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# THE CAREER GUIDANCE TOOLKIT FOR MINORITIES



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## 1. Career orientation

We are what we choose to be! We are all responsible for what we are and what we will become. And when it comes to the lives of young people, responsibility is shared with parents, teachers and other significant adults around them. Developing a career that gives a sense of personal fulfillment is not a simple thing.

The profession is one of the main areas of life, along with family, friends, free time, etc. People spend a large part of their time at work. That is why, it is not everyone to have the feeling that what they do suits them, they work with pleasure, they are good at their work, they are appreciated by colleagues, bosses, or they do work just to earn money, without pleasure, satisfaction and the joy of professional fulfillment. Job satisfaction and life satisfaction are intertwined. Therefore, choosing a profession is a decision that deserves all attention!

A young person's option for a certain career without any external support is a difficult process, often associated with wrong choices, hesitation, abandonment, procrastination, and all this with a serious impact on his professional future.

Young people frequently give answers such as: "it's fashionable", "it pays well", "mom/dad wants me to become...", "I find it interesting", "it's a nice job" as reasons for choosing a profession, "it gives me prestige", "college is easy", "my boyfriend/girlfriend gives everything there...I want to be together", "I want to follow in the footsteps of my parents (mother/father)", etc. Some young people in today's Romanian society are in a rush for diplomas: "to be successful in my career I must have many diplomas" is a career myth. They believe that it is important to complete a college, whatever it is, being less relevant whether or not they will be able to practice what they have learned. Such motivations represent a false start on the road to professional achievement or detours that can delay finding the right place and role in the professional sphere. When it comes to making a high-stakes decision, such as choosing a profession, it is necessary to show young people the inconsistency of certain criteria for choosing a profession.

The career decision is greatly influenced by the outside, by parents, the group of friends, career models from one's own entourage or promoted by the media. The weight of parents' influence on children in choosing a career is often decisive. Many parents overestimate their children or impose on them educational and professional paths that they do not adhere to with conviction or for the achievement of which they will face with difficulty, with repeated failures or mediocre results, a fact that will also affect their satisfaction or success at work.

The categories of arguments used by the family are, most often, different from those of the specialists in counseling and professional guidance, they are of an economic, affective nature, preservation of traditions, social position.

A good school and professional orientation has the advantage of determining person-profession compatibility, with greater chances of success and professional satisfaction. In addition, it also means a smart investment of time in education. A correct decision, made in time, can help them focus their attention on what they practically have to do to be admitted to the institution, the form of education they want. Creating a professional career is a lifelong



process and it is desirable to start as early as possible with the planning of education and the educational path, continuing with the professional one and not leaving these decisions to be made only in the final years of primary, general, high school, university, although even then it is not too late. Choosing a career is not an irreversible process, but a decision and a good career plan increase the chances of success.

**Career guidance** means guiding the person towards a profession or a group of professions in accordance with his possibilities and desires; it includes, in a unified whole, school guidance, professional guidance and career counseling.

Broadly speaking, career guidance or vocational guidance is the process by which a person is helped to discover and clarify their professional and career interests in order to be happy and useful in society. Specifically, vocational guidance is a professional guidance approach that one person (a vocational counselor) offers to another person (a client).

Career orientation consists of those activities and programs through which individuals are helped to assimilate and integrate knowledge, experience, in correlation with:

- self-understanding - which includes knowing one's own personality and relating it to the personalities of others;
- understanding the functioning mechanism of society and therefore those factors that contribute to its continuous change, including here the attitude towards work;
- awareness of the role that free time can play in personal life;
- understanding the need for the existence of many factors with an active role in career planning;
- understanding the need for information and skills in obtaining success and job satisfaction, but also in the activities carried out in free time;
- learning the decision-making process in career choice and development.

### **The career counseling process**

A flexible model of the career counseling process that involves going through several stages in the evolution of the relationship between the counselor and the subject.

**The first stage** involves the establishment of a working "alliance" between the two parties involved. Right from the beginning of the counseling process, the subject must be motivated to adopt a participatory attitude, of active collaboration with the counselor. Individual factors such as: age, gender, cultural affiliation or social status of the subject are factors that the counselor must take into account in building the relationship.

The subject must be helped to represent the counseling process as realistically as possible, without considering the counselor an expert, possessor of magical formulas for career success, but rather as a facilitator in identifying the most suitable educational and professional path.

In this phase, the counselor identifies the counseling needs of the subject by analyzing the educational and professional level already achieved (knowledge and skills already acquired, accumulated experience, strengths and weaknesses) and the extent to which the



subject formulated his options and made some professional decisions. In common agreement with the subject, the objectives are established, which must be as clear and tangible as possible, the stages to be completed and the tasks assigned to each of the involved parties, as well as the expected results, are specified.

**The second stage** follows the exploration of personal characteristics and the coherent organization of self-knowledge. This stage involves evaluating some personal attributes relevant to the career and familiarizing the subject with some effective methods of self-exploration of the professional development potential.

During this stage, the counselor uses a series of scientific assessment tools, from structured interviews to psychometric tests. By means of this technique, the subject's identification of transferable capacities is sought, starting from the analysis of performances in various work situations or life situations.

By helping the subject to emphasize his "strong" points, which facilitated his success in various situations in the past, the technique of "systematic reflection on experience" proves to be an effective tool in promoting an attitude of confidence in one's own strengths and in increasing self-esteem.

Professional interests, skills and personality traits, aspirations and personal values are evaluated and the importance of these factors in choosing the educational and professional path is discussed.

**The third stage** in the career counseling process consists in exploring new perspectives on the identified problems (eg, irrational beliefs).

In this stage, the counselor's role is to help the subject make a realistic assessment of his expectations and aspirations and examine the discrepancy between his beliefs and actions. The remodeling of the subject's irrational beliefs involves the identification of maladaptive assumptions related to educational and occupational opportunities, simultaneously with the provision by the counselor of specialized information, updated and adapted to the particular situation of the subject.

The information must have the strength to support the effort of planning the next stages of the professional career. This involves the identification of maladaptive assumptions related to the occupational world, simultaneously with the provision by the counselor of specialized information, updated and in accordance with the particular situation of the subject. Educational and professional alternatives are chosen that go through a process of exploration and evaluation following the relevant criteria: the required conditions, the consequences of choosing one of them, the benefits and costs of each, the influence on the way of life, the level of responsibility and stress, etc.

**The last stage** consists in establishing a work strategy and its implementation plan. The goals to be achieved are established, which must be characterized by clarity, specificity, realism and measurability, as well as the steps to be followed to implement the plan.

The counselor also builds a system for evaluating the progress made by the individual, depending on which adjustments can be made to the action strategies. A calendar of actions



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is often used, which proves to be extremely effective in this sense. It is important that the subject has the ability to act on his own for an effective management of his career.



## 2. Types of personality

Types, according to Holland's theory, are the product of the interaction between cultural and personal factors that characterize a certain person. The group, heredity, parents, social class, culture and physical environment in which a person lives provide a certain experience on the basis of which the person first learns to prefer some activities to others. Over time, these preferences become interests that lead to the formation of certain skills, and finally, these interests and skills create a particular personal disposition that determines the way of thinking, perception and behavioral manifestation. Respectively, social type people will rather look for social activities, such as: teaching or social assistance, will perceive themselves as sociable and friendly people and as having more social skills (e.g. helping others with personal problems) than for example realistic (eg using various machines and equipment). It is also expected that these people value social activities or tasks: providing services to the community, helping others, etc.

The preference for certain activities in childhood is determined on the one hand by genetic factors, and on the other hand by the children's early experiences. Even if the parents' attitude correlates to a lesser extent with the children's interests (Roe, 1956; Roe & Siegelman, 1964), the parental type creates a certain kind of opportunities and also imposes certain limitations on experiences. Thus, Realist parents will engage in typical Realist activities, inside and outside the house, use certain materials and tools specific to Realist interests, choose Realist friends and even neighbors, etc. Also these parents will ignore and even avoid non-Realistic activities, such as social ones.

John L. Holland's vocational personality theory (tab.1) starts from the establishment of a corresponding correlation between the type of personality and the corresponding professional environment and considers that the balance/imbalance of an individual's personality is influenced by the exercise of a profession that favors or prevents this expression.

Holland attempted an empirical description of types, precisely to make their validity testable.

- a. **The realistic type (R)** is characterized by the tendency to go towards those activities that involve the manipulation of objects and tools. Possesses manual, mechanical or technical skills and is satisfied with those professional environments that require an optimal level of development of these skills.
- b. **The investigative type (I)** is distinguished by a special appetite for research, investigation in various forms and in the most different fields (biological, physical, social, cultural, etc.). He usually has mathematical and scientific abilities and prefers to work alone to solve problems.
- c. **The artistic type (A)** shows attraction towards less structured activities, which require a creative solution and offer the possibility of self-expression. Artistic people are endowed with artistic skills and imagination.
- d. **The social type (S)** is interested in activities that involve interpersonal relationships. Thus, they prefer to help people solve their problems or teach them various things, than to carry out activities that require the manipulation of tools or machines.



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- e. ***The enterprising type (E)*** prefers to work in a team, but primarily with the aim of leading, directing, occupying the leadership position. He avoids scientific activities or fields that involve very difficult work, preferring those that highlight his oratory and managerial skills.



**Tab 1. Personality types described by Holland**

Personality type	Characteristics	Possible professions
Realistic	Practical type, likes outdoor activities, likes to build and repair, likes to work with hands, has difficulties in communicating feelings, rejects radical ideas.	Mechanic, archaeologist, mechanical engineer, farmer, fireman, jeweler, optician, policeman, plumber, construction engineer, miner, auto mechanic, forester, radio-tv repairman, dental technician, electrician, jeweler, plumber, machinist, locksmith, airplane pilot, carpenter
Conventional	He is stable, he respects the law, authorities prefer well-defined, structured activities, he has strong self-control, he wants to know what is expected of him, he does not seek leadership roles, he dislikes physical work.	Accountant, cashier, computer operator, financial analyst, secretary, librarian, telephone operator, secretary, typist, civil servant, financial expert, postman, receptionist, salesman, waiter
Social	Skills to establish interpersonal relationships, to get involved in activities to help others, is concerned about the condition of others, responsible, communicates well with people, is sociable, likes to be given attention, is popular, likes to be a leader.	Coach, teacher, psychologist, medical assistant, doctor, policeman, hairdresser, social worker, speech therapist, teacher, doctor, psychotherapist, physiotherapist, school counselor, sociologist, nurse, minister, librarian, historian, human resources consultant, director of social services, priest
Investigative	He likes intellectual activities, problem solving, he is inclined towards science, he is original and creative, independent, rational, curious, passionate about theoretical problems, he does not like rules, he is not interested in collaborative work.	Economist, doctor, geologist, anthropologist, astronomer, physicist, chemist, laboratory assistant, psychiatrist, psychologist, researcher, pharmacist, PC operator, mathematician, statistician, meteorologist, biologist, horticulturist, oceanographer, radiologist, dentist, radiologist, surgeon, designer, biochemist, bio-physicist
Enterprising/ entrepreneurial	He wants to dominate, he has a desire for power and social status, he knows how to speak, he has energy, he is enthusiastic, self-confident, persuasive.	Financial analyst, commercial agent, insurance agent, banker, lawyer, prosecutor, judge, radio-tv announcer, journalist, small business owner, system analyst, manager
Artistic	Sensitive, prefers to work alone, unconventional, needs individual expression and communication, original, does not like structured environments.	Actor, Dance Teacher, Theater Teacher, Dancer, Philosopher, Literature/Music/Fine Arts Teacher, Director, Actor, Journalist, Reporter, Musician, Conductor, Designer, Decorator, Fashion Designer, Architect, Artist, Photographer, Composer, advertising manager, fashion model, TV moderator, writer



**Tab 2. Characteristics of personality types**

THINGS	SKILLS	IMPORTANT	CHARACTERISTICS OF PERSONALITY	ACTIVITIES AND PROFESSIONAL AREAS
<b>Realist</b>  Machines, tools, open air	Mechanical skills, dexterity, coordination manual and digital	Tradition, realism, feeling practically	conformist, honest, honest, submissive, materialistic, natural, consistent, practical, modest, shy, stable, economical	Operation with equipment, using tools, construction, repair  <b><i>Driver, operator, machinist, farmer</i></b>
<b>Investigational</b>  science, theories, ideas, data	Mathematical, verbal, analytical skills	Independence curiosity, learning development	analytical, cautious, critical, curious, independent, introverted, methodical, modest, precise, rational, reserved	laboratory work, abstract problem solving, research  <b><i>Doctor, chemist, mathematician, biologist</i></b>
<b>Fantasy</b>  Self-expression, art	Artistic skills, artistic expressiveness	Beautiful, original, independence, imagination	complex, messy, emotional, expressive, idealistic, imaginative, lacking in practical skills, impulsive, independent, intuitive, nonconformist, original	Music composition, writing, visual art  <b><i>Musician, poet, sculptor, writer</i></b>
<b>Sociable</b>  People, work in team, services	Verbal skills, communication, listening, understanding	cooperation, generosity, services in favor of others	persuasive, cooperative, friendly, generous, bouncy, idealistic, centered on problems, kind, responsible, sociable, tactful, understanding	Teaching, counseling, social support  <b><i>teacher, counselor, Therapist</i></b>
<b>Business</b>  business, politics, lead, influence	Verbal skills, the ability to motivate and direct others	risk taking, status, competition	brave, ambitious, draw attention dominant, energetic, impulsive, optimistic, pleasure seeking, popular, self confident sociable, talkative	Sale, management, negotiation  <b><i>manager, politician, salesperson</i></b>
<b>Conventional</b>  Organization, data	math skills, functional skills, attention to details	Organization, stability, efficiency	conformist, conscientious, careful, conservative, inhibited, subdued, orderly, consistent, efficient, practical, controlled, lackingde imaginație, eficient	Organization, computer operation, the application of certain procedures  <b><i>Writer, librarian, clerk</i></b>



### 3. Self-knowledge and personal development

#### 3.1 My identity

Place of performance: a hall, the chairs arranged in a semicircle

Number of participants: between 10 and 15 people

Age: groups of 14-18 years and 18-24 years

Materials: flip chart, flip chart sheets, markers

Time: 45-60 minutes

In a basket made of sticks will be placed the notes on which a message will be written: It's Wednesday! You are August! You are wind! You are rain! You are grass, etc.

Participants will draw one ticket each.

Divide into teams of two participants who will stand face to face and for 3 minutes the ones on the right will convince the ones on the left that they are what they (the ones on the right) got on the ticket. That is, those on the left are not what is written on their ticket, but would be what is written on the ticket of those on the right.

After 3 minutes, the roles change.

Now, for another 3 minutes those on the left will try to convince those on the right that they are something other than what is written on their ticket, they are what is written on the ticket of those on the left.

After this stage, everyone is invited to say how they felt as long as they tried to convince the other that it was something else or how they felt in the position of being convinced by someone, how they resisted the pressures, temptations, or how they gave in.

This exercise has the role of training the participants to defend their identity regardless of how much pressure they face, how much they are bribed, regardless of the so-called opportunities that would be offered, provided they give up their identity. At the same time, it also has the role of helping the participants to cope in situations where they would be asked to be something other than what they are as an ethnic identity, given that society would have prejudices or stereotypes related to certain ethnicities.

By respecting and expressing their identity, they respect themselves, and thus in time, they will be respected precisely because they did not give up their identity. In addition, identity means a baggage of skills, knowledge, tendencies, a whole history, a collective memory that he would not be allowed to give up, no matter how tempting it might be.

The moderator will consider that in terms of career orientation, everyone should take into account their identity, which means: culture, language, traditional jobs practiced by ancestors, inherited skills, creativity, traditions, etc.



### 3.2 *What did my ancestors do?*

Place of performance: a hall, the chairs arranged in a semicircle

Number of participants: between 10 and 15 people

Age: groups of 14-18 years and 18-24 years

Materials: flip chart, flip chart sheets, markers

Time: 45-60 minutes

The participants are divided into teams of 3 or 4 people and they are asked to go over on the flipchart sheets what jobs their parents, grandparents and, if possible, great-grandparents had. After this exercise, the participants will each present what they have worked on.

Each participant will come in front of everyone and present in as much detail as possible what his ancestors did: what jobs they had, how they practiced them and how they sought to convey to others what they did.

They will also detail how much the job they practiced helped them; what space they needed to carry out that job; how much their job was in demand at the time; how they felt when they practiced that job; how good they were at what they did, how satisfied, how cheerful, how sought after their ancestors were for their job.

After each participant presents what his ancestors did and how they felt, each will be invited to express what he believes he inherited from his ancestors (tendencies, skills, concerns, etc.).

This exercise has the role of helping the participants, to update their family history regarding the career orientation of each one's ancestors. A recollection of what those before them were, an update of what we are, a reminder that everyone has a certain job in their genes, inherited skills that they are not always aware of and that once they discover them, they can put them to use. in practice without it being too much of an effort for him.

For example, if an ancestor was a painter, his descendant can be a photographer. If another ancestor was a farmer, his descendant can be a farmer and develop what his ancestor practiced on a simpler level.



## 4. Career exploration

### 4.1 What I like to do?

Place of performance: a hall, the chairs arranged in a semicircle

Number of participants: between 10 and 15 people

Age: groups of 14-18 years and 18-24 years

Materials: flip chart, flip chart sheets, markers

Time: 45-60 minutes

The participants are divided into teams of 3 or 4 people and each is given a flipchart sheet, markers; they are invited to write what they like to do each.

This exercise lasts about 10 minutes, after which each team is invited to present on the flipchart what they worked on. Each participant will come in front of everyone, and present not only what he wrote on the flipchart paper, but also argue why he likes to do what he wrote.

The moderator will try for each participant to get the participant to provide all kinds of details:

- for what reason does he like to do what he does;
- how he feels when he does something pleasant;
- what status does it get;
- how those around him see him when he does that thing;
- how he behaves with others when he does something he likes;
- how in control he feels;
- how calm or how energetic;
- how it helps him get rid of tension when he does what he likes;
- how beneficial this occupation is for him;
- how many times a week does he do what he likes to do;
- etc.

#### **Important!**

It is recommended that the moderator ask the participants to make a comparison with what the participants do and do not like to do or are forced to do something that they do not really like or do not feel good doing, but do it either out of necessity or obligation .

Again they are invited to express what they feel in such a situation.

This first stage of the course has the role of helping the participants to become aware in which field of activity they feel good, what makes them relaxed, without any tension, an area where they feel in control without being embarrassed by anything or someone, without fear that they are doing something wrong. Everyone has their own field of activity, an area where no one can intervene to make observations or be stressed, given that the participant



does what he likes and ensures his own comfort, without being disturbed by anyone, without bosses or subordinates.

The participant realizes that he has his own area where he is with himself and feels good, he is charged with energy and does not feel that anything is imposed on him.

After this moment, the participants are asked to make a comparison, how they would feel if they did something they don't like, but they are forced to do a certain activity that is not exactly comfortable for them.

The fact that the participants are asked to also say when they do something they don't like helps them to realize how harmful it is for anyone to do what creates some discomfort. Mental state, the fact that you can no longer be cheerful, they are not creative in such a situation, they no longer have the same positive energy, they are not as calm or they no longer feel in control of themselves. Participants can also express what effects appear over time due to the fact that they would perform an activity that they would not really like.

#### *4.2 What do I like to do?*

Place of performance: a hall, the chairs arranged in a semicircle

Number of participants: between 10 and 15 people

Age: groups of 14-18 years and 18-24 years

Materials: flip chart, flip chart sheets, markers

Time: 45-60 minutes

In a basket of sticks, several notes are placed that each have a liberal profession written on them: tailor, photographer, potter, beekeeper, etc.

The participants are given to draw a ticket each. Then the participants are invited to argue how they come to terms with what they like to do, what their ancestors did and what they missed. How do they adapt what they missed, with what they like to do and what their ancestors did.

This stage of the course has the role of training the participants to be creative, to connect not only with their ancestors in terms of career, but also with what they like and what they are given to do. An adaptation to today of what the ancestors did, another level practiced by the parents (compared to the grandparents), a higher step that the descendants (grandchildren) are currently reaching; an added creativity we would say, adapted to these days and to the needs that are required.

All these applied methods will take into account and stimulate the creativity of the participants. These methods help them to realize that as long as they are creative in what they do, they are not tense, stressed, or have any discomfort. Creativity helps them in their work and makes them feel in control of themselves, without having any pressure but on the contrary, joy, relaxation, the satisfaction that they are doing something and it comes out beautifully in their hands.



### Ex. 1 *The person and the society*

Place of performance: a hall, the chairs arranged in a semicircle

Number of participants: between 10 and 20 people

Age: groups of 14-18 years and 18-24 years

Materials: -

Time: maximum 6 minutes

The moderator will ask the participants to stand up and form a circle of 5 or 6 people holding hands and close, so that no one enters the circle. In advance, he will select one person for each circle formed, to sit outside the circle. The moderator will specify that the person outside the circle has the duty to enter the circle and convince those who form the circle, by whatever means he thinks would convince them (bribes, promises, force, pleas, etc.) to let him enter. The circle can put up as much resistance as it sees fit.

After 5, 6 minutes, the moderator will finish the game and invite the participants to take their seats. Everyone will be asked to express what they felt, either in the position of the person forming the circle, or the person outside the circle. After this stage of discussions, the moderator will explain to all of you that the circle signifies society and the outsider is the individual who is different from society's point of view and he tries to penetrate, integrate into society and society has a tendency to oppose, to marginalize him; the struggle of the different individual, who uses all kinds of means to include himself. These so-called different people can be minorities.

This exercise aims to train the participants to empathize with the one who struggles to be accepted and is discriminated against. At the same time, it helps to guide everyone in their career, because a suitable orientation helps to make inclusion easier and society would be less resistant. Society's need to have people who perform a certain job required on the market makes the difference, especially the ethnic one, unobservable.

### Ex. 2 *I am/I am not*

Place of performance: a hall, the chairs arranged in a semicircle

Number of participants: between 10 and 20 people

Age: groups of 14-18 years and 18-24 years

Materials: -

Time: maximum 15 minutes

The moderator will start the exercise by asking the participants to express a simple sentence starting with "I am".

For example: "I'm fast", etc.

After this first stage, the moderator will ask the participants to say the same thing about themselves, but start the sentence with "I am not..."

For example: "I'm not fast" etc.



After this second stage of the exercise, the group will discuss how everyone felt when they expressed something about themselves and then had to contradict what they initially stated.

This exercise has the role of helping the participants to realize how important is what we express and what we think about ourselves. Everyone can be surprised by what they express about themselves and how they might start to believe what they said. The participants are put in front of a situation where they can easily realize that they can program themselves with a word. They said something out loud about themselves and they tend to believe it, and even act like it.

Thus, the exercise helps to build self-confidence, to maintain confidence and to avoid traps that can be programmed, less positively, only verbally. Whether the participants say something about themselves or someone else verbally indoctrinates them that they are a certain way, let them have the power to discern and resist the verbal traps.

At the same time, the exercise helps in career orientation because the participants being trained to say about themselves I CAN, or I CAN, I AM GOOD AT WHAT I DO, they will plan positively, act beneficially and avoid obstacles (doubts, mistrust, obstacles from others, etc.) that may appear.

### Ex. 3 *The blind man and the guide*

Place of performance: a hall, the chairs arranged in a semicircle

Number of participants: between 10 and 20 people

Age: groups of 14-18 years and 18-24 years

Materials: textile strips

Time: 20 minutes

This exercise will begin by dividing the participants into teams of two. Then in each team one of them will be blindfolded and his partner will be asked to be guided around the room holding his hand and talking to him.

After 5, 6 minutes the moderator will complete this moment and the participants will move to their seats. He will ask each participant to express how they felt. Either those who were blindfolded, or those who had to be their guide.

After this stage, the moderator will explain to the participants that everyone has moments when they need to be guided; but in each of us there is attention and we do not develop some senses by which we can guide ourselves and be cautious. Whether the participants let themselves be guided by their partner, whether they were distrustful of the one guiding them, or whether they activated some of their senses more, this exercise proves to everyone that we have abilities that we are not aware of and we just have to activate them.

Thus, the exercise contributes to career orientation because young people realize that they can handle new, unforeseen situations, that even if someone were to guide them, they can also be the ones who guide themselves, they can trust themselves; a suitable career orientation avoids dependence on others.



## 5. Personal marketing

### 5.1 The letter of intent

The letter of intent is also known as a letter of motivation or presentation.

It is the first contact with the employer and represents the bridge between the CV and the requested job.

A cover letter has the objective of expressing your intention to occupy a position, to work for a specific job or for that company. It is important because it shows why you are interested in working at that company, but also why you are interested in applying for a particular job. You have to show the employer that you know their needs and that you can make improvements to increase their efficiency. The purpose of the cover letter is to introduce yourself and briefly summarize your professional experience. Such a letter must be designed exclusively for the employing company, it is the first chance to make yourself noticed and to express your particular interest in the company and the position in question. Although your CV contains the most information about yourself, your education and previous jobs, it is your cover letter that will make the employer choose you over any of the other candidates because of your personality and qualities mirrored in the style in which you wrote it.

The cover letter highlights your ability to build an image, to "sell" an idea, to demonstrate professionalism.



#### **A smartly designed cover letter!**

... it is usually the best choice to attach to a job application.

... a cover letter can serve more purposes than the CV: mainly it can bring to the fore the relevant qualifications that may partially be missing from the CV.

... the importance of the cover letter increases if the previous activity does not match the position for which you want to apply. If you intend to go to an interview without it having been established in advance with a representative of the employing company, when you hand in a CV, a letter of intent will also be required, because the interview may not be able to take place.

... do not send your cover letter as an email attachment, unless specifically requested.

... the letter must always be addressed to a specific person, so it is good to know to whom the letter should be addressed. When we do not have this information, it should be addressed to the head of human resources or the general manager.

... the letter must stimulate the reader's interest, it must demonstrate interest in the company/organization, showing that it has information about it.



## The structure of a cover letter

**Greeting formula.** Choose a formal address such as: Dear Sir/Madam or To Mr./Madam. It is important to know the person you are addressing. You can find out the name on the company's website, with a short Google search, on professional networks or you can call the company directly. Avoid overly friendly addresses such as: Hey/Hello or addressing using only the first name. First impressions matter and they should be professional.

**A brief introduction of you.** In the first two sentences, talk about why you are writing to the recruiter and about those strengths of yours. For example, if you are a high school or college graduate, mention the results that make you proud or the areas in which you excel. If you are employed, score those achievements that brought you a promotion or appreciation from clients. Maintain a positive tone of the cover letter, with an emphasis on the desire to learn something new, to advance in the career. Avoid giving details about less than pleasant experiences with former employers that led you to look for a new job.

**Details of your skills and experience.** Give specific examples of how you achieved a goal or contributed to the success of an organization. Also include numbers where appropriate, and most importantly, emphasize how your skills and experiences align with the employer's vision and needs.

**Call-to-action.** Finally, leave a short, professional and friendly message telling the recruiter what you want them to do after reading your letter. For example, you can start by thanking them for taking the time to read your letter and invite them to contact you to learn more about your experience.

**Closing formula.** End the cover letter in a professional manner with phrases such as: Best regards/ Sincerely and then state your full name.



## Useful tips on how you should write a cover letter to meet the current expectations of recruiters

- ✓ **Fit into one page.** Recruiters don't have time to read a multi-page cover letter. They might consider it either digressing from the subject or excessive praise.
- ✓ **Adapt the cover letter according to the job.** Each job advertisement has its own requirements, and even if some jobs are similar in terms of requirements, you can qualify more easily if you prioritize that experience in your CV that is also important to the employer. On eJobs.ro, under the title of the ad, you will find a "See details" section. Click on it and then on "Send introduction message". Argue in a few lines why you think you are the best candidate for the position. Highlight your strengths, and if you don't tick all the employers' requirements, explain why you think you're relevant to the job you're applying for.
- ✓ **Start with a professional and preferred address, with a phrase that helps you get out of anonymity,** but is also suitable for your experience. Recruiters may see a lot of cover letters. If your message is too generic, it won't give your application a plus to qualify you for the next recruitment stage.
- ✓ **Show from the beginning of your cover letter that you are a candidate who is interested in the job and has the necessary skills.** This way you are prepared for the situation when recruiters will scan your cover letter or read only the beginning.
- ✓ **Use the right tone.** The tone should be consistent with your career level, the field you're applying to, and the company's values. For example, if you're writing a cover letter for a junior position at a start-up, your tone should convey enthusiasm, adaptability and highlight your personality.
- ✓ **Choose the tone according to the company culture.** To learn about a company's culture, read the information in the "About" section of the website, as well as the blog and social media posts. These pages usually have a mission statement, communicate core values, and show what the prospective colleague should be like. Adapt the tone and language of your cover letter to show that you have similar values and principles to the company.
- ✓ **Detail the information in the CV, but do not repeat it.** Your CV clearly presents your experience, skills, education, achievements. Your cover letter should explain how your experience is relevant to the company you're applying to and why it's a good idea for the recruiter to choose you.
- ✓ If your cover letter only refreshes the content of your resume, you're missing the point of a cover letter. Your cover letter will lack the persuasive argument needed to make a strong impression, and your application may be overlooked.
- ✓ **Here is a strategy to avoid repeating resume information in your cover letter:**
  - Give more details about one (or more) of your achievements;
  - Explain how your experience is relevant to solving the company's problems;
  - Show current issues in the industry you work in to demonstrate your expertise.
- ✓ **Use action verbs to describe your experience**  
One way to avoid clichés is to use strong action verbs that accurately describe your



accomplishments in previous jobs/projects. Action verbs convey leadership, talent, initiative, and highlight how you actually accomplished your tasks. For example, it's much more powerful to say, "We've partnered with vendor X" than "I've had meetings with vendor X."

- ✓ **Avoid clichés.** "Dynamic" or with an "out of the box" thinking are some of the clichés that do not help you qualify for a job, and in creative fields can even disqualify you. Instead of these overused phrases, describe your work experience in concrete terms with an emphasis on your actual accomplishments.
- ✓ **Avoid abbreviations and jargon.** Think about the reader of your letter. He may not know exactly the abbreviated terms and going through the cover letter could be difficult, setting the stage for disqualification. You can avoid such a situation by providing a description of the abbreviation or jargon the first time you use it.
- ✓ **Show your personality in your cover letter.** Managers don't want to hire a robot, they want someone they enjoy working with. And unlike the resume, the cover letter needs to have a more personal touch. So focus on the first impression and avoid saying things like, "I would like to express my sincerest interest in this position." Explain why you are interested in the job, how it fits your passions, experience, why you see yourself working in a certain environment.
- ✓ **He ends the letter with enthusiasm.** It's ok to have an upbeat and strong call to action. Char recruiters expect you to have that drive to get them to call you.

### **Mistakes encountered when writing a cover letter**

1. to focus too much on yourself;
2. sharing all the details of every job you've ever had;
3. to write about something uncomfortable;
4. writing a novel;
5. resuming the CV;
6. be a superfan of the company;
7. mistakes in expression.



## Model 1 - Cover letter

Example: Business Manager

"Dear recruiter / HR manager,

I am happy to apply for the position of Business Manager at Innovation Advertising. As someone with extensive experience, unique leadership skills and an inherent ability to motivate a team, I am confident that I will be a good employee for your organization. I am excited about the potential to offer my solution-oriented perspective and natural interpersonal skills as a means to help Innovation Advertising achieve its company goals. My experience includes experience driving business processes and helping my former employer, Foundry Marketing, achieve 73% revenue growth by implementing a new marketing strategy. I have consistently reached and exceeded business goals. Furthermore, I have seven years of management experience where I have effectively managed several responsibilities, from marketing to facilitating critical customer relationships.

Other strengths in my experience include recruiting, training, inventory management, reporting, and helping reduce overtime costs by 40% through a thorough review of outdated labor management tools. I am known for remaining calm in fast-paced environments while conveying my ability to logically address any situation or obstacle. In addition, I am eager to learn and share my knowledge with others.

Thank you in advance for considering me for this position. I look forward to authentically and further discussing the responsibilities involved in the job of Business Manager at Innovation Advertising. I am confident in my abilities and my experience will translate well within your company. I am driven by passion, motivation and determination. Furthermore, it is my goal to ensure that your team is successful.

Sincerely,

First Name Last Name



## Model 2 - Cover letter

Example 1 (general)

"Sir/Madam,

I am a very hardworking and determined professional looking for the opportunity to excel in a dynamic company like yours. I am confident that my knowledge, skills and experience will enable me to deliver successful results for any company in a range of administrative positions. Please allow me to highlight my key skills:

- Able to manage my time effectively through careful planning and organization of work activities
- Ability to identify and solve problems effectively
- Excellent communication skills resulting in positive interpersonal relationships
- A track record of meeting deadlines and producing quality work of high standards
- Proven ability to make informed decisions based on valid information
- Ability to learn and apply new information quickly and accurately
- Good computer skills (MS Office suite)

I am convinced that I can be a good employee for any position that requires hard work, enthusiasm and professionalism and I look forward to hearing from you in the near future.

The attached CV explains my qualifications and experience.

Thank you for your time and consideration.

Sincerely,

"X"



### Model 3 - Cover letter

Example without experience

“Dear [Recruiter Name],

*I am excited to apply for the job [job title] at [organization name]. Although I'm an entry-level applicant, I'm passionate about doing a good job and I have [a few accomplishments that match the skills and abilities they're looking for].*

*I am very interested in starting a career in [Your Field], as I am [something specific that makes you suitable for that job]. I think I will be a .... Excellent thanks to my passion plus the following achievements:*

*Example 1 of a feat that uses an ability sought by them*

*Example 2 of achievement that uses an ability sought by them*

*Example 3 of achievement that uses an ability sought by them*

*I'm excited to show you how [2 skills needed] can help [organization goal] for [organization name]. Could we set up a time to discuss your needs?*

*best thoughts,*

*[Digital signature]*

*[Surname, Position]*

*[Phone]*

*[E-mail]*



## 5.2 Curriculum vitae

The CV is a document presenting professional skills, abilities, qualifications, as well as accumulated experience. Also, the CV represents a form of self-promotion. The CV is not an autobiography, but a document that must contain important and relevant data about the applicant, so as to attract the attention of the possible employer. Most of the time, the CV represents the applicant's first contact with a potential employer.

Any CV is a first proof of your ability to present yourself, to organize yourself. A CV is made in a very subjective way and indicates that you know how to put yourself forward. On the other hand, the same document, if it is not well prepared, could put you out of the game right from the start. A sloppily made CV shows you are not even capable of introducing yourself. The CV is not an autobiography, but a way of information, a business card.

There are rules for making a CV, but it is not mandatory to copy, faithfully, the proposed models. They can be adapted to your own personality.

### ***What is the purpose of a CV?***

The purpose of a CV is to make a presentation as clear and effective as possible, which attracts attention, so that the employer to whom we intend to apply is interested in our professional training, our capabilities and calls us for an interview.

### ***Types of Curriculum vitae***

There are two types of CVs:

1. *Academic CV* – includes information related to academic training and scientific activity (publications, project coordination/participation, presentations given at conferences, communication sessions, etc.). It is the document with which we apply for various university study programs, scholarships, conferences, etc.
2. *Professional CV* – includes information related to both the academic training and the professional activity carried out up to the time of drawing up the document.

When drawing up a CV, the following aspects must be taken into account:

- correctness and accuracy of the data provided;
- the relevance of the information provided;
- compliance with grammatical rules and avoiding spelling and/or writing mistakes;
- The CV is edited technologically, it is not edited manually.

### ***What should a CV include?***

#### **Name, position and contact details**

The first part of the CV should contain your name, your current position and contact details. Avoid giving your CV the title Curriculum Vitae. Your name is the most suitable title. When it comes to your contact details, your email address and phone number are essential. If you want, you can also include a link to your presentation site, but only if it is updated.



## About me/Professional objective

Open your resume with a professional objective, that short story about yourself. It is the paragraph in which you present in a few words your experience, your notable achievements that you believe qualify you for the new job, and your career plans. The most important thing is to adapt this professional objective every time you apply for a job and specify certain qualities that can qualify you for a job. To make it easier for you and to fit in 2-3 sentences, you can answer the following questions:

- Who are you? (eg: passionate about marketing)
- What can you offer the company? (with more than 7 years of experience in managing campaigns for international brands)
- What are your career plans? (looking for a job that will give me the opportunity to coordinate a marketing department)

## Professional experience.

List the jobs you've had so far in reverse chronological order, from the most recent job to the past job you think is relevant to the job you're applying for.

For each job, specify the position, the company, the time you worked there and, preferably, a sentence that explains your role, especially if it was a specific one. Then point out key responsibilities, achievements and back up each achievement with numbers.

In order to be relevant, choose jobs that are related to the job you are applying for, and if you have many years of experience, you can reduce the details of old or irrelevant roles, only pointing to the position occupied.

## Education.

As with experience, education should be listed in reverse chronological order, from the most recent studies to the most distant in time. Include the names of the educational institutions, degrees and qualifications you have obtained. If you're early in your career, it's worth mentioning the most important courses you've taken or projects you've worked on and the results you've had. If you are a senior and have many qualifications, we recommend that you specify them as follows: **Qualification – Educational institution – year.**

Make sure that your CV shows that you are committed to continuous learning. It is less relevant what course you took ten years ago!

## Foreign languages.

Before mentioning a foreign language in your CV, think about the last time you spoke that language. If it was in grade school and you haven't practiced since then, it's best not to include it on your resume. If you don't know your level, ask yourself the following question: "Could I travel to a country where only this language is spoken and have a fluent conversation without any help?" If the answer is **yes**, then provide context. How well you know that language according to three criteria:



- **Spoken.** The ability to speak a language is most important. For example, if you can speak English well, the employer knows that he can give you a job in countries where this language is spoken or in an international team.
- **Written.** Writing well in a foreign language means being one step closer to speaking it well. It is the more difficult part, because you have to know the grammar and the topic.
- **Read.** Your ability to read well in a foreign language says something about your level of understanding of that language.

There are different levels of knowledge of a foreign language:

- Beginner
- Environment
- Advanced

### **Skills.**

Ideally, you should mention 4-6 skills that are related to the job you are applying for. And the best place to get inspiration is the job description itself. Choose your skills carefully because it's important to have achievements to back them up. If you don't have exactly the skills mentioned by the employer, choose ones that are similar, but that match what you have done.

The aim is to show the employer that you are the right person for the job with the necessary skills, qualifications and experience. We advise you to take full advantage of this section of your CV because here you can highlight what you know how to do, and the structure and design of this section help you highlight them.

Examples of professional skills (hard skills): digital skills (e.g.: Excel, Power Point); project management; SEO; Analytics; social media; design; digital marketing; etc.

Examples of soft skills: emotional intelligence; active listening; customer orientation; empathy; critical thinking; flexibility; adaptability; resilience; communication; bargaining power; people management; etc.



## Model - Curriculum vitae

<b>Photo</b>	<b>Name Surname</b> <b>Specialization or Job Title</b> <b>City</b>
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## Contact Details

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**Address**  
E-mail:  
Phone number:

## About me

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## Professional experience

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## Education

--	--

## Skills

--	--



Co-funded by the  
Erasmus+ Programme  
of the European Union

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## Foreign Languages

## Level

--	--

## Other info

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**Projects**

**Volunteering**

**Certifications**

**Qualifications**

**Awards**

**Publications**

**Driving license**

**Trainings**

**Conferences**

**Hobbies**



### 5.3 The interview

The interview is the second stage of the hiring process. If you were called for the interview, it means that your CV was well written and brought you success. However, just like preparing and writing your CV, preparing for the interview takes a lot of time, as it is a unique opportunity to present yourself to the employer in the best possible light.

Your CV piqued the employer's interest and you were called for an interview, giving you the chance to make an even better impression.

The job interview can be a stressful experience because you are the center of attention and the employer will determine whether you are the right candidate for the job. The result of your application will depend on your answers to the questions. Research has shown that one of the proven ways to reduce stress in such situations is good and thorough preparation. This ensures that you will be able to answer the employer's questions and therefore leave a much better impression.

In most cases, if you are called to the interview, it means that you passed the first stage, or even the second, and that the interview can play a key role in getting the job.

#### **The steps of a successful preparation**

Before the interview, try to find out as much as possible about the company you have applied for. Think carefully about possible questions and find answers before the interview. Imagine different situations, several scenarios and how to best react to each of them.

Some answers to questions that you have prepared in advance can be useful in the interview, because when you already have them prepared, you can react at the right time and in the right way and thus leave the best impression.

There is a trick when preparing answers to potential employer questions. The key is this: Try to be flexible. Instead of wasting time trying to think of very specific questions and the smallest details, think more about possible problems and general questions. Thus, you will be able to adapt your answers much more easily during the interview and prepare better for the concrete questions.

#### **Get to know the potential employer**

Gathering relevant information about the company or organization you want to work for is an integral part of preparing your CV and cover letter. However, if you did not do this well enough when you applied, you can do so when you are called for an interview.

Employers assume that you already know enough about them since you opted for the job. In fact, they expect it. Even if you did not manage to find out information about the company, do not try to find out more about the activities they carry out during the interview. The employer will notice this and consider it unprofessional and thus will not recommend you for the job.



## **Show interest**

The possible employer assumes that you know very well why you applied for a certain job, precisely in his company. This is one of the most awkward questions, no matter how easy it may seem to you.

Simply put: You must show interest, both for the job and for the employer who called you, i.e. the company, regardless of whether you are unemployed or looking for an additional job.

No one will hire someone who doesn't care where they work or with whom. The employer expects you to be fully involved, and this will not be easy for someone who "doesn't care". The employer knows that you are in the process of looking for a job since you came to the interview. Tell him what he doesn't know, what he wants to hear and what is true.

So you need to demonstrate that your business ethics match the company's vision and mission. You also need to demonstrate that for you it is not just a job, that you are willing to invest effort and energy to achieve higher goals and that it is not just a financial source for you.

You need to demonstrate that you are the right person for the job and that it will benefit both parties if you take the job – both you and the employer. Of course, it is allowed to improve, but not to invent. It is not honest and useful in the long run. Don't waste your time or your employer's time on a job where you know in advance that you will have no future.

## **The secret lies in moderation**

Of course, the other extreme must be avoided. Do not exaggerate the praise and affinity for the company and the job in question. This leaves an impression of frivolity and unprofessionalism. It also raises doubts and suspicions. Quite simply: the employer expects that you want to work in the company and in the position in question, but they will certainly not think that it is your childhood dream.

## **Be moderate and rational.**

Emotions are good, but act reasonably. If this is a company you've gained respect for, try to put into words what made it so. What are the company's results or beliefs that you consider excellent and why? Be as objective as possible. Avoid empty phrases and general praise.

If you present concrete examples of appreciation for the company at the interview, you will not only give convincing answers, but you will also prove to the employer that you are well acquainted with the company's activity.



## **At the job interview, the questions are not only asked by the employer**

You ask them yourself. The interview is an opportunity for you to ask the potential employer some questions. These should not be questions to which you could find answers when you prepared for the interview, but more concrete and specific questions. In this way, the employer will have the impression that you are well informed, will form an opinion about your way of thinking and about your ability to ask the right questions. Prepare one or two meaningful questions and you will leave a good impression at the interview.

*Repetition is the mother of learning*

So says an old Latin proverb. In your case, this is the most appropriate way to ensure that you are well prepared for the job interview.

## **How to do this?**

As with preparing your CV for application, read the advert for the job you are applying for again. Think as concretely as possible about the potential employer, respectively the company: what they do, how they are organized, how they carry out their activity and in which direction they are developing. Also, before the interview, once again carefully study your CV and cover letter, think about what your main duties and responsibilities might be, what knowledge and skills are required, what are the working conditions and what are the advantages. Also, think about your disadvantages in an objective and critical way, because the potential employer will be interested in this aspect as well.

If you have done all this before the interview, the interview flow should go smoothly and you should recommend yourself to the future employer in the best possible way.

## **How to present yourself at the job interview**

First of all, be punctual: Arrive at the interview venue 10-15 minutes early. Don't risk being late. Show respect, kindness and professionalism to all the people you meet in the company, use polite pronouns. Do not address the interlocutors by name. This form of manifestation of intimacy is not accepted, as long as the interlocutors do not suggest that you address them differently. Each person can be very important, and you want to present yourself accordingly. Their opinion of you can be especially important to the director and can contribute to the overall impression, in addition to the discussion, because these are the people he works with and trusts.

Although it goes without saying, it can be mentioned that chewing gum, the smell of tobacco and using a mobile phone leave a very bad impression. Also, you must go to the interview dressed appropriately.

During the discussion, listen to what the interlocutor/interlocutors have to say. Do not interrupt them while they are speaking and when something is not clear to you, wait to be told.



## **Nonverbal communication during the interview**

Be aware of your nonverbal communication. It's not nice when anxiety, nervousness, excitement, confusion, and the need to present yourself as best as possible is revealed during the conversation non-verbally. Of course, emotions, even discomfort, are not a surprise to anyone, because the job interview is a stressful situation.

Nonverbal communication includes any sign that is physically transmitted to the interlocutor, i.e. body language. Sit properly without snapping your toes or changing the position of your hands and feet too often. Through your facial expression and look, you demonstrate that you are listening, that you understand or not. Of course, you are allowed to smile. Be yourself, but present the best version of you.

We are all, sometimes, in a good mood or in a bad mood. People who are close to you understand the changes in status and accept them, but others consider the first impression as decisive to continue the communication, therefore, you have to make the effort to present them the best part of your personality. Try to pique their interest in getting to know you better after the interview so that you have a chance of being hired.

Shyness and excessive modesty can be important at times. But these characteristics do not present you with the door to the world of business. Today's employers are looking for "beasts", enthusiastic, ambitious and strong personalities who will lead the company to a bright future. You need to give the impression of a person who has sufficient self-confidence, is self-critical, responsible, organized and reliable. But not aggressive, arrogant and selfish. You have to balance all this during the interview, even if it seems impossible. In practice you do this daily.

## **Job interview flow**

During the interview, a particularly negative impression is left by bad comments about former employers, former colleagues and, in general, about people who are not present when the interview takes place. No matter how bad your opinion of a certain person is, this is neither the time nor the place to express it. If you need to explain why you left your previous job or terminated a certain collaboration, or why you haven't found another job yet, try to formulate an answer that doesn't feel negative to the potential employer. This is a hidden danger for him and he will not escape. Speaking badly about others at the job interview will actually present yourself in a bad light.

During the conversation, answer questions concretely and clearly. Do not annoy and avoid. You need a job and you are determined to get it. Ask what is not clear to you, but which seems important to the job. Also, try to have evidence for answers, examples of real situations.

Make sure that at the end of the interview you have all the necessary information about the employer's next step. Who and when will be announced, what is the period in which you wait for an answer, are there other selection stages, etc.

When the call is over, thank them for their time, shake hands, make eye contact and say goodbye.



## The Skype interview

When we talk about interviews for a job, they can sometimes take place via Skype. Whether you have applied for a remote job in a foreign company or are preparing to go abroad, a Skype interview is surely waiting for you. What are the specifics of this interview and what is the way through which you can convince the employer that you are the right person for him?

In order to prepare as well as possible for the Skype interview, you must keep the following rules in mind:

- ✓ test the picture and sound before the interview
- ✓ if you carry the call on your laptop, take into account the battery
- ✓ inform your family that you have an interview so that they do not disturb you during the conversation
- ✓ dress elegantly
- ✓ choose a light background, in one color
- ✓ prepare the questions for the employer
- ✓ practice the answers to the questions
- ✓ take into account non-verbal communication

Almost all the rules that are valid for the classic interview are also valid for the video interview, so don't be too relaxed just because you are talking from home and keep the necessary level of seriousness and professionalism.

## The telephone interview

Another way of interviewing candidates that should be mentioned is the telephone interview. This form of interview is used a little less often, and is usually used as a preliminary selection.

The telephone interview helps the interviewer, based on your answers, to check whether all the data in the CV is true, how serious you are for the job and to make a preliminary profile of your personality based on the answers given. The thing you have to keep in mind during the interview is to keep the necessary dose of seriousness and professionalism and not approach an informal form of communication.

*Regardless of the type of interview that awaits you, what is certain is that you need to prepare as well as possible to leave a good impression and show potential employers how important the job is to you.*



## 6. History of Roma (briefly)

All over the world the Roma continue to remain a secret. Their way of life, customs, clothing, ornaments, etc. are aspects that still remain unknown. Where do the Roma come from and what are they looking for in our country, how did they settle, are questions that all the peoples where the Roma settled have asked themselves. Some have found the answers, others are still looking for them.

### ***The origins of the Roma***

The country of origin of the Roma is India and their migration occurred in successive waves, i.e. at the end of the 1st millennium and the beginning of the 2nd millennium AD. The first migrations of the Indians to the west (and therefore also of the ancestors of the Roma) would be in the context of the conquest in 224 AD of Northern India (today's Pakistan) by the Shah of the Persians Ardashir (224-241 AD) which he transformed into a colony of Persia. (Donald Kenrick, Zingari. Dall' India all Mediterraneo) However, a certain landmark regarding the migration of Indians from India can be considered the period 241-274 AD during the reign of Shapur I, when he brought the Indians to Kabul, like saltwater on Shuster's dike. (Delia Grigore, Gheorhe Sarau, *Roma History and Traditions*, Bucharest, Save the Children Publishing House, 2006, p. 8)

According to the Unicef study "Roma...in search of self-esteem", the term "Gypsy" comes from the Middle Greek language, from "athinganos/athinganoy", the meanings of the word being "pagan", "heretic", "untouchable" or "impure".

The term "Roma" is an old word from the Romani language that means the ethnicity of the Roma and by no means the Gypsy. (Delia Grigore, Mihai Neacșu, Adrian-Nicolae Furtună, *Romii...in search of self-esteem*, Bucharest, Vanemonde Publishing House, 2007, p. 9)

The Roma do not use the word "gypsy", it does not exist in the Romani language, instead almost all researchers have concluded that athinganos comes from the medieval (Byzantine) Greek language and means untouchable, intangible. The word "gypsy" was attested for the first time at a monastery in Georgia, in the year 1068 (at that time in the Byzantine Empire), in the writing of a monk who said that the Athiganoyi were a group of heretics, nomads, star readers, sorcerers and he advised Christians not to approach them. The word Athiganos, translated into other languages, is similar to the Greek pronunciation: Gypsies (in Slovak), ciganie (in Polish), tsiganes (in French), etc. and has senspeiorative. In Germany, the use of the term Gypsy and its derivatives was prohibited by law and the term was replaced by the phrase Roma und sinti. In English - the oldest form "gipsy", as well as Romani were also replaced by Romani (Romani language, Romani people, etc.). (Delia Grigore, Gheorhe Sarau, *Roma History and Traditions*, Bucharest, Save the Children Publishing House, 2006, p. 14)

The Romani language is part of the Northwest Indic subgroup of the Indo-Iranian branch of the Indo-European language and is one of the main 27 Neo-Indo-Aryan languages according to the number of speakers (also called Modern Indic, Neo-Indic, Indo- modern



Aryans). It is along with three other languages: Shinghalese, Kohistani and Maldivian on the way to disappear from use on the territory of the Indian subcontinent. Of the approximately 14 million Roma, 9 million are spread across Asia, Europe, North Africa, North, Central and South America, Australia), of which approximately 7 million still retain their native language.

The migration of the Roma in the world, the fact that the world did not know exactly where they came from, created numerous legends, among the most famous is the legend collected by Ali Ceausev (a Roma from Sumen, Bulgaria) which was later published by Donald Kenrick in the work *The Destiny of Europe's Gypsies* (Puxton-Kenrick 1972): "We had a great emperor, a Rom. He was our prince. He was our padishah. At that time, the Roma lived all together in one country, in a good village. The name of this villa was Sindih... This was a clean (beautiful) country. You found a lot of happiness and joy there. Everyone was doing well. Our emperor's name was Maramengro Dev. He had two other brothers. Their names were Rromano and Singan. All well and good, but there was a great war going on. Muslims did it. The soldiers destroyed the Roma country. They scorched the earth. All Roma fled their country... The three brothers led their people on distant roads. Some went to Arabia, some to Armenia and some to Byzantium. In those countries they became poor."

In the article "Crossroads of Culture and Health", the authors Carrie Vivian and Lauren Dundes, argue that the Roma migrated from India to create an almost worldwide diaspora, especially in the Middle East and Europe, around the year 1000. (Sutherland, A .(1986), *Gypsies: The hidden Americans*, Prospect Heights, IL: Waveland.) Roma have also been persecuted throughout history especially in Eastern Europe because the majority believed that Roma produced the nails that were used in the crucifixion of Christ. (Kemp, C. (2002). *Gypsy (Roma): Health care beliefs and practices*. Refugee Health, Retrieved June 23, 2002).

### ***Traditional occupations of the Roma***

The most important traditional occupation of the Roma is metalworking. "Iron processing includes specialization in trades: blacksmithing, locksmithing, farriery, farriery and ironwork. The blacksmith makes agricultural tools, household items, iron elements for constructions and installations. The locksmith makes and repairs locks, latches, hinges, keys and different types of door and gate locks. Farriers shoe horses, oxen and donkeys. Carriage or wagon binding consists in pulling the rails on the wheels and making the iron bindings of the wagons or sledges. The tinsmith shop, in which downspouts, gutters and roofs are made, is a profession mainly practiced by Gabori Roma." (Romani education and ethno-culture - Delia Grigore p.12-15)

Coppersmiths are also in charge of copper processing, who make and repair copper vessels for domestic use (pots for boiling brandy, cauldrons, trays, pans) or for worship (baptism baptismal font, Epiphany cauldron, church cup). Among the traditional crafts of the Roma is the processing of precious metals: gold and silver. "Silversmiths make jewelry, harness pieces (spurs), clothing pieces (buttons, cufflinks), household items (cutlery, bowls, trays, gilded salt shakers, gilded silver cups, cups) and religious items (censers, candlesticks, baptismal font, candles, crosses)." (Romanian education and ethno-culture - Delia Grigore p.12-15)



As far as fiddling is concerned, this is one of the most famous traditional Roma crafts.

This job is passed down from father to son; it is practiced in a group, with a band, in a taraf and more recently, with a formation during the celebration of events such as weddings, parties or fairs. Originally, fiddling did not require knowledge of musical notes, because it was learned "by ear", today, many fiddlers also have specialized studies. The instruments they use, in order of frequency, are: "the violin, (including a type of improvised violin, actually a viola with a half-circle bow or six strings), the lute, the cymbal, the accordion (taken from German music), the bass (that's what fiddlers call the cello and the double bass), the cobza, the guitar, the bagpipe, the whistle made of willow, poplar or reed wood (like Pan's flute), the tambourine (used by bears), the clarinet." Fiddle music is based on a large dose of improvisation, which is why some Roma fiddlers have chosen jazz nowadays, "it is spontaneous, rhythmically rich, melodically varied, it develops wide interpretive valences (it sometimes imitates the trills of birds), outlines supple rhythms, combined (from suave to passionate, from pathetic to exuberant, from graceful to impetuous), uses changes in rhythm and measure, syncopation (the jerky tone and prolonged phrase), repetition and the technique of variations, in some geographical areas (Spain, Portugal), processes elements of Arabic rhythm taken from "canto flamenco" of Andalusia, in other areas (Balkans), harmoniously combines the rhythm imposed by the native music with "flowers" of oriental style, especially Turkish, such as "manea" and "meterhanea" (originally Turkish, love songs, predominantly instrumental, sung rarely, jerkily, in a mournful rhythm), which began to decline, in their place of origin, since the end of the 18th century, and the fiddlers they took over some elements of style." Romanian music, be it vocal or instrumental, is part of the artistic manifestations of the community, having a ritual character (wedding song, mourning, etc.) or non-ritual (love song, lullaby, etc.). Making fiddle music is a traditional occupation of the Roma, therefore it brings income and belongs to professional performers (vocal or instrumental) of local popular music. Romani artists take motifs or musical phrases from Romani music or even the "style" of interpretation of Romani music ("romane gilă" / Romani songs) and transpose them into fiddle music, without creating confusion between the two musical genres, this phenomenon is known as the "Roma way" of interpretation.

Among the forgotten or endangered Roma trades are: bone and horn processing, which made combs, buttons, knife handles, pipe handles, shepherd's stick heads and gunpowder horns; the processing of animal skins by which sieves and sieves were made; the processing of animal hair, through which brushes, combs and brushes were made; the bricklayer, gemabaşia; and the teddy bear. (Romani education and ethno-culture - Delia Grigore p.12-15)

We can conclude that affirming, assuming ethnic identity and increasing self-esteem depend primarily on cultural factors. The current identity of the Roma was built on the basis of the history of social exclusion and institutionalized racism. The consequences of history can be read and observed even today in the collective mental model that the majority have, which presses on their individual consciousness, sometimes preventing their entire life from knowing and understanding the Roma as otherness. From a cultural and social point of view, the Roma are still a cultural and social group marked by exclusion. (Delia Grigore, Gheorhe Sarau, Roma History and Traditions, Bucharest, Salvați cățiții Publishing House, p.61)



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Over the centuries, the Roma have experienced slavery, exclusion, and the holocaust. Nevertheless, the Roma survived and developed a care for the family, the family being what brings them fulfillment, comfort. How did the Roma earn their living? They practiced various crafts, either their own or borrowed from the areas they traveled to, and provided the majority of the population with the products they needed, ensuring quality manufacturing. Moreover, the Roma have always contributed to the cultural promotion of each country in which they lived, through the unique music they offered.



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