

MEDICAL MANAGEMENT TRAINING AND CAREER COUNSELLING

CRISTINA COTOCEL,

DRD. DOCTORAL SCHOOL OF SOCIAL SCIENCES, UNIVERSITY OF CRAIOVA

e-mail: cristina.pirlog@gmail.com

Abstract

Creating individual careers health, success, in Romania is almost vital, considering that professional dissatisfaction generated, in recent years, a massive migration of labor in this area. The existence of political management, human resources, based on functionality rather than increasing performance, coupled with a level insufficient to ensure a decent living wage, leads young doctors to pursue a career abroad. In this context, this paper presents an overview of guidance and counseling, applied universities with medical profile of Romania as a good knowledge of professional situation provided by the Romanian medical system, as well as development prospects, could generate career management policies, enhancing the attractiveness of the medical profession exercise in Romania.

Following an synthesis of counseling and guidance services offered five university medical field from Romania were highlighted models currently used and future prospects existing practice in this sector. To highlight the role of counseling and vocational guidance in the management of medical career we performed a parallel analysis of some medical students who have received professional advice and some future doctors who have not benefited from such services. Developing career counseling services has become a necessity, as their primary purpose the provision of sound educational and occupational guidance under a rigid labor market and unattractive.

Keywords: *careers health, romanian medical system, career management, professional guidance and counseling.*

1. Introduction

The role and the importance of counseling and guidance services can have a go-getter in setting perfectly consistent with personal values, education and skills in the health sector of each person is recognized by all medical schools with tradition in Europe and beyond.

Considering the disparity between all educational and occupational labor need in Romania, this paper aims to examine the process of counseling and guidance offered Romanian medical students compared to services offered in universities in the England and France.

Creating individual successful medical careers in Romania should be regarded as a priority given the fact that professional dissatisfaction in recent years has generated a massive migration of labor in this sector. The existence of political management of human resources based on functionality rather than increasing performance, coupled with a wage level standardized and which does not stimulate performance and at the same time not enough to ensure a decent living, leads young doctors to pursue a professional career abroad.

The number of doctors in hospitals was at the end of 2014 only 13 521 (compared to 20.648 in 2011 and 14.487 in 2013) needs at 26,000, according to the Ministry of Health. The situation is even more worrying by age among hospital doctors in 2961 were over 60 years old in 2610 are between 50 and 60, 3642 40 50 and 3901 30 to 40 years, and only 407 under 30, according to data held by the College in Romania [5].

In addition, according to the same source, the system annually between 3000 and leaving approximately 3,500 doctors (through migration, retirement and death). During 2014, 2,450 doctors requested Romania Medical College of current professional certificate in order to go to work abroad.

In this context, the existence of counseling and career guidance integrated into the processes of human resource management at both the organizational and centrally offered both pupils and students who want to carry out professional work in the medical field and those who activity in this sector should be seen as a priority.

A good knowledge of professional situation provided by the Romanian medical system, the prospects for career development, both of the individual and of the organizational, could generate policy of human resources management to increase the attractiveness of the profession of doctor in Romania.

2. Career, counseling and vocational guidance - notions, concepts and theories

In human resources management theory there are currently no generally accepted definition of the concept of career specialists. However, there are fundamental differences of opinion and most of them converge towards a common approaches.

Wilensky (1960) [25] career as a succession of positions, in ascending order of prestige, through which the employee orderly, as a rule foreseeable, and after Holland (1973) [3] heredity, social experience and cultural their mark on the personality of individuals and cause them to choose different professions.

Ivanchevich and Glueck (1986) [20] associate career with the idea of movement or advancement of people in a field of activity desired, in order to get more money, more responsibility or to gain more prestige and power.

Hăhăianu (2000) [2] career as an accumulation of professional activity and occupancy positions in an organization are determined by attitudes, knowledge and skills developed it over time.

After Jigău (2001) [21] the concept of career covering different roles and identify the individual (student, worker, community member, parent, etc.) and how it acts in the family, school, society and all the stages it through lifelong.

Jumbei (2007) [22] brings together the principal definitions of the concept of career into three categories: career as a movement or mobility through his job, his career as a process of capitalizing on quality, capabilities and skills in professional and managerial social and career described by author as a period in which he has a job or a management position.

Career counseling work has a special role in society, and developed countries economically developed a series of laws aimed at improving career counseling processes. Career counseling and guidance focuses on three categories of activities: information, counseling and education for actual career.

Career counseling can reduce the gap today in society between training and professional activity. In recent years, the socio-politico-economic benefits globally have led and specialists in human resources to direct more attention to personnel already engaged in an organization than to invest permanently in the selection and recruitment of new employees.

Zongo (2008) [26] believes that to know the real capacity of the existing workforce in an organization is very important to know the skills and competencies of each employee: experience, training and qualifications, performance, expertise, interests personal aspirations and career plans. The author asserts that the existence of career counseling programs across the organization is crucial Since we are using them might identify employees with leadership potential, (so-called informal leaders).

Career counseling as part of human resource management can reduce the gaps between needs and human resources within the company by identifying and creating strategic plans. According Zongo (2008) [26] careers advisors must demonstrate anticipation in terms of recruitment, training and staff mobility.

In the same context of efficient human resources management process, Mucha (2004) [24] states that both the economic downturn and the boom potential employees are essential to achieve organizational excellence. According to him, it is necessary to evaluate the performance of employees supposing analyze personal contributions to the organization. Performance means the present and the past and may or may not be indicative of the potential. The author stresses that the potential is to look ahead and anticipate future results based on employee contributions present, which is more difficult to establish.

When we talk about the concept of career we must have regard to the contribution of individuals to their own professional development, contribution to organizations in which it evolves, professional contexts in which is found, the specific legislation and its implementation methodology.

3. Career Counseling and choosing the medical profession in European countries

European policies regarding vocational guidance and counseling are established at Community level and included in a series of advisory reports. Thus according to the "Memorandum on Lifelong Learning" issued in Brussels in 2000 [1] by the European Commission identifies six posts - Key Rethinking guidance and counseling with the objective "to ensure that everyone can access easily quality information and advice about learning opportunities throughout Europe and throughout life. "

The initiative Grundtvig part of the European program SOCRATES, another European policy in terms of career counseling for adults, trying to find some educational alternatives to improve access to those who, regardless of age, willing to learn new skills through forms of adult education. Grundtvig meets the needs of teaching / learning of adults and the institution or organizațiilor ensuring or facilitating their education. This program can join all adult education organizations in any of the participating countries - the 27 EU members, Iceland, Liechtenstein, Norway, Switzerland, Turkey, Croatia, Albania, Bosnia and Herzegovina, Macedonia, Montenegro and Serbia. Adult, within the meaning of Grundtvig is a person over 25 years old or young in this age, which is not included in the formal education system (<http://www.eurodesk.ro>) [6].

At European level single organization could operate with their own instruments to the needs identified individuals whom they advise. This policy also applies to autonomous European medical sector and the Romanian default.

To identify methods of counseling and guidance in the medical university in European countries have conducted an analysis on a few HEIs profile England and France.

In Britain, the highest ranked medical school is offered by University of Oxford, and one which is recognized as among the top five universities in the world. The reputation of this institution was won while not only because the courses and progressive way of teaching but of the whole package of education, training and counseling offered to students.

Internal guidance and counseling services career jobs annually organizes 11 trade fairs attended by 60 employees and maintains a permanent link with employers, taking place hundreds of presentations of offers on the labor market (<http://www.ox.ac.uk/>) [12]. The University offers more than 5500 annual meetings of individual career counseling and guidance, each lasting 20 minutes well established. On an annual tuition level report 2013/2014 academic year to 25 905 that year, about one in five students benefit from a counseling session and careers (<http://www.thecompleteuniversityguide.co.uk/>) [13].

The online platform intended career opportunities presented annually about 8,000 job offers. Development strategy of the medical division of the university is similar to other departments and relies primarily on close cooperation between furniorii educational services and their beneficiaries. Guidance and counseling programs are focused on the needs of students are continually encouraged to express their requirements, to present their views, suggest new packages or training models (<http://www.medscl.ox.ac.uk/>) [11].

At the University of Cambridge in the UK (ranked second among medical schools in the kingdom), Institute of Continuing Education available to students interested to pursue a medical career a series of programs of educational and professional training for specialization postgraduate areas and "coaching" or genomic medicine. In addition to these packages postgraduate students can access the various programs of courses in electronic format or attend training sessions organized extracurricular training sessions part time, as summer schools or training packages organized on weekends.

Because it is a multidisciplinary institution of higher education, continuing training packages are designed to be accessible to students from several sectors (<http://www.ice.cam.ac.uk/>) [8]. Rate entering the labor market for graduates of Cambridge in the first year of graduation is the largest in the UK, this being due and programeleor guidance and training career which provide students annually more jobs than the number graduates. In the last school year 95% of students can pass into their resumes and various occupations held during the years for education and training (<http://www.thecompleteuniversityguide.co.uk/>) [13]. In addition, the medical school at Cambridge focuses on research, doctoral students and graduates can benefit from five academic programs through clinical internships with durations between a few months and reaching up to four years (<http://cato.medschl.cam.ac.uk/>) [4].

In France, medical education system is different from English, a selection of future practitioners of the art being made after freshman year called PACES the (joint first year of medical studies). According to a study by Le Figaro quoted by website <http://www.e-orientations.com> [7], in the academic year 2012/2013 were enrolled to attend an institution of higher education in the medical field France 55 696 students and only 7,492 remained after PACES. In the context of the requirements demanded by the training programs in medical education only 13.5% of medical students made it through the first year.

According to the study conducted by Le Figaro in 2013, the most selective medical school French is offered by the University Montpellier with an absorption rate of students after PACES only 8.9%, followed by Universities Reunion, with an absorption rate of 9.1%. In 2015 a study done all the criteria <http://www.letudiant.fr> PACES website [9], the most selective medical schools remain universal Montpellier with an absorption rate of 11.96%, followed by Universite Aix Marseille to 13.53 percent.

The guidance and counseling program offered by the University Montpellier included monitoring and a post graduation program in which former students pursued their careers is a period of 30 months. According to the university's website <http://www.umontpellier.fr/> [19] duration was based on taking apart requests Education and Research Ministry and that the studies undertaken by researchers, a graduate takes about two and a half to find a job under preparation and personal aspirations. This stage monitoring Postgraduate aims to identify the needs of young graduate students and the problems they face in the labor market integration.

At the University of Aix Marseille in the medical sector, the department for training and development in health, students can enjoy a range of training programs transdisciplinary to be prepared to cope better of technology and progress in the sector (<http://medecine.univ-amu.fr/>) [10].

4. Vocational guidance and counseling in medical education in Romania

Compared with the European trend of development of guidance and counseling in Romania, the existence of such services has long been viewed as a priority. Thus the main services of advice and guidance to adults are

concentrated at the national level in two directions: Centers Counselling and Career Guidance (CCOC) within higher education institutions and funded by the state and county Agencies Employment subordinated to the National Employment Agency.

CCOC are addressing student academic departments offering them counseling and educational guidance, vocational focus more on the personal development of students and less correlated with labor market requirements. Agencies Employment with national coverage are territorial agencies whose services are addressed mainly unemployed.

Although counseling and guidance services offered to adults are not diversified their development permissive legislative framework is there encouragement for partnerships of public - private. In addition, in recent years in Romania we have started a series of projects with European funding to develop human resources and increase the employability of university graduates in the labor market.

The last law regulating counseling and career guidance offered to students was approved in November 2014 and published in the Official Gazette no. 854 [23]. According to this Order regarding methodology framework for the organization and operation of centers for counseling and career guidance in the higher education system in Romania "Counselling and Career Guidance lifelong covers all services and activities that help people of any age and at any time of their existence to make choices in education, training or employment and to manage their careers. "

At the Carol Davila University of Medicine and Pharmacy (UMFCD) in Bucharest, under "Strategic development plan instituțională of UMFCD from 2012 to 2020" one of the five major objectives proposed to be reached in the implementation concerns "Developing a strategy for attracting and maintain the human resources of the university, while providing opportunities for career development and training continues throughout life "(<http://www.umf.ro>) [14].

The specific objectives are: establishment tier team building, training needs analysis continues in the teaching and research development opportunities for academic training, development opportunities of meeting the criteria for promotion and access to such opportunities for each teacher and TNA / professional training of non-teaching staff. Results expected from the strategic plan aims to: increase the intrinsic motivation of staff; increase staff satisfaction and thus students; increasing training of teachers and therefore students; performance increase educational activities, research and innovation in faculties within UMFCD.

In this context, it is noted that within UMFCD put special emphasis on career orientation trainers SII improvement in order to increase educational performance offered by the institution, with the aim of entering the top 500 higher education institutions worldwide. Psychological Counseling Center for Career Guidance and within UMFCD focuses on psychological counseling rather than on counseling and career guidance in accordance with its existing presentation on the institution's website. Such directions for career counseling and guidance aimed at "adjustment problems in academia; interpersonal and relationship problems; performance anxiety, intellectual and socio-professional relationship; psychological support and career guidance. "

At the University of Medicine and Pharmacy Iuliu Hațieganu (UMFIH) in Cluj Napoca central services of counseling and guidance for career offered to students and residents are similar to those from UMFCD centered more on "specialized interventions in crisis situations (academic failure, intellectual or emotional strain); socio-cultural integration of foreign students in the community; psychotherapy specializing in medical situations defined by your current; psycho-medical approach to bad eating habits, eating disorders (overweight, obesity, bulimia, etc.); counseling, psychological support for choosing medical specialties; assertive training to clarify options for overcoming stress and specific medical specialty examinations in general and current residency examination in particular (<http://www.umfcluj.ro>) [16].

Medical School in Iasi represented by Grigore T. Popa University of Medicine and Pharmacy, guidance and counseling offered to students are not promoted, institutional policy relying more on the development of the university, creating an institutional brand and attracting international students foreigners. The proposed university's development strategy for 2020, the 20 proposed projects have particular regard to increasing the quality of training and student satisfaction by creating spaces dedicated to the practical and recreational activities (<http://www.umf2020.umfiiasi.ro/>) [15].

Victor Babeș University of Medicine and Pharmacy in Timisoara has a dedicated special career counseling and guidance, these services are made through a compartment found the Department of Marketing, Public Relations and Counseling (<http://www.umft.ro/>) [18].

Craiovean in academic medical centers, Counseling and Vocational Guidance Center (CCOP) is organizing a series of workshops designed to improve the professional image of the future graduates. Thus medical students Craiova are taught to make a CV and a letter of intent under existing requirements that maximizes the educational experience, professional and assets held, how to present and to face job interviews, how to give a talk public, etc. CCOP provides counseling and psychological support and guidance and counseling in individual meetings or group, focusing on the discovery of personal skills, projections careerist the existing values so that future doctors to choose a specialization in data personal and not based only on the result of the examination of residency (<http://www.umfcv.ro>) [17].

5. The choice of medical specialty and career management

Education and training services addressed students are increasingly more focused on individual development, in the sense that it is more than a receiver of the information provided by the teacher. Unfortunately, in Romania the legislation, curricula and cultural mentality remains focused on the principles of mainstream education where all individuals are included in some form of education in the same institution, must receive the same information taught in the same way and be evaluated on the same basis.

Curricular areas are strictly focused on specific restrictive and professional future specialists. In this context, even if professionally are very well prepared, graduates do not have a true picture of their person and do not know how to interact with the labor market. Medical students begin to think about choosing a medical specialty since four college when they have already began to familiarize themselves with internships and clinical specialties. However, the picture on future professional career still rather uncertain, many leaving the choice of specialty closer to graduation and watching her through the exam results residency tenders after passing their existing professional.

So instead go through a normal career development process that includes self-knowledge, self-assessment, research and analysis of labor market and career options followed by decisions and achieving a career plan, lengthy process, specialty choice is made within a few weeks period of residency displaying contest results and making distributions on seats and posts.

To view the role of career guidance in the choice of medical specialty and default in developing a professional career, I turned to 80 medical students in their last year of study who did not receive career counseling sessions.

They were divided into two groups of 40 each in a random. The first group answered a questionnaire that included questions on choice of specialty, type of specialty (surgical or non-surgical), the criterion for choice of specialty, the field in which they carry on professional activity (public or private) and if they thinking about a career in research or university.

In the first study group was made up of 28 girls and 12 boys - were 14 medical students in IV, 22 V and 4 in the final year of study. .

To the question about medical specialty choice 72.5% of respondents said they have not decided yet to come (Figure 1) and on the question of choosing a surgical or non-surgical specialties, 67.5% of respondents inclined towards non-surgical specialty.

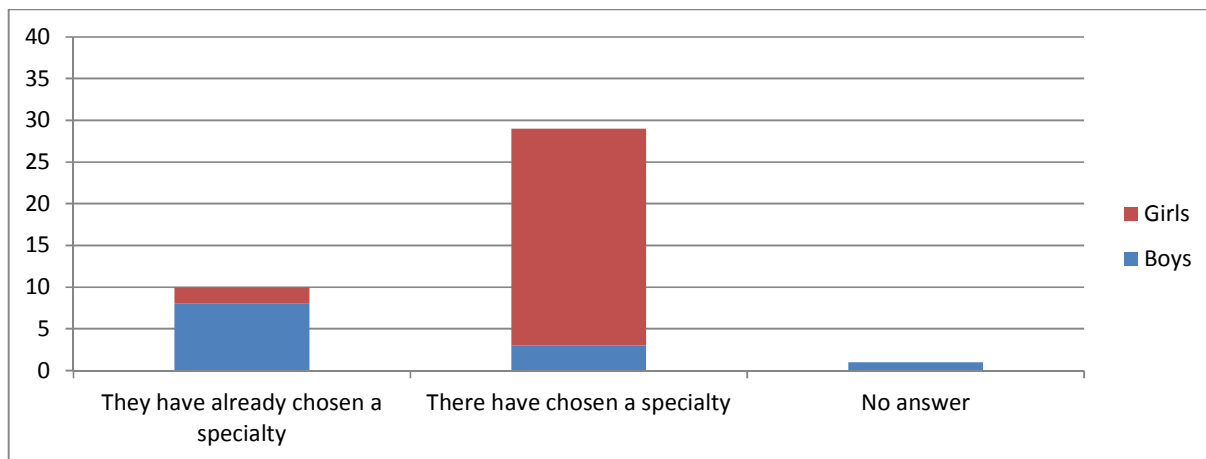


Figure 1. The option of choosing specialty gender study group

We can see that the students in the group that did not receive career counseling, the girls are the most undecided in terms of choice of medical specialties. When asked about the main selection criterion for medical specialty, half of respondents said that their choice has or will be based on affinity to the chosen field. Of the remaining 20 respondents, eight said the election is based on districts chances of developing a five felt key criterion residency exam mark, four opportunities to win and three job security (Figure 2).

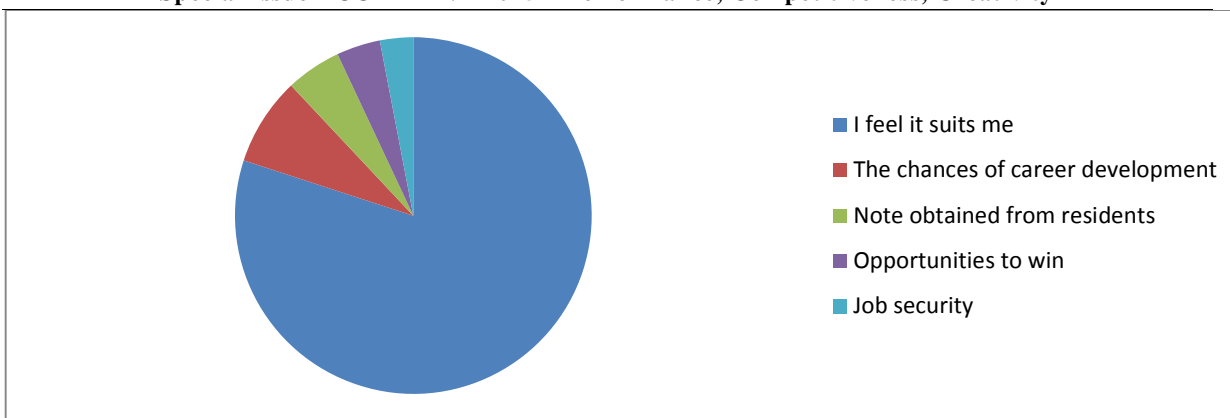


Figure 2. The main criterion in choosing the specialty

Referring to the system it intends to develop career, 24 students have opted for a job in the state system and only 16 have found opportunity in the private sector. In addition to practicing medical profession 13 respondents want to develop a parallel career in research and 26 will also activate in the university education system.

Relating to the second batch of study, we consider that of the 40 students starting sequence existing in only 35 of them have participated in three group counseling meetings. Therefore, we analyzed and interpreted only the replies given by the mini-interview applied to all study participants. For the second batch, the gender distribution was 24 girls and 11 boys and compared with year of the study were 11 students in the fourth year, 20 students in the fifth year and four students in VI. When asked about the choice of medical specialty we see that the group of students who have benefited from counseling and guidance meetings only 28.5% of respondents stated that they were directed by a medical specialist (Figure 3), and the question of choosing of surgical or non-surgical specialties, 21 of respondents inclined towards non-surgical specialty.

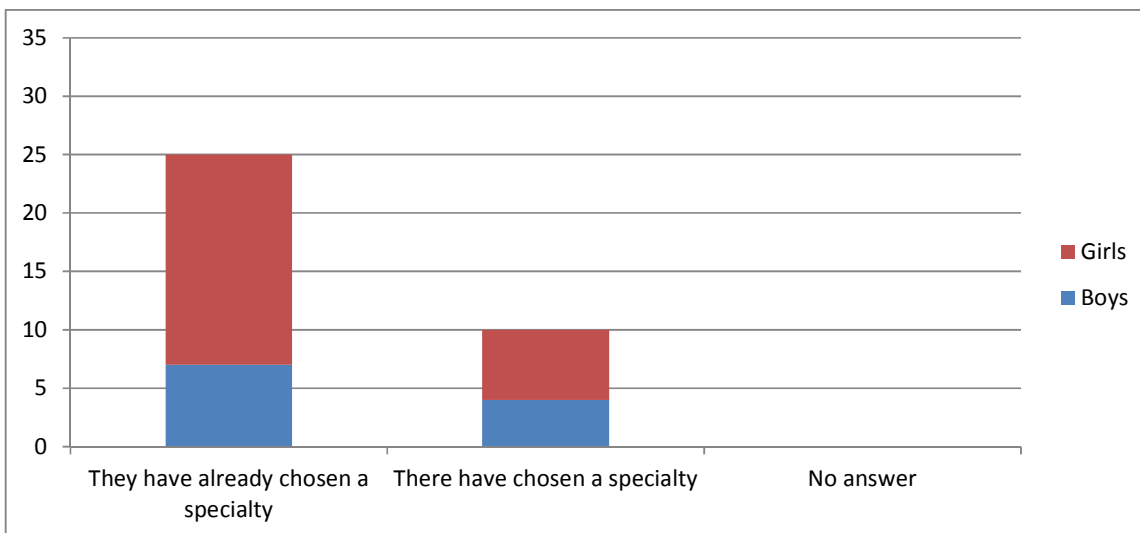


Figure 3. The option of choosing the specialty gender study group

We can see that most students who benefited from counseling and guidance and have already chosen a medical specialty.

Regarding the question on the main criterion in the choice of medical specialty, 71.4% of respondents said that their choice has or will be based career to the chosen field. Of the remaining respondents, eight said the election is based on the chances of development chances, one considered essential criterion residency exam Optina note residency exam, and one win opportunities (Figure 4).

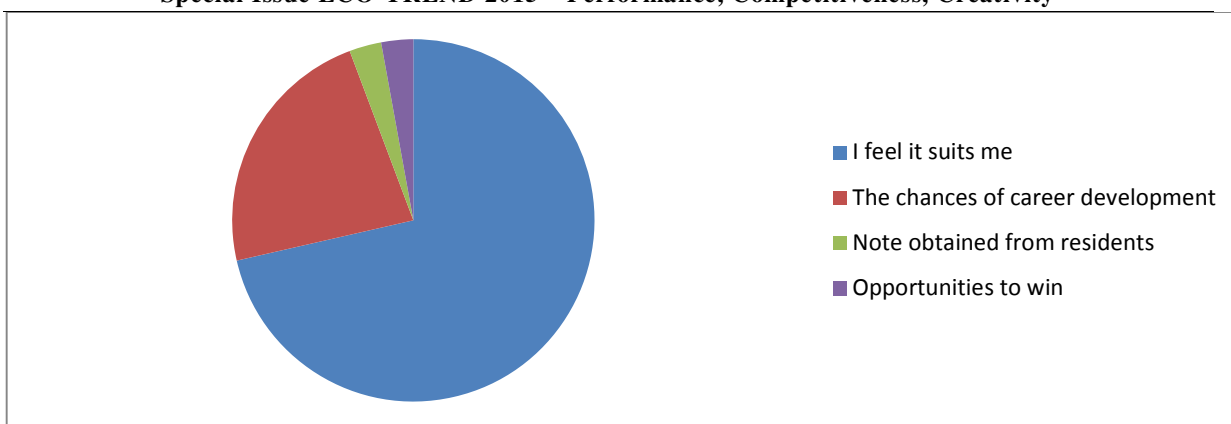


Figure 4. The main criterion in choosing specialty group two study

We note so that medical students who participated in counseling and guidance meetings bring much more basic vocational career choice and professional development eliminating job security and minimizing opportunities and mark obtained residency.

In addition, in the second study group, the majority (20 respondents) have shown interest to practice medicine in the private sector and only 15 in the public system. Along with practicing medicine 13 respondents want to develop a career in research and 19 have shown interest in higher education.

6. Identify the main barriers in medical career development

Medical students included in the first batch of study identified the following barriers to choice of medical specialty and default following the development of a professional career in the medical field:

- The period of extremely low contact they have during college with certain specialties;
- Lack of knowledge of the social, legal and economic they give a slight error on the Romanian medical system;
- Educational curricula and teaching methods for teachers; monotonous, burdensome and inappropriate new technologies;
- Poor involvement in extracurricular activities.

Students included in the second group, who participated in advisory meetings, identified as the main barriers to choosing a suitable career and personality, personal values, training and lifestyle are lack of information and lack of existence of interdisciplinary training for their professional, personal and scientific development tailored more professional requirements. Medical students, beneficiaries of counseling found that SWOT analysis helped to know better and think more carefully at work in the development of a successful career. In addition, they considered that the information received both about how they can develop, in the public and private helped them to understand how the two systems, the advantages and disadvantages of each, and to think more seriously which between the two systems fits them best

The whole process of counseling and guidance was considered very important by the students for their personal development and have shown interest to participate in such actions.

As a result of this analysis, of the 75 students involved in this analysis, 11 students - three in the first batch, eight in the second requested individual meetings with a career counselor to finalize the process of self-discovery and delineation a go-getter as realistic.

7. Conclusions

Guidance services and career counseling aim to achieve a balance between professional training of individuals and working conditions, human resource access to knowledge as widely as possible professions in the labor market and choosing a profession in accordance with their abilities, aptitudes and general characteristics personality, aspiration persons and social needs following the stabilization of individual relationship - business - organization.

European policies regarding vocational guidance and counseling are established at Community level and included in a series of advisory reports. Although the need for counseling and guidance has been acknowledged globally, the methods applied vary from country to country, from institution to institution based on projections of future

provider regarding his relationship with the customer and how they are conceived human resource management strategies.

For the health sector, institutions of higher education in Europe as providers of labor in this area shall place particular emphasis on counseling and guidance continually strives to implement new methods to provide people counseled the chance for professional development in accordance desires, their social needs and readiness.

Thus in addition to packages of training highly attractive and subject to the requirements of the labor market, counseling centers and career guidance existing organizational organizes activities centered on the individual, from its formation until crossing the stage of "testing" professional. Students are constantly encouraged to express their requirements, to present their views, suggest new packages or training models. The relationship between educational medical field as a form of labor and labor beneficiaries from both public sector and the private sector is extremely transparent and active.

Analyzing such advisory services and career guidance offered by the Romanian education institutions that have programs of medical studies, theoretical premises putemmm notice that although there are practical activity in this sector is disheartening. Managers institutions put more emphasis on the improvement of education and research development than individualized services that focus on the individual needs of a correlation of graduates, their preparation and internal labor market requirements. It assumes that the medical profession is attractive and the focus is on attracting foreign students in the Romanian education system without offering them concrete vision of a go-getter at the end of university studies.

Counseling and guidance services were regarded by students as a program that choosing a medical specialty and a career path that strive for excellence are normal development goals, which must be understood and established while still a student.

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