Enhancing career management skills through the development of personal brand

IO1A4_MODULE_KNOW YOURSELF

BRAND4CAREERS

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Project Number: 2020-1-UK01-KA226-HE-094634

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

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TITLE OF THE PROPOSED ACTION: KNOW-YOURSELF

DESCRIPTION OF THE ACTIVITY

Know yourself refers to the knowledge of ourselves. That is, identifying one's professional experience, competencies, interests and motivations.
Kow-yourself is the first action to be performed for the design of the personal brand because it allows to clarify the starting point in an objective way. It allows us to be aware of the tools at our disposal and our situation with respect to the past, present and future.
This self-analysis should be carried out individually but with the assistance of a professional or a guide:

- **Individual**: it must be the person who, by him/herself, makes the corresponding reflection. It is the person who must really be aware of his or her experiences in his or her professional and non-professional context. It is the person him/herself who knows the training processes in which he/she has participated and what he/she has learned in each of them, and it is the person who knows what he/she likes and what he/she does not like.
- **Assisted** by a professional or a guide: generally, people do not know the process to follow to carry out an adequate reflection, that is why it is convenient to have a professional or a guide to assist the process. This professional or guide should contain the explanation and basic guidelines for knowing oneself.

For getting to know-yourself, it is advisable to reflect on the following areas:

- **Experience** acquired professionally: you should identify the jobs you have been part of and identify the competencies acquired in each one of them. In other words, what we are capable of doing thanks to these experiences.
- Competences acquired in the **training** processes, both formal and non-formal: the training that has been carried out and the competences (knowledge, skills, attitudes) that have been acquired in them should be identified. In other words, what we are able to do thanks to these experiences. We distinguish between two types of training, formal training and non-formal training.
    - Formal learning is that which is organized by the national education system, e.g. primary education, secondary education, Vocational Education and Training or University.
    - Non-formal learning is training that is organized but not by the governmental education system. For example: courses in associations, courses in companies, etc.
- **Interests and motivations**: it is everything that motivates us and that we like to do. It can

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be in our free time and also in the professional field. Sometimes, what we like to do in our free time can become a professional practice.

- **Strengths and weaknesses**: a strength is the expression of a desirable or positive quality in a person, organization or event. Weaknesses are undesirable attributes in a person, organization or event, since they are not useful to achieve the proposed objectives. It is useful to know personal strengths and weaknesses for several reasons: it allows us to identify those qualities we need to improve; it allows us to rely on our strengths to solve professional challenges.

CONNECTED SOFT SKILLS

- Self knowledge
- Giving and receiving feedback
-Authenticity

CONNECTED KEY TRAITS

- Honest
- Optimistic
- Reflective

CONNECTED ACTIONS (if any)

Know- your career goals and dreams

TITLE OF THE PROPOSED ACTION: Professional experience

DESCRIPTION OF THE ACTIVITY

Professional experience is the competencies that a person acquires in a specific job during a specific period.
To identify our professional experience, it is NOT enough to list the jobs we have held, but to identify aspects such as: the tasks we have performed, the characteristics of the job, the skills needed to perform the tasks or the achievements we have made.
Next, we present an activity that consists of two parts, the first one to reflect on the characteristics of each of the jobs we have held and the second one in which we evaluate these jobs. At the end of these activities, we will be able to identify the skills learned and which have been the most useful and enriching experiences for us.

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Part 1: Analysis of the work activity:
It is about completing the following table for each job position; this helps us to reflect on the job position in more detail:

Characteristics of the company/service: (mission, internal organization, production sector, markets/users...)	
Specifically, what he was to do: - Technical tasks: - Cross-cutting tasks:	
What competencies he used: - Technical competencies: - Cross-cutting competencies:	
What technologies, instruments, machines and devices (work equipment) did you use?	

Part 2: My assessment of the work activities:
After identifying the specific characteristics of the job in an objective way, we provide an assessment based on those elements that have been in some way positive (satisfaction, I am interested or I like it) and negative (difficult, I do not like it, or it generates discomfort). To do so, we suggest completing the following table. In the left column there are suggestions about the different elements of a job and in the other two columns we should describe what has been positive and negative about each element. A table can be made for each job or unifying all jobs.

	POSITIVE (Satisfaction, I am interested, or I like it)	NEGATIVES (Difficult, I don't like it, or it causes me discomfort).
Functions		
Responsibility		
Internal (superiors and colleagues) and external relations		
Working conditions (e.g. working hours, services, equipment, etc.) ORP (safety and psychosocial factors)		
Technological and organisational changes (Psychosocial fact.)		

CONNECTED SOFT SKILLS

- Self knowledge
- Giving and receiving feedback
-Authenticity

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CONNECTED KEY TRAITS
- Honest - Optimistic - Reflective
ADDITIONAL RESOURCES
O*NET OnLine: it is a web platform based on data from U.S. In this site there are a connection between jobs and skills. O*NET OnLine is sponsored by the U.S. Department of Labor, Employment & Training Administration, and developed by the National Center for O*NET Development. **https://www.onetonline.org/** ESCO: is the European classification of skills/competences, qualifications and occupations. In this site there are a conection between **https://ec.europa.eu/esco/portal/skill**
REFERENCES
Observal, 2022. Balance de Competencias. O*NET OnLine. **https://www.onetonline.org/** ESCO. **https://ec.europa.eu/esco/portal/skill**

TITLE OF THE PROPOSED ACTION 1.2 (Competences acquired in formal and non-formal learning processes)
DESCRIPTION OF THE ACTIVITY
In this case, we would **reflect on the knowledge/skills/competences** we have learnt throughout the different training courses we have undertaken. To carry out this reflection, we are going to identify both technical aspects (specific to a particular professional field) and transversal aspects (applicable to any job). This action must be carried out by analyzing the teaching guide of each of the subjects studied. This guide contains the objectives, contents and competences to be acquired during the course. The student should identify them and assess the degree of acquisition of each of the objectives/competences. Besides, in the case of formal learning (higher education or VET) it is important to know **the Diploma Supplement and the Europass Certificate Supplement.**

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The Diploma Supplement (higher education) is a document which provides information that makes it easier for employers and education institutions to understand your qualification. When you apply abroad for a job or courses, it can be challenging to explain what you learned in your studies. This is where the Diploma Supplement can help you. It can be gotten in the higher education center where you studied.

It contains information confirming:

- the type and level of qualification awarded
- the institution that issued the qualification
- the content of the course and results gained
- details of the national education system

The Europass Certificate Supplement (VET) is a document that provides information that makes it easier for employers and educational institutions to understand your vocational qualification. You can search for the Europass Certificate Supplement for your vocational qualification in your country database or contact your institution for further information.

The Europass Certificate Supplement describes:

- the purpose of your qualification,
- its level,
- its learning outcomes and
- information on the relevant education system.

CONNECTED SOFT SKILLS

Example:
- Self knowledge
- Planning and organizing
- Authenticity

CONNECTED KEY TRAITS

- Honest
- Optimistic
- Reflective

REFERENCES

EUROPASS: https://europa.eu/europass/en

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TITLE OF THE PROPOSED ACTION 1.3 (Interests and motivations)

DESCRIPTION OF THE ACTIVITY

In order to identify my interests and motivations, we must look at the past and reflect on the situations and experiences that I like, identify my characteristics and then conclude what my interests and motivations are linked to the professional sphere.
To help in this reflection we suggest the use of two questionnaires. The first is of a more general nature, through which we can visualize the area of work that is most relevant to us, and the second is about the specific work environment in which we feel most comfortable. At the end, the conclusions we will draw will be associated with our interests and will prepare us to define our future objectives.
Questionnaire 1. This is the "Karl Hereford Interest Inventory" (Annex I):
It evaluates the personal interests of each subject by means of 90 questions in which the corresponding degree of liking for the activity listed must be listed from 1 to 5. The interests measured are as follows:

- Calculation: For people who like to work with numerical reasoning.
- Scientific-Physical: For those who are interested in the investigation of the properties of matter, bodies and the elaboration of natural laws.
- Biological Scientist: People with an inclination towards research into human life.
- Mechanical: Indicates an interest in working with machines and tools of an industrial type, mechanical and electrical objects, furniture, surgical equipment, etc.
- Social Service: Indicates a high degree of interest in serving others.
- Literary: Indicates pleasure in reading and in expressing one's ideas orally or in writing.
- Persuasive: Indicates a liking for imposing one's point of view, convincing and managing others.
- Artistic: Indicates a taste for manual creations.
- Musical: Denotes a marked liking for singing, playing instruments, etc.

Questionnaire 2. What do I look for in my job? (Annex II)
After completing this questionnaire, the aim is to get a better idea of the working environment in which we like to work. In relation to aspects such as physical environment, contact with colleagues, flexible working hours, repetitive tasks, creative tasks, complexity of the tasks, etc.

CONNECTED SOFT SKILLS

- Self knowledge
- Giving and receiving feedback
- Authenticity

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CONNECTED KEY TRAITS
- Honest - Optimistic - Reflective
CONNECTED ACTIONS (if any)
Any actions that can be connected with the current action
TOOLS & RESOURCES NEEDED
Annex I and Annex II
REFERENCES
https://es.slideshare.net/juancarlosguillenramirez568/inventario-deinteresesdekarlhereford

TITLE OF THE PROPOSED ACTION 1.3 (Strengths and weaknesses)
DESCRIPTION OF THE ACTIVITY
A strength is the expression of a desirable or positive quality in a person, organization or event. Weaknesses are undesirable attributes in a person, organization or event, as they are of little use in achieving the proposed objectives. It is useful to know personal weaknesses and strengths for several reasons: it allows us to identify those qualities we need to improve, it allows us to rely on our strengths to solve professional challenges. We propose two activities for the identification of weaknesses and strengths. The first one is of a more general nature, carried out through an introspective look. The second combines an internal and external approach. At the end of this reflection we will be able to conclude the strengths and weaknesses of oneself and in reference to the context in which we find ourselves. **Activity 1. Map of myself** It consists of two parts. In the first part we write down five words that we identify as strengths

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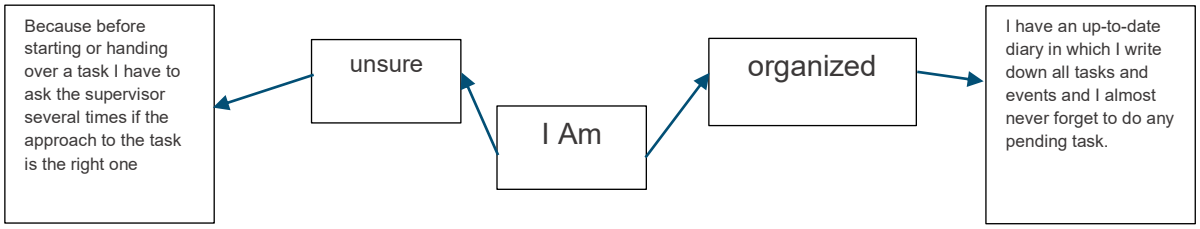
and five words that we identify as weaknesses. In the second part, we must write evidence of some past action that justifies the choice of the word. For example, as a strength, "organized" and the evidence could be that I have an up-to-date diary in which I write down all tasks and events and I hardly ever forget to do any pending task. Or for example a weakness "insecure" because before starting or handing in a task I have to ask the supervisor several times if the approach to the task is the right one. In addition, this activity allows us to visualize our main strengths and weaknesses in a graphical way.
In annex III we provide a list of 30 strengths and weaknesses that can serve as a guide.
It should be done on a blank sheet of paper, where we start by putting ourselves in the center and from there, we link nodes, as shown below:



Activity 2: SWOT analysis
How to write a personal SWOT analysis
To create a standard SWOT analysis, draw a box and separate it into four squares. Each square contains one of the SWOT topics: strengths, weaknesses, opportunities and threats of a situation. Use the squares to make your lists under the different categories. You can include as many items in the squares as you need to form a thorough conclusion. Follow these five steps to create a thorough self SWOT analysis for a variety of professional situations:

1. List your relevant strengths
You may start by assessing what internal factors benefit you in the context of your situation. These include any relevant qualifications, skills and abilities that you may have. Additionally, you can also add formal education, relevant work experiences, certifications, official recognitions and any useful training you have received. If you are performing a SWOT analysis while searching for a job, your strengths can also include testimonials and recommendations, professional connections and willingness to relocate or work remotely.
Listing your strengths can also help you identify the most relevant qualifications while preparing a cover letter or resume for a job application. If you are preparing the analysis for an interview, you may consider listing some examples of situations where you employed these strengths and how they benefitted you in that specific situation.

2. Review your weaknesses
While listing weaknesses, be honest and objective. This helps make your analysis effective and generate useful inferences. Assessing your weaknesses thoroughly allows you to identify crucial areas for improvement. In a recruitment situation, employers and interviewers prefer candidates who are well aware of their shortcomings and have logical plans for improvement. Weaknesses could also be factors that have the potential to impede your productivity, like underlying medical conditions or unavailability during certain periods.

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3. Define your opportunities
Any external factors that can benefit your situation may be listed as opportunities. These include the resources you have at your disposal and market trends or phenomena that can support your professional journey.
For example, if you are a data scientist who has experience working in the field of machine learning and AI (Artificial Intelligence), your opportunities section may look like this:
Opportunities
Data science is a relatively new field with steadily improving job prospects and an increasing number of job opportunities.
Work experience in machine learning and AI corresponds to niche skills and technical knowledge that is highly in demand in the market.
There is the additional possibility of working as a part-time consultant for multiple clients, instead of full-time, for a single employer.

4. Understand any potential threats
Any factor that arises from the situation and puts you at a disadvantage is a potential threat that you should address and prepare for. Threats include things like a small job market, low earning potential, competition or specific limitations within an industry. Once you have listed threats, you may also consider preparing detailed plans to minimise the risk or mitigate their impact. Proper assessment and thoughtful planning can help you turn many threats into opportunities.
For example, assume that you are a retail store owner who deals in stationery items. A new e-commerce site has started up in your market and is undercutting your prices consistently through large bulk order purchases and effective marketing strategies. You may choose to pursue a listing on that e-commerce website, to improve sales and still turn a profit with attractive prices. Alternatively, you may also secure a bank loan for bulk procurement of stationery items, which in turn allows you to provide competitive pricing.

5. Make an informed decision
When reviewing your analysis, compare sections side-by-side to develop a comprehensive understanding of your situation. Evaluate whether your opportunities and strengths can help you overcome threats and weaknesses. If you feel that your threats and weaknesses dominate, prepare systematic plans to address them. Determine methodologies to execute your plans, and identify specific tasks you can start working on in the near future.
Source (https://in.indeed.com/career-advice/career-development/personal-swot-analysis)

Example:
Srishti just graduated from college and wants to create a SWOT analysis before searching for software developer positions. Here are the sections of her self SWOT analysis:

Strengths	**Weaknesses**
Bachelor's Degree in Computer Science Engineering	Limited knowledge of Ruby frameworks
Bootstrap Bootcamp Certification	Limited work experience
	Limited project management experience

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College internship with a local UI/UX design firm Strong work ethic	
Opportunities Freelance software development Campus placements to get into leading developer companies Attend specialised training courses Scope for career shifts	**Threats** A large number of hireable candidates in the field The high turnover rate for entry-level software developer positions

CONNECTED SOFT SKILLS

- Self knowledge
- Giving and receiving feedback
- Authenticity

CONNECTED KEY TRAITS

- Honest
- Optimistic
- Reflective

CONNECTED ACTIONS (if any)

Know- your career goals and dreams

TOOLS & RESOURCES NEEDED

ADDITIONAL RESOURCES

REFERENCES

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ANNEX

ANNEX I

INVENTORY OF KARL HEREFORD'S INTERESTS

Background:
It evaluates the personal interests of each subject by means of 90 questions in which the subject must list from 1 to 5, the corresponding degree of liking for the activity enunciated. The interests measured are as follows:

- **Calculation**: For people who like to work with numerical reasoning.
- **Scientific-Physical**: For those who are interested in the investigation of the properties of matter, bodies, and the elaboration of natural laws.
- **Biological Scientist**: People with an inclination towards research into human life.
- **Mechanical**: Indicates interest in working with machines and tools of an industrial type, mechanical and electrical objects, furniture, surgical equipment, etc.
- **Social Service**: Indicates a high degree of interest in serving others.
- **Literary**: Indicates pleasure in reading and in expressing one's ideas orally or in writing.
- **Persuasive**: Indicates a liking for imposing one's point of view, convincing and managing others.
- **Artistic**: Indicates a taste for manual creations.
- **Musical**: Denotes a marked liking for singing, playing instruments, etc.

Material:
Consists of:
* An application booklet with 90 items, including instructions and examples.
* Results concentration sheet
* Professional interests profile table

Scoring:

1. Each activity is rated.
2. The scores are recorded on the results concentration sheet. 3.
3. The total score obtained for each type of interest is added up. 3.

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4. The scores are recorded in the interest profile, according to the sex of the examinee, thus obtaining the percentage corresponding to each score, (when the exact score is not found, the closest one is recorded).
5. The top three interest scores are ranked according to the percentage.

1. INVENTORY OF INTERESTS
Dr. Karl Hereford

NAME: **GENDER:**

AGE: **DATE OF APPLICATION:**

INSTRUCTIONS:
This is not a test, but only a measure of your interest in some professional fields. There are no right answers, the only important thing is your honest opinion.
Below, you will find a number of activities or things to do, which are listed. Please indicate for each activity whether you like or dislike it. Use the following scales:

1. I dislike it very much
2. I do not like it
3. I am indifferent
4. I like it
5. I like it very much

For example:
___3___ Attending a football game
___5___Going to the movies
___1___Swimming

This person indicates that he/she is indifferent to football, that he/she likes going to the cinema very much and that he/she dislikes swimming very much.

LET'S GET STARTED!
- Indicate your preference for each activity in the same way.
- There is no time limit, but work quickly; your first impression is the most important.

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- Please answer each and every activity, otherwise the result will not be accurate.

_____ 1. Repairing a blender
_____ 2. Participate in debates and arguments.
_____ 3. Solving number puzzles
_____ 4. Learn to read music
_____ 5. Take blood tests
_____ 6. Visiting orphanages
_____ 7. Paint landscapes
_____ 8. Taking photographs of the phases of an eclipse
_____ 9. Writing stories for a magazine
_____ 10. Receiving a set of oil paints as a gift
_____ 11. Execute arithmetic machinations
_____ 12. Be a novel writer
_____ 13. Participate in campaigns against juvenile delinquency
_____ 14. Receive a telescope as a present
_____ 15. Knowing how to distinguish and appreciate good music
_____ 16. To operate a lathe or power drill
_____ 17. Helping political candidates
_____ 18. Make plant collections
_____ 19. To collaborate with others for their good and my own good
_____ 20. Attending painting exhibitions
_____ 21. impart knowledge to those who do not have it
_____ 22. Convert radios to degrees
_____ 23. Own classical music records
_____ 24. Learn how to practise first aid
_____ 25. Read the classics
_____ 26. Draw pictures of machines
_____ 27. Do statistical campaigns
_____ 28. Knowing how to distinguish and appreciate good literature
_____ 29. Helping poor people to find employment
_____ 30. To learn about atomic energy
_____ 31. Read books about art
_____ 32. Calculate the area of a room to be carpeted.
_____ 33. Listening to concerts in public squares
_____ 34. Installing an electrical contact
_____ 35. Convincing others to do what I think they should do
_____ 36. Keeping a small aquarium
_____ 37. Using a slide rule

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_____ 38. Starring new articles
_____ 39. Make a rock collection
_____ 40. Observe bee habits
_____ 41. Get the autograph of a famous musician _____ 42.
_____ 42. Go to the library on an afternoon off
_____ 43. Watch the technician repairing the television set
_____ 44. Design scenery for theatrical performances
_____ 45. Observe the apparent motion of the stars
_____ 46. Welding wires or metal parts
_____ 47. Defend a person's point of view
_____ 48. Calculating percentages
_____ 49. Serving as an advisor to a children's club
_____ 50. Making artistic mosaics for decorations
_____ 51. Attending a medical operation
_____ 52. Participating in literary competitions
_____ 53. Studying the light spectrum of light
_____ 54. Attend concerts
_____ 55. Being a "leader" of a group
_____ 56. Reading stories to blind people
_____ 57. Visit a science exhibition
_____ 58. Making designs for tapestries
_____ 59. Consulting logarithm and root tables
_____ 60. Studying music from different countries such as India, Japan, etc.
_____ 61. Read books on the functioning of living organisms _____ 62.
_____ 62. Correct compositions or newspaper articles.
_____ 63. Watching mechanics doing car repairs.
_____ 64. Helping other people with mathematical problems
_____ 65. drawing or sketching people or things
_____ 66. take apart and put together a watch
_____ 67. Writing critical book reviews
_____ 68. Study weather changes and their causes
_____ 69. Make collections of insects
_____ 70. take part in a choral ensemble
_____ 71. Listen to others with patience and understand their point of view.
_____ 72. Organise and lead festivals, excursions or social campaigns.
_____ 73. Illustrate geometrical problems with the help of set squares, T-square and compass.
_____ 74. Play a musical instrument
_____ 75. Lead a group or a team in difficult situations.
_____ 76. Grow exotic plants

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_____ 77. Visit humble homes to determine their needs
_____ 78. Writing narrative letters to friends or relatives
_____79. Assemble or put together ordinary furniture
_____ 80. Knowing how to distinguish and appreciate good paintings
_____ 81. Visiting an astronomical observatory
_____ 82. Watching machines being assembled
_____ 83. Writing newspaper articles
_____ 84. Experiment with the need of oxygen for combustion
_____ 85. Doing an interior decoration project
_____ 86. Taking care of younger siblings
_____ 87. Showing a new product to the public
_____ 88. Solve mathematical problems
_____ 89. Be a music composer
_____ 90. Often watching ants carry their cargo.

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2. CONCENTRATION OF RESULTS

NAME:

CALCULATION		C. PHYSICAL		C. BIOLOGICAL	
QUESTION NUMBER	ANSWER	QUESTION NUMBER	ANSWER	QUESTION NUMBER	ANSWER
3		8		5	
11		14		18	
22		30		24	
32		39		36	
37		45		40	
48		53		51	
59		57		61	
64		68		69	
73		81		76	
88		84		90	
TOTAL		TOTAL		TOTAL	

LITERARY		SOCIAL SERVICE		MECHANIC	
QUESTION NUMBER	ANSWER	QUESTION NUMBER	ANSWER	QUESTION NUMBER	ANSWER
1		6		9	
16		13		12	
26		19		25	
34		21		28	
43		29		42	
46		49		52	
63		56		62	
66		71		67	
79		77		78	
82		86		83	
TOTAL		TOTAL		TOTAL	

PERSUASIVE		ARTISTIC		MUSICAL	
QUESTION NUMBER	ANSWER	QUESTION NUMBER	ANSWER	QUESTION NUMBER	ANSWER
2		7		4	
17		10		15	
27		20		23	

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35		31		33	
38		44		41	
47		50		54	
55		58		60	
72		65		70	
75		80		74	
87		85		89	
TOTAL		TOTAL		TOTAL	

3. CONCLUSIÓN

INTERESEES DOMINANTES

FIRST PLACE: _____
SECOND PLACE: _____
THIRD PLACE: _____

TABLE OF INTEREST OF PROFESSIONAL PROFILES

	A	B	C	D	E	F	G	H	I
%	M - F	M - F	M - F	M - F	M - F	M - F	M - F	M - F	M - F
99	50 - 49	49 - 48	50 - 50	49 - 47	48 - 49	46 - 49	46 - 48	48 - 50	47 - 49
95	48 - 48	46 - 46	46 - 47	47 - 42	43 - 47	42 - 46	42 - 43	45 - 48	43 - 47
90	47 - 45	44 - 43	44 - 45	45 - 39	41 - 46	40 - 43	40 - 41	42 - 47	40 - 45
80	44 - 41	41 - 40	40 - 40	42 - 36	39 - 44	37 - 40	37 - 37	39 - 43	38 - 42
70	42 - 37	39 - 38	37 - 38	40 - 32	37 - 42	35 - 38	35 - 35	36 - 40	36 - 40
60	39 - 33	38 - 36	35 - 36	38 - 30	36 - 40	33 - 36	33 - 33	35 - 37	34 - 38
50	37 - 30	36 - 34	32 - 34	36 - 28	34 - 38	32 - 34	31 - 31	33 - 35	33 - 37
40	34 - 25	34 - 32	29 - 31	34 - 26	32 - 37	30 - 32	29 - 29	30 - 34	31 - 36
30	30 - 23	32 - 29	27 - 29	32 - 24	31 - 35	28 - 30	27 - 28	28 - 32	29 - 35
20	25 - 20	30 - 27	26 - 26	30 - 22	25 - 32	26 - 28	25 - 26	26 - 30	26 - 32
10	20 - 17	27 - 23	22 - 24	26 - 20	27 - 30	23 - 25	23 - 23	23 - 27	23 - 28
5	17 - 14	24 - 22	20 - 22	22 - 17	24 - 28	22 - 24	22 - 20	21 - 25	21 - 22
1	12 - 11	18 - 18	15 - 16	16 - 15	19 - 25	15 - 15	18 - 15	18 - 20	16 - 21
	CÁLCULO	C. FÍSICO	C. BIOLÓGICO	MECÁNICO	S. SOCIAL	LITERARIO	PERSUASIVO	ARTÍSTICO	MUSICAL

ANNEX II

WHAT AM I LOOKING FOR AT WORK?

Put an "X" in the appropriate box according to your interest in each of the items in the left-hand column.

Then answer the following questions to finalize your reflection.

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	NOTHING	A LITTLE	ENOUGH	A LOT
1. physical environment: absence of health risk factors (occupational safety and hygiene)				
2. work environment: positive relationships with colleagues and climate of collaboration, others (fact. Psychosocial).				
3. availability of free time				
4. flexible hours				
5. safety: there is no risk of dismissal				
6. creativity: possibility of inventing, projecting, elaborating, innovating.				
7. Non-repetitive tasks: possibility of doing different, non-routine things				
8. independence: autonomy in decision-making, possibility of self-management,				
9. leadership: managerial power, possibility of planning, organizing, leadership: managerial power, possibility of planning, organizing				
10. level of professionalism: that the knowledge, skills and attitudes required are valued.				
11. purchasing power: high remuneration				
12. social prestige of the work in question (: high regard that society has of such work)				
13. social utility: work as a service particularly useful to society				
14. other				

Think about work environments in which the characteristics you have valued most are found

Considering the three elements to which you have attached the greatest importance, now try to briefly summarize what you expect and/or would like from your work experience.

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Annex IV

Integrity vs. Corruption
Integrity is a strength that consists of the ability to be honest and transparent in our relationships with people and in our activities, be they work or academic. A person of integrity is a person who does good in all circumstances.
Corruption is the opposite of integrity and is therefore a weakness. A person who does not put the common good and values first in his or her personal relationships and activities is corrupt and therefore undesirable.

2. Striving for self-improvement vs. conformism
The desire to excel is nothing other than ambition, but in its positive sense. It is a living and manifest desire to improve, grow and develop fully towards the best version of oneself. A person's drive to excel can encourage others to excel and creates well-being around them. People with a healthy drive to excel are always inspiring.
Conformism, on the other hand, is a weakness that consists of conforming to one's own reality and settling into it, showing no interest whatsoever in improving things and making progress. Conformist people are very prone to settle in what today is called the "comfort zone". This is contrary to the value of self-improvement.

3. Empathy vs. indifference
Empathy is the ability to put oneself in the other person's situation. It is a strength because it facilitates dialogue, understanding and the search for joint solutions. Empathy is complemented by ecpathy, which allows one to set limits to one's own sensitivity in the face of excesses or abuses.
Indifference is the opposite of empathy and, as such, is a weakness, as the person fails to connect with the needs and points of view of other human beings. Over time, indifference can lead to tyrannical behaviour but also to isolation.

4. Companionship vs. individualism
Companionship is a cordial and collaborative attitude towards fellow students or co-workers, which is fundamental to teamwork.
Individualism is a weakness because, on the one hand, it implies alienation from the work team and, on the other hand, the inability to ask for help when needed.

5. Solidarity vs. Selfishness
Solidarity is a strength. To be supportive is to support someone in a case of need, even outside the immediate group. Solidarity is therefore a highly valued value in society.

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Selfishness is to focus only on one's own interests, which leads not only to a lack of solidarity but also to potentially harmful practices against others.

6. Discipline vs. Indiscipline
Discipline is the ability to work in an orderly and consistent manner towards the achievement of goals. It is a strength because it allows for the constant improvement of the person, and at the same time it is an encouragement to those around him/her.
Indiscipline is disorderly behaviour both in terms of the rules of coexistence and in study or work routines. It is a weakness because it undermines the harmonious relationship of work teams and personal improvement.

7. Responsibility vs. Irresponsibility
Responsibility is being able to respond to duties of one's own free will. It is therefore a highly valued strength.
Irresponsibility is the unwillingness to fulfil an obligation. Irresponsible people not only fail to do their job, but are reluctant to give satisfaction for it to the people concerned.

8. Dedication vs. Perfectionism
Dedication is a strength because it guarantees the person's best efforts to achieve the best possible quality of work. This is always for the common good and for personal growth. Being dedicated and conscientious does not conflict with daily difficulties and mistakes.
Perfectionism is often mistakenly confused with excellence. The perfectionist is afraid of making mistakes and is inflexible. Since there is no such thing as perfection, perfectionists express high levels of frustration and intolerance, which is a weakness.

9. Tolerance vs. Intolerance
Tolerance is the ability to accept the free expression of others, regardless of disagreement. It thus implies a valuable margin of respect and a democratic attitude.
Intolerance is the inability to accept others as they are or to accept their ideas when they are contrary to our own. The intolerant person does not respect others and manifests an authoritarian character.

10. Generosity vs. meanness
Generosity is the ability to share what you have with others. It does not only refer to material things. To be generous is also to share knowledge and gifts, and to give of one's time to help. This results in mutual growth and team spirit.
Stinginess is reserving material goods as well as gifts and knowledge for oneself.

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