conclusion, most of the participants who answered this question reported that the tasks that they are performing in their career counseling related work places have been covered by the

Romanian GCDF curriculum. Only 15 participants provided answers explaining the tasks not covered by the training and making recommendations for improving the curriculum.

### **Data Analysis**

In order to address the last two research question, analyses to investigate the effects of the demographic data on the ratings for preparedness, frequency and importance were conducted. The review of literature has described studies conducted in various domains (e.g., medical, federal institutions, etc.) that found significant effect of various categories of demographic data (e.g., gender, institution, professor, etc.) on such ratings. In order to analyze these effects on the ratings for *Preparedness*, *Frequency* and *Importance*, One-Way Analysis of Variance (ANOVA) and Two-Way Analysis of Variance (ANOVA) and multiple regressions were conducted in SPSS. Alpha level of significance was set at .05 for all analyses that were conducted.

Before performing any statistical analysis it was important to calculate the total scale scored for the *Preparedness*, *Frequency*, and *Importance* ratings. Since there were no negatively worded items, no reversion was needed. The scores from all items that make up each scale were added together in order to obtain the total scale scores. Normality of the distribution of scores for all three scales was assessed prior to conducting analysis by conducting through the Kolmogorov-Smirnov statistic. The distribution of scores is normal on all scales, suggesting that data met criteria for analyses.

**Research Question 5: What is the relationship between specific demographic variables (Age, Highest academic degree, Educational background, Professional background prior to obtaining the GCDF certification, Year of obtaining the GCDF certification, Institution in which the GCDF training occurred, The participant is GCDF**

### **Trainer/Master Trainer) and Romanian GCDFs' ratings of preparedness for performing GCDF tasks in their career counseling related work settings?**

Not all 91 participants answered all 110 items, as indicated in Table H1. The option “*Exclude cases pairwise*” or “*Exclude cases analysis by analysis*” was chosen to exclude the cases that were missing the data required for analysis. Palant (2007) reported that most authors recommend this option when dealing with missing data. As a result, only 58 participants (63.7 percent) were included in the analyses performed in this section.

The scale is negatively skewed (Skewness =  $-.78$ ), the scores being clustered around values 4 and 5 (mean of scale = 422.30, SD = 76.13). The distribution of scores is normal. In order to analyze the effects of demographics on the self-reported degree of preparedness, One way ANOVA and Two Way ANOVA analysis were conducted in SPSS. Alpha level of significance was set at .05 (commonly used in social science) for all analyses that were conducted. Each analysis that reported significant results is presented separately in this section. The effects of age (Table K1, Table K2; Appendix K), highest academic degree (Table L1, Table L2; Appendix L), and professional background (Table M1; Appendix M) on the self-reported level of preparedness were found to be not significant.

**GCDF training institution and GCDF year of training.** Two-way between-groups analysis of variance (ANOVA) was conducted to test for the effect of these two variables related to the training of the GCDF Romania career consultants and for the effect of their interaction, on the self-reported degree of preparedness. Table N1 (Appendix N) reports the descriptive statistics for the relationship between these two variables.

No interaction effect was found as a result of the two-way between-groups ANOVA statistical analysis ( $F = .93, p < .51$ ; Table 23). This indicated that there is no significant difference in the effect of the GCDF Training Institution depending on the year of the training.

Table 23

*ANOVA Test of between-subject effects. Dependent Variable: Level of Preparedness.*

*Independent Variables: Year of GCDF Training and Training Institution*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	170543.91	23	7414.95	1.55	0.12	0.53
Intercept	6687713.84	1	6687713.84	1398.30	0.00	0.98
GCDF Year	14563.38	6	2427.23	0.51	0.80	0.09
<b>GCDF Training Institution</b>	91865.40	8	11483.18	<b>2.40</b>	<b>0.04</b>	<b>0.38</b>
GCDF Year * GCDF Training Institution	40148.33	9	4460.93	0.93	0.51	0.21
Error	153048.30	32	4782.76			
Total	10257510.00	56				
Corrected Total	323592.21	55				

Since no interaction effect was found, the main effects for each of the two variables can be safely interpreted. No significant effect for year of graduation on the self-reported level of preparedness was found ( $F = .51, p < .80$ ). There is a significant main effect for the GCDF training institution ( $F = 2.40$ , significant at .04 level). The effect size of this effect is large (eta squared = .38).

A Post-hoc test was conducted to locate where these differences occur. Table N2 (Appendix N) indicates significant differences between the means of preparedness scale for Petroleum-Gas University of Ploiesti and Polytechnic University (- 107.24,  $p < 0.04$ ), Titu Maiorescu University (-147.08,  $p < 0.03$ ), and Petru Maior University (-155.34,  $p < 0.05$ ). That

is, the preparedness levels reported by participants trained at the Petroleum-Gas University of Ploiesti were significantly lower than the ratings of respondents from Polytechnic University, Titu Maiorescu University, and Petru Maior University.

Further one-way ANOVAs were conducted in order to explore the simple effects of GCDF Training Year and of GCDF Training Institution on the preparedness scale. The results of these analyses confirmed the findings of the two-way between-groups ANOVA:

- The effects of the GCDF Training Year are insignificant ( $F = 0.56, p < 0.75$ ).
- The effects of the GCDF Training Institution are significant ( $F = 3.08, p < .007$ ). The effect size is large ( $\eta^2 = .38$ ). The same significant differences between institutions as those reported in Table N2 were found.

**GCDF or GCDF trainer.** One-way analysis of variance was conducted in order to investigate if there are differences in the preparedness levels between the groups of GCDF and GCDF Trainers (Table 25). The results indicate a significant difference ( $F = 4.27$  at  $p < .05$ ), the mean reported by GCDF Trainers being higher than that of GCDFs. The effect size ( $\eta^2 = .09$ ) indicates a small size effect.

Table 25

*One-way Analysis of Variance. Dependent variable: Preparedness Level. Independent variable: GCDF or GCDF Trainer.*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21309.24	1	21309.24	<b>4.27</b>	<b>0.045</b>
Within Groups	194624.72	39	4990.38		
Total	215933.95	40			

**Educational background.** The preparedness scale was regressed on the 13 categorical variables that reflected participants' educational background. When reporting their educational

background, respondents had the possibility of choosing multiple options (i.e., “*multiple choice, multiple answer*” question design) since their Bachelor degree may be in one or even two domains, and their graduate degrees in others. Their answers were recorded as 14 individual variables with dummy codes (e.g., 1 = if the participant chose the option, 0 = if not). Thus, the 14 categorical variables considered for the multiple regression analysis: *Arts, Counseling, Chemistry, Economy, Education, Engineering, Geology, Law, Math, Philosophy, Psychology, Social Work, Sociology & History, and Management*. *Arts* was excluded from the analysis since the cases with this educational background had missing values on the preparedness scale.

The Pearson Correlation statistic was calculated and both positive and negative correlations between each educational background variables and the level of preparedness were noticed. The closest positive relationship occurred between *Psychology* and the dependent variable (.338), followed by *Social Work* (.220), *Management* (.210) and *Law* (.201). The closest negative relationship between the Preparedness level and an educational background variable was noticed with *Education* (-.217). The rest of the correlations were weak. The correlations between independent variables were generally weak, posing no danger for colinearity. The strongest correlation was noticed between *Chemistry* and *Engineering* (.427), and between *Chemistry* and *Management* (.333).

The Normal P-P Plot indicated normality of distribution of scores (i.e., arranged in a straight diagonal line from bottom left to top right). In the scatterplot, the scores were concentrated around 0, between, -2 and 2, posing no danger of outliers for the analyses performed.

The regression model (Table 26), explains 35.2 percent of the variance in the preparedness level (R square = .352). However, when dealing with a relatively small sample,

authors (Tabachnick & Fidell, 2007) recommend interpreting the Adjusted R square, as it provides a better estimate of the true value of the variance. Given the current sample of just 58 valid cases, according to these authors, it is safe to conclude that 16.1 percent of the variance in the preparedness level is explained by the educational background (Adjusted R Square = .161).

Table 26

*Regression Model: the Influence of Educational Background on Preparedness Level.*

R	R Square	Adjusted R Square	Std. Error of the Estimate
.593	0.352	<b>0.161</b>	69.73808

Predictors: *Counseling, Chemistry, Economy, Education, Engineering, Geology, Law, Math, Philosophy, Psychology, Social Work, Sociology & History, and Management*  
 Dependent Variable: *Preparedness Scale*

The statistical significance of the results from the regression model is reported in Table 27.

Table 27

*ANOVA: The Influence of Educational Background on Preparedness Level.*

	Sum of Squares	df	Mean Square	F	Sig.
Regression	116324.401	13	8948.031	<b>1.8</b>	<b>.066</b>
Residual	213989.616	44	4863.4		
Total	330314.017	57			

This regression model is significant ( $F = 1.84$ ) at 0.066 level. Some authors (e.g., Steven, 1996) suggest that when working with a smaller sample it is recommended to raise the level of significance to .10 or even .15 in order to assure power of the test. From this framework, it can be concluded that the influence of educational background on the preparedness level (i.e., 16.1 percent of the variance in the preparedness level is explained by the educational background) is statistically significant. Table 28 reports information regarding the contribution of each independent variable to the prediction.

Table 28

*Coefficients: The Influence of Educational Background on Preparedness Level.*

	Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		
	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
(Constant)	386.98	23.81		16.26	0.00	339.00	434.96
Counseling	22.43	20.57	0.15	1.09	0.28	-19.04	63.89
Chemistry	-52.74	74.48	-0.10	-0.71	0.48	-202.84	97.36
Economy	-6.73	30.11	-0.03	-0.22	0.82	-67.42	53.95
Education	-23.59	21.20	-0.16	-1.11	0.27	-66.31	19.13
Engineering	58.42	36.94	0.24	1.58	0.12	-16.03	132.87
Geology	52.59	90.81	0.07	0.58	0.57	-130.42	235.61
Law	95.03	53.97	0.22	1.76	0.09	-13.74	203.79
Math	-55.42	49.35	-0.17	-1.12	0.27	-154.88	44.05
Philosophy	0.34	36.13	0.00	0.01	0.99	-72.47	73.15
<b>Psychology</b>	49.42	21.93	<b>0.32</b>	2.25	<b>0.03</b>	5.23	93.61
<b>Social Work</b>	117.03	53.10	<b>0.28</b>	2.20	<b>0.03</b>	10.02	224.05
Sociology & History	10.49	38.10	0.03	0.28	0.78	-66.30	87.28
Management	71.42	48.47	0.19	1.47	0.15	-26.27	169.12

The results suggest that Psychology (beta = .323,  $p < .029$ ) and Social Work (.276,  $p < .033$ ) are making a significant unique contribution to the model. The scores of self-reported preparedness of the participants with a degree (e.g., Bachelor, Master's or PhD) in Psychology and Social Work were statistically significant higher than those of respondents with other educational backgrounds.

**Research Question 6: What is the relationship between job context variables (Current job function/position, Percentage of career counseling activities in current work setting, Type of organization in which career counseling related tasks have been performed, Clients served) and Romanian GCDFs' ratings of frequency and importance of GCDF tasks performed in their career counseling related work settings?**

**The effects of demographic variables on the *Frequency of GCDF tasks ratings.*** Fifty participants (57.1 percent) answered all 110 items and just these cases were included in the data analysis. The scale is negatively skewed (Skewness = -1; mean of scale = 380.83); scores are clustered around values of 4 and 5 (Kurtosis = 1.4). However, the distribution of scores was found to be normal. In order to analyze the effects of demographics on the self-reported degree of frequency, one-way ANOVA analyses and multiple regressions were conducted in SPSS. Alpha level of significance was set at .05 for all analyses that were conducted. Each analysis is presented separately in this section.

***Current job function/position and Frequency of GCDF tasks.*** A one-way ANOVA was conducted to investigate the differences of level of self-reported frequency among the 12 categories of job functions. Due to the missing cases (just 50 cases were considered for analysis), the variability among the number of cases per each category was high (i.e., highest number 9 and lowest 1; Table O1, Appendix O).

Levene Statistic is .021 ( $>.05$ ) which signifies that the assumption of homogeneity of variance is violated. Generally, even if this assumption is violated, ANOVAs can be performed only if the sizes of the groups are reasonably similar (e.g., largest/smaller = 1.5; Stevens 1996, p. 249). In our case, the differences between the sizes of the groups are very large (Table O1). In such situations, groups are clustered so that they become relevant for analysis. Five groups, with a more consistent size, resulted (Table O2, Appendix O). Levene statistic ( $.035 < 0.5$ ) still indicates violation of the homogeneity assumption but the groups are closer in size. According to Paladi (2007), in this situation, the results of the one-way ANOVA (Table 29) and of the Tukey HSD post-hoc test (Table O3, Appendix O) can be interpreted.

Table 29

*One-way ANOVA. Dependent Variable: Level of Frequency. Independent Variable: Groups of Current Job Function.*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	184188.66	5	36837.73	<b>7.651</b>	<b>0</b>
Within Groups	211859.34	44	4814.99		
Total	396048	49			

The frequency levels between groups are statistically significant ( $F = 7.65$  significant at 0 level). Tukey HSD Post-hoc analyses indicate significant differences in the frequency of tasks between the participants who were unemployed, students, homemakers or are performing tasks pertaining to data entry or CSR and those from all the other categories (Table O3). This finding does, of course, make intuitive sense. Another significant difference in the frequency reported by GCDF career consultant appeared to be among career counselors and psychologists and the school counselors and teachers (mean difference = 103.78, significant at .03 level). That is, career counselors and psychologist are using GCDF Romania tasks significantly more frequently than school counselors and teachers.

Prior to conducting the one-way ANOVA to investigate the effect of the percentage of career counseling related tasks in current job on the frequency level, a cross tabulation between percentages of career tasks and current job function was conducted in order to check for any relationship between these two variables. This analysis did not yield significant results. These findings suggest limited possibility for interaction effects between current job function and percentage of career counseling related tasks in current job. This supported the idea of conducting separated one-way ANOVAs for each of these two variables.

***Percentage of career counseling related tasks in current job and Frequency of GCDF tasks.*** A one-way ANOVA was conducted to test the effect of the percentage of career

counseling related tasks performed at participants 'current job on the frequency level. Fifty cases were valid for analysis. The categories of percentages were collapsed into fewer categories to assure consistency in size (Table 30).

Table 30

*Frequency of GCDF Tasks Scale across Percentage of Career Counseling Related Tasks in Current Job.*

% of Career Counseling Related Tasks in Current Job	N	Mean	Std. D.	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
10%	11	332.18	95.97	28.94	267.71	396.66	110	436
20%	11	378.09	51.76	15.61	343.32	412.87	313	464
30%	8	348.63	100.96	35.70	264.22	433.03	217	490
40%	9	414.33	72.32	24.11	358.74	469.93	302	534
Over 50%	11	444.18	48.11	14.50	411.86	476.50	350	500
Total	50	384.34	83.70	11.84	360.55	408.13	110	534

Levene statistic indicated homogeneity of variance ( $.09 > 0.5$ ): the results of the one-way ANOVA (Table 31) can be safely interpreted. The frequency scores differ significantly among participants who report performing different percentages of career counseling related tasks in their jobs ( $F = 3.88$  significant at .01 level).

Table 31

*One-way ANOVA. Independent Variable: Percentage of Career Counseling Related Tasks.*

*Dependent variable: Frequency Levels.*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	88047.16	4	22011.79	<b>3.88</b>	<b>0.01</b>
Within Groups	255238.06	45	5671.96		

Total	343285.22	49
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Tukey HSD Post-hoc analyses indicated significant difference in frequency only between participants who reported performing 10 percent of career counseling related tasks at their job and those who performed over 50 percent (mean difference – 112,  $p < .01$ ). That is, participants who perform more than 50 percent of career counseling related tasks in their current jobs use GCDF tasks more frequently.

***Type of organization in which career counseling related tasks have been performed and Frequency of GCDF tasks.*** The *Frequency* scale was regressed on the 10 categorical variables that represented the types of organizations in which respondents have performed career counseling related tasks. When reporting these types of organizations, respondents had the possibility of choosing multiple options (i.e., “multiple choice, multiple answer” question design) given they might have worked in more than one organization. Their answers were recorded as 12 individual variables with dummy codes (e.g., 1 = if the participant chose the option, 0 = if not).

The 12 categorical variables considered for the multiple regression analysis: *Private Practice, Corporation, Non-Governmental Organization (NGO), Inter-School Psycho-Pedagogical Assistance Center (ISPPAC), Public School, Public University, Information and Guidance Center(IGC), Private University, Psycho-Pedagogical Assistance Center (PPAC), Not practicing , Occasionally when asked (not in an organized setting), and Vocational Center - Social Services and Child Protection.* The latter two variables were excluded from the analysis since their cases had missing values on the Frequency scale.

The Pearson Correlation statistic was calculated. The correlations between each type of organization and the *Frequency* of GCDF tasks performed within these settings were generally

weak. The negative correlations were stronger. For example, a negative correlation of  $-.419$  was reported between the *Not practicing* variable and *Frequency*. This finding makes intuitive sense. Another considerable negative correlation was found between *Psycho-Pedagogical Assistance Center* and *Frequency* ( $-.253$ ). The positive correlations were generally weak. The strongest were between *Public University* and *Frequency* ( $.129$ ) and between *Inter-School Psycho-Pedagogical Assistance Center* and *Frequency* ( $.123$ ). The correlations between independent variables were weak, posing no danger for colinearity. The Normal P-P Plot indicated normality of distribution of scores (i.e., arranged in a straight diagonal line from bottom left to top right). In the scatterplot, the scores were concentrated around 0, between,  $-2.5$  and  $2.5$ , posing no danger of outliers for the analyses performed.

The regression model (Table 32), explains 34.6 percent of the variance in the preparedness level ( $R^2 = .346$ ). Given the current sample of just 50 valid cases, it is safer to interpret the Adjusted R square, in estimating the true value of the variance (Tabachnick & Fidell, 2007). Accordingly, 18.6 percent of the variance in the reported frequency of GCDF tasks level is explained by the type of organizations in which participants have been performing career counseling related tasks (Adjusted R Square =  $.186$ ).

Table 32

*Regression Model: the Influence of Type of Organization on Frequency of GCDF Tasks.*

R	R Square	Adjusted R Square	Std. Error of the Estimate
.588	.346	.186	82.462

Predictors: *Private Practice, Corporation, NGO, ISPPAC, Public School, Public University, IGC, Private University, PPAC, Not practicing*  
 Dependent Variable: *Frequency Scale*

The ANOVA analysis (Table 33) provides information about the statistical significance of these results.

Table 33

*ANOVA: the Influence of Type of Organization on Frequency of GCDF Tasks.*

	Sum of Squares	df	Mean Square	F	Sig.
Regression	147502.418	10	14750.242	<b>2.169</b>	<b>.040</b>
Residual	278805.024	41	6800.123		
Total	426307.442	51			

This regression model is significant ( $F = 2.169$ ) at 0.04 level. It can be concluded that the influence of type of organization on the reported frequency of GCDF tasks (i.e., 18.6 percent of the variance in the frequency level is explained by the type of organization) is statistically significant. Table 34 reports information regarding the contribution of each independent variable to the prediction.

Table 34

*Coefficients of the Regression Model: The Influence of Type of Organization on Frequency of GCDF Tasks.*

	Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
(Constant)	334.72	28.68		11.67	0.00	276.81	392.63
<b>PPAC</b>	-159.31	66.48	<b>-0.31</b>	-2.40	<b>0.02</b>	-293.56	-25.06
<b>ISPPAC</b>	72.11	37.93	<b>0.29</b>	1.90	<b>0.06</b>	-4.49	148.71
IGC	-3.75	58.85	-0.01	-0.06	0.95	-122.59	115.09
Public School	40.68	37.48	0.16	1.09	0.28	-35.01	116.36
<b>Public Univ.</b>	88.13	42.59	<b>0.30</b>	2.07	<b>0.05</b>	2.13	174.14
Private Univ.	19.14	57.85	0.04	0.33	0.74	-97.70	135.97
NGO	41.03	33.82	0.18	1.21	0.23	-27.26	109.32
Corporation	36.71	32.88	0.16	1.12	0.27	-29.69	103.11
Private Practice	41.21	30.38	0.21	1.36	0.18	-20.15	102.56

<b>Not Practicing</b>	-315.18	113.24	<b>-0.36</b>	-2.78	<b>0.01</b>	-543.87	-86.48
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The results suggest that the frequency ratings made by respondents who have worked in *Inter-School Psycho-Pedagogical Assistance Center (ISPPAC)* (Beta coefficient = .29 significant at .06 level), *Public University* (Beta coefficient = .30 significant at .05 level), *Psycho-Pedagogical Assistance Center (PPAC)* (Beta coefficient = -.31 significant at .02 level) and of those who are not currently practicing (Beta coefficient = -.36 significant at .01 level) are making a significant unique contribution to the model. The self-reported frequency of GCDF tasks is significantly higher in ISPPACs and in public universities, and significantly lower in PPACs. It also make intuitive sense that the frequency reported by those who not currently practicing is the lowest.

***Clients Served and Frequency of GCDF tasks.*** The *Frequency* scale was regressed on the six categorical variables that represented the types of clients served by the Romanian GCDF career consultants participating in this study. When reporting the types of clients served, respondents had the possibility of choosing multiple options (i.e., “*multiple choice, multiple answer*” question design) given they might have worked with more than just one type of client. Their answers were recorded as six individual variables with dummy codes (e.g., 1 = if the participant chose the option, 0 = if not).

The six categorical variables considered for the multiple regression analysis: *Children, Adolescents, College students, Adults, Families, and Organizations*. The Pearson correlations between the dependent variable (i.e., Frequency scale) and types of clients served were very weak; the highest correlation (.189) was with Organization. The regression model did not account for the variance (-.072) in frequency scores in a statistically significant manner ( $F =$

.426,  $p < .858$ ). That is, the frequency of GCDF tasks rated by the participants were not influenced by the types of clients with whom they reported working.

**The effects of demographic variables on the *Importance* of GCDF tasks ratings.**

Forty participants (44 percent) answered all 110 items and just these cases were included in the data analysis. The scale is negatively skewed (Skewness =  $-.35$ ) with scores clustered around values of 4 and 5 (mean of scale = 471.5). The distribution of scores is normal. In order to analyze the effects of demographics on the self-reported degree of importance, One way ANOVA and multiple regression analyses were conducted in SPSS. Alpha level of significance was set at .05 for all analyses that were conducted. Each analysis is presented separately in this section.

The only demographic variable that might significantly affect the perceived importance of GCDF tasks in helping their clients is the percentage of career counseling related tasks (Table 35). The importance ratings were not significantly affected by the current job function of respondents (Table P1, Table P2), by the type of organization in which they have performed career counseling related tasks, or by the types of clients served.

***Percentage of career counseling in current job.*** One-way ANOVA was performed to see whether the percentage of career counseling related tasks performed by participants in their current job has an effect on the ratings for the importance of the GCDF tasks. The number of cases valid for analysis was just 38 (Table 35). The sizes of groups were similar and the variances for all groups were equal (Levene statistics =  $.34$ ).

Table 35

*Descriptive Statistics: Importance per Group of Percentage.*

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95% Confidence  
Interval for Mean

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% of Career Counseling Related Tasks in Current Job	N	Mean	Std. D.	Std. Error	Lower Bound	Upper Bound	Min.	Max.
10%	8	435.63	58.01	20.51	387.13	484.12	351	522
20%	8	447.25	42.87	15.16	411.41	483.09	386	527
30%	8	486.75	47.63	16.84	446.93	526.57	392	534
40%	7	480.57	63.85	24.13	421.52	539.62	395	548
over 50%	7	495.57	33.65	12.72	464.45	526.69	436	541
Total	38	468.16	53.18	8.63	450.68	485.64	351	548

No significant effect were found ( $F = 2.08$ ) at alpha level  $<.05$  (Table 36).

Table 36

*One-way ANOVA. Independent Variable: Percentage of Career Counseling Related Tasks.*

*Dependent variable: Importance Levels.*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21068.75	4.00	5267.19	<b>2.08</b>	<b>0.11</b>
Within Groups	83560.30	33.00	2532.13		
Total	104629.05	37.00			

According to Stevens (1996), when dealing with small samples, it may be necessary to adjust the alpha levels (i.e., to .10 or .15) in order to compensate. From this perspective, we can argue that the percentage of career counseling related tasks performed by participants have a significant effect on the ratings for importance of the GCDF tasks ( $p < .11$ )

### Summary of Findings

The results of the Romanian GCDF Tasks survey suggest that participants feel generally prepared for performing GCDF tasks as a result of participating to the GCDF Romania training (i.e., 3 = moderately prepared and 4 = prepared), that they are using these tasks for helping their clients on occasional (= 3) to frequent (= 4) basis, and that they consider that the GCDF Romania

tasks are important (= 4) to very important (= 5) in helping their clients. Most participants did not answer (55) the question in regard to the tasks that they have performed in their career counseling related work places and that had not been covered by the GCDF Romania training. Twenty one participants of those who answered this question (36) reported that they are not performing tasks that were not covered by the Romanian GCDF curriculum. Just 15 participants reported that they perform other tasks as well. These respondents also made recommendations for improving the GCDF Romania curriculum.

The analyses conducted suggested that the level of preparedness reported by the participants is influenced by educational background, by the institution in which the GCDF training occurred and by their status as GCDF or GCDF trainer. The frequency with which Romanian GCDF career consultant performed GCDF tasks at their career counseling work places is influenced by their current job function, by type of organizations in which they work, and by the percentages of career counseling related tasks in their jobs. The importance of the GCDF tasks reported by participants in helping clients was influenced only by the percentage of career counseling related tasks performed by them. All these findings and results, as well as their implications and limitations, will be discussed in Chapter V.

## Chapter V: Discussion of Results

This chapter summarizes and discusses the results reported in Chapter IV. Consideration is given to the implications of the current study. An evaluation of its limitations follows. Suggestions for future directions for research are made. These topics will be discussed within the framework provided by the research questions of the current study and in the context of previously reviewed relevant literature.

### Summary

The current study had two purposes: to evaluate the GCDF Romania training program and, concurrently, to conduct a job analysis of the tasks performed by Romanian GCDF career consultants. *Kirkpatrick's model*, elements pertaining to Kraiger's et al. taxonomy (e.g. attitudinal and motivational learning outcomes can be appropriately measured by self-assessment) and empirical findings related to specific criteria for assessment guided the design of the training evaluation. The *learning* level was evaluated by assessing the *self-reported preparedness* ratings of the participants to perform GCDF tasks, after their participation to the GCDF training. The *behavior* level was assessed by investigating the *frequency* with which participants apply GCDF tasks in their career counseling related work places, and the *importance* of these tasks in helping their clients.

Concurrently, theoretical and empirical findings regarding *subject matter experts (SMEs)* and *job analysis questionnaire* grounded the decisions made in conducting the job analysis. The job analysis includes the ratings for *frequency* and *importance* of the GCDF tasks, and the tasks reported to be performed by the Romanian GCDF career consultants, in their current job, which are not covered by the GCDF curriculum. In addition, the current study examined the effects of

specific demographic variables on participants' ratings of preparedness and their ratings of frequency and importance of GCDF tasks.

A 110 item instrument was developed for this study and a sample of 91 Romanian GCDF career consultants completed it. Descriptive statistics concerning the participant's self-report on *Preparedness*, *Frequency* and *Importance* were provided for each item. Due to missing values recorded for some items, cases were excluded from analyses performed to investigate the relationships between these three scales and specific demographic information.

### **Discussion**

As presented in Chapter II, career counseling is not yet a recognized profession in Romania. The development of the GCDF Romanian program over the last eight years is among the central national activities to lay a foundation for career counseling in this country (Szilagyi & Paredes, 2010). No study about the GCDF Romania program has been conducted. At the time when the idea of the current research project was considered (March 2011), no study evaluating any GCDF training program had been reported. Concomitantly with the current project, a pilot study about the GCDF Germany training program was undertaken.

The current study was designed to evaluate the Romanian GCDF training program, to investigate the application of the tasks in the work places and to explore relationship between specific Romanian realities and aspects pertaining to this program. Research questions 1, 2 and 3 were designed to evaluate the program. Research questions 2 and 3 also provided information pertaining to a job analysis. Research question 4 served the latter purpose as well, exploring the tasks performed by Romanian GCDF career consultant that were not covered by the GCDF training program. Research question 5 examined demographics that influenced the self-reported preparedness of the participants. Research question 6 examined job-context variables that

influence the importance and frequency of the GCDF tasks performed by participants in their career counseling related work places.

This section discusses the results of the study, organized by each research question. The results of the demographic questionnaire are briefly introduced as they present the context in which the results of the study need to be considered.

### **Demographics**

The majority of respondents were females (90.1 percent) and Romanians (96.7 percent). This is representative of the population of GCDF Romanian career consultants, among which 92.1 percent are females. Most participants were in Bucharest (62.1 percent), as most institutions that offer the GCDF training are in the capital of the country. The mean age was 35.54 (SD of 9.55), with a range of 23 to 66. 68.4 percent of participants had ages between 23 and 39 years, indicating that the majority of the participants are young. The youth of the majority of respondents suggest that they underwent the GCDF training within a master's program. In Romania, it is customary that students continue graduate school immediately after undergraduate studies. The older GCDF career consultants participating in the current study have most likely obtained their certification in non-educational institutions and are coming from a business background.

The highest percent of participants hold a Master's degree (71.4 percent), finding that supports the hypothesis made in the previous paragraph. The majority of participants had degrees in counseling, education and psychology. Since counseling is taught only at a graduate level, it means that all the participants with background in counseling have a Master's or PhD in counseling (e.g., school counseling, management and career development). These findings are similar to the ones reported by Szilagyi (2005), who noted that due to the fact that counseling is

not a profession, the specialists who hold career guidance or career counseling related positions usually have a Bachelor's degree in Psychology, Education, Social Work or Sociology.

Most participants worked in education (28.7 percent) and in Human Resources (19.5 percent) prior to becoming a GCDF Romania certified career consultant. A significant number of respondents come from the business domain (11.5 percent) and from psychology (8 percent). The diverse professional and occupational background of people drawn to the domain of career counseling and development in Romania is comparable to the heterogeneous environment in which the profession of career counseling was founded in the United States, as described in Chapter II.

Twenty percent of participants have been performing career counseling related tasks for less than three months, 17.8 percent participants have been involved in this domain for three years, and 10 percent for two years. Over 88.9 percent of participants have less than six years of experience in performing career counseling related tasks. Given that first Romanian GCDF career consultants became certified in 2005, this may indicate that the majority of respondents started performing career counseling related tasks after receiving the certification.

The majority of participants (62.9 percent) are employed. A considerable number of them are performing career counseling related tasks as volunteers (27 percent) or in private practice (20.2 percent). Most respondents reported currently working as school counselors (16.9 percent), career counselors (16.9 percent), and Human Resources specialists (16.9 percent). These results make possible a comparison with the development of the career counseling domain in the United States at different moments, across the 20<sup>th</sup> century. First, the vocational movement promoted the development of the vocation and career guidance services (Pope, 2000). This movement led to the birth of the school counseling profession in the 1930s and 1940s

(Baker 2009, Shen-Miller et al., 2012). Then, in the context of the transition from an industrial to a technological era in the 1990s, career counseling services started to be offered within organizations (Pope, 2000). The demographic realities found in the current study support the assertion made by Szilagyi and Paredes (2010) that the counseling practice in Romania “has been developing and professionalizing, much like in the United States, in the educational, career/vocational (...) sectors” (p. 23)

The majority of participants worked with adults (65.6 percent), college students (46.2 percent) and adolescents (42.2 percent). Twenty six (26.7) percent of participants perform 10 percent or fewer career counseling related tasks in their current work setting. This may be an indication of the youth of career counseling related practices in Romania. The largest percent of participants (89.9) obtained certifications in the last four years (2007 - 2011). Only 6.7 percent of the participants became GCDF certified in 2005 and 3.4 in 2006. This is consistent with the fact that the number of institutions offering the GCDF training increased over the last four years. Consequently, the number of trainees increased as well. For example, 14 GCDF Romania trainees were awarded the certificate (just 7 of them are recertified) in 2005, three in 2006, 33 in 2007, and 46 in 2008. The rest of 196 GCDF Romania career consultants obtained their certificate between 2009 and 2011.

**Research Question 1: How prepared do Romanian GCDFs feel to perform, in their career counseling related work settings, tasks for which they were trained according to the GCDF Romania program standards?**

This is the first study to investigate the self-reported level of preparedness of the participants in any GCDF training program. The results suggests that participants feel generally prepared for the GCDF Romania tasks as a result of participating to the GCDF Romania training

(3 = *moderately prepared* and 4 = *prepared*): 3.84 is the mean of the means of items rated on the preparedness scale by the 58 participants who completed all its 110 items.

The tasks for which they felt the most prepared are included in the following competency areas, with means ranging from 3.77 to 4.11 (3 = *moderately prepared* and 4 = *prepared*):

*Employability Skills* (M = 4.11), *Ethical and Legal Issues* (M = 3.97), *Program Management and Implementation* (M = 3.90), *Technology* (M = 3.84), *Assessment* (M = 3.81), and *Helping Skills* (M = 3.77). The tasks comprised by the competency area *Employability Skills* involve assisting and educating clients in preparing to find a job. Such tasks can include: educating clients about job interviews, recruitment and selections processes, stress management, time management, assisting clients in building employment portfolios, Curriculum Vitae, cover letters, etc. We hypothesize two reasons for which participants feel the most prepared for tasks in the area *Employability Skills*. First, these tasks are very straightforward. Second, the chapter in the GCDF curriculum that covers these competencies includes extensive practice: each participant needs to create an employment portfolio that includes all the documents for which they would later assist their clients.

Four of the first 10 highly rated tasks for which participants felt prepared, are included in the general area of competency *Ethical and Legal Issues* (M = 3.97). In fact, the task for which participants reported that they are the most prepared out of all 110 items, is: “Informing clients about the aspects pertaining to the confidentiality of the career intervention process”. As a result of participating to the training, Romanian GCDF career consultants, feel prepared to consult the GCDF and other related Codes of Ethics, to inform clients about GCDF areas of expertise, to inform them about clients’ rights and obligations, about the rules of the career intervention process, etc.

The highly reported degree of preparedness on tasks pertaining to *Ethical and Legal Issues* may be a reflection of the strong emphasis placed on these competencies in the training. Moreover, in order to become GCDF certified, participants need to adhere to the GCDF Code of Ethics. As reported in Chapter II, the GCDF training is part of the GCDF certification program, which in Romania, is an initial attempt to start a national certification. According to Clawson (as cited in Mariani, 1998b), a national credential reflects a sign of professionalism: “Number one, it enables you to show the public your expertise. And second, it helps you get appropriate referrals” (p. 35). Thus, the highly reported degree of preparedness of Romanian GCDF career consultants in the area of *Ethical and Legal Issues* may be considered support for the important role of the GCDF training program in the advancement of the career counseling profession in Romania.

The high rates of preparedness for the competency areas *Program Management and Implementation* ( $M = 3.90$ ), and *Technology* ( $M = 3.84$ ) may be explained by the straightforward character of the tasks and by their very limited number. For example, just two tasks were included in the former area and they were related to providing clients with the intake forms and to organizing the office space in an appropriate manner for sessions. Similarly, just three tasks were included in the *Technology* area (e.g., operating computer programs and data bases, Internet skills, using audio-visual support).

The results of the current study also indicate that the Romanian GCDF career consultants feel generally prepared ( $3 = moderately prepared$  and  $4 = prepared$ ) to perform tasks pertaining to *Assessment* ( $M = 3.81$ ) and *Helping Skills* ( $M = 3.77$ ). As reported in Chapter II, GCDF career consultants have thorough training in informal assessment, undergoing their own process of self-evaluation as part of the evaluation for certification. This may explain the reason for

which participants feel generally prepared for assessment. According to the results, performing the intake interview ( $M = 4.21$ ) and using SWOT analysis to support clients in making decisions. ( $M = 4.29$ ) are among the top ten out of 110 tasks for which participants feel the most prepared.

Participants reported feeling generally prepared for exploring clients' transferable skills, values, preferences, strengths, weaknesses, as well as resources and obstacles that affect their decision making process. Participants also feel prepared for supporting clients in the auto-evaluation process ( $M = 3.80$ ) and for interpreting the results of the assessment process and discussing them with clients ( $M = 3.84$ ). The task for which they feel least prepared ( $M = 3.02$ ) is related to "verifying the technical characteristics of the instruments (e.g., reliability, validity, norms, etc.)". This makes sense given the majority of the assessment tasks pertained to informal instruments, whereas this one is related to formal ones. More about this finding is discussed in implications.

The level of preparedness reported for *Helping Skills* ( $M = 3.89$ ), may also be correlated to the focus on practicing of basic counseling skills (paraphrasing, reflecting, summarizing) during class role-plays and while working on their cases. It may also be a result of the challenging exercises for achieving "awareness of personal values, strengths and weaknesses and understanding how these can affect your relationship with clients" ( $M = 3.89$ ). For example, "Using acceptance, empathy and respect to build and maintain a trustful relationship with the client.", a skill that has an indubitable importance in any helping relationship, was rated the 3<sup>rd</sup> highest ( $M = 4.35$ ) task for which participants feel prepared after having participating to the GCDF Romania training.

The results pertaining to *Assessment* and *Helping Skills* are important not only in the context of evaluating the Romanian GCDF curriculum. They are significant in claiming the

important role of this training program in the efforts to define the career counseling domain as a unique profession, separate from other helping profession, particularly from psychology. More details are provided in the section discussing the implications of the current study.

The lowest ratings for preparedness were given to the tasks included in the area of competency *Training Clients and Peers* ( $M = 3.30$ ). The mean of ratings on this scale was influenced by the ratings received for the following two tasks:

- Applying training and development models when providing training and consultancy for organizations (i.e., performance model, learning model, strategic model); ( $M = 2.70$ )
- Developing career development programs for organizations; ( $M = 2.76$ ).

These two tasks received the lowest ratings of all 110 tasks. This may indicate that the Romanian GCDF training program did not focus as much on organizations, as clients.

Interestingly enough, the lowest percentage of clients served by the Romanian GCDF career consultants are organizations.

One potential explanation for the lower ratings on these tasks is that they are complex, in comparison to the more straightforward character of the tasks that received higher ratings from the participants. This may be another reason for which participants' level of preparedness is lower for these particular tasks. This hypothesis can be extrapolated to other tasks whose complexity is evident and that received lower ratings (e.g.,  $M = 2.97$  for "Informing clients on policies and trends in the European labor market";  $M = 3.02$  for "Verifying the technical characteristics of instruments...";  $M = 3.02$  for "Evaluating the impact of promotion campaigns and using this data in future activities"). These results are understandable considering that the majority of participants in the study (89.9 percent) obtained their GCDF certification in the last

four years (2007 - 2011). As the experience of the GCDF Romanian career consultant increases, they will probably demonstrate a better level of preparedness in more complex tasks.

The other areas of competency for which participants felt less prepared were, in ascending order (M = 3.35 – 3.70): *Labor Market Information* (M = 3.35), *Promotion and Public Relations* (M = 3.43), *Career Development Models* (M = 3.55), *Supervision* (M = 3.58), and *Diverse Populations* (M = 3.70). The tasks covered by the general areas of competency *Labor Market Information* and *Career Development Models* are more theoretical. The lower levels of preparedness may be explained by a lower retention rate due to the theoretical nature of these tasks.

For example, the tasks pertaining to *Labor Market Information* for which participants rated the highest scores of preparedness were related to informing about the Romanian labor market (M = 3.20) and about the difference between occupation, trade, function and profession. However, more theoretical tasks (e.g., Informing clients about different systems of classifications of occupations, or about statistical data) received lower ratings. Concurrently, tasks within the area *Career Development Models* that incorporated both theory and practical tools (e.g., such as Holland personality type, Maslow hierarchy of needs, Humanistic theories) received higher ratings of preparedness than those which appeared to be purely theoretical (e.g., “Using Super’s life-career rainbow/lifespan theory”).

Given that no studies have previously evaluated level of preparedness of certified GCDF after attending the GCDF training program, these results cannot be compared. Despite this shortcoming, we can conclude that participants in this study feel generally prepared to perform GCDF tasks as a result of participating in this study. This indicates a positive evaluation on the learning level of Kirkpatrick’s model.

**Research Question 2: How often do Romanian GCDFs report they perform each of the GCDF tasks in their career counseling related work places?**

The mean of items' means (3.46) suggests that participants are using the GCDF Romania tasks for helping their clients on *occasional* (= 3) to *frequent* (= 4) basis. The Pearson correlation between the Frequency and Preparedness scale is very high (.817; Table 19), which may suggest two things. Firstly, the Romanian GCDF career consultants perform most frequently the tasks for which they feel most prepared for. Secondly, their opinion of preparedness might be subjectively affected by the frequency with which they performed them. For example, it is possible that participants feel more prepared for the tasks they perform more often than not. Thus, the scores on preparedness may be affected by a possible maturation effect. Similarly, the frequency scores may be affected by their perceived levels of preparedness.

The GCDF tasks most frequently performed are those included in the following competency areas (M = 3.43–3.62): *Employability Skills* (M = 3.62), *Helping Skills* (M = 3.55), *Assessment* (M = 3.54), *Program Management and Implementation* (M = 3.54), *Ethical and Legal Issues* (M = 3.47), and *Technology* (M = 3.43). It is noticeable that, although not in the same order, all these areas received the highest scores for preparedness. Tasks pertaining to these areas of competencies are performed more *frequently* (= 4) than *occasionally* (= 3). To date, no other study has measured the frequency of GCDF tasks in career counseling related settings. The only empirical endeavor, whose purpose was similar to the current study, was conducted in Germany in summer 2011.

As reported in Chapter II, the latter study investigated the frequency of tools used by the GCDF career consultants in Germany. These tools were not categorized by the 12 general areas of competency. By comparing the tools used in the German survey and the items included in the

GCDF Romania Tasks survey, it is evident that some of these tools are similar to the tasks included in the Romanian instrument.

Some observations can be made when comparing the frequency with which the German GCDF are using GCDF tools, and the frequency with which our participants reported using similar tasks. The most used tools by GCDF career consultants from Germany can be classified under the general areas of competency: *Helping Skills* (e.g., Open W-questions (when? who? what? how?; mirroring; emotional interventions), *Employability Skills* (e.g., Functional CV) and *Assessment* (e.g., Analysis of transferable skills, Working with beliefs, Favorite activities, Analysis of needs according to Maslow, 4-S model, SMART model). It is important to be cautious in comparing the results of the two studies, given that they did not use the same instrument. However, it is interesting to note similarities between the findings of the two studies. For example, similarly with the results of the GCDF Germany study, the tasks pertaining to *Employability Skills*, *Helping Skills*, and *Assessment* received the highest ratings in the GCDF Romania study as well.

Examples of specific tools and tasks are also interesting to note. For example, “Analysis of transferable skills”, is the second most frequent tool used by German GCDF career consultants. Similarly, this is the second most frequent *Assessment* task conducted by Romanian GCDFs. “Functional Curriculum Vitae” is the highest ranked tool, pertaining to competency area *Employability Skills*, by German GCDF (31 participants out of 54). Similarly, “Assisting clients in developing their Curriculum Vitae” is the most frequent *Employability Skills* task performed by Romanian GCDF ( $M = 3.9$ ). Finally, tools related to the evaluation on personal beliefs received comparable scores in both studies:

- “Working with beliefs”: 30 out of 54 German GCDF use it relatively often;

- “Supporting clients in the auto-evaluation process (e.g., clients identify their values, abilities, personality traits, etc.)” and “Using informal instruments to assess clients’ values, preferences, strengths and weaknesses, etc.” are used almost routinely by Romanian GCDF career consultants (means of 3.80 and respectively, 3.71).

The least frequent tasks used by Romanian GCDFs were in the following competency areas, in ascending order ( $M = 2.69$ – $3.38$ ; 2= *rarely*, 3= *occasionally*): *Supervision* ( $M = 2.69$ ), *Training Clients and Peers* ( $M = 2.81$ ), *Promotion and Public Relations* ( $M = 2.84$ ), *Labor Market Information* ( $M = 2.89$ ), *Career Development Models* ( $M = 3.09$ ), and *Diverse Populations* ( $M = 3.38$ ). The results show that GCDF Romanian career consultants identify situations for supervision, and seek supervision and consultation, rarely to occasionally (mean = 2.69). “Seeking supervision from a GCDF supervisor as needed (e.g., ethical dilemmas, difficult cases, when needing reassurance, etc.)” is the fourth least frequent task used of all 110 included in the survey ( $M = 2.33$ ).

While supervision related tasks are not among those that received the highest scores for preparedness, there is a discrepancy between the level of reported preparedness for these tasks (moderately prepared to prepared;  $M = 3.58$ ) and the frequency with which they are performed. This discrepancy may indicate the fact that while Romanian GCDF career consultants feel generally prepared to identify situations for supervision, and to ask for it, there is not yet a system in place to facilitate seeking supervision. The first GCDF career consultants graduated in 2005 and as the demographic results showed, only over the last four years the numbers grew considerably.

These results suggest that GCDF career consultants are performing tasks related to *Training Clients and Peers* rarely to occasionally (mean = 2.81). Similarly to the scores reported

for preparedness, participants seem to rarely get engaged in developing and organizing trainings for organizations. The participants get involved in promotion activities, rarely to occasionally (mean = 2.84). While there are reports of planning activities occasionally (M=2.98; 2.91), the impact of the campaigns seems to be rarely to occasionally evaluated (M=57). This may indicate a lack of preparedness in this area; just three tasks of the 110 are included in *Promotion and Public Relations*. Concurrently, it may indicate that the majority of participants may not have entrepreneurial skills. For example, just 20 percent of participants reported to be self-employed. Finally, this may also reflect a cultural component. Entrepreneurship was not a needed skill during communism. Although there have been 22 years since the fall of communism, some generations are still in process of adjusting to a reality in which entrepreneurship is valued.

The Romanian GCDF career consultants reported that they educate their clients about aspects pertaining to the *Labor Market* occasionally (mean = 2.89). The least performed tasks pertaining to the latter area of competency consist in: “Informing clients about different systems of classifications of occupations” (M = 2.40) and about “policies and trends in the European labor market” (M = 2.66). These are also among the least 10 performed tasks of all 110 items included in the survey. However, participants reported that they inform clients about the differences between occupation, trade, function and profession, and about labor market legislation and policies in Romania, on occasional to frequent basis (M = 3.20). Interestingly, these are the tasks for which participants reported feeling least prepared. Thus, the lower frequency levels with which participants performed these tasks may be a function of lack of preparedness. Concurrently, given the theoretical nature of some of these tasks, it is possible that they are not relevant to the process of career counseling and development.

In terms of *Career Development Models*, the least frequently used are: Super's life-career rainbow/lifespan theory ( $M = 2.36$ ) and Gellat's Positive Uncertainty Theory ( $M = 2.62$ ). The Romanian GCDF career consultants reported that the theories that they use on an occasional to frequent basis are: Holland's Vocational Decision Theory ( $M = 3.60$ ) Humanistic and Holistic Theories ( $M = 3.57$ ), Cognitive Theories ( $M = 3.27$ ), and Maslow's hierarchy of needs ( $M = 3.26$ ). Interestingly enough, Maslow's and Holland theory was reported to be used relatively often as tools by 26, respectively 19 out of the 54 participants in the GCDF Germany study. Similarly to the results of the current study, Super's model was the least used tool by German GCDF career consultants as well: just 2 participants reported to use it relatively often. Similarly to the hypotheses discussed in regard to the level of preparedness for this area of competency, we may conclude that the Romanian GCDF career consultants tend to use theories that also provide them with tools in assisting their clients (e.g., Holland personality type, Maslow's hierarchy of needs).

*Diverse Population* is an area situated somewhat at the limit for both *preparedness* ( $M=3.70$ ; 3 = *moderately prepared* to 4 = *prepared*) and *frequency* ( $M=3.38$ ; 3 = *occasionally* to 4 = *frequently*). Participants report considering multicultural factors that may influence the career intervention process almost frequently ( $M=3.62$ ). Similarly, they seem to be aware of their own values and biases in regard to multicultural issues, more frequently than occasionally ( $M=3.55$ ). However, they report to occasionally adapting skills and techniques to clients' multicultural characteristics ( $M = 3.19$ ) or being aware of the characteristics of certain social and ethnic groups ( $M = 3.15$ ). These results indicate that while awareness of the importance of multicultural issues exists, participants may not be as well equipped with the skills to perform the

last two tasks. Indeed, the scores for preparedness for the latter tasks ( $M=3.45$ ), are lower than the ones reported for the former tasks ( $M=4.03$ , respectively  $M=3.87$ ).

**Research Question 3: How important do Romanian GCDFs report each of the GCDF tasks to be, in their career counseling related work places?**

The mean of the items' mean (4.29) suggests that participants consider that the GCDF Romania tasks are *important* (= 4) to *very important* (= 5) in helping their clients. Relatively strong correlations were found between the importance and frequency scales (.460) and preparedness scale (.447). Four of the five areas of competency whose tasks were rated as most important are overlapping four areas found in the “most prepared for” and “most frequent” tasks tops (not necessarily in the same order): *Ethical and Legal Issues* ( $M = 4.41$ ), *Employability Skills* ( $M = 4.33$ ), *Assessment* ( $M = 4.29$ ), and *Helping Skills* ( $M = 4.37$ ).

*Ethical and Legal Issues* tasks have received the highest importance ratings. This is probably an indicative of the high emphasis placed on these aspects during the GCDF training, observation that was made also for the high self-reported degree of preparedness in this area. It also may indicate participants' understanding of the utmost importance of the ethical and legal framework in defining a profession.

Participants also reported that the tasks pertaining to *Employability Skills* ( $M = 4.33$ ), *Assessment* ( $M = 4.29$ ), and *Helping Skills* ( $M = 4.37$ ) to be important to very important. The tasks pertaining to these three areas are mostly of a practical nature and are the foundation of the helping process in any type of career intervention. The reported importance of *Helping Skills* (i.e., basic counseling skills) for supporting their clients, indicate participants' preference for conducting career interventions in a counseling-like environment. More about this aspect will be discussed in implications. *Diverse Populations* ( $M = 4.28$ ) tasks are recognized as important to

very important, similarly to *Program Management and Implementation* ( $M = 4.28$ ). These ratings are somewhat consistent to those reported for frequency and preparedness, indicating a correlation.

While *Supervision* related tasks are the least frequently performed ( $M=2.69$ ; 2=*rarely* to 3=*occasionally*) by Romanian GCDF career consultants, participants agree that such tasks are *important* (=4), to *very important* (=5), in helping their clients. *Supervision* is rated as the second most important area of competency ( $M = 4.38$ ) after *Ethical and Legal Issues*. This finding suggests that the low frequency with which the participants seek supervision services may be due to the lack of a coherent system to support such initiatives. More details about the significance of these results will be discussed in the section in which the implications of this study are presented.

The least important areas of competency according to the self-reported ratings of Romanian GCDF career consultants are in ascending order ( $M = 3.78 - 4.18$ ): *Technology* ( $M = 4.18$ ), *Promotion and Public Relations* ( $M = 4.13$ ), *Training Clients and Peers* ( $M = 4.04$ ), *Career Development Models* ( $M = 3.93$ ) and *Labor Market* ( $M = 3.78$ ). Caution need to be manifested in interpreting these results. Being the five least important among the 12 areas of competency of the GCDF training program does not equate not being important. Participants' ratings for these five areas of competency are still in the moderately to very important range ( $M = 3.78 - M = 4.18$ ). Unfortunately, these results cannot be compared because no other studies have previously evaluated level of importance of GCDF tasks. Based on these findings, we can assert that participants in this study feel that GCDF Romania tasks are important (moderately to very important range) in helping their clients for career counseling related issues.

In conclusion, the frequency with which the Romanian participants performed GCDF related tasks, and the importance that these tasks have in helping their clients, offer encouraging information regarding the evaluation of the Romanian GCDF training program on Kirkpatrick's *behavior* level. According to these results, we can conclude that the learning was "retained and applied to the workplace" (Alliger et al. 1998, p. 5) as a result of participating in the GCDF Romanian training occurring in several institutions. In summary, the results for research questions 2 and 3 suggest a positive evaluation of the GCDF Romania training program, on the *learning* and *behavior* level of the *Kirkpatrick's model*, based upon *participants self-report*.

These results offer a preliminary picture of the job analysis of the career counseling related work places of the Romanian GCDF career consultants who participated in the current study. This image is completed with the results of the research question IV, which are discussed in the following section.

**Research Question 4: What are the tasks performed by Romanian GCDFs, that are not covered by any of the GCDF curriculum sub-competencies?**

Most participants who answered this question (21 out of 36) reported that they are not performing tasks that were not covered by the Romanian GCDF curriculum. As reported in Chapter IV, 15 of the participants who answered this question mentioned:

- Tasks that they are performing and that are not covered by the Romanian GCDF;
- Recommendations for improving the curriculum.

Among the general areas of tasks performed by participants that are not GCDF related we mention: administrative tasks, coaching, financial tasks, human resources, project management, research, student affairs. Some participants working in career counseling related settings recommended more emphasis on topics already covered by the GCDF curriculum (e.g., detecting

important cultural aspects of potential clients, interpersonal communication), others suggested new topics for existent areas of competencies (e.g., *Promotion and Public Relations, Ethical and Legal Issues, Technology, and Labor Market Information*), and other proposed new areas (e.g., *school counseling and research*).

For example, the recommendation for “detecting important cultural aspects of potential clients” is similar to the task “Being aware of the characteristics of certain social and ethnic groups (e.g., values, beliefs, communication style, traditions and customs, etc.)” which received the *lowest preparedness* ( $M = 3.45$ ) and *frequency* ( $M = 3.15$ ) scores among those included under the *Diverse Populations* area of competency. This may indicate the need to consider addressing this topic in more depth in the curriculum. The recommendation for more emphasis in the GCDF course on case studies holds value in the context of participants’ reports to frequently use helping skills.

Probably based on their experience with clients, some participants made recommendations for enriching the curriculum in several areas of competency: *Promotion and Public Relations, Ethical and Legal Issues, Technology, Training, and Labor Market Information*. For example, a few participants recommended addressing topics such as event management, networking and partnerships for promoting services, authoring articles on career counseling in order to educate the market, media presentations (e.g., interviews, TV and radio), and advertising strategies and services in order to educate the population and to promote career counseling and development services. Given that just three tasks were found to be covered by the Romanian GCDF curriculum, within the area *Promotion and Public Relations*, and that participants reported low levels of preparedness and frequency for this competency, these recommendations may be worth considering for future updates of the training. Similarly, the

recommendations pertaining to Technology (e.g., blogging, Twitter and Facebook for promoting career counseling services; creating and administrating online communities in order to create a client data base; taping client sessions; using distance communication: Skype, videoconference , teleconference, web streaming) may indicate the need to update the curriculum to the current technological realities.

Participants also made recommendations for areas of competency that generally received lower ratings on all three scales (*preparedness, importance, frequency*): *Training and Labor Market*. For example they indicated the need for clarifying various formats of educating adults (training, workshop, conference, formal education) and for developing courses for professional reconversion. Both these recommendations are more or less addressed in the existent GCDF curriculum:

- The former recommendation is similar to the task “Educating clients about the difference between informal and formal training” (*preparedness* mean = 3.48; *frequency* mean = 2.80)
- The latter suggestion can be included under the umbrella of the more general task “Designing, developing, and delivering training to respond to clients’ career needs” (*preparedness* mean = 3.48; *frequency* mean = 3.03).

It is noticeable that while most participants reported feeling moderately (=3) to prepared (=4) to perform this task, they actually do it occasionally (=3).

For *Labor Market* some participants considered that GCDF can include tasks pertaining to labor and fiscal legislation; labor market mediation; consultation regarding labor law, performance criteria, job description, and internal regulations; consultancy in negotiating

employee's rights and the labor contract. It is possible that these recommendations stems from a specialized tasks that participants have performed in their career interventions.

Finally, participants presented suggestions for an area that has been in the top ratings for all three scales: *Ethical and Legal Issues*. Their complex recommendations (implications of trademark law for career counseling; understanding the implication of using their credential in social context; protecting confidentiality for online services; communicating with state institutions in regard to ethical situations and labor legislation and representing the interest of the client when they are threatened) indicate that they consider their role as GCDF career consultants as an important step in working towards the professional recognition of career counseling in Romania.

In conclusion, the job analysis conducted as part of the current study indicated that most tasks performed by Romanian GCDF in their career counseling related work places are covered by the Romanian GCDF curriculum. They reported performing tasks that are not covered by the Romanian GCDF curriculum but that can be classified under the umbrella of the existent competency areas: *Helping Skills, Diverse Populations, Promotion and Public Relations, Ethical and Legal Issues, Technology, Training, and Labor Market Information*. Finally, they described tasks that are neither covered by the curriculum, nor are related to its 12 competency areas: School Counseling and Research.

**Research Question 5: What is the relationship between specific demographic variables (Age, Highest academic degree, Educational background, Professional background prior to obtaining the GCDF certification, Year of obtaining the GCDF certification, Institution in which the GCDF training occurred, the participant is GCDF Trainer/Master Trainer) and**

### **Romanian GCDFs' ratings of preparedness for performing GCDF tasks in their career counseling related work settings?**

The analyses conducted suggested that the level of *preparedness* reported by the participants is influenced by educational background, the institution in which the GCDF training occurred and the level of GCDF (trainer or not). More specifically, the scores of self-reported preparedness of the participants with a degree in Psychology and Social Work were statistically significant higher than those of respondents with other educational backgrounds. Interestingly enough, the scores of participants with education in Counseling did not have any effect on the reported level of preparedness.

In terms of institutions, the reported *preparedness* of GCDF career consultants who were trained at the Petroleum-Gas University in Ploiesti were significantly lower than the ones reported by those trained at Petru Maior University, Titu Maiorescu University, and Polytechnic University. As reported in Chapter II, Petroleum-Gas University in Ploiesti was the only institution that included the GCDF curriculum at both undergraduate and graduate level. All the other universities included the GCDF course only in programs for Master's students. In this context, it is possible that the lower level of preparedness reported by students from Petroleum-Gas University in Ploiesti, to be accounted by their undergraduate level at the time when they were trained. More specifically, this difference may be due to the larger numbers of students in an undergraduate class (average of 50), compared to graduate level courses (average of 20), in Romanian universities. This findings is consistent with results of other studies who reported that the preparedness of students (i.e., in these cases, medical students) was significantly affected by educational environment (Tokuda et al., 2010) or by the location of study (Greer et al., 2007).

The significant differences in levels of *preparedness* reported by the participants who were trained in these four institutions may be an issue of implementation fidelity. That is, these results may reflect the different ways in which the GCDF trainers teaching in these institutions have understood their role in implementing the training or their level of preparedness for teaching the GCDF Romania curriculum. Thus, we can hypothesize that these significant differences in *preparedness* ratings, between the previously presented training institutions, may be a function of the GCDF trainer that transcends the curriculum.

The *preparedness* levels reported by GCDF Trainers are higher than that of GCDF career consultants who were not trainers. This finding makes intuitive sense: a GCDF career consultant needs to demonstrate a high level of knowledge and skills in order to become GCDF Trainer. Finally, participants' age, their highest academic degree, their professional background, the year of obtaining the GCDF certification, and the interaction between the year and the institution of GCDF training do not have any effect on the self-reported degree of preparedness.

**Research Question 6: What is the relationship between job context variables (Current job function/position, Percentage of career counseling activities in current work setting, Type of organization in which career counseling related tasks have been performed, Clients served) and Romanian GCDFs' ratings of frequency and importance of GCDF tasks performed in their career counseling related work settings?**

**The *Frequency of GCDF tasks ratings.*** Results suggest that the *frequency* with which Romanian GCDF career consultant performed GCDF tasks at their career counseling work places is influenced by their current job function, by type of organizations in which they work, and by the percentages of career counseling related tasks in their jobs. Participants who at the time of taking the survey were unemployed, students, homemakers or were performing tasks

pertaining to data entry or CSR did not perform GCDF tasks frequently. This makes intuitive sense. Another finding that makes sense was that participants who performed more than 50 percent of career counseling related tasks in their current jobs use GCDF tasks more frequently.

Career counselors and psychologists reported using GCDF Romania tasks significantly more frequently than school counselors and teachers. The self-reported reported frequency of GCDF tasks is significantly higher in *Inter-School Psycho-Pedagogical Assistance Centers* (ISPPAC) and in public universities and significantly lower in *Psycho-Pedagogical Assistance Centers* (PPAC). The low number of participants did not allow performing controlling for all these variables in a multiple regression model. Still, it is interesting to note that school counselors and teachers working in PPAC reported performing GCDF tasks less frequently than the ones employed by ISPPAC, despite the fact that authors (Jigau, 2002) reported the objectives of these two types of institutions being similar. Finally, the frequency of GCDF tasks rated by the participants was not influenced by their types of clients.

**The Importance of GCDF tasks ratings.** The results of the analyses performed indicated that only the percentage of career counseling related tasks performed by participants might have an effect on their ratings on the importance of GCDF tasks. All other variables considered (current job function, type of organization and types of clients served) did not appear to have a significant effect on the perceived importance of the GCDF tasks.

### **Implications**

The implications of the current study will be discussed in this section in the context of the Romanian GCDF curriculum, the GCDF Romania job analysis, the development of the career counseling profession in Romania, the global context in which GCDF has emerged, and in the larger context of the counseling field.

**The Romanian GCDF curriculum.** The results of the training evaluation on both the *learning (preparedness)* and the *behavior (frequency and importance)* level of *Kirkpatrick's model* suggest that the GCDF curriculum is especially effective in the areas of competency *Ethical and Legal Issues, Employability Skills, Assessment, and Helping Skills*. These findings, along with the recommendations received from the participants, suggest that the content pertaining to several competency areas may need to be adjusted to meet contemporary needs: *Promotion and Public Relations, Technology, Labor Market Information, Training Clients and Peers, Technology, Diverse Populations, Career Development Models*. The specific suggestions for curriculum improvement were already presented under the discussion for Research Question 4.

The concise content regarding *Promotion and Public Relations* and the lower scores reported on the tasks contained by this area of competency, suggest considering the recommendations of the participants (e.g., networking and partnerships in better promoting career counseling related services to Romanian people) to enrich the curriculum. *Technology* is also another competency area briefly addressed by the GCDF curriculum. The recommendations made by some participants (e.g., blogging, Twitter and Facebook for promoting career counseling services; creating and administrating online communities in order to create a client data base; taping client sessions; using distance communication: Skype, videoconference, teleconference, web streaming) are worth considering in the context of the rapid developments in the field of technology and communication over the last few years. Moreover, tasks related to *Technology* are reported to be frequently performed and important in helping clients.

Similarly, the suggestions regarding the *Labor Market Information* area of competency can also be examined for possible inclusion in the Romanian GCDF curriculum. Moreover,

given that some tasks (especially both pertaining to job classification, global and European trends) received lower importance rate as well, it would be important to further explore to what extent they are helping clients.

We discussed within the context of Research Question 4 that the suggestions for *Training Clients and Peers* are already covered by the curriculum. However, the tasks associated with this area of competency received lower scores on all scales. In this case, it might be necessary to review whether the methods used to teach the content and skills regarding this competency are the most appropriate for assuring training effectiveness.

*Career Development Models* is another area that requires to be reviewed. It appears that the participants tend to use and appreciate better the models that include practical tools (e.g., Holland personality types, Maslow's hierarchy of needs). Concurrently, they feel least prepared for, use least and find less important, the theories that do not include tools (e.g., Super's). These findings suggest both reviewing the methods with which, and the context in which, these models are taught. Also, their utility in the current circumstances needs to be reevaluated.

*Diverse Populations* is a competency area that included just four tasks. Participants feel generally prepared for these tasks and report perceiving them as important. They also recommended addressing tasks for "detecting important cultural aspects of potential clients" in the GCDF training. Although content similar to this recommendation is in the current curriculum, this suggestion indicates the need to consider addressing this topic in more depth.

Finally, more practice on study cases is recommended. This particularly involves the practice of tasks covered by the areas *Helping Skills*, *Assessment* and *Employability Skills*, under *Supervision*. More about the implications related to *Supervision* is discussed in the following section (Romanian GCDF job analysis).

In conclusion, based on the results of the current study, some suggestions are:

- Evaluating the methods for teaching information pertaining to the areas of competency *Labor Market Information, Training Clients and Peers* and *Career Development Models*. Their content is dense and it is important that the methods are adapted to assure a higher level of retention after participating in the training.
- Evaluating the relevance of the tasks that received lower *Frequency* and *Importance* ratings (e.g., tasks included in *Labor Market Information* and *Career Development Models*). Maybe the information in the curriculum pertaining to these tasks needs to be updated to fit current circumstances.
- Enriching the information pertaining to *Technology, Labor Market Information, Diverse Populations, Promotion and Public Relations* based on the recommendations of participants.
- Consider experiential activities in assuring higher self-reported levels of awareness of the characteristics of certain social and ethnic groups (*Diverse Populations*).
- Including more case studies in the curriculum to assure a higher level of skills.
- Consider adding a measure of GCDF Trainers fidelity to the curriculum in order to assure quality of teaching.

Focus groups with GCDF Trainers and GCDF career consultants can be conducted in exploring how the recommendations and suggestions can be incorporated in the new curriculum. These decisions should be revised by NBCC Romania and the Center for Credentialing and Education (CCE), to assure that the updates are made within the areas of competency covered by the GCDF Romania certification program. The recommendations resulted in the current study

that go beyond the GCDF areas of competency (e.g., *Research, School Counseling*) can be used for developing other programs in the area of career counseling and developing.

**The Romanian GCDF job analysis.** The results of the job analysis, offer an image about the GCDF tasks used by Romanian GCDF career consultants in their career counseling related workplaces. A significant implication, resulting from both the training evaluation and the job analysis is related to the competency area of *Supervision*. Despite the fact that most Romanian GCDF career counselors feel prepared to identify situations for supervision and although these participants recognize the importance of supervision in helping their clients, they seek it rarely, or occasionally.

This finding comes in support of the decision taken in 2011, which recommended that all GCDF trainers from Europe should undergo a certification and training program in supervision. As a result of participating to this training, the GCDF trainers would acquire basic skills and knowledge in the domain of supervision. The primary goal behind this decision was to equip GCDF trainers with the necessary skills and knowledge to supervise, and to better support, their GCDF students in working on their cases. Another goal is to build a network of supervisors in each GCDF country, so that GCDF career consultants feel encouraged to seek supervision.

The high frequency with which participants reported performing tasks pertaining to *Assessment, Helping Skills* and *Employability Skills* offer a snapshot of the typical career intervention conducted by Romanian GCDF career consultants. They focus on exploring client's needs, values, interests, resources, etc., (*Assessment*) in a counseling-like environment (*Helping Skills*) while focusing on solving their problems (*Employability Skills*). Concurrently, they are prepared for and place a significant emphasis on dealing with *Ethical and Legal Issues*. This picture indicates a career counseling-like process. While the GCDF certification was developed

in the US for *facilitators* to assist career counselors in their activities, we can conclude that in Romania, GCDF career consultants perform career counseling related activities. Thus, the GCDF training and certification program in Romania constitutes an important step in defining the profession of career counseling in this country. More details about this implication are discussed in the next section.

Finally, the results of this job analysis offer also a framework that may be used in the future, for the development of job-related licensure examination, in the field of career counseling in Romania. The knowledge and skills included in such an examination should reflect the tasks that are most frequently reported to be performed, and the ones perceived as most important for the job.

**GCDF Romania and the development of the career counseling profession.** The Global Career Development Facilitator (GCDF) is the first training program in Romania, in this field, that is based on a sound conceptual and empirical foundation. This is also the only certification program so far, in this domain, in Romania. The results of the study suggest that not only do Romanian GCDF career consultants feel prepared after participating to the training, but they also implement what they learn in their career counseling related work places. These findings support the quality of the GCDF training program and also its applicability for responding to the career counseling needs of Romanian people.

The significant effectiveness of the GCDF trainings held in Master's programs may be appealing to post-secondary institutions interested in developing counseling programs. Building a strong network of educational programs would be an important step in the development of the career counseling profession in Romania. Further, the significant frequency with which specialists in Human Resources reported to use the GCDF tasks may indicate organizations as

possible contexts in which the domain of career counseling can flourish. Bloomberg, one of the pioneers of the *Vocational Movement* in the United States made a strong point that the vocational guidance and the personnel management fields should be closely connected to support people in their work (Savickas, 2009).

The results of this study may encourage the evaluation of other educational programs in the domain of career counseling in Romania, thus promoting quality in building this profession. As previously reported, some of the recommendations resulted in the current study go beyond the GCDF areas of competency (e.g., *Research, School Counseling*). These recommendations can be used for developing other programs in the area of career counseling, thus promoting the development of this field in Romania

As stated in the previous section, the high ratings on *Frequency* and *Importance* for tasks pertaining to *Assessment* and *Helping Skills* are important not only in the context of evaluating the Romanian GCDF curriculum or reporting the results of the job analysis. They are significant in claiming the important role of this training program in the efforts to define the career counseling domain as a unique profession, separate from other helping profession, particularly from psychology.

As reported in Chapter II, *Assessment* and *Helping Skills* are areas of competency through which the GCDF training significantly differentiated itself among the educational programs in the domain of career counseling in Romania. Career specialists coming from various educational backgrounds (e.g., education, school counseling) or from other career counseling graduated programs have little training in assessment. This is provided only by psychologists who teach them formal assessment instruments, although the future graduates will not have the right to apply them, unless they are psychologists. Career specialists with a psychology background are

trained, and use formal assessment methods (e.g., projective tests, personality tests) in career counseling sessions. Moreover, career specialists coming from any of these backgrounds do not have training in practicing counseling skills. This reality perpetuates the initial identity of the domain of career counseling in Romania (especially from the pre-communist stage), rooted in the vocational movement located within the psychology profession.

On the other hand, the GCDF career consultants have thorough training in informal assessment, undergoing their own process of self-evaluation as part of the evaluation for certification. Similarly, they practice basic counseling skills during class role plays and while working on their cases. The knowledge and tools provided by the Romanian GCDF curriculum in the area of *Assessment* and *Helping Skills* are congruent to the philosophy of counseling. By exploring clients' needs, values, aptitudes, interests, barriers and resources with the use of informal assessment instruments, and by employing basic counseling skills in supporting clients in this process of discovery, Romanian GCDF career consultants are conducting career interventions in which the counseling process plays an important role. Thus, it can be concluded that the GCDF program is one of the efforts made towards defining the profession of career counseling as a domain of its own, separate from the profession of psychology.

**Global Career Development Facilitator.** As reported in Chapter II, the Romanian GCDF training program was built starting from the general GCDF curriculum which was adapted to Romanian needs. Consequently, the GCDF Romanian Task survey consists of both general GCDF tasks and country-specific ones. No previous study has been reported to evaluate the GCDF training in any of the other 14 countries in which this program has been implemented since 1998. Thus, the GCDF Romanian Task Survey can be a starting point in similar empirical endeavors in these countries.

**Implications for the counseling field.** Studies that focused on evaluating counseling training programs were found in the literature. Such projects reported using various criteria for assessment such as: *reactions* (Baker et al., 2009), *preparedness* (Carney & Cobia, 2003) *usefulness in performing tasks* (Zalaquett & Osborn, 2007). While these criteria can be viewed from the lenses of Kirkpatrick's model (e.g., *preparedness* assesses *learning* level; *usefulness in performing tasks* assesses the *behavior* level), the model has not been found to be used in counseling studies. The current study offers an example of how Kirkpatrick's model can be used as an organizer for evaluating counseling training programs.

### **Limitations of the Study**

A primary limitation of the study consisted in the small sample: only 91 Romanian GCDF career consultants participated in the study. This limitation was expected given that the population of Romanian GCDF career consultants was only 292 at the date when data collection started (October 3, 2011). A more severe limitation occurred when considering the cases for the analyses in the current study: due to the fact that not all participants answered all 110 items for all scales, the number of cases decreased significantly. Thus, the findings of the analyses conducted should be generalized with caution. The limitations of this study will be discussed in the context of its two main goals: training evaluation and job analysis. Finally limitations related to the analyses used in the study will be discussed.

### **Training Evaluation**

Several limitations pertaining to the training evaluation of the GCDF program need to be considered when discussing the results of this study and its implications. These limitations will be discussed in this section. First, the training evaluation addressed only two of the four levels

of the framework used for this study (Kirkpatrick's model): *learning* and *behavior*. Information pertaining to the levels *reactions* and *results* was not collected.

Generally, information related to trainees' *reactions* is collected immediately after the training. Alliger et al. (1997) found that such data has value in predicting results on the *learning* and *behavior* level. The cross-sectional design of the current study made it impossible to gather *reactions* related data (e.g., perceived usefulness, overall satisfaction) immediately after respondents' completion of the GCDF Romania training. It is important to note that the GCDF Romania trainers ask their students for feedback pertaining to the *reactions* level at the end of the training program. Thus, since such information about the GCDF Romania curriculum already existed, the purpose of the current study was to go beyond the *reactions* level and to evaluate the training on two other dimensions of Kirkpatrick's model: *learning* and *behavior*. Data related to *results* was also not collected in this study. *Results* (or organizational results) are usually measured by client satisfaction. The design of the study did not permit collecting data from the clients of the GCDF Romania career consultants.

Second, both the *learning* and *behavior* levels of Kirkpatrick's model were evaluated only through self-reported data. According to Kraiger et al. (1993), self-assessment is recommended for evaluating cognitive strategies (e.g., self-awareness, self-regulations) and attitudinal and motivational (e.g., self-efficacy) learning outcomes. From this perspective, some tasks included in the GCDF Romania Tasks survey lend themselves perfectly to this type of evaluation (e.g., "Being aware of personal values, strengths and weaknesses and understanding how these can affect your relationship with clients"; "Exploring and being aware of own values and biases in regard to diversity and multicultural issues"; "Demonstrating awareness about situations and phenomena that can affect objectivity in the assessment process").

However, other type of learning, especially skills, need to be assessed by power tests, or targeted behavior observation, according to the same author (Kraiger et al., 1993). From this perspective, many of the tasks included in the survey in this study could have been better evaluated through tests (e.g., “Informing clients about statistical data on the Romanian labor market”; “Using SWOT analysis to support clients in making decisions”) or observation (e.g., tasks under *Helping Skills*). For assessing the *behavior* level, Kirkpatrick (1996) recommended surveying “one or more of the following groups: trainees, bosses, subordinates, and others who often observe trainees’ behavior on the job” (p. 57). The current study only surveyed the trainees. Collecting data from other sources (e.g., supervisors) could have enriched the data.

Third, Kirkpatrick (1996) recommended using a control group, if feasible, in evaluating the *learning* and the *behavior* level. This would offer a more objective image of the effectiveness of the training for participants. The current study surveyed only the participants to the GCDF Romania training. Finally, another limitation consists in the fact that the sample leaned towards the GCDF Romania career consultants who were practicing GCDF tasks in their career counseling related work places. Thus, the results of the current GCDF Romania training evaluation are not representative of all Romanian GCDF career consultants just those currently practicing.

### **Job Analysis**

The main limitation stems from the fact that the data for job analysis is only self-reported. The Romanian GCDF career consultants were asked to report how frequently they used GCDF tasks, how important they were for helping their clients and what other tasks, that were not covered by the GCDF training, they used. No expert in job analysis observed the participants in their career counseling related work places. As many authors have suggested (e.g., Landy &

Vasey, 1991; Prien et al., 2009), using samples of SME (i.e., the person performed the job) in job analysis consists in a substantially larger number of observations. Indeed, if the data pertaining to the frequency or importance of the tasks performed by the Romanian GCDF career consultants was collected by the investigators in this study, the number of observations would have been probably much lower than the number of participants in the current study.

### **Data Analysis**

As previously reported, perhaps the most significant limitation is related to the number of cases considered for the analyses (for research questions 4 and 5) in the current study. Since not all participants answered all 110 items for all scales, the number of cases decreased significantly. Only 58 cases were considered in exploring the effects of various demographic data on the self-reported degree of preparedness, 50 cases for the analyses pertaining to the frequency of tasks and just 44 cases for the analyses related to importance. Thus, the findings of the analyses conducted should be generalized with caution.

Another limitation, directly related to the previously presented one, consists in the fact that the analyses could not control for more variables at the same time. Multiple Regressions, that would include all the demographic variables, could not be performed due to the very low number of cases eligible for analysis. Thus, the effects of each demographic variable on the *Preparedness, Frequency* and *Importance* scale should be interpreted cautiously given that it was impossible to control for their common influence within models of Multiple Regression. Of course, the results of the ANOVA analyses are offering useful information about possible trends. Such analyses are subsumed by Multiple Regressions (Keith, 2005) and they seemed to be the most fit to answer the research questions and to offer some significant results in the context of the low number of cases.

### Recommendations for Future Research

The recommendations for future research stem from both the limitations of the current study and from the findings. First, future evaluations of the Romanian GCDF training program should try to measure all four levels of the Kirkpatrick's model (reactions, learning, behavior, organization) and include more objectives measures of assessment. Besides self-reported assessment, such evaluations can include pre-test and post-test to assess learning, and observations to test behavior. This would offer a more complex picture of the effectiveness of the Romanian GCDF training program. A longitudinal study design can evaluate the effectiveness of the GCDF training on the *reaction* level, and after a certain period of time, the predictive role of evaluating this level can be tested by assessing *learning* and *behavior*.

Second, a job analysis can be conducted by combining the framework used in the current study (i.e., self-report by SMEs) with other methods (e.g., observations by job analysis experts). Additionally, other characteristics of the tasks performed by Romanian GCDF career consultants can be collected. For example: *task criticality*, *difficulty*, *time allotted*, etc. Given the large concentration of Romanian GCDF career consultant in certain types of work places (e.g., Psycho-Pedagogical Assistance Centers, Inter-School Psycho-Pedagogical Assistance Centers, Human Resources), future analyses can focus specifically on a particular job performed in a specific setting.

Third, as the number of Romanian GCDF career consultants increases, the possibility of gathering more participants in a study creates the context in which a confirmatory factor analysis can be conducted. Such an analysis, would confirm whether the 12 areas of competency defined at the time when the GCDF certification and training program was created are accurately

represented in the content of the curriculum or in the tasks performed by GCDF career consultants.

Fourth, as previously discussed in the implication sections, in the context of the interest for the development of the career counseling profession in Romania, the current study can offer an initial framework that can be considered in evaluating other training programs from this domain. Such empirical endeavors can consider the strengths of the current study and its limitations in their design.

Finally, the current study can offer a model for evaluating the effectiveness of other GCDF training programs in other countries that adopted this program. As reported in Chapter II, GCDF programs across the world are built on the same 12 areas of competencies. Of course, the national specific sub-competencies are an important part of the GCDF curriculum, thus, if such studies will be conducted in other countries, they can consider using the GCDF Romania Task Survey as a starting point in developing their own instruments.

### **Conclusion**

This study has significance in the context of efforts made towards the development of the career counseling profession in Romania. Despite its limitations, the evaluation of the GCDF Romania training offered a first assessment of the perceptions of the Romanian GCDF career consultants about the effectiveness of this program. It also offers a model for other endeavors directed toward assuring quality in educational programs in the domain of career counseling in Romania.

The job analysis provides a snapshot of the tasks performed by Romanian GCDF career consultants in their career counseling related work places. Both the training evaluation and the job analysis created an opportunity for improvement of the GCDF Romania training program

based on empirical evidence. Finally, it provided suggestions for developing new avenues of growth in the domain of career counseling in Romania.

The study also has significance for the global context in which the GCDF program was created. This was the first study conducted to evaluate a GCDF curriculum and perform a job analysis of the tasks that GCDF career consultants perform in their career counseling related work places. The framework proposed by this study can be a precedent for conducting evaluations of the GCDF training or job analyses in other countries in which this program was implemented.

## APPENDICES

- Appendix A: Invitation to the *GCDF Romania Study*: Email Sent to Participants in Romanian Language
- Appendix B: The Approved Romanian Language Version of the *Demographic Questionnaire* and of *Romanian GCDF Tasks Survey* (Survey Monkey Format)
- Appendix C: The Approved English Language Version of the *Romanian GCDF Tasks Survey* and of the *Demographic Questionnaire*
- Appendix D: The Curriculum Vitae of Expert Translator Emanuel Vasiliu
- Appendix E: The Back-Translated English Version of the *Romanian GCDF Tasks Survey* and of the *Demographic Questionnaire*
- Appendix F: IRB Approval, and Consent Forms in Romanian and English
- Appendix G: Demographic Data
- Appendix H: Descriptive Statistics for Preparedness Ratings for Items on the *GCDF Romania Task Survey*
- Appendix I: Descriptive Statistics for Frequency Ratings for Items on the *GCDF Romania Task Survey*
- Appendix J: Descriptive Statistics for Importance Ratings for Items on the *GCDF Romania Task Survey*
- Appendix K: The Effect of Age on Preparedness Ratings
- Appendix L: The Effect of Highest Academic Degree on Preparedness Ratings
- Appendix M: The Effect of Professional Background on Preparedness Ratings
- Appendix N: The Effect of Year of GCDF Training and Training Institution on Preparedness Ratings
- Appendix O: The Effect of Current Job Function on Frequency of GCDF Tasks Ratings
- Appendix P: The Effect of Current Job Function on Importance of GCDF Tasks Ratings

## Appendix A: Invitation to the GCDF Romania Study:

### Email Sent to Participants in Romanian Language

O ora de educatie continua pentru participarea la studiul despre GCDF Romania

Elena Amalia Stanciu

Sent: Monday, October 03, 2011 2:59 PM

To: Elena Amalia Stanciu

Dragi consultanti in cariera GCDF,

Aveti posibilitatea de a primi **o ora de educatie continua de la NBCC Romania** pentru participarea la studiul "*Consultantul in cariera GCDF Romania: Analiza profilului de post si evaluarea programului de formare*"

Cum procedati?

1. Accesati link-ul : <https://www.surveymonkey.com/s/7C7K33J>
2. Completati chestionarul demografic si instrumentul "*Sarcini de lucru GCDF Romania*"
3. Completati adresa dumneavoastra de e-mail si veti primi informatii despre obtinerea orei de educatie continua.

#### **Foarte important!**

Datele completate de dumneavoastra nu se vor salva daca parasiti pagina

<https://www.surveymonkey.com/s/7C7K33J> inainte de a introduce adresa de e-mail si de a selecta optiunea "*Efectuat*". Asigurati-va ca aveti la dispozitie in jur de 40 de minute fara intrerupere inainte de a incepe sa completati instrumentele.

Despre anonimitate:

Detalii cu privire la asigurarea caracterului anonim si confidential al datelor sunt oferite in formularul de consimtamant pe care il puteti vizualiza imediat dupa ce accesati link-ul de mai sus.

**Data limita** pentru completarea instrumentelor este **17 Octombrie 2011**.

Participarea dumneavoastra la acest studiu va ajuta in mod substantial la imbunatatirea programului de formare GCDF Romania, precum si a altor programe din domeniul consilierii din tara noastra.

Despre acest studiu:

Studiul a fost dezvoltat cu sprijinul si colaborarea Dr. Andreea Szilagy, Iulia Sara si Ioana Panc (GCDF Master Traineri) precum si Isabella Berghoffer, Orsolya Zsigmond, Mihaela Sterian, Raluca Tomsa (GCDF Traineri).

Despre initiatorul studiului:

Ma numesc Elena Amalia Stanciu si am absolvit in 2005 primul program de formare GCDF Romania sub îndrumarea Dr. Andreea Szilagy.

Va multumesc mult pentru ajutorul oferit. Va rog sa ma contactati la adresa de e-mail : [eastanci@syr.edu](mailto:eastanci@syr.edu) pentru orice probleme aparute, intrebari sau sugestii.

Elena Amalia Stanciu, MA, NCC, GCDF Master Trainer,  
Student doctorand, Syracuse University  
Departamentul Counseling and Human Services

**Appendix B: The Approved Romanian Language Version of the *Demographic Questionnaire* and of *Romanian GCDF Tasks Survey* (Survey Monkey Format)**

**Sarcini de lucru GCDF România**

**CONSIMȚĂMÂNT**

CONSULTANTUL ÎN CARIERĂ GCDF ROMÂNIA:  
ANALIZA PROFILULUI DE POST ȘI EVALUAREA PROGRAMULUI DE FORMARE

Propunător coordonator de proiect: Elena Amalia Stanciu, student doctoral, și Dr. Dennis D. Gilbride, președintele comisiei de doctorat

Acest formular vă oferă informații despre confidențialitatea datelor, descrie procedurile de cercetare și explică drepturile dumneavoastră ca participant la acest studiu. Dacă aveți întrebări sau nelămuriri în legătură cu acest studiu de cercetare, vă puteți adresa coordonatorilor de proiect: Elena Amalia Stanciu (e-mail: eastanciu@syr.edu) și Dr. Dennis Gilbride (e-mail: ddgilbri@syr.edu). Dacă aveți întrebări despre drepturile dumneavoastră de participant în acest studiu, puteți contacta Syracuse University Institutional Review Board (telefon: 001.315.443.3013; e-mail: orip@syr.edu). Dacă nu puteți lua legătura cu Dr. Gilbride sau cu Elena Amalia Stanciu, sau dacă nu doriți să vă adresați lor, puteți contacta Syracuse University Institutional Review Board.

Numele meu este Elena Amalia Stanciu și sunt studentă la doctorat la Syracuse University, în departamentul Counseling and Human Services, din cadrul School of Education. Conduc studiul de cercetare intitulat "Consultantul în carieră GCDF România: Analiza profilului de post și evaluarea programului de formare", în scopul îndeplinirii parțiale a cerințelor pentru dobândirea titlului de Doctor of Philosophy (Ph.D.) în Counselor Education and Supervision. Participarea în acest studiu de cercetare este voluntară. Puteți refuza să participați sau să vă retrageți în orice moment, fără nici un fel de consecințe.

Scopul studiului:  
În acest studiu de cercetare sunt interesată să investighez:

- măsura în care consultanții în carieră GCDF România se simt pregătiți, după absolvirea programului de formare GCDF, pentru îndeplinirea sarcinilor de lucru din domeniul consilierii, de la locul de muncă,
- sarcinile de lucru specifice consultanților în carieră GCDF România, prin evaluarea gradului de frecvență și importanță ale acestora, la locurile de muncă din domeniul consilierii în carieră.

Procedura:  
Dacă participați în acest studiu, veți fi rugat să efectuați sarcinile din lista de mai jos. Vă rog să citiți cu atenție și să formulați întrebări legate de orice aspect neclar, înainte să decideți dacă participați sau nu.

- Citiți acest formular de consimțământ și alegeți opțiunea "DA" la sfârșitul acestei pagini, dacă doriți să participați la acest studiu;
- Completați fiecare întrebare din chestionarul demografic;
- Completați fiecare întrebare din chestionarul "Sarcini de lucru GCDF România"
- După ce terminați de completat răspunsurile la întrebări, accesați link-ul de la sfârșitul chestionarului "Sarcini de lucru GCDF Romania"; veți fi transferat la o pagină de web separată, unde puteți introduce adresa dumneavoastră de e-mail, dacă doriți să primiți o oră de educație continuă de la NBCC România.

Este important să știți că anonimitatea dumneavoastră este protejată. Adresa dumneavoastră de e-mail va fi salvată într-o bază de date separată de cea care conține informațiile din chestionare.

Completarea celor două chestionare durează aproximativ 35-40 minute și poate fi completată în cadrul unei singure sesiuni de accesare a link-ului de pe pagina SurveyMonkey. Dacă părăsiți pagina, informația va fi pierdută.

## Sarcini de lucru GCDF România

### CONSIMȚĂMÂNT

#### Plata pentru participare:

Efortul dumneavoastră de participare la acest studiu va fi rasplatit cu o oră de educație continuă de la NBCC România. Nu există taxă de participare la acest studiu. Dacă doriți să primiți o oră de educație continuă de la NBCC România, accesați link-ul oferit după completarea chestionarelor, care vă transferă la o pagină Web unde puteți introduce adresa dumneavoastră de e-mail. Veți fi contactat în cel mult 30 de zile de la data la care ați introdus adresa de e-mail pentru a vi se cere numele dumneavoastră. Veți primi adeverința pentru o oră de educație continuă de la Oficiul NBCC România până cel târziu 28 Februarie 2012.

#### Confidențialitatea și caracterul privat al datelor:

Toate datele pe care le oferiți în acest studiu de cercetare sunt confidențiale. Următoarele măsuri au fost luate pentru a vă asigura caracterul privat al datelor: (1) informațiile pe care le introduceți pe paginile de Web sunt criptate SSL (Secure Sockets Layer: <http://www.webopedia.com/TERM/S/SSL.html>) astfel încât ele nu pot fi vizualizate de indivizi neautorizați; (2) numele dumneavoastră și alte informații de identificare nu vor fi solicitate în formularul de consimțământ, în chestionarul demografic sau în chestionarul "Sarcini de lucru GCDF România"; (3) adresa dumneavoastră de e-mail va fi salvată într-o bază de date separată de cea care conține informațiile din chestionare; (4) formularul de consimțământ și chestionarele, precum și datele care vor fi generate din acestea, vor fi păstrate într-un locație sigură, încuiată, și numai Elena Amalia Stancu și Dr. Gilbride vor avea acces la ele; și (5) datele raportate în publicații/rapoarte ulterioare se vor referi la grupul de participanți, informațiile individuale nu vor dezvăluite.

#### Riscuri potențiale și disconfort:

Procedurile de cercetare nu implică o creștere a gradului de disconfort emoțional mai mare decât cel de rutină, aferent sarcinilor de lucru ale consultanților în carieră GCDF din România. Este posibil să vă loviți de anumite probleme personale nerezolvate atunci când evaluați sarcinile de lucru GCDF în chestionarul "Sarcini de lucru GCDF România". Reflectarea asupra acestor experiențe este posibil să vă creeze disconfort emoțional.

#### Beneficii anticipate pentru participanți:

Beneficiile anticipate în acest studiu sunt moderate. Completarea chestionarelor vă ajută să conștientizați mai bine nivelul dumneavoastră de pregătire pentru anumite sarcini de lucru GCDF. De asemenea vă oferă informații legate de gradul de frecvență și importanță al acestor sarcini, în practica dumneavoastră din domeniul consilierii în carieră. Aveți posibilitatea să primiți rezultatele studiului de cercetare, ceea ce vă poate ajuta în activitatea dumneavoastră profesională. Coordonatorii acestui proiect sunt recunoscători pentru eforturile dumneavoastră de sprijinire a acestui proiect de cercetare.

#### Beneficii anticipate pentru societate:

Acest studiu va oferi informații care vor fi de folos în dezvoltarea profesiei de consilier în România. Programul de formare GCDF România poate fi îmbunătățit cu informațiile pe care dumneavoastră le oferiți. În viitor, alte programe din domeniul consilierii în carieră pot fi îmbunătățite prin utilizarea acestor informații.

E. Amalia Stancu, MA, NCC, GCDF Master Trainer, Student doctorand  
Syracuse University  
Departamentul Counseling and Human Services  
259 Huntington Hall, Syracuse  
NY 13244, Statele Unite ale Americii  
Telefon: 001.315.443.2266  
Adresa e-mail: [eastanci@syr.edu](mailto:eastanci@syr.edu)  
Adresa web: [http://soe.syr.edu/academic/counseling\\_and\\_human\\_services/default.aspx](http://soe.syr.edu/academic/counseling_and_human_services/default.aspx)

**Sarcini de lucru GCDF România**

**1. Va rugam sa imprimati o copie a acestui formular de consimtamant si sa o pastrati pentru dumneavoastra.**

.....  
**Prin alegerea optiunii "DA" de mai jos, declar ca am citit informatia de mai sus, ca intrebarile mi-au fost clarificate si ca aleg sa particip la acest studiu de cercetare. De asemenea, declar ca am cel putin 18 ani.**

DA

NU

**Sarcini de lucru GCDF România**

**CHESTIONAR DEMOGRAFIC**

**2. Sexul**

Masculin

Feminin

**3. Vârsta**

Ani

**4. Etnie**

Română

Magyar

RRoma

Altă etnie (vă rugăm să menționați)

**5. De cât timp îndepliniți sarcini din domeniul consilierii în carieră?**

luni/ani

**6. Locația curentă a locului de muncă:**

Județ

Localitate (opțional)

**Sarcini de lucru GCDF România****7. Tipul de organizație în care ați îndeplinit/ îndepliniți sarcini de muncă din domeniul consilierii în carieră (aveți posibilitatea de a selecta mai multe opțiuni):**

- Centru de Asistență Psihopedagogică
- Centru/ Cabinet Interșcolar de Asistență Psihopedagogică
- Centru de Informare și Orientare Profesională
- Școală publică (de exemplu: elementară, gimnaziu, liceu)
- Școală privată (de exemplu: elementară, gimnaziu, liceu)
- Universitate publică
- Universitate privată
- ONG
- Corporație
- Practică privată

All tip de organizație (vă rugăm să menționați)

**8. Tip de colaborare**

- Angajat
- Voluntar
- Antreprenor
- All tip de colaborare

All tip de colaborare (vă rugăm să menționați)

**9. Funcția/ poziția actuală (vă rugăm să menționați)****10. De cât timp dețineți funcția/ poziția actuală?**

Luni/ani

**Sarcini de lucru GCDF România**

**11. Procentul de activități din domeniul consilierii în carieră, în locul locurile dumneavoastră de muncă:**

%

**12. Clienții cu care lucrați (aveți posibilitatea de a selecta mai multe opțiuni):**

- Copii
- Adolescenți
- Studenți
- Adulți
- Familie
- Organizații

**13. Nivel de educație**

- Licență
- Master
- Doctorat

Alt nivel de educație (vă rugăm să menționați):

Sarcini de lucru GCDF România	
<b>14. Domeniile de pregătire educațională (aveți posibilitatea de a selecta mai multe opțiuni):</b>	
<input type="checkbox"/>	Arhitectura
<input type="checkbox"/>	Arte
<input type="checkbox"/>	Biologie
<input type="checkbox"/>	Consiliere
<input type="checkbox"/>	Chimie
<input type="checkbox"/>	Economie
<input type="checkbox"/>	Pedagogie
<input type="checkbox"/>	Inginerie
<input type="checkbox"/>	Geologie
<input type="checkbox"/>	Drept
<input type="checkbox"/>	Matematică
<input type="checkbox"/>	Medicină
<input type="checkbox"/>	Filologie
<input type="checkbox"/>	Fizică
<input type="checkbox"/>	Psihologie
<input type="checkbox"/>	Asistență Socială
Alt domeniu (vă rugăm să menționați)	
<input type="text"/>	
<b>15. Domeniul profesional de muncă înainte de obținerea certificării GCDF România (vă rugăm să menționați)</b>	
<input type="text"/>	
<b>16. Anul obținerii certificării GCDF România:</b>	
Anul	<input type="text"/>

**Sarcini de lucru GCDF România**

**17. Instituția în care s-a desfășurat programul de formare GCDF România la care ați participat(vă rugăm să menționați)**

**18. Calitatea de GCDF Trainer sau Master Trainer (această întrebare este opțională):**

Da

Nu

## Sarcini de lucru GCDF România

**Citiți fiecare sarcină și selectați nota potrivită, pentru următoarele cate...**

**NIVEL DE PREGĂTIRE:** Cât de bine vă considerați pregătit pentru această sarcină de lucru, după absolvirea programului de formare GCDF?

1 = nepregătit; 2 = puțin pregătit; 3 = destul de pregătit; 4 = pregătit; 5 = foarte pregătit

**FRECVENȚĂ:** Cât de des îndepliniți această sarcină de lucru la locul dumneavoastră de muncă?

1 = niciodată; 2 = rar; 3 = ocazional; 4 = frecvent; 5 = în mod curent

**IMPORTANTĂ:** Cât de importantă considerați că este această sarcină de lucru în demersul sprijinirii clienților dumneavoastră?

1 = neimportantă; 2 = puțin importantă; 3 = destul de importantă; 4 = importantă; 5 = foarte importantă

**19. Informarea clienților despre procesul de intervenție în carieră (tipuri de intervenții: orientarea în carieră, dezvoltarea carierei, consilierea în carieră, educație, coaching, informarea pe piața muncii; etape: evaluarea, stabilirea obiectivelor, luarea deciziilor, finalul, follow-up etc).**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

**20. Explorarea așteptărilor clientului și ale celor proprii de la procesul de intervenție în carieră.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

**21. Informarea clienților despre procesele de intervenție în carieră (consiliere în carieră, dezvoltarea carierei, coaching etc.) în comparație cu alte procese/servicii de sprijin (psihoterapie, de exemplu).**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

Sarcini de lucru GCDF România					
<b>22. Utilizarea abilităților de comunicare nonverbală (contact vizual, poziția corpului, gesturi, mimică etc.).</b>					
	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				
<b>23. Utilizarea coordonării (întrebări cu final deschis și închis etc.).</b>					
	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				
<b>24. Utilizarea reflectării (parafrizarea, reflectarea sentimentelor etc.).</b>					
	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				
<b>25. Utilizarea abilităților de provocare/ confruntare.</b>					
	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				
<b>26. Utilizarea abilităților de sumarizare/ rezumare.</b>					
	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				
<b>27. Utilizarea acceptării, empatiei și respectului în scopul construirii și menținerii unei relații de încredere cu clientul.</b>					
	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				
<b>28. Sprijinirea clientului în stabilirea obiectivelor pe termen scurt, mediu și lung, prin utilizarea: rezultatelor procesului de evaluare, a problemelor prezentate de clienți și a abilităților transferabile ale acestora.</b>					
	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

## Sarcini de lucru GCDF România

**Citiți fiecare sarcină și selectați nota potrivită, pentru următoarele cate...**

NIVEL DE PREGĂTIRE: 1 = nepregătit 2 = puțin pregătit 3 = destul de pregătit 4 = pregătit 5 = foarte pregătit

FRECVENȚĂ: 1 = niciodată 2 = rar 3 = ocazional 4 = frecvent 5 = în mod curent

IMPORTANTĂ: 1 = neimportantă 2 = puțin importantă 3 = destul de importantă 4 = importantă 5 = foarte importantă

**29. Parcurgerea următoarelor 3 etape în procesul de stabilire a obiectivelor: conceptualizarea posibilităților, alegerea posibilităților realiste și convertirea acestora în obiective viabile.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

**30. Sprijinirea clienților în concretizarea scopurilor legate de carieră în forma unor obiective comportamentale specifice.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

**31. Motivarea clienților pentru atingerea obiectivelor propuse.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

**32. Adaptarea strategiilor de intervenție în carieră în funcție de personalitatea, nevoile și resursele fiecărui client.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

**33. Utilizarea intervențiilor umaniste (reflectarea sentimentelor, parafrazarea, provocarea/confruntarea etc.) pentru a-i ajuta pe clienți să își exploreze sentimentele generate de experiențele trăite.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### Sarcini de lucru GCDF România

**34. Utilizarea intervențiilor cognitive (educarea clientului cu privire la gândirea rațională și cea irațională, provocarea clientului privitor la convingerile iraționale etc.) pentru a-i ajuta pe clienți să își exploreze sistemul de gândire**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**35. Utilizarea intervențiilor comportamentale (exersarea de noi abilități, jocuri de rol etc.) pentru a-i ajuta pe clienți să identifice, controleze, minimalizeze și să elimine comportamente neproductive, precum și pentru învățarea unor comportamente adecvate.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**36. Utilizarea intervențiilor sistemice pentru a-i sprijini pe clienți în explorarea impactului reciproc dintre sistemul socio-economic și individ.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**37. Informarea clienților cu privire la etapele de luare a deciziei informate: conștientizarea problemei, auto-evaluarea, explorarea, integrarea, angajamentul, implementarea și reevaluarea.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**38. Recomandarea temelor pentru acasă cu scopul de a-i încuraja pe clienți să se implice activ în procesul de intervenție în carieră.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

## Sarcini de lucru GCDF România

**Citiți fiecare sarcină și selectați nota potrivită, pentru următoarele cate...**

NIVEL DE PREGĂTIRE: 1 = nepregătit 2 = puțin pregătit 3 = destul de pregătit 4 = pregătit 5 = foarte pregătit

FRECVENȚĂ: 1 = niciodată 2 = rar 3 = ocazional 4 = frecvent 5 = în mod curent

IMPORTANTĂ: 1 = neimportantă 2 = puțin importantă 3 = destul de importantă 4 = importantă 5 = foarte importantă

### 39. Educarea clienților cu scopul de a adapta abilitățile dezvoltate în procesul de intervenție în carieră la situații de viață noi.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 40. Monitorizarea așteptărilor și obiectivelor inițiale ale clienților de-a lungul procesului de intervenție în carieră.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 41. Pregătirea clientului pentru etapa de terminare a procesului de intervenție în carieră.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 42. Păstrarea legăturii cu clientul sau monitorizarea situației acestuia după terminarea procesului de intervenție în carieră.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 43. Conștientizarea valorilor proprii, precum și a punctelor tari și slabe, și înțelegerea modului în care acestea afectează relația cu clienții.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

Sarcini de lucru GCDF România					
<b>44. Informarea clienților în legătură cu datele statistice despre piața muncii din România.</b>					
	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				
<b>45. Informarea clienților în legătură cu conceptele cheie despre piața muncii (rata șomajului, de exemplu).</b>					
	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				
<b>46. Informarea clienților în legătură cu ramurile economiei în procesul de planificare a carierei.</b>					
	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				
<b>47. Informarea clienților în legătură cu sistemele de clasificare a ocupațiilor (Robert Reich, Organizația Internațională a Muncii etc.).</b>					
	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				
<b>48. Informarea clienților în legătură cu utilizarea Clasificării Ocupațiilor din România (COR; criterii, coduri etc.) în procesul de planificare a carierei.</b>					
	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

## Sarcini de lucru GCDF România

**Citiți fiecare sarcină și selectați nota potrivită, pentru următoarele cate...**

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IMPORTANTĂ: 1 = neimportantă 2 = puțin importantă 3 = destul de importantă 4 = importantă 5 = foarte importantă

### 49. Informarea clienților în legătură cu diferențele dintre ocupație, meserie, funcție și profesie.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 50. Informarea clienților în legătură cu politicile și tendințele de pe piața muncii, la nivel global.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 51. Informarea clienților în legătură cu politicile și tendințele de pe piața muncii din Europa.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 52. Informarea clienților în legătură cu politicile și legislația muncii din România.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 53. Informarea clienților în legătură cu instituțiile de pe piața muncii din România (Agenția Națională pentru Ocuparea Forței de Muncă - ANOFM, Ministerul Muncii, Familiei și Protecției Sociale - MMFPS etc.).

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

## Sarcini de lucru GCDF România

**54. Informarea clienților în legătură cu importanța evaluării continue (explorarea nevoilor, a resurselor, a obstacolelor, obiectivelor și deciziilor etc.) de-a lungul procesului de intervenție în carieră.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**55. Utilizarea interviului de informare pentru colectarea informațiilor despre clienți (date demografice, nevoile de consiliere, stilul de viață al clientului, scurta istorie a familiei, istoric educațional și profesional etc.).**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**56. Identificarea abilităților transferabile ale clientului.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**57. Explicarea diferențelor dintre conceptele: competență, abilitate, talent și aptitudine.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**58. Utilizarea instrumentelor standardizate/formale pentru măsurarea aptitudinilor, personalității, intereselor etc.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

## Sarcini de lucru GCDF România

**Citiți fiecare sarcină și selectați nota potrivită, pentru următoarele cate...**

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IMPORTANTĂ: 1 = neimportantă 2 = puțin importantă 3 = destul de importantă 4 = importantă 5 = foarte importantă

### 59. Utilizarea instrumentelor nestandardizate/informale pentru identificarea valorilor, intereselor, punctelor tari și slabe etc.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 60. Selectarea instrumentelor de evaluare în funcție de nevoile de carieră ale fiecărui client.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 61. Verificarea caracteristicilor tehnice ale instrumentelor standardizate (relevanță culturală, validitatea etc.).

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 62. Informarea clientului în legătură cu instrumentele de evaluare utilizate.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 63. Interpretarea rezultatelor procesului de evaluare și discutarea lor cu clienții.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

## Sarcini de lucru GCDF România

**64. Elaborarea unui raport scris pe baza rezultatelor procesului de evaluare și utilizarea lor într-un plan de acțiune scris care poate cuprinde: obiective, decizii etc.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**65. Sprijinirea clienților în procesul de auto-evaluare (identificarea de către clienți a propriilor valori, abilități, trăsături de personalitate etc.).**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**66. Cunoașterea situațiilor și fenomenelor care pot afecta obiectivitatea în procesul de evaluare.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**67. Identificarea stilului de luare a deciziei al clienților și discutarea acestuia cu ei.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**68. Identificarea obstacolelor care afectează procesul de luare a deciziei (starea financiară a clientului, nivelul abilităților sale, nevoile sale, gradul său de motivare etc.).**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

## Sarcini de lucru GCDF România

**Citiți fiecare sarcină și selectați nota potrivită, pentru următoarele cate...**

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IMPORTANTĂ: 1 = neimportantă 2 = puțin importantă 3 = destul de importantă 4 = importantă 5 = foarte importantă

### 69. Analizarea resurselor clientului în procesul de luare a deciziei.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 70. Utilizarea modelului de tranziție 4S în scopul explorării următoarelor elemente: situația actuală a clienților, valorile personale ale acestora, elementele de suport și strategiile folosite în situația de tranziție.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 71. Utilizarea modelului DECIDES în scopul analizei sistematice a problemelor clientului și a adoptării de decizii.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 72. Utilizarea Metodei celor 6 Pălării (Edward de Bono) în scopul analizei sistematice a problemelor clientului și a adoptării de decizii.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 73. Utilizarea Analizei SWOT pentru a sprijini clienții în procesul de luare a deciziei.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

## Sarcini de lucru GCDF România

### 74. Utilizarea metodei RUMBAS pentru a sprijini clienții în procesul de luare a deciziei.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

### 75. Luarea în considerare a factorilor multiculturali (cultură, rasă, etnie, clasă socială, vârstă, sex, religie etc.) care pot afecta procesul de intervenție în carieră.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

### 76. Explorarea și conștientizarea sistemului propriu de valori și a stereotipurilor personale legate de diversitate și multiculturalism.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

### 77. Cunoașterea caracteristicilor specifice anumitor grupuri etnice și sociale (valori, credințe, stil de comunicare, tradiții și obiceiuri etc.)

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

### 78. Adaptarea anumitor abilități și tehnici specifice procesului de intervenție în carieră în funcție de caracteristicile multiculturale ale clientului.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

## Sarcini de lucru GCDF România

**Citiți fiecare sarcină și selectați nota potrivită, pentru următoarele cate...**

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IMPORTANTĂ: 1 = neimportantă 2 = puțin importantă 3 = destul de importantă 4 = importantă 5 = foarte importantă

### 79. Informarea clienților în legătură cu drepturile și obligațiile lor în procesul de intervenție în carieră.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 80. Informarea clienților în legătură cu aspectele care țin de confidențialitatea procesului de intervenție în carieră.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 81. Informarea clienților cu privire la: arile de expertiză și experiența profesională (GCDF, alte certificări deținute etc.), la tipurile de servicii oferite și la categoriile de clienți cărora vă adresați.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 82. Informarea clienților cu privire la regulile procesului de intervenție în carieră (durata sesiunii, materiale incluse, costuri etc.).

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 83. Consultarea altor specialiști pentru situații apărute în procesul de intervenție în carieră care depășesc arile de expertiză GCDF (specialiști în piața muncii, psihologi, psihiatri, profesori, avocați etc.).

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

## Sarcini de lucru GCDF România

**84. Recomandarea serviciilor potrivite nevoilor clienților (terapie, consiliere psihiatrică etc.) atunci când acestea depășesc limitele de competență GCDF.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**85. Identificarea problemelor etice.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**86. Consultarea Codului Etic GCDF.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**87. Consultarea altor coduri de etică în domeniul consilierii (Codul Etic al American Counseling Association, Codul Etic al National Career Development Association, Codul Etic și Standardele de Calitate în Consilierea în Carieră dezvoltat de Institutul de Științe ale Educației etc.).**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**88. Păstrarea dosarelor clienților într-un loc sigur (fișele cu exerciții, rezultatele procesului de evaluare, fișele cu datele din interviul de informare, notițele din sesiuni etc.)**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

## Sarcini de lucru GCDF România

**Citiți fiecare sarcină și selectați nota potrivită, pentru următoarele cate...**

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### 89. Raportarea situațiilor de natură etică către NBCC România.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 90. Cunoașterea legilor și politicilor referitoare la grupurile minoritare și la grupurile cu nevoi speciale.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 91. Informarea clientului în legătură cu abordările teoretice sau cu strategiile utilizate în procesul de intervenție în carieră.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 92. Utilizarea abordării Trasatură-Factor (aprecierea punctelor tari și slabe, cercetarea disponibilităților locurilor de muncă pe piață și aplicarea unei strategii de luare a decizii de carieră potrivite) în procesul de intervenție în carieră.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 93. Utilizarea Teoriei Alegerii Ocupaționale a lui Holland (identificarea unuia dintre cele 6 tipuri de personalitate, evaluarea intereselor vocaționale care se potrivesc tipului de personalitate) în procesul de intervenție în carieră.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

## Sarcini de lucru GCDF România

**94. Utilizarea Teoriei Socioeconomice (explorarea elementelor de cultură, de mediu familial, a condițiilor socio-economice și a altor factori externi individului, care pot influența imaginea de sine, identitatea, statutul social și cariera clienților) în procesul de intervenție în carieră.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**95. Utilizarea Teoriei Curcubeului a lui Super (analizarea celor 5 stadii de dezvoltare caracterizate prin responsabilități și roluri unice) în procesul de intervenție în carieră.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**96. Utilizarea Teoriei Învățării Sociale a lui Krumboltz (analizarea următoarelor elemente influențează deciziile în carieră: zestrea genetică și abilitățile speciale, condițiile de mediu, experiențele de învățare, abilitățile de rezolvare a sarcinilor de lucru) în procesul de intervenție în carieră.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**97. Utilizarea Teoriei Incertitudinii Pozitive a lui Gellat (incertitudinea ce caracterizează viitorul poate fi o oportunitate pentru client) în scopul încurajării flexibilității clienților în procesul de luare a deciziei.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**98. Utilizarea Teoriilor Cognitive (procesul de decizie în carieră se bazează pe informații despre client și despre piața muncii) în procesul de intervenție în carieră.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

## Sarcini de lucru GCDF România

**Citiți fiecare sarcină și selectați nota potrivită, pentru următoarele cate...**

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### 99. Utilizarea Teoriilor Umaniste și Holistice (cariera include muncă, educație și activități de timp liber) în procesul de intervenție în carieră.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 100. Utilizarea Piramidei Nevoilor a lui Maslow în procesul de intervenție în carieră.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 101. Educarea clienților în legătură cu managementul timpului (organizare, prioritizare, și planificare) și asistarea lor în identificarea strategiilor adecvate propriului tip de personalitate.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 102. Educarea clienților în legătură cu strategiile de căutare a unui loc de muncă (identificarea angajatorilor, networking etc.).

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 103. Educarea clienților în legătură cu portofoliului de angajare.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

Sarcini de lucru GCDF România					
<b>104. Educarea clienților în legătură cu portofoliul Europass.</b>					
	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				
<b>105. Asistarea clienților în crearea Curriculum-ului Vitae.</b>					
	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				
<b>106. Asistarea clienților în crearea scrisorilor de intenție.</b>					
	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				
<b>107. Asistarea clienților în crearea scrisorilor de mulțumire.</b>					
	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				
<b>108. Educarea clienților în legătură cu procesele de recrutare și selecție.</b>					
	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

## Sarcini de lucru GCDF România

**Citiți fiecare sarcină și selectați nota potrivită, pentru următoarele cate...**

NIVEL DE PREGĂTIRE: 1 = nepregătit 2 = puțin pregătit 3 = destul de pregătit 4 = pregătit 5 = foarte pregătit

FRECVENȚĂ: 1 = niciodată 2 = rar 3 = ocazional 4 = frecvent 5 = în mod curent

IMPORTANTĂ: 1 = neimportantă 2 = puțin importantă 3 = destul de importantă 4 = importantă 5 = foarte importantă

### 109. Educarea clienților în legătură cu interviul de angajare (structură, reguli, tipuri).

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 110. Educarea clienților în legătură cu strategiile de management al stresului în situația unui interviu de angajare.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 111. Crearea, dezvoltarea și livrarea sesiunilor de training bazate pe nevoile de carieră ale clienților.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 112. Educarea clienților în legătură cu diferențele dintre trainingul formal și informal.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 113. Cunoașterea specificului activităților de învățare la adulți și ajustarea corespunzătoare a programelor de training.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

## Sarcini de lucru GCDF România

**114. Cercetarea programelor de training, disponibile pe piață, potrivite nevoilor de dezvoltare în carieră ale clienților.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**115. Proiectarea programelor de dezvoltare în carieră pentru indivizi (elevi, studenți, adulți etc.).**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**116. Proiectarea programelor de dezvoltare în carieră pentru organizații.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**117. Aplicarea modelelor de training și dezvoltare (modelul performanței, modelul învățării, modelul strategic) în activitățile de training și consultanță pentru organizații.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**118. Punerea la dispoziția clienților a formularelor necesare demarării procesului de intervenție în carieră.**

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

## Sarcini de lucru GCDF România

**Citiți fiecare sarcină și selectați nota potrivită, pentru următoarele cate...**

NIVEL DE PREGĂTIRE: 1 = nepregătit 2 = puțin pregătit 3 = destul de pregătit 4 = pregătit 5 = foarte pregătit

FRECVENȚĂ: 1 = niciodată 2 = rar 3 = ocazional 4 = frecvent 5 = în mod curent

IMPORTANTĂ: 1 = neimportantă 2 = puțin importantă 3 = destul de importantă 4 = importantă 5 = foarte importantă

### 119. Aranjarea spațiului pentru ședințe individuale și/sau de grup în scopul asigurării confidențialității și confortului clienților.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 120. Planificarea activităților de promovare (definirea serviciilor adresate anumitor categorii de clienți, cercetarea pieței etc.).

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 121. Prezentarea serviciilor oferite clienților potențiali prin broșuri, internet, media, evenimente etc.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 122. Evaluarea impactului campaniilor de promovare a serviciilor dumneavoastră și utilizarea acestor date în viitoare activități.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

### 123. Operarea pe calculator a programelor, sistemelor și datelor de baze necesare în procesul de intervenție în carieră și educarea clienților cu privire la acestea.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANTĂ	<input type="radio"/>				

## Sarcini de lucru GCDF România

### 124. Identificarea pe internet a resurselor necesare procesului de intervenție în carieră (legislație, locuri de muncă etc.).

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

### 125. Utilizarea suportului audio vizual în training și prezentări.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

### 126. Identificarea situațiilor pentru care aveți nevoie de supervizare.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

### 127. Solicitarea supervizării de la un supervisor GCDF, în caz de nevoie (dileme etice, cazuri dificile, pentru sprijin și încurajare etc).

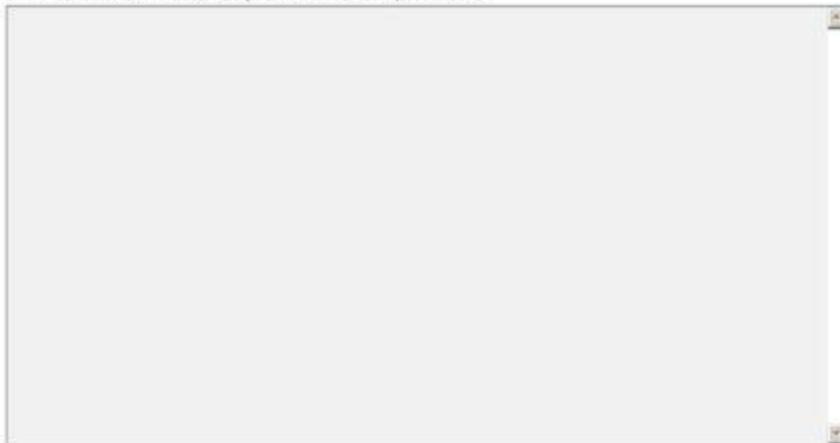
	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

### 128. Contactarea în mod regulat a altor colegi GCDF, în scopul solicitării de consultanță și supervizare colegială.

	1	2	3	4	5
NIVEL DE PREGĂTIRE	<input type="radio"/>				
FRECVENȚĂ	<input type="radio"/>				
IMPORTANȚĂ	<input type="radio"/>				

**Sarcini de lucru GCDF România****Răspundeți la următoarele întrebări:**

**129. Există sarcini de lucru pe care le impliniți la locul dumneavoastră de muncă și care nu au fost acoperite de programul de formare GCDF România? Dacă răspunsul este da, vă rog să le enumerați și să le descrieți mai jos:**



Participația dumneavoastră în acest studiu este răsplătită cu o oră de educație continuă de la NBCC România. Pentru a o putea primi avem nevoie de adresa dumneavoastră de e-mail.

**IMPORTANT!**

Pentru a vă asigura anonimitatea, adresa dumneavoastră de e-mail va fi salvată într-o bază de date separată de cea care conține informațiile pe care le-ați completat în chestionare.

Vă rugăm selectați opțiunea "EFECTUAT" pentru a accesa noua pagină care conține link-ul unde introduceți adresa dumneavoastră de e-mail.

**Appendix C: The Approved English Language Version of the  
Romanian GCDF Tasks Survey and of the Demographic Questionnaire**

**The Approved English Language Version of the Romanian GCDF Tasks Survey**

Participants will answer to the following questions for each of the 110 tasks:

- a. How well did the GCDF training prepared you for this task?

1 = not prepared	2 = somewhat prepared	3 = moderately prepared	4 = prepared	5 = very prepared
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- b. How often do you perform this task in your work setting?

1 = never	2 = rarely	3 = occasionally	4 = frequently	5 = routinely
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- c. How important is this task in helping your clients?

1 = not important	2 = somewhat important	3 = moderately important	4 = important	5 = very important
-------------------	------------------------	--------------------------	---------------	--------------------

1. Informing clients about the career intervention process (e.g., types of interventions: career guidance, career development, career counseling, education, coaching, labor market information; stages: evaluation, goal setting, decision making, termination, follow-up, etc.)
2. Exploring clients' and own expectations from the career intervention process.
3. Informing clients about career intervention processes (e.g., career counseling, career development, coaching, etc) in comparison to other helping processes/services (e.g., psychotherapy, etc.)
4. Using nonverbal communication skills (e.g., eye contact, body posture, gestures, facial expression, etc.)
5. Using coordination (e.g., open and closed questions, etc.)
6. Using reflection (e.g., of content, feelings, meaning, etc.)
7. Using challenging skills.
8. Using summarization skills.
9. Using acceptance, empathy and respect to build and maintain a trustful relationship with the client.
10. Supporting clients in setting short, medium and long term goals, by using: the results of the assessment process, clients' presenting problems and clients' transferable skills.
11. Following the next 3 steps in goal setting process: conceptualizing possibilities, choosing realistic possibilities, and turning them into viable goals.
12. Supporting clients to break down the career goals into specific behavioral objectives.
13. Motivating clients to achieve their objectives.
14. Adapting career interventions to clients' personality, presenting problems, and their resources.

15. Using humanistic interventions (e.g., reflecting feelings, paraphrasing, challenging, etc.) to help clients exploring the feelings generated by their experiences.
16. Using cognitive interventions (e.g., educating clients about rational and irrational thinking, challenging clients' irrational beliefs, etc.) to help clients explore their reasoning.
17. Using behavioral interventions (e.g., practicing new behaviors, role playing, etc.) to help clients identify, control, minimize and eliminate unproductive behaviors and learn adequate behaviors.
18. Using systemic interventions to support client in exploring the mutual impact between the socio-economic system and individuals.
19. Informing clients about the stages of informed decision making: awareness of the problem, self-evaluation, exploration, integration, commitment, implementation, and re-evaluation.
20. Providing homework to encourage clients' active engagement in the career intervention process.
21. Educating clients to adapt the skills practiced in the career intervention process, to new life situations.
22. Monitoring clients' initial expectations and goals along the career intervention process.
23. Preparing clients for termination.
24. Following up with clients after termination.
25. Being aware of personal values, strengths and weaknesses and understanding how these can affect your relationship with clients.
26. Informing clients about statistical data on the Romanian labor market.
27. Informing clients about key concepts of the labor market (e.g., unemployment rate, etc.)
28. Informing clients about branches of economics in the career planning process.
29. Informing clients about different systems of classifications of occupations (e.g., Robert Reich, International Labor Organization, etc.)
30. Informing clients about the Romanian Classification of Occupations (COR; e.g., criteria, codes, etc.) in the career planning process.
31. Informing clients about the differences between occupation, trade, function and profession.
32. Informing clients on policies and trends in the global labor market.
33. Informing clients on policies and trends in the European labor market.
34. Informing clients about labor market legislation and policies in Romania.
35. Informing clients about labor market institutions in Romania (e.g., ANOFM, MMFES, etc.)
36. Informing clients about the importance of ongoing assessment (i.e., exploring needs, resources, obstacles, goals and decisions, etc.) throughout the career intervention process.
37. Using the intake interview to collect information about clients (e.g., demographic data, presenting problem, client's lifestyle, family history, educational and professional background, etc.)
38. Identifying clients' transferable skills.
39. Explaining to clients the differences between the following concepts: competency, ability, talent and aptitude.
40. Using formal/standardized instruments to measure clients' aptitudes, personality, interests, etc.
41. Using informal instruments to assess clients' values, preferences, strengths and weaknesses, etc.
42. Selecting appropriate assessment instruments to respond to each client's career needs.

43. Verifying the technical characteristics of the instruments (e.g., reliability, validity, norms, etc.)
44. Informing clients about the administered instruments.
45. Interpreting the results of the assessment process and discussing them with clients.
46. Developing a written report based on the results of the evaluation process and using it for a written plan of action that may include: objectives, decisions, etc.
47. Supporting clients in the auto-evaluation process (e.g., clients identify their values, abilities, personality traits, etc.)
48. Demonstrating awareness about situations and phenomena that can affect objectivity in the assessment process.
49. Identifying clients' decision making style and discussing it with them.
50. Identifying the obstacles that affect the decision making process (e.g., financial situation, level of skills, needs, motivation, etc.)
51. Assessing clients' resources in the decision making process.
52. Using the 4S Transition Model in assessing clients' situation, self, existing supports and strategies to respond to the transition.
53. Using the DECIDES model for systematic analysis of clients' problems and for decision making.
54. Using the Six Thinking Hats (Edward de Bono) for systematic analysis of clients' problems and for decision making.
55. Using SWOT analysis to support clients in making decisions.
56. Using RUMBAS method to support clients in making decisions.
57. Considering multicultural factors (e.g., culture, race, ethnicity, social class, age, sex, religion, etc.) that may influence the career intervention process.
58. Exploring and being aware of own values and biases in regard to diversity and multicultural issues.
59. Being aware of the characteristics of certain social and ethnic groups (e.g., values, beliefs, communication style, traditions and customs, etc.)
60. Adapting certain skills and techniques in the career intervention process, to clients' multicultural characteristics.
61. Informing clients about their rights and obligations in the career intervention process.
62. Informing clients about the aspects pertaining to the confidentiality of the career intervention process.
63. Informing clients about: the areas of expertise and professional experience (GCDF, other certifications, etc.), the type of services offered, and the populations served.
64. Informing clients about the rules concerning the career intervention process (e.g., duration of session, materials provided, payment fee, etc.)
65. Consulting other professionals when situations that occur in the career intervention process are beyond GCDFs' areas of expertise (e.g., labor market specialists, psychologists, psychiatrists, professors, lawyers, etc.)
66. Referring clients to appropriate services for their needs (e.g., psychotherapy, psychiatric counseling, etc.) when they are beyond the GCDF's areas of competency.
67. Identifying ethical problems.
68. Consulting the GCDF Code of Ethics.
69. Consulting other Code of Ethics in the counseling field (e.g., American Counseling Association Code of Ethics, National Career Development Association Code of Ethics, The

Code of Ethics and Standards of Quality in Career Counseling developed by the Romanian Institute for Education Sciences, etc.)

70. Storing clients' files (e.g., worksheets, assessment results, intake forms, disclosure statements, progress notes, etc.) in a secure place.
71. Reporting ethical situations to NBCC Romania.
72. Knowing the laws and policies pertaining to minority groups and groups with special needs.
73. Informing clients about the theoretical orientation and about the strategies used in the career intervention process.
74. Using the Trait and Factor Theory (i.e., assessing strengths and weaknesses, exploring job availability on the labor market, and applying strategies to make an appropriate career decision) in the career intervention process.
75. Using Holland's Vocational Decision Theory (i.e., identifying one of the 6 personality types, assessing the vocational interests according to the personality type) in the career intervention process.
76. Using the Socio-Economic Theory (i.e., exploring the culture, the family, the socio-economic conditions and the other external factors that can influence clients' self-image, identity, social status and career) in the career intervention process.
77. Using Super's life-career rainbow/lifespan theory (i.e., analyzing the 5 developmental stages characterized by unique responsibilities and roles) in the career intervention process.
78. Using Krumboltz' Social Learning Theory (i.e., analyzing the following elements that influence career decisions: genetic inheritance, special skills, environment, learning experiences, and ability to solve tasks influence career decisions) in the career intervention process.
79. Using Gellat's Positive Uncertainty Theory (i.e., uncertainty about future can be an opportunity for client, etc.) to encourage clients' flexibility in the decision making process.
80. Using Cognitive Theories (e.g., the career decision process is based on information about the client about the labor market, etc.) in the career intervention process.
81. Using Humanistic and Holistic Theories (i.e., career includes work, education, leisure activities, etc.)
82. Using Maslow's hierarchy of needs in the career intervention process.
83. Educating clients about time management (i.e., organizing, prioritizing and planning) and supporting them in identifying strategies that fits their personal style.
84. Educating clients on job search strategies (e.g., identify employers, networking, etc.)
85. Educating clients about the employment portfolio.
86. Educating clients about the Europass portfolio.
87. Assisting clients in developing their Curriculum Vitae.
88. Assisting clients in writing cover letters.
89. Assisting clients in writing thank you letters.
90. Educating clients about the recruitment and selection processes.
91. Educates clients about job interviews (i.e., structure, rules, types).
92. Educates clients about strategies for managing stress related to job interview.
93. Designing, developing, and delivering training to respond to clients' career needs.
94. Educating clients about the difference between informal and formal training.
95. Understanding adult learning specifics and implementing them in training programs.
96. Exploring training programs, available on the market, that fits clients' career development needs.

97. Developing career development programs for individuals (e.g., students, adults, etc.)
98. Developing career development programs for organizations.
99. Applying training and development models when providing training and consultancy for organizations (i.e., performance model, learning model, strategic model).
100. Providing clients with the intake forms needed in the career intervention process.
101. Organizing the office space for individual/group sessions in a manner that guarantees confidentiality and comfort.
102. Planning promotion activities (e.g., defining services targeted towards certain populations, researching the market, etc.)
103. Presenting services to potential clients through brochures, internet, media, events, etc.
104. Evaluating the impact of promotion campaigns and using this data in future activities.
105. Operating computer programs, systems, and data bases to support the career intervention process, and educating clients about them.
106. Locating necessary resources for the career intervention process (e.g., legislation, job postings, etc) on the Internet.
107. Using audio-visual support in training and presentations.
108. Identifying situations for which you need supervision.
109. Seeking supervision from a GCDF supervisor as needed (e.g., ethical dilemmas, difficult cases, when needing reassurance, etc.)
110. Contacting other colleagues GCDF, regularly, to ask for consultation and peer supervision.

### **Open-Ended Question**

Are there tasks, not covered in your Romanian GCDF training, that you have performed in your career counseling related work setting? If yes, please enumerate and describe them bellow:

.....  
 .....

**The Approved English Language Version of the *Demographic Questionnaire***

1. **Gender:**
  - Male
  - Female
2. **Age** (Drop down menu with ages: 18 – 80)
3. **Ethnicity:**
  - Romanian
  - Magyar
  - RRoma
  - Other
4. **For how long have you been performing career counseling related tasks?**  
Drop down menu with the following options: Less than 3 months, Between 3 – 6 months, Between 6 months – 1 year, 1 year, 2 years, 3 years, ....30 years, over 30 years.
5. **Current location of employment**
  - List of counties
  - The participant fills in the name of the city/town/village*
6. **Type of organization in which you have performed/are performing career counseling related tasks** (*you may select more options*)
  - Psycho-Pedagogical Assistance Centers
  - Inter-School Psycho-Pedagogical Assistance Centers
  - Information and Guidance Centers
  - Public school (e.g., elementary, middle or high school)
  - Private school (e.g., elementary, middle or high school)
  - Public university
  - Private university
  - NGO
  - Corporation
  - Private practice
  - Other type of organization
7. **Type of collaboration**
  - Employed
  - Volunteer
  - Self-employed/ Entrepreneur
  - Other type of collaboration
8. **Current job function/position** (*The participant fills in the job function/position*)
9. **For how long have you been in this current job function/position?**

Drop down menu with the following options: Less than 3 months, Between 3 – 6 months, Between 6 months – 1 year, 1 year, 2 years, 3 years, ....30 years, over 30 years.

**10. Percentage of career counseling activities in current work setting**

Drop down menu with percentages: 10, 20, 30, 40, 50, 60, 70, 80, 80, 100 %

**11. Clients served** (*you may select more options*):

- Children
- Adolescents
- College Students
- Adults
- Families
- Organizations

**12. Highest academic degree**

- College
- Master's
- PhD
- Other type of degree

**13. Educational background** (*you may select more options*):

- Architecture
- Arts
- Biology
- Counseling
- Chemistry
- Economy
- Education
- Engineering
- Geology
- Law
- Math
- Medicine
- Philology
- Physics
- Psychology
- Social Work
- Other

**14. Professional background prior to obtaining the GCDF certification**

*The participant fills in the professional background*

**15. Year of obtaining the GCDF certification**

- 2005
- 2006

- 2007
- 2008
- 2009
- 2010
- 2011

**16. Institution in which the GCDF Romania training occurred**

*The participant fills in the name of the institution*

**17. GCDF Trainer or Master Trainer** *(this question is optional)*

- Yes
- No

## Appendix D: The Curriculum Vitae of Expert Translator Emanuel Vasiliu

Emanuel VASILIU

### Curriculum Vitae

- QUALIFICATIONS:** BA in Film Directing, UNATC București, 2009  
 BA in Translation and Interpreting Studies, UniBuc 2005  
 MA in Conference Interpreting, UniBuc, 2006  
 A-Levels at Epsom College, England: English (A), German (A), History (A) (2000)
- ADDRESS:** Str. Dumbrava Roșie, nr. 18, et.2., București, Romania
- CONTACT:** +40.722588632, emanuel\_vasiliu@yahoo.de
- NATIONALITY:** Romanian
- WORK EXPERIENCE:** Collaboration with Romanian translation and interpreting companies such as *Babylon Consult, Serious Business, Translations House, Casa de traduceri, Prolingua, etc.*
- 2009-2010: in-house translator for Bucharest-based *Prolingua* translation company
- 2005-2009: Chuchotage interpreting for Rudolph Giuliani  
 Chuchotage interpreting for Henry Kissinger  
 Chuchotage interpreting for Helmuth Kohl,  
 guests of the “10 pentru România” Realitatea TV award ceremony/  
 TV show
- 2002-2006: translator for the *Plural* magazine, edited by the Romanian Cultural Institute (Romanian literature into English)
- 2001: first prize at the International Translation Competition organized by the British Council in Bucharest
- Writer/Director**
- 2009: "Piscine, Germania" (Pools, Germany) 15 min. – prod. UNATC – Super16, colour  
 (Best direction of a Romanian short, PIFF 2011,  
 Jury Prize at the National Short Film Festival, Reșița 2011  
 Best Comedy Award at the International Festival of Student Drama and Film  
 Hyperion 2010  
 3rd Prize for Fiction at the *Future Movie* Festival, Galați 2010  
 - entered for selection at the Romanian film industry awards – Gopo 2010  
 selected in Anonimul IFF 2010, IIFF 2010, TimiSHORT 2010, IPIFF 2010, CinemaIubit 2009)

**Appendix E: The Back-Translated English Version of the *Romanian GCDF Tasks Survey*  
and of the *Demographic Questionnaire***

Final version for IRB

**Work tasks GCDF Romania**

Regarding the 110 work tasks listed below, the participants will answer the following questions:

- a. *How well prepared for this task do you consider yourself to be after attending the GCDF training program?*

1 = unprepared	2 = a little prepared	3 = quite well prepared	4 = prepared	5 = very well prepared
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- b. *How often do you perform this work task at your place of work?*

1 = never	2 = rarely	3 = occasionally	4 = frequently	5 = regularly
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- c. *How important do you feel this work task is in supporting your clients?*

1 = unimportant	2 = not very important	3 = quite important	4 = important	5 = very important
-----------------	------------------------	---------------------	---------------	--------------------

1. Informing clients on the process of career intervention (types of interventions: career orientation, career development, career counseling, education, coaching, gathering information about the labor market; stages: evaluation, setting up goals, making decisions, end-result, follow-up, etc.)
2. Exploring the clients' and one's own expectations regarding the career intervention process.
3. Informing clients on career intervention processes (career counseling, career development, coaching, etc.) as compared to other processes/support services (psychotherapy, for instance).
4. Using non-verbal communication skills (visual contact, body posture, gestures, mimics, etc.)

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5. Using co-ordination (open-end and closed-end questions. etc.)
6. Using reflection (paraphrasing, reflecting feelings, etc.)
7. Using provocation/confrontational skills.
8. Using summarizing skills.
9. Using acceptance, empathy and respect in building and maintaining a trust-based relationship with the client.
10. Supporting clients in setting short, medium and long-term goals, by using: the results of the evaluation process, the problems presented by the clients and their transferable skills.
11. Going through the following 3 stages in the goal-setting process: conceptualizing the possibilities, choosing the realistic possibilities and converting them into viable objectives.
12. Supporting clients in materializing their career-related goals in the form of specific behavioral objective.
13. Motivating clients to reach the goals set.
14. Adapting career-intervention strategies according to the personality, needs and resources of every client.
15. Using humanistic intervention (reflecting feelings, paraphrasing, provocation/confrontation, etc.) in order to help clients explore the feelings generated by their experiences.
16. Using cognitive intervention (education clients regarding rational and irrational thinking, provoking clients regarding irrational convictions, etc.) in order to help clients explore their system of thinking.
17. Using behavioral intervention (practicing new skills, role-play, etc.) in order to help clients identify, control, minimize and eliminate unproductive behavior, as well as learn appropriate modes of behavior.
18. Using systemic intervention in order to support clients in exploring the mutual impact between individuals and the socio-economic system.



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19. Informing clients regarding the stages of making an informed decision: becoming aware of the problem, self-evaluation, exploration, integration, commitment, implementation and re-evaluation.
20. Assigning homework in order to encourage clients to become actively involved in the process of career intervention.
21. Educating clients to adapt the skills they developed during the career-intervention process to new life situations.
22. Monitoring clients' initial expectations and objectives along the career-intervention process.
23. Preparing the client for the final stage of the career-intervention process.
24. Keeping contact with the client or monitoring her situation after the career-intervention process.
25. Becoming aware of one's own values and one's own pluses and minuses, understanding how these may affect relationships with clients.
26. Informing clients regarding the statistical data about the labor market in Romania.
27. Informing clients on the key concepts regarding the labor market (unemployment rate, for instance).
28. Informing clients regarding the branches of economy in the career-planning process.
29. Informing clients regarding the occupation classification systems (Robert Reich, the International Labor Organization, etc.)
30. Informing clients on the use of the Occupation Classification in Romania (COR; criteria, codes, etc.) in the career-planning process.
31. Informing clients on the differences between occupation, job, position and profession.
32. Informing clients about the politics and trends on the labor market, on a global level.
33. Informing clients about the politics and trends on the European labor market.
34. Informing clients regarding labor politics and legislation in Romania.

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35. Informing clients regarding the institutions on the Romanian labor market (The National Agency for Work Force Occupation – ANOFM, The Ministry of Labor, Family and Social Protection – MMFPS, etc.).
36. Informing clients on the importance of continuous evaluation (exploring needs, resources, obstacles, objectives and decisions etc.) during the career-intervention process.
37. Using the information interview in order to gather information on the clients (demographic data, counseling needs, the client's life style, a brief family history, education and professional history, etc.)
38. Identifying the client's transferable skills.
39. Explaining the differences between the concepts: competence, ability, talent and skill.
40. Using standardized/formal instruments for the measurement of skills, personality, interests, etc.
41. Using non-standardized/informal instruments in order to identify values, interests, pluses and minuses, etc.
42. Selecting evaluation instruments according to each client's career needs.
43. Checking the technical features of the standardized instruments (cultural relevance, validity, etc.).
44. Informing clients regarding the evaluation instruments in use.
45. Interpreting the results of the evaluation process and discussing them with the clients.
46. Drawing up a written report based on the results of the evaluation process and using the results in a written action plan, which can feature: objectives, decisions, etc.
47. Supporting clients in the process of self-evaluation (clients' identification of their own values, abilities, personality traits, etc.).
48. Knowing the situations and phenomena which can affect objectivity during the evaluation process.
49. Identifying the clients' decision-making style and discussing it with them.

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50. Identifying the obstacles affecting the decision-making process (the client's financial situation, the level of his abilities, his degree of motivation, etc.).
51. Analyzing the client's resources in the decision-making process.
52. Using the 4S-transition model in exploring the following elements: the clients' present situation, their personal values, elements of support and the strategies used in the transition situation.
53. Using the DECIDES model in a systematic analysis of the client's problems and decision-making process.
54. Using the 6-Hat Method (Edward de Bono) in a systemic analysis of the client's problems and decision-making process.
55. Using the SWOT Analysis in supporting clients in the decision-making process.
56. Using the RUMBAS method in supporting clients in the decision-making process.
57. Taking into consideration the multicultural factors (culture, race, ethnicity, social class, age, sex, religion, etc.), which can affect the career-intervention process.
58. Exploring and becoming aware of one's own set of values and personal stereotypes regarding diversity and multiculturalism.
59. Knowing the specific features of certain ethnical and social groups (values, convictions, communication style, customs and traditions, etc.).
60. Adapting certain abilities and techniques specific to the career-intervention process, according to the client's multicultural features.
61. Informing clients regarding their rights and obligations in the career-intervention process.
62. Informing clients on confidentiality-related aspects of the career intervention process.
63. Informing clients regarding: areas of expertise and professional experience (GCDF, other certificates, etc.), types of services on offer and the categories of clients you address.
64. Informing clients regarding the rules of the career-intervention process (duration of the session, included materials, costs, etc.).

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65. Addressing other experts regarding situations within the career-intervention process, which go beyond GCDF areas of expertise (labor market experts, psychologists, psychiatrists, teachers, lawyers, etc.).
66. Recommending services better suited to the clients' needs (therapy, psychiatric counseling, etc.), when these overcome GCDF competence limits.
67. Identifying ethical problems.
68. Referring to the GCDF ethical code.
69. Referring to other ethical codes in the field of counseling (The Ethical Code of the American Counseling Association, The Ethical Code of the National Career Development Association, The Ethical Code and the Quality Standards in Career Counseling, developed by the Institute of Education Sciences, etc.).
70. Keeping client files in a secure place (the exercise sheets, the results of the evaluation process, the data files from the information interview, session notes, etc.).
71. Reporting ethical situations to NBCC Romania.
72. Knowing the laws and politics regarding minority and special needs groups.
73. Informing clients regarding the theoretical approaches and strategies used in the career-intervention process.
74. Using the Feature-Factor approach (appraising pluses and minuses, checking the availability of jobs on the market and applying an appropriate decision-making strategy) in the career-intervention process.
75. Using Holland's Occupational Choice Theory (identifying one the 6 personality types, evaluating the vocation interests matching the respective personality type) in the career-intervention process.
76. Using the Socio-Economic Theory (exploring elements of culture, family environment, socio-economic conditions and other external factors that may influence a client's self-image, identity, social status and career) in the career-intervention process.



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77. Using Super's Rainbow Theory (analyzing the 5 development stages characterized by unique responsibilities and roles) in the career-intervention process.
78. Using Krumboltz's Social Learning Theory (analyzing the following elements influences career decisions: genetic heritage and special abilities, environmental conditions, learning experiences, abilities of performing work tasks) in the career-intervention process.
79. Using Gellat's Positive Uncertainty Theory (the uncertainty which characterizes the future may be an opportunity for the client) in order to encourage the clients' flexibility in the decision-making process.
80. Using Cognitive Theories (the career-decision process is based on information about the client and the labor market) in the career-intervention process.
81. Using Humanistic and Holistic Theories (a career includes work, education and spare time activities) in the career-intervention process.
82. Using Maslow's Pyramid of Needs in the career-intervention process.
83. Educating clients regarding time management (organization, prioritization and planning) and assisting them in identifying the strategies which fit their personality type.
84. Educating clients regarding strategies of looking for a job (identifying employers, networking, etc.).
85. Educating clients regarding the employment portfolio.
86. Education clients regarding the Europass portfolio.
87. Assisting clients in drawing up a CV.
88. Assisting clients in drawing up letters of intent.
89. Assisting clients in drawing up thank-you letters.
90. Educating clients regarding the recruitment and selection processes.
91. Educating clients regarding the employment interview (structure, rules, types).
92. Educating clients regarding stress management strategies in the case of an employment interview.

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93. Creating, developing and delivering training sessions based on the clients' career needs.
94. Educating clients regarding the differences between formal and informal training.
95. Knowing the specifics of adult learning and adjusting training programs accordingly.
96. Checking training programs available on the market, which may be suited to the clients' career needs.
97. Developing career-development programs for individuals (students, undergraduates, adults, etc.).
98. Developing career-development programs for organizations.
99. Applying training and development models (the performance model, the learning model, the strategic model) in training and counseling activities for organizations.
100. Presenting clients with the necessary forms in order to start the career-intervention process.
101. Setting up the work space for individual and/or group meetings, with the aim of ensuring confidentiality and comfort for the clients.
102. Planning promotional activities (defining services addressed to certain client categories, market research, etc.)
103. Presenting the services on offer to potential clients through leaflets, internet, media, events, etc.
104. Evaluating the impact of the campaigns promoting your services and using these data in future activities.
105. Using the software, systems and data bases necessary in the career-intervention process and educating clients regarding these.
106. Internet identification of the resources necessary in the career-intervention process (legislation, jobs, etc.)
107. Using audio-visual support in training sessions and presentations.
108. Identifying the situations for which you may need supervising.
109. Requiring supervision from a GCDF supervisor, if needed (ethical dilemmas, difficult cases, support and encouragement, etc.)



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110. Regularly referring to other GCDF colleagues for peer-to-peer counseling and supervision.

**Open question:**

Are there any work tasks that you perform at your place of work that haven't been covered by the GCDF training program? If the answer is yes, please list and describe them below:

.....

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### Demographic Questionnaire

**1. Sex:**

- Male
- Female

**2. Age:**

- Drop-down menu with ages between 18-80

**3. Ethnicity:**

- Romanian
- Magyar
- Roma
- Other ethnicity

**4. How long have you been performing tasks in the field of career-counseling?**

- Drop-down menu with the following options: less than 3 months, 3-6 months, 6 months-1 year, 1 year, 2 years, 3 years, .... 30 years, over 30 years

**5. Location of the current work place:**

- List of counties
- *The participant fills in the name of the place*

**6. The type of organisation where you performed/are performing work tasks in the field of career-counseling (you have the possibility of selecting several options):**

- Psycho-Pedagogical Support Centre
- Psycho-Pedagogical School Support Centre

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- Professional Information and Orientation Centre
- Public school (e.g.: elementary, middle school, highschool)
- Private school (e.g.: elementary, middle school, highschool)
- Public university
- Private university
- NGO
- Corporation
- Private practice
- Other type of organisation

**7. Type of collaboration:**

- Employee
- Volunteer
- Entrepreneur
- other type of collaboration

**8. Current function/position:**

- *The participant fills in the current function/position*

**9. How long have you had the current function/position?**

- Drop-down menu with the following options: less than 3 months, 3-6 months, 6 months-1 year, 1 year, 2 years, 3 years, ... 30 years, over 30 years.

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**10. The percentage of career-counseling activities at your place of work:**

- Drop-down menu with the following percentages: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 %

**11. Clients you work with (you can select several options):**

- Children
- Teenagers
- Undergraduates
- Adults
- Families
- Organisations

**12. Level of education:**

- BA
- MA
- PhD
- Other level of education

**13. Fields of education (you can select several options):**

- Architecture
- Arts
- Biology
- Counseling
- Chemistry
- Economics

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**16. Institution hosting the GCDF training program you took part in:**

- *The participant fills in the name of the institution*

**17. The quality of GCDF Trainer or Master Trainer (this question is optional):**

- Yes
- No

I, the undersigned Vasiliu Emanuel-Alexandru, sworn translator with Authorization no. 28096, hereby certify the accuracy of the English translation with the Romanian document.

Sworn translator Vasiliu Emanuel-Alexandru



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August 8 2011

## Appendix F: IRB Approval and Consent Forms in Romanian and English



### SYRACUSE UNIVERSITY Institutional Review Board MEMORANDUM

**TO:** Dennis Gilbride  
**DATE:** September 1, 2011  
**SUBJECT:** Expedited Protocol Review - Approval of Human Participants  
**IRB #:** 11-206  
**TITLE:** *Global Career Development Facilitator Romania: Training Evaluation and Job Analysis*

The above referenced protocol, submitted for expedited review, has been evaluated by the Institutional Review Board (IRB) for the following:

1. the rights and welfare of the individual(s) under investigation;
2. appropriate methods to secure informed consent; and
3. risks and potential benefits of the investigation.

Through the University's expedited review process, your protocol was determined to be of no more than minimal risk and has been given **expedited approval**. It is my judgment that your proposal conforms to the University's human participants research policy and its assurance to the Department of Health and Human Services, available at: <http://orip.syr.edu/human-research/human-research-irb.html>.

Your protocol is approved for implementation and operation from **August 31, 2011** until **August 30, 2012**. If appropriate, attached is the protocol's approved informed consent document, date-stamped with the expiration date. **This document is to be used in your informed consent process.** If you are using written consent, Federal regulations require that each participant indicate their willingness to participate by signing the informed consent document and be provided with a copy of the signed consent form. Regulations also require that you keep a copy of this document for a minimum of three years.

**CHANGES TO APPROVED PROTOCOL:** Proposed changes to this protocol during the period for which IRB approval has already been given, cannot be initiated without IRB review and approval, except when such changes are essential to eliminate apparent immediate harm to the participants. Changes in approved research initiated without IRB review and approval to eliminate apparent immediate hazards to the participant must be reported to the IRB within five days. Protocol changes are requested on an amendment application available on the IRB web site; please reference your IRB number and attach any documents that are being amended.

**CONTINUATION BEYOND APPROVAL PERIOD:** To continue this research project beyond **August 30, 2012**, you must submit a renewal application for review and approval. A renewal reminder will be sent to you approximately 60 days prior to the expiration date. *(If the researcher will be traveling out of the country when the protocol is due to be renewed, please renew the protocol before leaving the country.)*

**UNANTICIPATED PROBLEMS INVOLVING RISKS:** You must report any unanticipated problems involving risks to subjects or others within 10 working days of occurrence to the IRB at 315.443.3013 or [orip@syr.edu](mailto:orip@syr.edu).

**STUDY COMPLETION:** The completion of a study must be reported to the IRB within 14 days.

Office of Research Integrity and Protections  
 121 Bowne Hall, Syracuse, New York 13244-1200  
 (Phone) 315.443.3013 • (Fax) 315.443.9889  
[orip@syr.edu](mailto:orip@syr.edu) • [www.orip.syr.edu](http://www.orip.syr.edu)



**SYRACUSE UNIVERSITY**  
Institutional Review Board

Thank you for your cooperation in our shared efforts to assure that the rights and welfare of people participating in research are protected.

A handwritten signature in black ink, appearing to read "K. King".

**Kathleen King, Ph.D.**  
IRB Chair

*Note to Faculty Advisor: This notice is only mailed to faculty. If a student is conducting this study, please forward this information to the student researcher.*

**DEPT:** Counseling & Human Services, 265 Huntington Hall

**STUDENT:** Elena Amalia Stazciu



SYRACUSE UNIVERSITY

SCHOOL OF EDUCATION  
COUNSELING AND HUMAN SERVICES

TO: Syracuse University IRB

DATE: August 28, 2010

IRB# 11-206

**CONSIMITAMANT**

**Consultantul in cariera GCDF Romania:  
Analiza profilului de post si evaluarea programului de formare.**

Propunator coordonator de proiect: Elena Amalia Stanciu, student doctoral, si Dr. Dennis D. Gilbride, presedintele comisiei de doctorat.

Acest formular va ofera informatii despre confidentialitatea datelor, descrie procedurile de cercetare si explica drepturile dumneavoastra ca participant la acest studiu. Daca aveti intrebari sau nelamuriri in legatura cu acest studiu de cercetare, va puteti adresa coordinatorilor de proiect: Elena Amalia Stanciu (e-mail: [eastanci@syr.edu](mailto:eastanci@syr.edu)) si Dr. Dennis Gilbride (e-mail: [ddgilbri@syr.edu](mailto:ddgilbri@syr.edu)). Daca aveti intrebari despre drepturile dumneavoastra de participant in acest studiu, puteti contacta Syracuse University Institutional Review Board (telefon: 001.315.443.3013; e-mail: [orip@syr.edu](mailto:orip@syr.edu)). Daca nu puteti lua legatura cu Dr. Gilbride sau cu Elena Amalia Stanciu, sau daca nu doriti sa va adresati lor, puteti contacta Syracuse University Institutional Review Board (telefon: 001.315.443.3013; e-mail: [orip@syr.edu](mailto:orip@syr.edu)).

Numele meu este Elena Amalia Stanciu si sunt studenta la doctorat la Syracuse University, in departamentul Counseling and Human Services, din cadrul School of Education. Conduc studiul de cercetare intitulat "**Consultantul in cariera GCDF Romania: Analiza profilului de post si evaluarea programului de formare**", in scopul indeplinirii partiale a cerintelor pentru dobandirea titlului de Doctor of Philosophy (Ph.D.) in Counselor Education and Supervision. Participarea in acest studiu de cercetare este voluntara. Puteti refuza sa participati sau sa va retrageti in orice moment, fara nici un fel de consecinte.

Scopul acestui studiu

In acest studiu de cercetare sunt interesata sa investighez:

a) masura in care consultantii in cariera GCDF Romania se simt pregatiti, dupa absolvirea programului de formare GCDF, pentru indeplinirea sarcinilor de lucru din domeniul consilierii, de la locul de munca;

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259 Huntington Hall / Syracuse, New York 13244-2340  
315-443-2266 / 315-443-9624 / Fax: 315-443-5732

b) sarcinile de lucru specifice consultantilor in cariera GCDF Romania, prin evaluarea gradului de frecventa si importanta ale acestora, la locurile de munca din domeniul consilierii in cariera;

#### Procedura

Daca participati in acest studiu, veti fi rugat sa efectuati sarcinile din lista de mai jos. Va rog sa cititi cu atentie si sa formulati intrebari legate de orice aspect neclar, inainte sa decideti daca participati sau nu.

- Cititi acest formular de consimtamant si alegeti optiunea "DA" la sfarsitul acestei pagini, daca doriti sa participati la acest studiu;
- Completati fiecare intrebare din chestionarul demografic;
- Completati fiecare intrebare din chestionarul "Sarcini de lucru GCDF Romania"
- Dupa ce terminati de completat raspunsurile la intrebari, accesati link-ul de la sfarsitul chestionareului "Sarcini de lucru GCDF Romania"; veti fi transferat la o pagina de web separata, unde puteti introduce adresa dumneavoastra de e-mail, daca doriti sa primiti o ora de educatie continua de la NBCC Romania.

Este important sa stiti ca anonimitatea dumneavoastra este protejata. Adresa dumneavoastra de e-mail va fi salvata intr-o baza de date separata de cea care contine informatiile din chestionare.

Completarea celor doua chestionare dureaza aproximativ 35-40 minute. Daca nu aveti timp sa le completati atunci cand ati primit acest mesaj, va rog sa salvati e-mail-ul si sa va intoarcati la chestionare cand aveti timp. Vetii fi rugat sa salvati informatia pe care ati inregistrat-o, inainte de a parasii pagina de web unde se gasesc chestionarele.

#### Plata pentru participare

Efortul dumneavoastra de participare la acest studiu va fi rasplatit cu o ora de educatie continua de la NBCC Romania. Nu exista taxa de participare la acest studiu. Participantii se pot retrage din acest studiu fara nici o consecinta. Totusi, numai cei care termina de completat chestionarele sunt eligibili pentru primirea orei de educatie continua.

Daca doriti sa primiti o ora de educatie continua de la NBCC Romania, accesati link-ul oferit dupa completarea chestionarelor, care va transfera la o pagina Web unde puteti introduce adresa dumneavoastra de e-mail. Vetii fi contactat in cel mult 30 de zile de la data la care ati introdus adresa de e-mail, pentru a vi se cere numele dumneavoastra. Vetii primi adeverinta pentru o ora de educatie continua de la Oficiul NBCC Romania pana cel tarziu 28 Februarie 2012.

#### Confidentialitatea si caracterul privat al datelor

Toate datele pe care le oferiti in acest studiu de cercetare sunt confidentiale. Urmatoarele masuri au fost luate pentru a va asigura caracterul privat al datelor: (1) informatiile pe care le introduceti pe paginile de Web sunt criptate SSL (Secure Sockets Layer: <http://www.webopedia.com/TERM/S/SSL.html>) astfel incat ele nu pot fi vizualizate de indivizi neautorizati; (2) numele dumneavoastra si alte informatii de identificare nu vor fi solicitate in formularul de consimtamant, in chestionarul demografic sau in chestionarul "Sarcini de lucru GCDF Romania"; (3) adresa dumneavoastra de e-mail va fi salvata intr-o baza de date separata de cea care contine informatiile din chestionare; (4) formularul de consimtamant si chestionarele, precum si datele care vor fi generate din acestea, vor fi pastrate intr-un locatie sigura, incuiata, si numai Elena Amalia Stanciu si Dr. Gilbride vor avea acces la ele; si (5) datele raportate in

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publicatii/rapoarte ulterioare se vor referi la grupul de participanti; informatiile individuale nu vor dezvaluite.

Riscuri potentiate si disconfort

Procedurile de cercetare nu implica o crestere a gradului de disconfort emotional mai mare decat cel de rutina, aferent sarcinilor de lucru ale consultantilor in cariera GCDF din Romania. Este posibil sa va lovit de anumite probleme personale nerezolvate atunci cand evaluati sarcinile de lucru GCDF in chestionarul "Sarcini de lucru GCDF Romania". Reflectarea asupra acestor experiente este posibil sa va creeze disconfort emotional.

Beneficii anticipate pentru participanti

Beneficiile anticipate in acest studiu sunt moderate. Completarea chestionarelor va ajuta sa constientizati mai bine nivelul dumneavoastra de pregatire pentru anumite sarcini de lucru GCDF. De asemenea va ofera informatii legate de gradul de frecventa si importanta al acestor sarcini, in practica dumneavoastra din domeniul consilierii in cariera. Aveti posibilitatea sa primiti rezultatele studiului de cercetare, ceea ce va poate ajuta in activitatea dumneavoastra profesionala. Coordonatorii acestui proiect sunt recunoscatori pentru eforturile dumneavoastra vor fi de sprijinire a acestui proiect de cercetare.

Beneficii anticipate pentru societate

Acest studiu va oferi informatii care vor fi de folos in dezvoltarea profesiei de consiliere in Romania. Programul de formare GCDF Romania poate fi imbunatatit cu informatiile pe care dumneavoastra le oferiti. In viitor, alte programe din domeniul consilierii in cariera pot fi imbunatatite prin utilizarea acestor informatii.

**Va rugam sa imprimati o copie a acestui formular de consimtamant si sa o pastrati pentru dumneavoastra.**

\*\*\*\*\*

**Prin alegerea optiunii "DA" de mai jos, declar ca am citit informatia de mai sus, ca intrebarile mi-au fost clarificate si ca aleg sa particip la acest studiu de cercetare. De asemenea, declar ca am cel putin 18 ani.**

**O DA**

**O NU**

Elena Amalia Stanciu, MA, NCC, GCDF Master Trainer  
 Student doctorand, Syracuse University  
 Departamentul Counseling and Human Services  
 259 Huntington Hall, Syracuse  
 NY 13244, Statele Unite ale Americii  
 Telefon: 001.315.443.2266  
 Adresa e-mail: eastanci@syr.edu  
 Adresa web: [http://soe.syr.edu/academic/counseling\\_and\\_human\\_services/default.aspx](http://soe.syr.edu/academic/counseling_and_human_services/default.aspx)

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**SYRACUSE UNIVERSITY**

SCHOOL OF EDUCATION  
COUNSELING AND HUMAN SERVICES

TO: Syracuse University IRB

DATE: August 28, 2010

IRB# 11-206

**INFORMED CONSENT**

**Global Career Development Facilitator Romania:  
Training Evaluation and Job Analysis**

Investigators: Elena Amalia Stanciu, doctoral candidate, and Dr. Dennis D. Gilbride, faculty advisor.

This informed consent form will provide you with information about confidentiality and privacy, describe research procedures, and explain your rights as a participant in this study. You may direct questions, concerns, or complaints regarding this research to the investigators, Amalia Stanciu (estanci@syr.edu) and Dr. Dennis Gilbride, Faculty Advisor (ddgilbri@syr.edu). If you have questions regarding your rights as a participant, you may contact the Syracuse University Institutional Review Board (001.315.443.3013). Also, if you have questions, concerns, or complaints regarding this research and you cannot reach the investigators (Dr. Gilbride or Amalia Stanciu), or if you wish to direct questions to someone other than the investigators, you may contact the Syracuse University Institutional Review Board (001.315.443.3013).

My name is Amalia Stanciu, and I am a doctoral candidate at Syracuse University, in the Counseling and Human Services Department in the School of Education. I am conducting a research study entitled *Global Career Development Facilitator Romania: Training Evaluation and Job Analysis*, in partial fulfillment of the requirements for completion of my Ph.D. degree in Counselor Education and Supervision. Participation in this research is voluntary, and you may choose whether or not to take part. You may refuse to take part in the research or withdraw at any time without penalty.

Purpose of the study

My interest in conducting this research is to investigate:

- a) The extent to which Romanian Global Career Development Facilitator (GCDF) career consultants feel prepared by the GCDF training program, for the career counseling related tasks they are performing in their work places;
- b) The specific work tasks of Romanian GCDF career consultants, by assessing the frequency and importance of GCDF competencies within their career counseling related work places.

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**EXPIRES**

**AUG 30 2012** 259 Huntington Hall / Syracuse, New York 13244-2340  
315-443-2266 / 315-443-9624 / Fax: 315-443-5732

### Procedure

By participating in this study, you will be asked to do the following tasks. I ask that you read the information below and inquire about any unclear aspects before deciding whether or not to participate.

- Review the electronic Informed Consent form and click "Yes" at the end of the page, if you want to participate in this study;
- Complete the items on a Demographic Questionnaire;
- Complete the Romanian GCDF Tasks Survey;
- After you finish the surveys, click on the link at the end of your survey; it will take you to a separate web page where you can enter your e-mail address, if you wish to receive the 1 Continuous Education Unit (CEU) from NBCC Romania.

It is important to know that your anonymity is protected! Your email address will not be linked to the Informed Consent, the Demographic Questionnaire and the Romanian GCDF Tasks Survey.

The instruments (i.e., Demographic Questionnaire and the Romanian GCDF Tasks Survey) should take approximately 35-40 minutes to complete. If you do not have time to complete the survey when you receive this e-mail, please save your e-mail and return to the site when you do have time. You will be asked to save the information you filled in before you leave the web page with the questionnaire.

### Payment for Participation

As an incentive to participate in this research, each participant can receive one CEU from NBCC Romania. There is no fee for participation in this study. Participants can withdraw at any time without consequences, however, only those that finish the survey are eligible for the continuing education credit.

If you wish to receive one CEU from NBCC Romania, access the link provided to you after the completion of the survey, which will take you to a separate web page where you will enter your e-mail address. To protect your anonymity, your email address will not be linked to the Informed Consent or the Romanian GCDF Tasks Survey and will be stored separately from these two instruments. I will contact you in at most 30 days from the date you submitted your e-mail address, to ask for your name in order to provide it to NBCC Romania. You will receive one CEU from NBCC Romania no later than February 28, 2012.

### Privacy and Confidentiality

All information you provide on the research survey will be kept confidential. The following steps have been taken to ensure your privacy: (1) the information that you enter into this website will be SSL (i.e., Secure Sockets Layer) encrypted so that it may not be viewed by unauthorized individuals; (2) no names or identifying information will be requested or noted on the Informed Consent, on the Demographic Questionnaire or on Romanian GCDF Tasks Survey; (3) your email address will not be linked to the Informed Consent, the Demographic Questionnaire or the Romanian GCDF Tasks Survey and will be stored separately from the survey; (4) the consent form, surveys, and data generated from the surveys will be kept in secure, locked locations, and only the investigators listed above will have access to the data; and (5) in any ensuing reports

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and/or publications, only demographic information and group scores will be reported; individual participants will not be identified.

Potential Risks and Discomforts

The research procedures do not involve an increase in the level of risk or discomfort beyond normal, routine job tasks of Romanian GCDF career consultants. You may encounter unresolved personal issues while evaluating the GCDF tasks via the Romanian GCDF Tasks Survey. Reflecting on these experiences may cause discomfort.

Anticipated Benefits for Subjects

Anticipated benefits of this study to you are moderate. Participating in this survey may increase your awareness about your level of preparedness for various GCDF tasks and about the frequency and importance of such tasks for your career counseling related practice. You also have the option of receiving the research study results, which could possibly help to inform current or new practices. You may feel gratified that you are assisting researchers in evaluating the GCDF Romania training program and in understanding the tasks you use in your career intervention activities.

Anticipated Benefits to Society

This study will provide data that will benefit the developing counseling profession in Romania. The Romanian GCDF training program may be improved by using the information you provide. Future programs in career counseling may be enhanced with this information.

Please print a copy of this informed consent for your records.

\*\*\*\*\*

**By clicking the "Yes" response below, I assert that I have read the information provided, my questions have been answered, and I choose to take part in this research. I also affirm that I am 18 years old or older.**

Yes

No

Elena Amalia Stanciu, MA, NCC, GCDF Master Trainer  
 Doctoral Candidate, Syracuse University  
 Counseling and Human Services  
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### Appendix G: Demographic Data

Table G1

*Distribution of Location of Employment.*

County	Frequency	Percent	Valid Percent
Brasov	2	2.2	2.3
Bucharest	54	59.3	62.1
Buzau	3	3.3	3.4
Cluj	5	5.5	5.7
Constanta	2	2.2	2.3
Ilfov	2	2.2	2.3
Mures	6	6.6	6.9
Prahova	11	12.1	12.6
Teleorman	2	2.2	2.3
N	87	95.6	100.0
Missing data	4	4.4	
Total N	91	100	

Table G2

*Distribution of History of Performing Career Counseling Related Tasks.*

Duration	Frequency	Percent	Valid Percent
0 - 3 months	18	19.8	20.0
3 - 6 months	7	7.7	7.8
6 - 12 months	5	5.5	5.6
1 year	7	7.7	7.8
2 years	9	9.9	10.0
3 years	16	17.6	17.8
4 years	4	4.4	4.4
5 years	7	7.7	7.8
6 years	7	7.7	7.8
7 years	4	4.4	4.4
8 years	2	2.2	2.2
9 years	1	1.1	1.1
10 years	1	1.1	1.1
11 years	1	1.1	1.1
over 30 years	1	1.1	1.1

N	90	98.9	100.0
Missing	1	1.1	
Total N	91	100.0	

Table G3

*Distribution of History in Current Job Position.*

Duration	Frequency	Percent	Valid Percent
0 - 3 months	12	13.2	13.2
3 - 6 months	5	5.5	5.5
6 - 12 months	4	4.4	4.4
1 year	8	8.8	8.8
2 years	13	14.3	14.3
3 years	16	17.6	17.6
4 years	5	5.5	5.5
5 years	10	11.0	11.0
6 years	6	6.6	6.6
7 years	1	1.1	1.1
8 years	2	2.2	2.2
10 years	3	3.3	3.3
11 years	1	1.1	1.1
12 years	2	2.2	2.2
15 years	1	1.1	1.1
27 years	1	1.1	1.1
Over 30 years	1	1.1	1.1
Total	91	100.0	100.0

**Appendix H: Descriptive Statistics for Preparedness Ratings for Items on  
the GCDF Romania Task Survey**

Table H1

*Descriptive Statistics for Preparedness Ratings for Items on the GCDF Romania Task Survey*

Degree of Preparedness	N	Mean	Std. D.
<i>Area of Competency: Helping Skills</i>			
1. Informing clients about the career intervention process (e.g., types of interventions: career guidance, career development, career counseling, education, coaching, labor market information; stages: evaluation, goal setting, decision making, termination, follow-up, etc.)	91	3.70	0.91
2. Exploring clients' and own expectations from the career intervention process.	89	3.71	0.92
3. Informing clients about career intervention processes (e.g., career counseling, career development, coaching, etc) in comparison to other helping processes/services (e.g., psychotherapy, etc.)	90	3.86	0.91
4. Using nonverbal communication skills (e.g., eye contact, body posture, gestures, facial expression, etc.)	90	4.13	0.75
5. Using coordination (e.g., open and closed questions, etc.)	89	3.97	0.76
6. Using reflection (e.g., of content, feelings, meaning, etc.)	91	3.95	0.90
7. Using challenging skills.	91	3.52	0.98
8. Using summarization skills.	91	4.02	0.83
9. Using acceptance, empathy and respect to build and maintain a trustful relationship with the client.	91	4.35	0.79
10. Supporting clients in setting short, medium and long term goals, by using: the results of the assessment process, clients' presenting problems and clients' transferable skills.	91	3.92	0.85
11. Following the next 3 steps in goal setting process: conceptualizing possibilities, choosing realistic possibilities, and turning them into viable goals.	91	3.59	0.92
12. Supporting clients to break down the career goals into specific behavioral objectives.	91	3.65	0.86
13. Motivating clients to achieve their objectives.	91	3.80	0.86
14. Adapting career interventions to clients' personality, presenting problems, and their resources.	91	3.69	0.89

15. Using humanistic interventions (e.g., reflecting feelings, paraphrasing, challenging, etc.) to help clients exploring the feelings generated by their experiences.	90	3.76	0.84
16. Using cognitive interventions (e.g., educating clients about rational and irrational thinking, challenging clients' irrational believes, etc.) to help clients explore their reasoning.	88	3.59	1.00
17. Using behavioral interventions (e.g., practicing new behaviors, role playing, etc.) to help clients identify, control, minimize and eliminate unproductive behaviors and learn adequate behaviors.	91	3.68	0.96
18. Using systemic interventions to support client in exploring the mutual impact between the socio-economic system and individuals.	89	3.09	1.00
19. Informing clients about the stages of informed decision making: awareness of the problem, self-evaluation, exploration, integration, commitment, implementation, and re-evaluation.	90	3.84	0.90
20. Providing homework to encourage clients' active engagement in the career intervention process.	91	4.07	0.92
21. Educating clients to adapt the skills practiced in the career intervention process, to new life situations.	91	3.52	0.95
22. Monitoring clients' initial expectations and goals along the career intervention process.	91	3.67	0.96
23. Preparing clients for termination.	91	3.49	0.91
24. Following up with clients after termination.	89	3.83	0.92
25. Being aware of personal values, strengths and weaknesses and understanding how these can affect your relationship with clients.	90	4.01	0.85

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*Area of Competency: Labor Market Information*

26. Informing clients about statistical data on the Romanian labor market.	90	3.24	1.09
27. Informing clients about key concepts of the labor market (e.g., unemployment rate, etc.)	91	3.33	1.04
28. Informing clients about branches of economics in the career planning process.	88	3.28	1.03
29. Informing clients about different systems of classifications of occupations (e.g., Robert Reich, International Labor Organization, etc.)	91	2.86	1.15
30. Informing clients about the Romanian Classification of Occupations (COR; e.g., criteria, codes, etc.) in the career planning process.	90	3.44	1.10
31. Informing clients about the differences between occupation, trade, function and profession.	91	3.91	1.07
32. Informing clients on policies and trends in the global labor market.	91	3.18	1.14
33. Informing clients on policies and trends in the European labor market.	91	2.97	1.10
34. Informing clients about labor market legislation and policies in	91	3.37	1.08

Romania.

35. Informing clients about labor market institutions in Romania (e.g., ANOFM, MMFES, etc.)	91	3.60	1.03
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*Area of Competency: Assessment*

36. Informing clients about the importance of ongoing assessment (i.e., exploring needs, resources, obstacles, goals and decisions, etc.) throughout the career intervention process.	90	3.71	1.01
37. Using the intake interview to collect information about clients (e.g., demographic data, presenting problem, client's lifestyle, family history, educational and professional background, etc.)	91	4.21	0.86
38. Identifying clients' transferable skills.	90	4.03	1.00
39. Explaining to clients the differences between the following concepts: competency, ability, talent and aptitude.	90	4.03	1.02
40. Using formal/standardized instruments to measure clients' aptitudes, personality, interests, etc.	91	3.49	1.17
41. Using informal instruments to assess clients' values, preferences, strengths and weaknesses, etc.	91	3.93	0.93
42. Selecting appropriate assessment instruments to respond to each client's career needs.	91	3.69	0.99
43. Verifying the technical characteristics of the instruments (e.g., reliability, validity, norms, etc.)	91	3.02	1.13
44. Informing clients about the administered instruments.	90	3.93	1.00
45. Interpreting the results of the assessment process and discussing them with clients.	90	3.91	1.03
46. Developing a written report based on the results of the evaluation process and using it for a written plan of action that may include: objectives, decisions, etc.	91	3.73	1.09
47. Supporting clients in the auto-evaluation process (e.g., clients identify their values, abilities, personality traits, etc.)	91	3.98	0.94
48. Demonstrating awareness about situations and phenomena that can affect objectivity in the assessment process.	90	3.76	0.94
49. Identifying clients' decision making style and discussing it with them.	91	3.75	0.97
50. Identifying the obstacles that affect the decision making process (e.g., financial situation, level of skills, needs, motivation, etc.)	91	4.02	0.82
51. Assessing clients' resources in the decision making process.	90	3.72	0.94
52. Using the 4S Transition Model in assessing clients' situation, self, existing supports and strategies to respond to the transition.	91	3.58	1.18
53. Using the DECIDES model for systematic analysis of clients' problems and for decision making.	90	3.42	1.25

54. Using the Six Thinking Hats (Edward de Bono) for systematic analysis of clients' problems and for decision making.	90	3.53	1.29
55. Using SWOT analysis to support clients in making decisions.	90	4.29	0.85
56. Using RUMBAS method to support clients in making decisions.	91	3.34	1.38

*Area of Competency: Diverse Populations*

57. Considering multicultural factors (e.g., culture, race, ethnicity, social class, age, sex, religion, etc.) that may influence the career intervention process.	90	4.03	0.92
58. Exploring and being aware of own values and biases in regard to diversity and multicultural issues.	91	3.87	1.05
59. Being aware of the characteristics of certain social and ethnic groups (e.g., values, beliefs, communication style, traditions and customs, etc.)	89	3.45	1.03
60. Adapting certain skills and techniques in the career intervention process, to clients' multicultural characteristics.	91	3.45	1.02

*Area of Competency: Ethical and Legal Issues*

61. Informing clients about their rights and obligations in the career intervention process.	91	4.18	0.95
62. Informing clients about the aspects pertaining to the confidentiality of the career intervention process.	91	4.63	0.64
63. Informing clients about: the areas of expertise and professional experience (GCDF, other certifications, etc.), the type of services offered, and the populations served.	90	4.22	0.97
64. Informing clients about the rules concerning the career intervention process (e.g., duration of session, materials provided, payment fee, etc.)	91	4.25	0.94
65. Consulting other professionals when situations that occur in the career intervention process are beyond GCDFs' areas of expertise (e.g., labor market specialists, psychologists, psychiatrists, professors, lawyers, etc.)	90	4.02	1.01
66. Referring clients to appropriate services for their needs (e.g., psychotherapy, psychiatric counseling, etc.) when they are beyond the GCDF's areas of competency.	91	4.18	1.02
67. Identifying ethical problems.	91	3.99	0.97
68. Consulting the GCDF Code of Ethics.	91	4.07	0.96
69. Consulting other Code of Ethics in the counseling field (e.g., American Counseling Association Code of Ethics, National Career Development Association Code of Ethics, The Code of Ethics and Standards of Quality in Career Counseling developed by the Romanian Institute for Education Sciences, etc.)	91	3.20	1.23

70. Storing clients' files (e.g., worksheets, assessment results, intake forms, disclosure statements, progress notes, etc.) in a secure place.	91	4.31	0.94
71. Reporting ethical situations to NBCC Romania.	91	3.33	1.30
72. Knowing the laws and policies pertaining to minority groups and groups with special needs.	90	3.06	1.23

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*Area of Competency: Career Development Models*

73. Informing clients about the theoretical orientation and about the strategies used in the career intervention process.	91	3.79	1.02
74. Using the Trait and Factor Theory (i.e., assessing strengths and weaknesses, exploring job availability on the labor market, and applying strategies to make an appropriate career decision) in the career intervention process.	91	3.56	1.19
75. Using Holland's Vocational Decision Theory (i.e., identifying one of the 6 personality types, assessing the vocational interests according to the personality type) in the career intervention process.	91	4.10	0.96
76. Using the Socio-Economic Theory (i.e., exploring the culture, the family, the socio-economic conditions and the other external factors that can influence clients' self-image, identity, social status and career) in the career intervention process.	88	3.44	1.04
77. Using Super's life-career rainbow/lifespan theory (i.e., analyzing the 5 developmental stages characterized by unique responsibilities and roles) in the career intervention process.	90	2.90	1.20
78. Using Krumboltz' Social Learning Theory (i.e., analyzing the following elements that influence career decisions: genetic inheritance, special skills, environment, learning experiences, and ability to solve tasks influence career decisions) in the career intervention process.	90	3.31	1.19
79. Using Gellat's Positive Uncertainty Theory (i.e., uncertainty about future can be an opportunity for client, etc.) to encourage clients' flexibility in the decision making process.	91	3.02	1.27
80. Using Cognitive Theories (e.g., the career decision process is based on information about the client about the labor market, etc.) in the career intervention process.	91	3.60	1.01
81. Using Humanistic and Holistic Theories (i.e., career includes work, education, leisure activities, etc.)	90	3.74	1.03
82. Using Maslow's hierarchy of needs in the career intervention process.	89	3.94	1.02

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*Area of Competency: Employability Skills*

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83. Educating clients about time management (i.e., organizing, prioritizing and planning) and supporting them in identifying strategies that fits their personal style.	90	4.02	0.96
84. Educating clients on job search strategies (e.g., identify employers, networking, etc.)	90	4.04	0.99
85. Educating clients about the employment portfolio.	90	4.18	0.94
86. Educating clients about the Europass portfolio.	89	4.00	1.18
87. Assisting clients in developing their Curriculum Vitae.	90	4.47	0.72
88. Assisting clients in writing cover letters.	89	4.25	0.90
89. Assisting clients in writing thank you letters.	90	4.01	1.02
90. Educating clients about the recruitment and selection processes.	90	4.03	1.02
91. Educates clients about job interviews (i.e., structure, rules, types).	90	4.16	0.94
92. Educates clients about strategies for managing stress related to job interview.	90	3.91	0.97

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*Area of Competency: Training Clients and Peers*

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93. Designing, developing, and delivering training to respond to clients' career needs.	90	3.58	1.15
94. Educating clients about the difference between informal and formal training.	90	3.48	1.18
95. Understanding adult learning specifics and implementing them in training programs.	90	3.69	1.11
96. Exploring training programs, available on the market, that fits clients' career development needs.	90	3.40	1.13
97. Developing career development programs for individuals (e.g., students, adults, etc.)	89	3.52	1.13
98. Developing career development programs for organizations.	89	2.76	1.38
99. Applying training and development models when providing training and consultancy for organizations (i.e., performance model, learning model, strategic model).	89	2.70	1.33

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*Area of Competency: Program Management and Implementation*

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100. Providing clients with the intake forms needed in the career intervention process.	89	3.49	1.22
101. Organizing the office space for individual/group sessions in a manner that guarantees confidentiality and comfort.	90	4.31	0.91

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*Area of Competency: Promotion and Public Relations*

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102. Planning promotion activities (e.g., defining services targeted towards certain populations, researching the market, etc.)	90	3.52	1.12
103. Presenting services to potential clients through brochures, internet, media, events, etc.	89	3.66	1.10
104. Evaluating the impact of promotion campaigns and using this data in future activities.	89	3.02	1.22

*Area of Competency: Technology*

105. Operating computer programs, systems, and data bases to support the career intervention process, and educating clients about them.	90	3.48	1.19
106. Locating necessary resources for the career intervention process (e.g., legislation, job postings, etc) on the Internet.	90	4.06	0.98
107. Using audio-visual support in training and presentations.	88	4.01	1.08

*Area of Competency: Supervision*

108. Identifying situations for which you need supervision.	90	3.72	1.07
109. Seeking supervision from a GCDF supervisor as needed (e.g., ethical dilemmas, difficult cases, when needing reassurance, etc.)	89	3.46	1.23
110. Contacting other colleagues GCDF, regularly, to ask for consultation and peer supervision.	89	3.55	1.21

**Appendix I: Descriptive Statistics for Frequency Ratings for Items on  
the *GCDF Romania Task Survey***

Table I1

*Descriptive Statistics for Frequency Ratings for Items on the GCDF Romania Task Survey*

Degree of Frequency	N	Mean	Std. D.
<i>Area of Competency: Helping Skills</i>			
1. Informing clients about the career intervention process (e.g., types of interventions: career guidance, career development, career counseling, education, coaching, labor market information; stages: evaluation, goal setting, decision making, termination, follow-up, etc.)	90	3.33	1.10
2. Exploring clients' and own expectations from the career intervention process.	88	3.45	1.19
3. Informing clients about career intervention processes (e.g., career counseling, career development, coaching, etc) in comparison to other helping processes/services (e.g., psychotherapy, etc.)	90	3.18	1.13
4. Using nonverbal communication skills (e.g., eye contact, body posture, gestures, facial expression, etc.)	90	4.11	1.09
5. Using coordination (e.g., open and closed questions, etc.)	89	3.80	1.08
6. Using reflection (e.g., of content, feelings, meaning, etc.)	91	3.88	1.11
7. Using challenging skills.	91	3.32	1.09
8. Using summarization skills.	91	3.91	1.14
9. Using acceptance, empathy and respect to build and maintain a trustful relationship with the client.	91	4.18	1.09
10. Supporting clients in setting short, medium and long term goals, by using: the results of the assessment process, clients' presenting problems and clients' transferable skills.	91	3.78	1.10
11. Following the next 3 steps in goal setting process: conceptualizing possibilities, choosing realistic possibilities, and turning them into viable goals.	91	3.38	1.07
12. Supporting clients to break down the career goals into specific behavioral objectives.	91	3.42	1.04
13. Motivating clients to achieve their objectives.	90	3.76	1.05

14. Adapting career interventions to clients' personality, presenting problems, and their resources.	91	3.60	1.15
15. Using humanistic interventions (e.g., reflecting feelings, paraphrasing, challenging, etc.) to help clients exploring the feelings generated by their experiences.	90	3.56	1.06
16. Using cognitive interventions (e.g., educating clients about rational and irrational thinking, challenging clients' irrational beliefs, etc.) to help clients explore their reasoning.	88	3.30	1.15
17. Using behavioral interventions (e.g., practicing new behaviors, role playing, etc.) to help clients identify, control, minimize and eliminate unproductive behaviors and learn adequate behaviors.	91	3.40	1.22
18. Using systemic interventions to support client in exploring the mutual impact between the socio-economic system and individuals.	89	2.92	1.10
19. Informing clients about the stages of informed decision making: awareness of the problem, self-evaluation, exploration, integration, commitment, implementation, and re-evaluation.	90	3.58	1.13
20. Providing homework to encourage clients' active engagement in the career intervention process.	91	3.58	1.23
21. Educating clients to adapt the skills practiced in the career intervention process, to new life situations.	90	3.23	1.15
22. Monitoring clients' initial expectations and goals along the career intervention process.	91	3.35	1.11
23. Preparing clients for termination.	90	3.34	1.18
24. Following up with clients after termination.	89	3.43	1.15
25. Being aware of personal values, strengths and weaknesses and understanding how these can affect your relationship with clients.	90	3.89	1.13

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*Area of Competency: Labor Market Information*

26. Informing clients about statistical data on the Romanian labor market.	90	2.97	1.18
27. Informing clients about key concepts of the labor market (e.g., unemployment rate, etc.)	91	2.87	1.08
28. Informing clients about branches of economics in the career planning process.	88	2.90	1.20
29. Informing clients about different systems of classifications of occupations (e.g., Robert Reich, International Labor Organization, etc.)	91	2.40	1.21
30. Informing clients about the Romanian Classification of Occupations (COR; e.g., criteria, codes, etc.) in the career planning process.	90	2.81	1.23

31. Informing clients about the differences between occupation, trade, function and profession.	91	3.20	1.23
32. Informing clients on policies and trends in the global labor market.	91	2.73	1.25
33. Informing clients on policies and trends in the European labor market.	91	2.66	1.26
34. Informing clients about labor market legislation and policies in Romania.	91	3.20	1.22
35. Informing clients about labor market institutions in Romania (e.g., ANOFM, MMFES, etc.)	91	3.07	1.11

*Area of Competency: Assessment*

36. Informing clients about the importance of ongoing assessment (i.e., exploring needs, resources, obstacles, goals and decisions, etc.) throughout the career intervention process.	90	3.38	1.27
37. Using the intake interview to collect information about clients (e.g., demographic data, presenting problem, client's lifestyle, family history, educational and professional background, etc.)	90	3.90	1.25
38. Identifying clients' transferable skills.	90	3.87	1.21
39. Explaining to clients the differences between the following concepts: competency, ability, talent and aptitude.	90	3.50	1.32
40. Using formal/standardized instruments to measure clients' aptitudes, personality, interests, etc.	90	3.20	1.33
41. Using informal instruments to assess clients' values, preferences, strengths and weaknesses, etc.	91	3.71	1.25
42. Selecting appropriate assessment instruments to respond to each client's career needs.	91	3.55	1.25
43. Verifying the technical characteristics of the instruments (e.g., reliability, validity, norms, etc.)	91	2.79	1.33
44. Informing clients about the administered instruments.	89	3.64	1.32
45. Interpreting the results of the assessment process and discussing them with clients.	90	3.84	1.30
46. Developing a written report based on the results of the evaluation process and using it for a written plan of action that may include: objectives, decisions, etc.	90	3.42	1.30
47. Supporting clients in the auto-evaluation process (e.g., clients identify their values, abilities, personality traits, etc.)	91	3.80	1.24
48. Demonstrating awareness about situations and phenomena that can affect objectivity in the assessment process.	90	3.33	1.14
49. Identifying clients' decision making style and discussing it with them.	91	3.52	1.21

50. Identifying the obstacles that affect the decision making process (e.g., financial situation, level of skills, needs, motivation, etc.)	91	3.78	1.20
51. Assessing clients' resources in the decision making process.	90	3.68	1.17
52. Using the 4S Transition Model in assessing clients' situation, self, existing supports and strategies to respond to the transition.	90	3.07	1.31
53. Using the DECIDES model for systematic analysis of clients' problems and for decision making.	90	2.90	1.20
54. Using the Six Thinking Hats (Edward de Bono) for systematic analysis of clients' problems and for decision making.	90	2.86	1.27
55. Using SWOT analysis to support clients in making decisions.	90	3.82	1.15
56. Using RUMBAS method to support clients in making decisions.	91	2.99	1.45

*Area of Competency: Diverse Populations*

57. Considering multicultural factors (e.g., culture, race, ethnicity, social class, age, sex, religion, etc.) that may influence the career intervention process.	90	3.62	1.32
58. Exploring and being aware of own values and biases in regard to diversity and multicultural issues.	91	3.55	1.32
59. Being aware of the characteristics of certain social and ethnic groups (e.g., values, beliefs, communication style, traditions and customs, etc.)	89	3.15	1.29
60. Adapting certain skills and techniques in the career intervention process, to clients' multicultural characteristics.	91	3.19	1.31

*Area of Competency: Ethical and Legal Issues*

61. Informing clients about their rights and obligations in the career intervention process.	91	3.92	1.28
62. Informing clients about the aspects pertaining to the confidentiality of the career intervention process.	91	4.30	1.19
63. Informing clients about: the areas of expertise and professional experience (GCDF, other certifications, etc.), the type of services offered, and the populations served.	90	3.73	1.36
64. Informing clients about the rules concerning the career intervention process (e.g., duration of session, materials provided, payment fee, etc.)	91	3.95	1.28
65. Consulting other professionals when situations that occur in the career intervention process are beyond GCDFs' areas of expertise (e.g., labor market specialists, psychologists, psychiatrists, professors, lawyers, etc.)	89	3.46	1.43

66. Referring clients to appropriate services for their needs (e.g., psychotherapy, psychiatric counseling, etc.) when they are beyond the GCDF's areas of competency.	91	3.38	1.50
67. Identifying ethical problems.	91	3.54	1.38
68. Consulting the GCDF Code of Ethics.	90	3.46	1.33
69. Consulting other Code of Ethics in the counseling field (e.g., American Counseling Association Code of Ethics, National Career Development Association Code of Ethics, The Code of Ethics and Standards of Quality in Career Counseling developed by the Romanian Institute for Education Sciences, etc.)	91	2.73	1.30
70. Storing clients' files (e.g., worksheets, assessment results, intake forms, disclosure statements, progress notes, etc.) in a secure place.	91	4.16	1.22
71. Reporting ethical situations to NBCC Romania.	90	2.11	1.39
72. Knowing the laws and policies pertaining to minority groups and groups with special needs.	90	2.67	1.43

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*Area of Competency: Career Development Models*

73. Informing clients about the theoretical orientation and about the strategies used in the career intervention process.	91	3.02	1.27
74. Using the Trait and Factor Theory (i.e., assessing strengths and weaknesses, exploring job availability on the labor market, and applying strategies to make an appropriate career decision) in the career intervention process.	91	3.09	1.31
75. Using Holland's Vocational Decision Theory (i.e., identifying one of the 6 personality types, assessing the vocational interests according to the personality type) in the career intervention process.	91	3.60	1.36
76. Using the Socio-Economic Theory (i.e., exploring the culture, the family, the socio-economic conditions and the other external factors that can influence clients' self-image, identity, social status and career) in the career intervention process.	88	3.11	1.24
77. Using Super's life-career rainbow/lifespan theory (i.e., analyzing the 5 developmental stages characterized by unique responsibilities and roles) in the career intervention process.	90	2.36	1.23
78. Using Krumboltz' Social Learning Theory (i.e., analyzing the following elements that influence career decisions: genetic inheritance, special skills, environment, learning experiences, and ability to solve tasks influence career decisions) in the career intervention process.	90	2.83	1.24
79. Using Gellat's Positive Uncertainty Theory (i.e., uncertainty about future can be an opportunity for client, etc.) to encourage clients' flexibility in the decision making process.	91	2.62	1.28

80. Using Cognitive Theories (e.g., the career decision process is based on information about the client about the labor market, etc.) in the career intervention process.	91	3.27	1.08
81. Using Humanistic and Holistic Theories (i.e., career includes work, education, leisure activities, etc.)	90	3.57	1.18
82. Using Maslow's hierarchy of needs in the career intervention process.	90	3.26	1.27

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*Area of Competency: Employability Skills*

83. Educating clients about time management (i.e., organizing, prioritizing and planning) and supporting them in identifying strategies that fits their personal style.	90	3.73	1.25
84. Educating clients on job search strategies (e.g., identify employers, networking, etc.)	90	3.70	1.26
85. Educating clients about the employment portfolio.	90	3.80	1.27
86. Educating clients about the Europass portfolio.	88	3.51	1.49
87. Assisting clients in developing their Curriculum Vitae.	89	3.90	1.29
88. Assisting clients in writing cover letters.	88	3.58	1.32
89. Assisting clients in writing thank you letters.	90	3.13	1.45
90. Educating clients about the recruitment and selection processes.	90	3.57	1.37
91. Educates clients about job interviews (i.e., structure, rules, types).	90	3.68	1.30
92. Educates clients about strategies for managing stress related to job interview.	89	3.53	1.21

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*Area of Competency: Training Clients and Peers*

93. Designing, developing, and delivering training to respond to clients' career needs.	90	3.03	1.42
94. Educating clients about the difference between informal and formal training.	90	2.80	1.41
95. Understanding adult learning specifics and implementing them in training programs.	90	3.24	1.33
96. Exploring training programs, available on the market, that fits clients' career development needs.	89	2.93	1.33
97. Developing career development programs for individuals (e.g., students, adults, etc.)	89	3.16	1.37
98. Developing career development programs for organizations.	89	2.22	1.36
99. Applying training and development models when providing training and consultancy for organizations (i.e., performance model, learning model, strategic model).	88	2.24	1.37

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*Area of Competency: Program Management and Implementation*

100. Providing clients with the intake forms needed in the career intervention process.	89	3.12	1.46
101. Organizing the office space for individual/group sessions in a manner that guarantees confidentiality and comfort.	90	3.98	1.28

*Area of Competency: Promotion and Public Relations*

102. Planning promotion activities (e.g., defining services targeted towards certain populations, researching the market, etc.)	90	2.98	1.36
103. Presenting services to potential clients through brochures, internet, media, events, etc.	90	2.91	1.47
104. Evaluating the impact of promotion campaigns and using this data in future activities.	89	2.57	1.34

*Area of Competency: Technology*

105. Operating computer programs, systems, and data bases to support the career intervention process, and educating clients about them.	89	2.98	1.27
106. Locating necessary resources for the career intervention process (e.g., legislation, job postings, etc) on the Internet.	90	3.62	1.31
107. Using audio-visual support in training and presentations.	88	3.49	1.41

*Area of Competency: Supervision*

108. Identifying situations for which you need supervision.	90	2.98	1.25
109. Seeking supervision from a GCDF supervisor as needed (e.g., ethical dilemmas, difficult cases, when needing reassurance, etc.)	89	2.33	1.26
110. Contacting other colleagues GCDF, regularly, to ask for consultation and peer supervision.	90	2.79	1.29

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**Appendix J: Descriptive Statistics for Importance Ratings for Items on  
the GCDF Romania Task Survey**

Table J1

*Descriptive Statistics for Importance Ratings for Items on the GCDF Romania Task Survey*

Degree of Importance	N	Mean	Std. D
<i>Area of Competency: Helping Skills</i>			
1. Informing clients about the career intervention process (e.g., types of interventions: career guidance, career development, career counseling, education, coaching, labor market information; stages: evaluation, goal setting, decision making, termination, follow-up, etc.)	90	4.39	0.86
2. Exploring clients' and own expectations from the career intervention process.	89	4.42	0.88
3. Informing clients about career intervention processes (e.g., career counseling, career development, coaching, etc) in comparison to other helping processes/services (e.g., psychotherapy, etc.)	91	4.15	0.89
4. Using nonverbal communication skills (e.g., eye contact, body posture, gestures, facial expression, etc.)	90	4.71	0.59
5. Using coordination (e.g., open and closed questions, etc.)	88	4.33	0.77
6. Using reflection (e.g., of content, feelings, meaning, etc.)	91	4.51	0.77
7. Using challenging skills.	88	4.09	0.92
8. Using summarization skills.	91	4.47	0.78
9. Using acceptance, empathy and respect to build and maintain a trustful relationship with the client.	89	4.71	0.55
10. Supporting clients in setting short, medium and long term goals, by using: the results of the assessment process, clients' presenting problems and clients' transferable skills.	91	4.51	0.75
11. Following the next 3 steps in goal setting process: conceptualizing possibilities, choosing realistic possibilities, and turning them into viable goals.	90	4.34	0.86
12. Supporting clients to break down the career goals into specific behavioral objectives.	91	4.38	0.83
13. Motivating clients to achieve their objectives.	91	4.52	0.82
14. Adapting career interventions to clients' personality, presenting problems, and their resources.	90	4.48	0.75

15. Using humanistic interventions (e.g., reflecting feelings, paraphrasing, challenging, etc.) to help clients exploring the feelings generated by their experiences.	90	4.39	0.73
16. Using cognitive interventions (e.g., educating clients about rational and irrational thinking, challenging clients' irrational beliefs, etc.) to help clients explore their reasoning.	87	4.14	0.89
17. Using behavioral interventions (e.g., practicing new behaviors, role playing, etc.) to help clients identify, control, minimize and eliminate unproductive behaviors and learn adequate behaviors.	90	4.21	0.81
18. Using systemic interventions to support client in exploring the mutual impact between the socio-economic system and individuals.	89	3.90	0.95
19. Informing clients about the stages of informed decision making: awareness of the problem, self-evaluation, exploration, integration, commitment, implementation, and re-evaluation.	90	4.34	0.84
20. Providing homework to encourage clients' active engagement in the career intervention process.	91	4.31	0.89
21. Educating clients to adapt the skills practiced in the career intervention process, to new life situations.	91	4.26	0.89
22. Monitoring clients' initial expectations and goals along the career intervention process.	91	4.19	0.95
23. Preparing clients for termination.	89	4.20	0.93
24. Following up with clients after termination.	90	4.02	1.02
25. Being aware of personal values, strengths and weaknesses and understanding how these can affect your relationship with clients.	90	4.59	0.78

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*Area of Competency: Labor Market Information*

26. Informing clients about statistical data on the Romanian labor market.	90	3.99	1.02
27. Informing clients about key concepts of the labor market (e.g., unemployment rate, etc.)	91	3.79	1.07
28. Informing clients about branches of economics in the career planning process.	88	3.84	0.99
29. Informing clients about different systems of classifications of occupations (e.g., Robert Reich, International Labor Organization, etc.)	89	3.35	1.27
30. Informing clients about the Romanian Classification of Occupations (COR; e.g., criteria, codes, etc.) in the career planning process.	91	3.66	1.16
31. Informing clients about the differences between occupation, trade, function and profession.	91	3.86	1.16
32. Informing clients on policies and trends in the global labor market.	90	3.76	1.02
33. Informing clients on policies and trends in the European labor market.	90	3.70	1.09

34. Informing clients about labor market legislation and policies in Romania.	90	4.03	0.97
35. Informing clients about labor market institutions in Romania (e.g., ANOFM, MMFES, etc.)	91	3.88	0.99

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*Area of Competency: Assessment*

36. Informing clients about the importance of ongoing assessment (i.e., exploring needs, resources, obstacles, goals and decisions, etc.) throughout the career intervention process.	89	4.20	0.98
37. Using the intake interview to collect information about clients (e.g., demographic data, presenting problem, client's lifestyle, family history, educational and professional background, etc.)	91	4.54	0.82
38. Identifying clients' transferable skills.	90	4.58	0.79
39. Explaining to clients the differences between the following concepts: competency, ability, talent and aptitude.	90	4.23	1.01
40. Using formal/standardized instruments to measure clients' aptitudes, personality, interests, etc.	91	4.12	1.01
41. Using informal instruments to assess clients' values, preferences, strengths and weaknesses, etc.	91	4.22	0.92
42. Selecting appropriate assessment instruments to respond to each client's career needs.	91	4.47	0.83
43. Verifying the technical characteristics of the instruments (e.g., reliability, validity, norms, etc.)	91	3.99	1.08
44. Informing clients about the administered instruments.	89	4.15	1.04
45. Interpreting the results of the assessment process and discussing them with clients.	90	4.47	0.93
46. Developing a written report based on the results of the evaluation process and using it for a written plan of action that may include: objectives, decisions, etc.	89	4.33	0.93
47. Supporting clients in the auto-evaluation process (e.g., clients identify their values, abilities, personality traits, etc.)	91	4.47	0.87
48. Demonstrating awareness about situations and phenomena that can affect objectivity in the assessment process.	90	4.24	0.94
49. Identifying clients' decision making style and discussing it with them.	90	4.37	0.88
50. Identifying the obstacles that affect the decision making process (e.g., financial situation, level of skills, needs, motivation, etc.)	91	4.43	0.83
51. Assessing clients' resources in the decision making process.	88	4.30	0.89
52. Using the 4S Transition Model in assessing clients' situation, self, existing supports and strategies to respond to the transition.	91	4.03	1.15

53. Using the DECIDES model for systematic analysis of clients' problems and for decision making.	89	3.98	1.09
54. Using the Six Thinking Hats (Edward de Bono) for systematic analysis of clients' problems and for decision making.	90	3.81	1.13
55. Using SWOT analysis to support clients in making decisions.	90	4.41	0.86
56. Using RUMBAS method to support clients in making decisions.	90	3.92	1.26

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*Area of Competency: Diverse Populations*

57. Considering multicultural factors (e.g., culture, race, ethnicity, social class, age, sex, religion, etc.) that may influence the career intervention process.	90	4.37	0.88
58. Exploring and being aware of own values and biases in regard to diversity and multicultural issues.	90	4.30	0.94
59. Being aware of the characteristics of certain social and ethnic groups (e.g., values, beliefs, communication style, traditions and customs, etc.)	88	4.17	0.96
60. Adapting certain skills and techniques in the career intervention process, to clients' multicultural characteristics.	91	4.15	0.95

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*Area of Competency: Ethical and Legal Issues*

61. Informing clients about their rights and obligations in the career intervention process.	90	4.50	0.84
62. Informing clients about the aspects pertaining to the confidentiality of the career intervention process.	91	4.68	0.80
63. Informing clients about: the areas of expertise and professional experience (GCDF, other certifications, etc.), the type of services offered, and the populations served.	89	4.20	1.01
64. Informing clients about the rules concerning the career intervention process (e.g., duration of session, materials provided, payment fee, etc.)	90	4.40	0.87
65. Consulting other professionals when situations that occur in the career intervention process are beyond GCDFs' areas of expertise (e.g., labor market specialists, psychologists, psychiatrists, professors, lawyers, etc.)	89	4.46	0.91
66. Referring clients to appropriate services for their needs (e.g., psychotherapy, psychiatric counseling, etc.) when they are beyond the GCDF's areas of competency.	91	4.60	0.80
67. Identifying ethical problems.	91	4.49	0.83
68. Consulting the GCDF Code of Ethics.	90	4.53	0.86

69. Consulting other Code of Ethics in the counseling field (e.g., American Counseling Association Code of Ethics, National Career Development Association Code of Ethics, The Code of Ethics and Standards of Quality in Career Counseling developed by the Romanian Institute for Education Sciences, etc.)	90	4.00	1.16
70. Storing clients' files (e.g., worksheets, assessment results, intake forms, disclosure statements, progress notes, etc.) in a secure place.	91	4.64	0.77
71. Reporting ethical situations to NBCC Romania.	91	4.22	1.07
72. Knowing the laws and policies pertaining to minority groups and groups with special needs.	90	4.16	1.09

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*Area of Competency: Career Development Models*

73. Informing clients about the theoretical orientation and about the strategies used in the career intervention process.	91	3.67	1.19
74. Using the Trait and Factor Theory (i.e., assessing strengths and weaknesses, exploring job availability on the labor market, and applying strategies to make an appropriate career decision) in the career intervention process.	91	3.97	1.10
75. Using Holland's Vocational Decision Theory (i.e., identifying one of the 6 personality types, assessing the vocational interests according to the personality type) in the career intervention process.	91	4.26	0.93
76. Using the Socio-Economic Theory (i.e., exploring the culture, the family, the socio-economic conditions and the other external factors that can influence clients' self-image, identity, social status and career) in the career intervention process.	88	4.01	1.03
77. Using Super's life-career rainbow/lifespan theory (i.e., analyzing the 5 developmental stages characterized by unique responsibilities and roles) in the career intervention process.	89	3.62	1.16
78. Using Krumboltz' Social Learning Theory (i.e., analyzing the following elements that influence career decisions: genetic inheritance, special skills, environment, learning experiences, and ability to solve tasks influence career decisions) in the career intervention process.	90	3.80	1.12
79. Using Gellat's Positive Uncertainty Theory (i.e., uncertainty about future can be an opportunity for client, etc.) to encourage clients' flexibility in the decision making process.	89	3.78	1.14
80. Using Cognitive Theories (e.g., the career decision process is based on information about the client about the labor market, etc.) in the career intervention process.	91	4.09	0.89
81. Using Humanistic and Holistic Theories (i.e., career includes work, education, leisure activities, etc.)	88	4.28	0.93

82. Using Maslow's hierarchy of needs in the career intervention process.	90	3.97	1.08
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*Area of Competency: Employability Skills*

83. Educating clients about time management (i.e., organizing, prioritizing and planning) and supporting them in identifying strategies that fits their personal style.	90	4.40	0.87
84. Educating clients on job search strategies (e.g., identify employers, networking, etc.)	90	4.47	0.91
85. Educating clients about the employment portfolio.	90	4.46	0.90
86. Educating clients about the Europass portfolio.	88	4.20	1.10
87. Assisting clients in developing their Curriculum Vitae.	89	4.51	0.85
88. Assisting clients in writing cover letters.	89	4.31	0.94
89. Assisting clients in writing thank you letters.	90	3.97	1.18
90. Educating clients about the recruitment and selection processes.	88	4.31	0.99
91. Educates clients about job interviews (i.e., structure, rules, types).	89	4.47	0.83
92. Educates clients about strategies for managing stress related to job interview.	90	4.31	0.86

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*Area of Competency: Training Clients and Peers*

93. Designing, developing, and delivering training to respond to clients' career needs.	90	4.29	0.91
94. Educating clients about the difference between informal and formal training.	89	3.76	1.22
95. Understanding adult learning specifics and implementing them in training programs.	90	4.11	0.98
96. Exploring training programs, available on the market, that fits clients' career development needs.	90	4.07	0.96
97. Developing career development programs for individuals (e.g., students, adults, etc.)	89	4.22	0.94
98. Developing career development programs for organizations.	89	3.97	1.18
99. Applying training and development models when providing training and consultancy for organizations (i.e., performance model, learning model, strategic model).	88	3.81	1.20

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*Area of Competency: Program Management and Implementation*

100. Providing clients with the intake forms needed in the career intervention process.	89	3.98	1.06
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101. Organizing the office space for individual/group sessions in a manner that guarantees confidentiality and comfort.	90	4.58	0.72
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*Area of Competency: Promotion and Public Relations*

102. Planning promotion activities (e.g., defining services targeted towards certain populations, researching the market, etc.)	90	4.20	1.02
103. Presenting services to potential clients through brochures, internet, media, events, etc.	90	4.22	1.03
104. Evaluating the impact of promotion campaigns and using this data in future activities.	88	3.95	1.07

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*Area of Competency: Technology*

105. Operating computer programs, systems, and data bases to support the career intervention process, and educating clients about them.	90	3.94	0.99
106. Locating necessary resources for the career intervention process (e.g., legislation, job postings, etc) on the Internet.	90	4.32	0.97
107. Using audio-visual support in training and presentations.	85	4.32	0.97

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*Area of Competency: Supervision*

108. Identifying situations for which you need supervision.	90	4.40	0.92
109. Seeking supervision from a GCDF supervisor as needed (e.g., ethical dilemmas, difficult cases, when needing reassurance, etc.)	88	4.42	0.93
110. Contacting other colleagues GCDF, regularly, to ask for consultation and peer supervision.	90	4.30	0.97

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### Appendix K: The Effect of Age on Preparedness Ratings

Table K1

*Descriptive Statistics: Distribution of Preparedness Level per Age Group.*

Age Group	N	Mean	Std. D.	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Less than 25	10	382.1	90.8	28.7	317.1	447.1	225.0	499.0
25 – 29	4	368.3	98.8	49.4	211.0	525.5	254.0	490.0
29 – 33	10	432.0	72.7	23.0	380.0	484.0	319.0	545.0
33 – 39	9	445.4	68.5	22.8	392.8	498.1	296.0	506.0
39 – 45	10	403.6	79.5	25.1	346.7	460.5	232.0	502.0
45 -80	8	462.8	47.0	16.6	423.4	502.1	413.0	550.0
Total	51	418.8	78.8	11.0	396.7	441.0	225.0	550.0

Table K2

*One-way ANOVA. Independent Variable: Age Group. Dependent Variable: Preparedness Level.*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	49585.0	5	9917.0	<b>1.7</b>	<b>.152</b>
Within Groups	261065.8	45	5801.5		
Total	310650.7	50			

### Appendix L: The Effect of Highest Academic Degree on Preparedness Ratings

Table L1

*Descriptive Statistics: Distribution of Preparedness Level per Groups of Highest Academic Degree.*

Highest Academic Degree	N	Mean	Std. D.	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Bachelor's	12	405.8	65.5	18.9	364.2	447.5	254.0	502.0
Master's	38	417.2	81.7	13.3	390.4	444.1	225.0	550.0
PhD	8	471.1	42.6	15.1	435.5	506.8	405.0	545.0
Total	58	422.3	76.1	10.0	402.3	442.3	225.0	550.0

Table L2

*One-Way ANOVA. Independent Variable: Highest Academic Degree; Dependent Variable: Preparedness Level.*

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	23309.2	2	11654.6	2.09	.13
Within Groups	307004.9	55	5581.9		
Total	330314.0	57			

### Appendix M: The Effect of Professional Background on Preparedness Rating

Table M1

*One-Way ANOVA. Dependent variable: Preparedness Level; Independent variable: Professional Background.*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	56350.20	10	5635.02	0.97	0.48
Within Groups	261855.73	45	5819.02		
Total	318205.93	55			

**Appendix N: The Effect of Year of GCDF Training and Training Institution  
On Preparedness Ratings**

Table N1

*Distribution of Preparedness Level per Year of GCDF Training and Training Institution.*

GCDF Year	GCDF Training Institution	Mean	Std. D.	N
2005	Polytechnic University of Bucharest	437.00	59.42	5
	Total	437.00	59.42	5
2006	The University of Bucharest	432.00	69.30	2
	Petru Maior University of Targu Mures	521.00	NA	1
	Total	461.67	71.00	3
2007	Polytechnic University of Bucharest	506.00	NA	1
	The University of Bucharest	370.00	28.28	2
	Petru Maior University of Targu Mures	495.50	7.78	2
	Total	447.40	72.29	5
2008	The University of Bucharest	400.00	18.38	2
	Petroleum-Gas University of Ploiesti	393.67	48.64	3
	Titu Maiorescu University	439.00	NA	1
	Spiru Haret University	444.00	NA	1
	NBCC Romania	453.00	NA	1
	Total	414.63	37.31	8
2009	Petroleum-Gas University of Ploiesti	243.00	25.46	2
	Titu Maiorescu University	545.00	NA	1
	Active Labs	422.17	90.70	6
	Total	396.00	119.85	9
2010	The University of Bucharest	416.00	76.37	2
	Petroleum-Gas University of Ploiesti	336.00	100.24	3
	Titu Maiorescu University	499.50	71.42	2
	Spiru Haret University	452.00	NA	1
	APT	396.00	53.50	4
	Total	406.25	82.30	12
2011	Polytechnic University of Bucharest	464.80	35.56	5
	The University of Bucharest	396.00	114.30	4
	Petroleum-Gas University of Ploiesti	463.00	NA	1
	APT	418.50	30.41	2
	NBCC Romania	407.50	40.31	2
	Total	430.21	67.85	14
Total	Polytechnic University of Bucharest	455.91	48.86	11

The University of Bucharest	401.67	70.94	12
Petroleum-Gas University of Ploiesti	348.67	91.81	9
Titu Maiorescu University	495.75	59.93	4
Spiru Haret University	448.00	5.66	2
APT	403.50	45.13	6
NBCC Romania	422.67	38.76	3
Petru Maior University of Targu Mures	504.00	15.72	3
Active Labs	422.17	90.70	6
Total	421.18	76.70	56

Table N2

*Tukey HSD Pot-hoc Test: Multiple Comparisons between GCDF Training Institutions*

(I) GCDF Training Instit.	(J) GCDF Training Instit.	Mean Diff. (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
<b>Polytechnic Univ.</b>	The Univ. of Bucharest	54.24	28.87	0.63	-41.67	150.15
	<b>Petroleum-Gas Univ.</b>	<b>107.24*</b>	31.08	<b>0.04</b>	3.97	210.51
	Titu Maiorescu Univ.	-39.84	40.38	0.99	-173.99	94.31
	Spiru Haret Univ.	7.91	53.16	1	-168.71	184.53
	APT	52.41	35.1	0.85	-64.2	169.02
	NBCC Romania	33.24	45.04	1	-116.41	182.9
	Petru Maior Univ.	-48.09	45.04	0.98	-197.74	101.56
	Active Labs	33.74	35.1	0.99	-82.87	150.35
The Univ. of Bucharest	Polytechnic Univ.	-54.24	28.87	0.63	-150.15	41.67
	Petroleum-Gas Univ.	53	30.5	0.72	-48.32	154.32
	Titu Maiorescu Univ.	-94.08	39.93	0.34	-226.74	38.57
	Spiru Haret Univ.	-46.33	52.82	0.99	-221.82	129.15
	APT	-1.83	34.58	1	-116.71	113.05
	NBCC Romania	-21	44.64	1	-169.31	127.31
	Petru Maior Univ.	-102.33	44.64	0.38	-250.64	45.98
	Active Labs	-20.5	34.58	1	-135.38	94.38
<b>Petroleum-Gas Univ.</b>	<b>Polytechnic Univ.</b>	<b>-107.24*</b>	31.08	<b>0.04</b>	-210.51	-3.97
	The Univ. of Bucharest	-53	30.5	0.72	-154.32	48.32
	<b>Titu Maiorescu Univ.</b>	<b>-147.08*</b>	41.56	<b>0.03</b>	-285.15	-9.01
	Spiru Haret Univ.	-99.33	54.06	0.66	-278.95	80.28
	APT	-54.83	36.45	0.85	-175.93	66.26

	NBCC Romania	-74	46.11	0.8	-227.17	79.17
	<b>Petru Maior Univ.</b>	<b>-155.34*</b>	46.11	<b>0.05</b>	-308.51	-2.16
	Active Labs	-73.5	36.45	0.54	-194.59	47.59
<b>Titu Maiorescu Univ.</b>	Polytechnic Univ.	39.84	40.38	0.99	-94.31	173.99
	The Univ. of Bucharest	94.08	39.93	0.34	-38.57	226.74
	<b>Petroleum-Gas Univ.</b>	<b>147.08*</b>	41.56	<b>0.03</b>	9.01	285.15
	Spiru Haret Univ.	47.75	59.89	1	-151.23	246.73
	APT	92.25	44.64	0.51	-56.06	240.56
	NBCC Romania	73.08	52.82	0.9	-102.4	248.57
	Petru Maior Univ.	-8.25	52.82	1	-183.73	167.23
	Active Labs	73.58	44.64	0.77	-74.73	221.89
Spiru Haret Univ.	Polytechnic Univ.	-7.91	53.16	1	-184.53	168.71
	The Univ. of Bucharest	46.33	52.82	0.99	-129.15	221.82
	Petroleum-Gas Univ.	99.33	54.06	0.66	-80.28	278.95
	Titu Maiorescu Univ.	-47.75	59.89	1	-246.73	151.23
	APT	44.5	56.47	1	-143.1	232.1
	NBCC Romania	25.33	63.13	1	-184.41	235.08
	Petru Maior Univ.	-56	63.13	0.99	-265.74	153.74
	Active Labs	25.83	56.47	1	-161.77	213.43
APT	Polytechnic Univ.	-52.41	35.1	0.85	-169.02	64.2
	The Univ. of Bucharest	1.83	34.58	1	-113.05	116.71
	Petroleum-Gas Univ.	54.83	36.45	0.85	-66.26	175.93
	Titu Maiorescu Univ.	-92.25	44.64	0.51	-240.56	56.06
	Spiru Haret Univ.	-44.5	56.47	1	-232.1	143.1
	NBCC Romania	-19.17	48.9	1	-181.63	143.3
	Petru Maior Univ.	-100.5	48.9	0.52	-262.97	61.97
	Active Labs	-18.67	39.93	1	-151.32	113.99
NBCC Romania	Polytechnic Univ.	-33.24	45.04	1	-182.9	116.41
	The Univ. of Bucharest	21	44.64	1	-127.31	169.31
	Petroleum-Gas Univ.	74	46.11	0.8	-79.17	227.17
	Titu Maiorescu Univ.	-73.08	52.82	0.9	-248.57	102.4
	Spiru Haret Univ.	-25.33	63.13	1	-235.08	184.41
	APT	19.17	48.9	1	-143.3	181.63
	Petru Maior Univ.	-81.33	56.47	0.87	-268.93	106.27
	Active Labs	0.5	48.9	1	-161.97	162.97
<b>Petru Maior Univ.</b>	Polytechnic Univ.	48.09	45.04	0.98	-101.56	197.74
	The Univ. of Bucharest	102.33	44.64	0.38	-45.98	250.64
	<b>Petroleum-Gas Univ.</b>	<b>155.34*</b>	<b>46.11</b>	0.05	2.16	308.51
	Titu Maiorescu Univ.	8.25	52.82	1	-167.23	183.73
	Spiru Haret Univ.	56	63.13	0.99	-153.74	265.74
	APT	100.5	48.9	0.52	-61.97	262.97

	NBCC Romania	81.33	56.47	0.87	-106.27	268.93
	Active Labs	81.83	48.9	0.76	-80.63	244.3
Active Labs	Polytechnic Univ.	-33.74	35.1	0.99	-150.35	82.87
	The Univ. of Bucharest	20.5	34.58	1	-94.38	135.38
	Petroleum-Gas Univ.	73.5	36.45	0.54	-47.59	194.59
	Titu Maiorescu Univ.	-73.58	44.64	0.77	-221.89	74.73
	Spiru Haret Univ.	-25.83	56.47	1	-213.43	161.77
	APT	18.67	39.93	1	-113.99	151.32
	NBCC Romania	-0.5	48.9	1	-162.97	161.97
	Petru Maior Univ.	-81.83	48.9	0.76	-244.3	80.63

### Appendix O: The Effect of Current Job Function on Frequency of GCDF Tasks Ratings

Table O1

*Descriptive Statistics: Frequency Levels Grouped per Current Job Function*

	N	Mean	Std. D.	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Postsecondary Educator	8	418.13	59.52	21.04	368.37	467.88	319	487
School Counselor	7	353.14	53.99	20.41	303.21	403.08	287	428
Teacher	3	318	149.01	86.03	-52.16	688.16	228	490
Trainer	1	471	.	.	.	.	471	471
Unemployed	3	145.67	61.78	35.67	-7.79	299.13	110	217
Career Counselor	5	445.8	46.24	20.68	388.39	503.21	390	500
HR Specialist	9	385.11	40.00	13.33	354.36	415.86	320	449
Manager	4	360.25	53.86	26.93	274.55	445.95	317	433
Psychologist	3	447.33	69.58	40.17	274.49	620.18	368	498
Consultant	2	417	66.47	47	-180.19	1014.19	370	464
Entrepreneur	3	429.33	50.14	28.95	304.77	553.90	396	487
Other	2	345.5	43.13	30.50	-42.04	733.04	315	376
Total	50	379.4	89.90	12.71	353.85	404.95	110	500

Table O2

*Descriptive Statistics: Level of Frequency per Each Group of Current Job Function*

Current Job Function - Groups	N	Mean	Std. D.	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Postsecondary Educator	8	418.13	59.52	21.04	368.37	467.88	319	487
School Counselor and Teacher	10	342.60	84.65	26.77	282.04	403.16	228	490
Trainer and HR Specialist	10	393.70	46.48	14.70	360.45	426.95	320	471
Career Counselor and Psychologist	8	446.38	51.04	18.05	403.70	489.05	368	500
Manager, Consultant and Entrepreneur	9	395.89	58.61	19.54	350.84	440.94	317	487

Unemployed and Others	5	225.60	119.81	53.58	76.84	374.36	110	376
<b>Total</b>	<b>50</b>	<b>379.40</b>	<b>89.90</b>	<b>12.71</b>	<b>353.85</b>	<b>404.95</b>	<b>110</b>	<b>500</b>

Table O3

*Tukey HSD Post-hoc: Multiple Comparisons between Groups of Current Job Function.*

*Dependent variable: Frequency Level.*

(I) Current Job Function Grouped	(J) Current Job Function Grouped	Mean Diff. (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
<b>Postsecondary Educator</b>	School Counselor and Teacher	75.53	32.91	0.22	-22.53	173.58
	Trainer and HR Specialist	24.43	32.91	0.98	-73.63	122.48
	Career Counselor and Psychologist	-28.25	34.70	0.96	-131.60	75.10
	Manager. Consultant and Entrepreneur	22.24	33.72	0.99	-78.21	122.68
	<b>Unemployed and Others</b>	<b>192.53*</b>	<b>39.56</b>	<b>0.00</b>	<b>74.68</b>	<b>310.37</b>
<b>School Counselor and Teacher</b>	Postsecondary Educator	-75.53	32.91	0.22	-173.58	22.53
	Trainer and HR Specialist	-51.10	31.03	0.57	-143.54	41.34
	<b>Career Counselor and Psychologist</b>	<b>-103.78*</b>	<b>32.91</b>	<b>0.03</b>	<b>-201.83</b>	<b>-5.72</b>
	Manager. Consultant and Entrepreneur	-53.29	31.88	0.56	-148.26	41.69
	<b>Unemployed and Others</b>	<b>117.00*</b>	<b>38.01</b>	<b>0.04</b>	<b>3.78</b>	<b>230.22</b>
<b>Trainer and HR Specialist</b>	Postsecondary Educator	-24.43	32.91	0.98	-122.48	73.63
	School Counselor and Teacher	51.10	31.03	0.57	-41.34	143.54
	Career Counselor and Psychologist	-52.68	32.91	0.60	-150.73	45.38
	Manager. Consultant and Entrepreneur	-2.19	31.88	1.00	-97.16	92.79
	<b>Unemployed and Others</b>	<b>168.10*</b>	<b>38.01</b>	<b>0.00</b>	<b>54.88</b>	<b>281.32</b>

<b>Career Counselor and Psychologist</b>	Postsecondary Educator	28.25	34.70	0.96	-75.10	131.60
	<b>School Counselor and Teacher</b>	<b>103.78*</b>	32.91	<b>0.03</b>	5.72	201.83
	Trainer and HR Specialist	52.68	32.91	0.60	-45.38	150.73
	Manager. Consultant and Entrepreneur	50.49	33.72	0.67	-49.96	150.93
	<b>Unemployed and Others</b>	<b>220.78*</b>	39.56	<b>0.00</b>	102.93	338.62
<b>Manager. Consultant and Entrepreneur</b>	Postsecondary Educator	-22.24	33.72	0.99	-122.68	78.21
	School Counselor and Teacher	53.29	31.88	0.56	-41.69	148.26
	Trainer and HR Specialist	2.19	31.88	1.00	-92.79	97.16
	Career Counselor and Psychologist	-50.49	33.72	0.67	-150.93	49.96
	<b>Unemployed and Others</b>	<b>170.29*</b>	38.70	<b>0.00</b>	54.99	285.59
<b>Unemployed and Others</b>	<b>Postsecondary Educator</b>	<b>-192.53*</b>	39.56	<b>0.00</b>	-310.37	-74.68
	<b>School Counselor and Teacher</b>	<b>-117.00*</b>	38.01	<b>0.04</b>	-230.22	-3.78
	<b>Trainer and HR Specialist</b>	<b>-168.10*</b>	38.01	<b>0.00</b>	-281.32	-54.88
	<b>Career Counselor and Psychologist</b>	<b>-220.78*</b>	39.56	<b>0.00</b>	-338.62	-102.93
	<b>Manager. Consultant and Entrepreneur</b>	<b>-170.29*</b>	38.70	<b>0.00</b>	-285.59	-54.99

### Appendix P: The Effect of Current Job Function on Importance of GCDF Tasks Ratings

Table P1

*Descriptive Statistics: Importance Levels Grouped per Current Job Function.*

Current Job Function - Groups	N	Mean	Std. D.	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Postsecondary Educator	7	489.00	22.64	8.56	468.06	509.94	466	516
School Counselor and Teacher	6	457.50	68.69	28.04	385.41	529.59	392	530
Trainer and HR Specialist	8	437.63	42.24	14.93	402.31	472.94	351	502
Career Counselor and Psychologist	6	506.00	60.71	24.78	442.29	569.71	386	543
Manager. Consultant and Entrepreneur	8	470.13	44.32	15.67	433.07	507.18	422	531
Unemployed and Others	3	480.00	77.12	44.52	288.43	671.57	391	527
Total	38	471.21	52.79	8.56	453.86	488.56	351	543

Table P2

*One-way ANOVA. Independent Variable: Current Job Function. Dependent Variable:*

*Importance Level.*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19870.07	5.00	3974.01	1.528	0.209
Within Groups	83230.25	32.00	2600.95		
Total	103100.32	37.00			

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## Elena Amalia Stanciu

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### EDUCATION

Ph.D. in Counseling and Counselor Education <i>Syracuse University</i>	2008 – 2012 <i>Syracuse, NY</i>
Certificate of Advanced Study in Conflict Resolution <i>Maxwell School of Syracuse University</i>	2009 – 2011 <i>Syracuse, NY</i>
M.A. in Counseling <i>Wake Forest University</i>	2006 – 2008 <i>Winston Salem, NC</i>
Master's Degree in Lifelong Education for Career Counseling <i>Polytechnic University of Bucharest</i>	2006 – 2008 <i>Bucharest, Romania</i>
Bachelor's Degree, Management – Public Administration <i>The Academy of Economic Studies</i>	2006 – 2008 <i>Bucharest, Romania</i>

### CLINICAL COUNSELING EXPERIENCE

PERSONAL COACH: Student SUccess Initiative (SSUI) <i>Syracuse University</i>	May – August 2011 <i>Syracuse, NY</i>
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Duties included providing coaching to undergraduate students directed towards their academic and personal development.

PROGRAM COORDINATOR FOR CAREER COUNSELING ACTIVITIES <i>Corcoran Highschool – Syracuse School City District</i>	April – May 2011 <i>Syracuse, NY</i>
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Duties included supervising counseling Master's students who were providing high school students with assistance in creating accounts in databases pertaining to career planning and development.

GROUP COUNSELOR <i>Levy School– Syracuse School City District</i>	January 2009–May 2009 <i>Syracuse, NY</i>
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Duties included: co-facilitating weekly process group with high-risk 7th graders by focusing on empowerment, by examining issues of institutional and societal racism, sexism, classism, heterosexism, and ableism; collaborating with school administrators and school counselors; meeting for weekly group supervision with research team.

BEHAVIORAL HEALTH DOCTORAL INTERN <i>Liberty Resources, Brownell Center for Behavior Health Services</i>	August 2008 – May 2011 <i>Syracuse, NY</i>
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Population served: adults with multiple Axis I and Axis II diagnoses  
 Responsibilities include individual counseling, crisis intervention, preventive interventions, and consultation with other staff (therapists, manage care specialists, psychiatrists) and external resources.

COUNSELING INTERN  
*Salem College & Academy*

August 2007 – May 2008  
*Winston-Salem, NC*

Duties included intakes, individual counseling, family counseling, crisis interventions, on-call duties, and consultation with other faculty members.

COUNSELING PRACTICUM STUDENT  
*Salem Academy - College preparatory day and boarding school for girls*

January 2007 – June 2007  
*Winston-Salem, NC*

Duties included individual counseling, crisis interventions, psycho-educational groups and consultation with other staff. I designed and implemented a counseling needs assessment to gain visibility among students and to raise awareness of the necessity of a full time counselor on site. The school funded this position in Fall 2007.

## UNIVERSITY EXPERIENCE

### TEACHING EXPERIENCE

CO-INSTRUCTOR  
*Syracuse University, Department of Counseling and Human Services*

SUMMER 2011  
*Syracuse, NY*

**Psychopathology and Diagnosis in Counseling** (COU 600, graduate course)

Duties included course development, syllabus design, designing and implementing didactic and experiential teaching activities, designing course materials, formative evaluation, summative evaluation; shared these duties with another doctoral candidate. Covered principles of the diagnostic process and the use of current diagnostic tools, including the DSM-IV-TR (major Axis I and II disorders), diagnosis explored within developmental and biopsychosocial contexts, diagnostic interviewing, dual diagnoses, the DSM-5.

GUEST LECTURER  
*Syracuse University, Department of Counseling and Human Services*

FALL 2011  
*Syracuse, NY*

**Seminar in Professional Issues in Counseling** (COU 882, doctoral seminar)

Duties included designing and delivering a lecture on Process and Outcome Research.

INSTRUCTOR  
*Syracuse University, Department of Counseling and Human Services*

SPRING 2011  
*Syracuse, NY*

**General Counseling Methods** (COU 585, undergraduate & graduate course)

Duties for this class include: ordering books, designing syllabus, designing and performing didactic and experiential teaching activities, designing course materials, formative evaluation, summative evaluation, grading.

CO-INSTRUCTOR  
*Syracuse University, Department of Counseling and Human Services*

*Syracuse, NY*

**General Counseling Methods** (COU 585, undergraduate & graduate course)

SPRING 2010

**Developmental Issues of College Age Adults** (COU 101, undergraduate course)

FALL 2010

Duties for these two classes include: ordering books, designing syllabus, designing and performing didactic and experiential teaching activities, designing course materials, formative evaluation, summative evaluation, grading. Responsibilities for these two classes were shared with another doctoral student.

TEACHING ASSISTANT  
*Syracuse University, Department of Counseling and Human Services*

SPRING 2009  
*Syracuse, NY*

**Counseling PrePracticum** (COU 644, graduate course)

Duties included co-teaching, participating in the design of class activities, participating in the formative evaluation of students (listening to tapes, live supervision), participating in the grading process.

GUEST INSTRUCTOR  
*Salem College & Academy*

SPRING 2008  
*Winston-Salem, NC*

**Human Development** (undergraduate course)

Duties included designing and teaching taught two classes on physical, cognitive and socio-emotional development in adolescence.

GUEST LECTURER  
*Salem College & Academy*

SPRING 2008  
*Winston-Salem, NC*

**Values and Leadership for Life** (undergraduate course)

Duties included designing and delivering a workshop on stress management.

**SUPERVISION EXPERIENCE**

CLINICAL SUPERVISOR  
*Syracuse University, Department of Counseling and Human Services*

SPRING 2009 – SPRING 2011  
*Syracuse, NY*

*Professors: Janine Bernard, PhD, Dennis Gilbride, PhD,  
Susan Snyder, PhD, Paul Pickett, PhD*

Responsibilities included conducting weekly dyadic clinical supervision with Master's students in Practicum and Internship placements, communication with Practicum or Internship instructor, providing feedback and assessment, participating in mid-term and final evaluation of the student.

**CLINICAL PLACEMENT COORDINATION**

CLINICAL PLACEMENT CO-COORDINATOR  
*Syracuse University, Department of Counseling and Human Services  
Clinical Mental Health, Rehabilitation and Student Affairs Counseling programs*

SPRING 2009 – SPRING 2011  
*Syracuse, NY*

**Duties included:**

- Collaborating with faculty and another doctoral student to create timelines and departmental procedures for clinical placement of students;
- Meeting with school counseling students individually to discuss goals, professional behavior, strategies for achieving placement;
- Identifying multiple appropriate sites for each student; provided on-going support and guidance to students throughout process;
- Consulting with potential site supervisors regarding their duties and responsibilities
- Coordinating correspondence and contracts between students, supervisors, sites, and the School of Education;
- Maintaining detailed records of process for each student.

**RESEARCH EXPERIENCE**

RESEARCH ASSISTANT  
*Syracuse University, Department of Counseling and Human Services*

SPRING, 2011  
*Syracuse, NY*

**College Access Challenge Grant**

(principal investigator: Dr. Melissa Luke and Robert Wilson, grant value: \$49,990)

Duties include: implementing and evaluating college access programming for 9th -11th grade students in Syracuse City School District and 5 rural school districts in northern NY who are first in their families to attend college.

RESEARCH INVESTIGATOR  
*Syracuse University, Department of Counseling and Human Services*

SPRING–Fall 2010  
*Syracuse, NY*

**Research Apprenticeship Project (RAP)**

*Trait Emotional Intelligence and Clinical Competence among Counseling Master's Students*

The study explores the relationship between self-reported trait EI of mental health counseling students and their clinical competency perceived by their professors. Duties included: literature review, research design, meetings with RAP advisor, Dr. Dennis Gilbride, application for Institutional Review Board, data collection (from professors and students), data analysis.

RESEARCH ASSISTANT  
*Syracuse University, Department of Counseling and Human Services*

SPRING, 2009  
*Syracuse, NY*

**Syracuse University - Dr. Martin Luther King Jr. School Partnership**

(principal investigator: Dr. Richard Shin)

Duties included: instructing 9-12 year old students about the research project, answering to their questions, monitoring the administration of surveys and collecting the data.

RESEARCH ASSISTANT  
*Syracuse University, Department of Counseling and Human Services*

SPRING, 2009  
*Syracuse, NY*

**Syracuse University-Levy School Partnership**

(principal investigator: Dr. Richard Shin)

Duties included: collaborating with school administrators and school counselors, co-leading empowering groups for 13-14 year old minority students, participating in weekly group supervision with the research team.

## PROFESSIONAL COUNSELING EXPERIENCE

BUSINESS DEVELOPMENT MANAGER  
*European Board for Certified Counselors*

September 2011–present  
*Lisbon, Portugal*

Duties include: developing training and certification programs in the counseling field, delivering trainings and presentations pertaining to the counseling domain, creating and maintaining connections with partners interested in promoting the counseling profession in Europe. I co-authored the training program “*Basics of Supervision in Helping Professions*” that has been implemented as of March 12, 2012 in Portugal, Cyprus, Macedonia and Romania. I participated in the development of the certification program founded on this training.

RESEARCH ASSISTANT  
*National Board for Certified Counselors – International*

August 2006–August 2009  
*Greensboro, NC*

Duties included: research on mental health projects (e.g., Mental Health Facilitator Curriculum and ATLAS developed in collaboration with World Health Organization), updating the Global Career Development Facilitator (GCDF) Curriculum in both English and Romanian. I co-authored the Train the Trainer Manual for GCDF.

## OTHER PROFESSIONAL EXPERIENCE

TEAM LEADER – CUSTOMER SERVICE

May 2004–June 2006

*Vodafone Romania*

*Bucharest, Romania*

Responsibilities included: coordinating a team of 23-25 representatives, coordinating operational activities, implementing projects, recruiting personal, career counselor within the company's Career Counseling Program. I supervised the Quality Assurance for the first outsourcing project in Romania in the Telecom industry.

TRAINING SPECIALIST  
*Vodafone Romania*

January 2002–May 2004  
*Bucharest, Romania*

Duties included: identifying and analyzing operational tasks, writing procedures, updating and delivering course materials, coaching and evaluating trainees, evaluating training programs, and collaborating for teambuilding exercises.

## HONORS

- March 2010     *Hans Hoexter Fellow* Award offered by the Executive Committee of the International Association for Counseling (IAC). *Bucharest, Romania: IAC Conference*
- 2009-2010     Chi Sigma Iota , Syracuse University, Member of the Sigma Upsilon Chapter executive board
- 2007-2009     Chi Sigma Iota, Wake Forest University, Pi Alpha Chapter
- 2006-2008     Full scholarship, Wake Forest University  
Graduate School of Art and Sciences, Department of Counseling
- 2003 – 2005     Full Scholarship, Polytechnic University of Bucharest, Romania,  
Department of Education
- 1996 – 2000     Full Scholarship, Academy of Economic Studies, Bucharest, Romania,  
Department of Management, Public Administration

## PUBLICATIONS

### REFEREED JOURNAL ARTICLES

**Stanciu, E. A.**, & Rogers, L. R., (2011). Survivors of Political Violence: Conceptualizations, Empirical Findings, and Ecological Interventions. *International Journal for the Advancement of Counseling*

Shin, R. Q., Rogers, L. R., **Stanciu, E. A.**, Silas, M. Brown-Smythe, C., & Austin, B. (2010). Advancing Social Justice in Urban Schools Through the Implementation of Transformative Groups for Youth of Color. *The Journal for Specialists in Group Work*.

Sara, I. & **Stanciu, A.** (2008). Career development interventions in the Romanian business environment. *Petrol & Gas University's Bulletin*. Education Series. 15 (1C). Ploiesti: UPG , 164-170

**Stanciu, E.A.** (May 2007). Assuring quality in education through school counseling programs. An analysis of an American model. *Strategies for assuring and assessing quality in education*. Bucharest: ASE, 373-379

### NON-REFEREED PUBLICATIONS

**Stanciu, E.A.** (September, 2008). Applying counseling skills to executive coaching. *Counseling Today*,43.

## PROFESSIONAL PRESENTATIONS

**Stanciu, E. A., & Gilbride, D. G.** (October 2011). *Emotional Intelligence and Clinical Competencies of Counseling Students*. Nashville, TN: Association for Counselor Education and Supervision National Conference

Gilbride, D. G., Rogers, J. L., **Stanciu, E. A.**, Spieglehoff, S. F., & Brown-Smythe, C. (October 2010). *The Brief Wondrous Life of Oscar Wao: Could an Ecological Approach Have Saved Him?* North Atlantic Association of Counselor Education & Supervision Regional Conference, New Brunswick, NJ.

**Stanciu, A.** (July 6-7, 2010). *Supervision Models and Techniques in Helping Professions*. Bucharest, Romania. Training developed and delivered for Romanian professionals who are performing counseling related activities (e.g., school counseling, career counseling). Event sponsored by the National Board for Certified Counselors – Romania.

**Stanciu, A.** (March 2010). *Survivors of Political Violence: Concepts and Interventions*. Bucharest, Romania: International Association for Counseling Conference

Rogers, J. L. & **Stanciu, E. A.** (October 2009). *Towards a New Understanding of Relational-Cultural Theory: Context, Content, Critiques, & Contributions*. San Diego, CA: Association for Counselor Education and Supervision National Conference

Shin, R., Rogers, J. L., & **Stanciu, E. A.** (October 2009). *Advancing Social Justice in Urban Schools Through the Implementation of Transformative Groups for African American Youth*. Association for Counselor Education and Supervision Biennial Conference, San Diego, CA.

**Stanciu, E.A.,** Ivers, N., Kemer, G., Koyama, C., & Paredes, D.M. (March 2009). *Experiences in Counseling in a Second Language – Lost in Translation?* Charlotte, NC: American Counseling Association National Conference.

Rogers, J. L., **Stanciu, E. A.**, & Veach, L. (September 2008). *Co-creating Curriculum: Empowering Students to Shape the Future of Counseling*. Portland, Maine: NARACES Conference

**Stanciu, E.A.** (March 2008). *The Use of Counseling Approaches and Skills to Enhance Leadership Performance through Executive Coaching*. Honolulu, HI: American Counseling Association National Conference.

**Stanciu, E.A.** (May 2007). *Assuring quality in education through school counseling programs. An analysis of an American model*. Bucharest, Romania. International Session for Scientific Communications: Strategies for Assuring and Assessing Quality in Education.

## CERTIFICATIONS:

**International Global Career Development Facilitator (GCDF) Master Trainer**

Certificate number GCDF00007-RO

**National Board Certified Counselor**

NCC No. 240680

**Global Career Development Facilitator (GCDF) Trainer – Romania**

Certificate number GCDF00007-RO

**Global Career Development Facilitator (GCDF) – Romania.**

Certificate number GCDF00007-RO

## PROFESSIONAL SERVICE

COMMITTEE MEMBER FOR MFA THESIS DEFENSE  
*Syracuse University – College of Visual and Performing Arts*  
(student: *Jinhee Park*, theme: *Seeing the Voice Unknown* )

SPRING 2011  
*Syracuse, NY*

## **PROFESSIONAL MEMBERSHIPS AND ACTIVITIES**

American Counseling Association Student Member  
Association for Counselor Education and Supervision  
Editorial Board Member for the *Professional Counselor: Research and Practice*, NBCC  
Editorial Board Member for the *Journal of Counseling*, ACROM  
Founding member of the Romanian Counseling Association  
International Association of Counseling

## **LANGUAGES**

Romanian – native language  
English – fluent (speaking, writing, reading)  
French – intermediate level (speaking, writing, reading)