

VOCATIONAL COUNSELLING GUIDE



Vocational counseling assesses an individual's intelligence, aptitude, interests, abilities and skill levels in order to create and follow a career path. Vocational therapists partner with businesses, government agencies, educational institutions and the employment industry to develop mutually beneficial opportunities for individuals with special needs. They also assist in assessing, training and developing individuals for positions and advancement.

What is vocational counseling?



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Vocation means different things to different people; sometimes, a vocation is the means to an end in obtaining employment that pays the bills, and to others, it's a gateway to a rewarding career. Learning a vocation is often the best chance a person has in achieving economic security. Psychologically, the ability to productively contribute to society provides self-worth and purpose.

Though vocational counseling can be found in a variety of settings, like school or work, it generally serves a single purpose: helping people identify their own abilities and strengths and set personal career goals.



Though the primary goal of vocational counseling is to assist individuals in finding – and training for – a vocation, the long-term goal is to help achieve:

- **Independence**
- **Economic self-sufficiency**
- **Self-esteem through occupational practice**

Additionally, vocational rehabilitation seeks to significantly reduce, or eliminate, the obstacles the disability may present by providing training and support for the individual's education and employment aspirations.

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Vocational counseling, or rehabilitation, is a set of services designed to develop the skills and ability to practice a vocation in a productive way. Those born with physical or cognitive impairments are taught how to perform in the workplace taking into consideration their abilities and challenges. Some individuals who have experienced recent changes in their ability to function at work (those recently injured or stricken by illness such as stroke) are taught how to resume employment.

The highly-structured and challenging processes involved in vocational rehabilitation are part of a multi-disciplinary approach to help identify and enter a vocational field that is both within the individual's range of capabilities, and more importantly, within their area of interest. Some workplace environments only need physical enhancements or modified processes to allow an individual with impairment to succeed in a position.

Vocational counseling involves some physical training, but focuses on instruction regarding workplace performance, including:

- **Assessing employee interest and aptitude**
- **Determining physical and cognitive abilities**
- **Incorporating adaptive equipment to meet vocational goals**
- **Accommodating or modifying office equipment or environments**
- **Locating training programs**
- **Assessing performance**
- **Finding employment**

Part of vocational counseling also focuses on workplace integration, specifically how a person with Cerebral Palsy will accomplish tasks given any obstacles their impairment may encounter. These services include:

- **Career counseling**
- **Job skill development**

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- **Communication and interpersonal skills**
- **Making professional, evidence-based decisions**
- **Working past roadblocks to complete tasks**
- **Making environmental changes to optimize productivity**

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Benefits of Career Counseling

There are many benefits of career counseling to consider. It's easy to feel confused when it comes to what type of career path to choose. With so many choices in jobs today, career counseling can be a step in the right direction as far as pinpointing what career to focus on. Having a

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professional advisor to assist with deciding what strengths and talents can be developed into a solid career is the role that a career counselor plays. Career counseling has many benefits for anyone who is starting out with a new career or in the midst of a job change. Here are five benefits of career counseling.

Testing to Determine Strengths and Weaknesses

When you engage in career counseling, you will most likely be working with a trained professional who can provide you with various aptitude and career assessment tests. These tests are designed to match your natural skills, strengths and abilities with key components of specific careers. You will also be able to determine what weaknesses you may have so that you can avoid working towards a career that will only lead to frustration. Having this information ahead of time can be invaluable when choosing what career path to take.

Goal Setting for Greater Results

A large part of the career counselor's job is to guide you through the process of goal setting in your career endeavors. The career counselor can help you identify the steps needed to reach important goals along the way as you explore new career options or make changes in the career you already have. This can be a major benefit for you if you struggle with reaching goals or making changes, as you will be accountable not only to yourself, but to

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another person.

Identifying Choices in Careers

Whether you are new on the job market or have been going through the process of switching careers mid-life, you may be amazed at the full range of career options available today. While this may be positive, it can also be overwhelming. A career counselor can assist you with focusing on one area of a career path that works best for you so that you save time and efforts by working on realistic career goals that are right for you.

Educational Support and Guidance

As you start working with a career counselor, you may encounter many careers that require specific training or education. This process can be made more pleasant by sharing the experience with a supporting career counselor who can help you along the way with support, resources and tools to help you achieve the training you need to be successful in your new career path.

Job Search Support

If you are ready to start looking for a new job, a career counselor can be an invaluable source of support and encouragement. Career counselors often offer cover letter, resume and interviewing services in conjunction with their counseling services. A good career counselor will be able to provide you with the tools, feedback and resources you need to be successful in your job search.

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Why Career Counseling is Important in Schools ?

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Career Counselling has always been important but only recently, got the recognition it deserves. Earlier, people sought out career counselors, for a change in careers, only after they got a job and were unhappy with it. Now, people recognize that this isn't ideal. What is noteworthy, is to consider why people change careers.

It doesn't take much thinking to understand that someone who does that was never convinced of what career they should take. Such a decision usually stems from school. Many students make career choices based on the most picked career among their peers. They don't, for once, consider what they like until it's too late.

Picking a career usually, comes after picking a course. If a student doesn't pick the right course, it would

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inadvertently affect their career choice. A recent study showed that 1 in 3 students are unhappy with the course that they picked. That is nearly half a million dissatisfied university students! Such figures only point to one clear truth - The importance of career guidance in schools.

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To find the right career, there needs to be an understanding of what course to take and if capabilities match interests. A student might want to get into

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architecture thinking he's good at math and that drawing a building isn't too difficult. In reality, there is much more to architecture than that and there is a high possibility of him wanting to pursue another career at the end of the first year itself.

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Career counseling in schools ensures the right kind of help to overcome such thinking and stop students from making such mistakes. Many students take a psychometric test in order to avoid making mistakes and their efforts are commendable, although the results of the test might leave them more confused than before. Why? The psychometric test basically outlines the strengths and weaknesses of students and highlights their aptitudes and interests. The catch is, their aptitudes and interests don't necessary have to match. Meaning, they can be good at Math but have an interest in Arts. So which career option do they pick?

An established career counselor will firstly, be able to explain the entire report, tell them the perks and disadvantages of pursuing both their interests and aptitudes, and give them the clarity and understanding to make the right decisions. This is much needed, especially, when students are prone to taking advice from inexperienced sources.

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Students tend to take advice from anyone they think has an experience. But it may not always be right or let alone be the best one. The path followed by their seemingly successful peers might not help them to reach the same destination, their model adults must have gone through failures themselves and their parents might be unaware of the latest industry demands. To make sure that students have clarity of thought, career counselors must be made available for students at all times while they are in high school to receive the right and latest advice.

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Decisions made in High School often make or break a student's career. Experienced career counselors are trained to understand students thinking and their potential. Once a student's potential is understood, the counselor is able to guide the student to the best career suitable to him/her and help them make the decisions that ensure career success.

Students want to be successful and they don't mind getting help. They may feel shy at first or think it's weak to take help, but it is our responsibility to help them build strong careers. Having a career counseling cell in schools is the first step in doing that. It is a great first step indeed.



How is vocational counseling performed?

Vocational counseling begins after a vocational specialist has completed a thorough assessment of medical records, physical capabilities and cognitive abilities to determine what factors may affect the individual's ability to maintain employment.

After an initial assessment, the vocational specialist must determine additional information, such as:

- **What work interests the individual**
- **What physical conditions may limit performance**
- **What professions or positions would be suitable**
- **What opportunities are currently available**
- **The requirements for certain types of work**



When testing a person's aptitude, a vocational specialist may implement standardized tests, which can then be compared to required skills and interest levels.

Additionally, therapists may evaluate workflow processes to see if work can be performed safely – with or without modifications, adaptations and assistive technology.

If assistive technology, such as computers, voice recognition devices, or equipment with specialized handles is required to maximize performance potential, the therapist will coordinate the selection, customization and implementation of technologies.

Where is vocational counseling performed?

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Vocational counseling is performed in several facilities, including:

- **Specialized government training facilities**
- **Community centers**
- **Public and private schools**
- **Vocational training centers**
- **Colleges**

Vocational training can also take place at a job site with a “supportive work” program. Under this program, vocational center specialists or assistants accompany the prospective employee to a work site to offer supervision, environmental assessment, assistance, emotional support and coaching.



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What happens during vocational counseling?

Vocational counseling or rehabilitation has a strong training component to properly prepare an individual to become a productive member of a workplace environment.

For some, vocational training will focus on skills that will make it possible for them to be successful during training pursuits at vocation schools, technical schools, community colleges, or universities depending on their career path. Called “transition” services – these programs are designed to prepare students for the end of school, and often take place in a secondary education or young adult settings.

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Training involves learning how to work within their unique skill sets, navigate their environments, and how to operate with specialized adaptive equipment, such as:

- **Computers**
- **Telephones and headsets**
- **Tools specific to professions**
- **Writing utensils**
- **Handheld devices**

Vocational training also provides an opportunity to master work at specialized work stations with assistive technologies. These workstations include:

- **Customized desks and chairs**
- **Computer equipment**
- **Assistive technologies like voice synthesizers and touch screens**

Additionally, they participate in activities designed to enhance employment possibilities, including:

- **Learning how to use assistive technology**
- **Mastering tasks required for work**
- **Participating in workshops**
- **Searching for open positions**
- **Exploring labor market and wage information**
- **Identifying additional training opportunities**
- **Obtaining resources like adaptive equipment and clothing, if required**
- **Taking part in job placement services**
- **Monitoring performance**

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VOCATIONAL COUNSELOR



Vocational counselor or a career counselor help individuals find a job of their own. Clients may include students, recent graduates, people changing careers and first-time job seekers. Through interviewing, testing and questionnaires vocational counselors are able to help the client choose a position or career type that will work for them.

Vocational counselors sometimes work with non-profit organizations, schools, or other community based organizations. If you like to work with people, enjoy

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working indoors and have a passion for solving problems, then you may enjoy working as a vocational counselor.

What Does a Vocational Counselor Do?



Choosing a profession is an important decision that is likely to affect person's whole life. For some people, this decision comes easily while others may need the help of a vocational counselor or psychologist in helping to steer them towards a career.

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Vocational counselors, or career counselors, help their clients by doing various assessment tests that aim to find out what weaknesses and strengths their clients have. For example, finding out early that someone has lackluster abilities in mathematics can make it easier for them to give up their dreams of becoming an engineer instead of wasting time and money pursuing a field of study they were poorly suited for.

Vocational counselors also do various personality tests to find out whether their clients would enjoy working in a group or alone, whether they are born leaders or would rather follow instructions, and so on.

Vocational counselors do not work exclusively with young people. In fact, it is becoming more and more common for middle-aged people to change their career nowadays. Over time, certain professions become less important as technology progresses.

It is also possible for someone to be involved in an accident and thus lose their ability to perform his or her old job. In such cases, a vocational counselor can assess the abilities of the client and suggest some professions that might be of interest to them. Sometimes it is not necessary for a person to change his or her profession after an injury as small modification at work may be all that the client needs to continue performing at work.

Vocational counselors are trained in recognizing such needs and advising how to overcome challenges related to things such as weakened vision or impaired memory.

Vocational counselors may also work as part of a

rehabilitation team to improve a person's skills and abilities.

Some vocational counselors may recommend additional education or training programs that will help their clients become more appealing to the employers. For example, if a client would like to become a nurse, the counselor will explain the education opportunities and licensures necessary.

What Skills are Required for a Vocational Counselor?



- **Vocational or career counselors work with a variety of clients, from those fresh out of high school to those who have lost a long-time job. As a result, they must be able to communicate well with a wide range of people of differing ages, educational backgrounds, and cultural backgrounds.**

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- **Vocational counselors need effective verbal communication skills in order to take in lots of information and do so in an active and supportive manner.**
- **Written communication skills are also a must, as many vocational counselors assist clients in drafting cover letters, resumes, and the like.**
- **Like all counselors, vocational counselors must exude empathy for their clients and work to establish trust with them as well.**
- **Vocational counselors are most busy in times of economic distress, so being able to be flexible, tolerant, and cool under pressure are essential skills.**
- **In times of great need, the ability to work long hours, including evenings and weekends, may be necessary.**
- **The ability to provide comfort as well as practical solutions to clients that are angry or in great distress is an absolute must.**
- **Vocational counselors must also be able to provide insight to their clients. Being able to effectively evaluate clients' strengths and weaknesses in order to devise an actionable employment plan is certainly one of the most important skills a vocational counselor can have.**
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What are the Qualities of a Vocational Counselor?



Vocational counselors are required to have many qualities if they are to be successful at their job. There are both general counseling qualities needed as well as those that are specific to vocational counseling. Among the general qualities needed are:

Patience – All counselors must exude patience if they are to develop a strong relationship with their clients. In vocational counseling, patience is critical as counselors are often working with individuals that either don't know

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what they want to do for a career or can't maintain employment for some reason. Helping clients overcome these obstacles necessitates much patience.

Non-Judgmental – Counseling is a process that requires practitioners to be non-judgmental. Clients will not always make decisions or express attitudes or beliefs that align with a counselor's personal beliefs, but that doesn't make the client's choices wrong. Vocational counselors must be able to support their clients regardless of the employment decisions they make, while offering non-biased information to help their client make the best decisions for their life.

Encouraging – Clients of any type of counselor are likely struggling with a major life issue that can beat them down and cause them to lose hope. Having the capacity to remain encouraging and hopeful is one of the most important counseling qualities. For vocational counselors, this means finding positives to celebrate, even in the face of many obstacles. For example, a vocational counselor must be able to lift the spirits of a client that has tried and failed many times to obtain a job interview.

There are many qualities that vocational counselors need that are specific to this particular field of work. These job-specific qualities include:

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Well-Informed About Career Practices – Vocational counselors must have a deep understanding of how business is conducted. This includes developing an understanding of the hiring procedures businesses use, the information clients need to include on resumes and cover letters, and having the occupational resources clients need to make informed employment decisions.

Understanding of Career Development Theory – Vocational counselors should possess competencies regarding models and theories of career development, and understand how to utilize those models and theories to better serve the occupational needs of their clients. This includes the ability to apply career development theory to the individual situation of each client.

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Ability to Administer Career Assessments – Clients often are unsure of what they want to do for a career.

Vocational counselors must be able to administer and interpret the results from a variety of career-related assessments, including interest inventories and aptitude tests that can provide direction for a client towards a career that best suits their abilities.



Vocational counseling program

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I. Self-knowledge

1.1 Self-image. Who am I?

1.2 The self-esteem

1.3. The SWOT analysis

1.4. Aptitudes and abilities. Development of skills.

1.5. Personal Values

1.6. Interests

II. Career options

2.1. Planning your career

2.2. About Successful Career

2.3. Entrepreneurship and personality

2.4. My Action Plan

I. Self-knowledge

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Self-knowledge is the process by which the human person answers the question "Who am I?", which leads to the formation of a mental representation of one's own person (the self-image). The self-image can be divided into three components:

- **physical self image**
- **the mental image**
- **Social self-image.**

These self-image changes over time as the person changes over time, acquires new skills, new attitudes, feelings, values, and so on. And yet, although the self-image is in a continuous transformation, every man is certain that he is the same as he was a few days ago or a few years ago. This phenomenon is possible due to the sense of self identity.

Although the sense of identity of the self is formed since childhood, it is diminishing in the years to come, due to the child's loyalty to the family and group. In adolescence, however, the theme of identity rests in the young man's consciousness, so one of the central themes of this period is that synthesized in the question, "Who am I?".

Erikson explains (according to Concise Encyclopedia of Psychology, 1987, p. 561) the formation of identity as a process of integrating all previous identities and all self-images. It is not just an integration but a restructuring of them in light of the anticipated future. Self-knowledge therefore leads to the formation of self-image and the structuring of its own identity.

Self-knowledge and personal development influence each other. Self-knowledge contributes to personal development, and the latter also relates to self-knowledge. However, the process of personal development implies other steps: activities to improve self-confidence, to develop their own skills and talents, to maximize their own potential, to increase the quality of life and to achieve their own aspirations and desires. Personal development is therefore a complex process of personal growth and growth based on self-knowledge, on developing a clear and positive identity, discovering boundaries and bottlenecks, enhancing confidence and self-esteem, resolving or restructuring intrapsychic conflicts, and diminishing or eliminating some symptoms. Personal development means progress in all aspects of life.

The development of self-knowledge can be stimulated by trying to answer as honestly and objectively as possible the following questions:

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1. What do I know and what can I do well? Answers formulated help us to identify our knowledge, abilities, capabilities, skills.

2. What would I like, what would I like to do? Responses lead to awareness of interests, desires, preferences, aspirations, personal ideals.

3. What's important to me? The answers will refer to the value system.

4. How am I? This question is about identifying personality traits.

1.1 Self-image. Who am I?

Who am I?

1.Complete the following phrases:

The people I care most about are

**I feel proud of myself because
...**

The people I admire most are

I really like to

I wish to..... ..

One of the best things I do is

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I would love to become
.....

I propose to
.....

I prefer than to
.....

I know I can

2. To study self-image, participants are asked to answer the question "Who am I?" using 20 qualifiers.

Who am I?

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

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9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

Participants are asked not to think too much, to write without hesitation the first qualifiers that come to their minds. For analysis and interpretation, it is interesting: the content of the answers to which the grade was easy to write, which had to be searched for longer, the time required to complete the task.

The first 1-2 grades, which are expounded, indicate the most significant roles for the subject.

Those who do the task quickly have a clearer picture of themselves, and those who do not find the ratings are slow to identify.

1.2 The self-esteem

The Self-Esteem Scale

Instruction: "Read carefully the statements below and respond by doing an X-in the appropriate heading in the answer sheet."

1. I think I'm a valued man or at least the same as others.

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- 2. I think I have some remarkable qualities.**
- 3. I generally think I'm not doing it.**
- 4. I can do things that most children do.**
- 5. I think I have too many defects.**
- 6. I have a positive attitude towards me.**
- 7. I am generally pleased with myself.**
- 8. I would like to have more respect for myself.**
- 9. From time to time I have the impression that I am useless.**
- 10. Sometimes I think I'm not good for anything.**

Response Sheet:

Item No. YES NO

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**
- 6.**
- 7**
- 8.**

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9.

10.

TOTAL

Interpretation:

The processing of the results is done differently by groups of questions.

Questions 1, 2, 4, 6, 7 for YES response are given a point.

Questions 3, 5, 8, 9, 10 for NO answer One point.

After adding the number of points, if the total is less than 7, that means the person expresses a negative attitude towards himself if the total is between 7 and 10 minors he has a positive self-esteem.

1.3 SWOT analysis

Is it difficult for you to make important decisions about your career or your personal life?

SWOT analysis is an effective decision-making technique. With SWOT, you can effectively organize and analyze all the information involved in making a decision. It's also a quick way to identify the best strategies to implement your decision!

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SWOT analysis is a useful technique for making an important decision in your professional or personal life (eg choosing a job, choosing a job, buying a home, etc.). The technique allows for a complex and efficient analysis of existing alternatives in the context of a decision, following a simple methodology.

This technique allows you to analyze a large amount of information in a short time and can help you reach valuable conclusions.

Strengths and weaknesses are internal; they hold on to you and you can control them. Opportunities and threats are external; they depend on the external environment and you can not control them.

Write down your strengths, weak points, opportunities and threats in the 4 quadrants if you choose a particular option.

Puncte tari- strengths	Puncte slabe- weakness
or qualities that recommend trumps	issues that are disadvantageous you

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Weaknesses:

- **What are you not good at?**
- **What are your professional gaps?**
- **What could you improve on yourself (knowledge, abilities)?**
- **What are the activities you avoid because you do not trust your ability to achieve them?**
- **Do you have personality traits that might be disadvantageous to you? For example, if you have to work with children, the fact that you are not a patient person would be an important disadvantage.**
- **Think of your failures from studies or at work. What caused them?**
- **What are your defects?**
- **What weak points do your acquaintances say you have?**
- **What are your negative habits? (for example: you are not punctual, disorganized, impulsive).**

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Opportunities:

- **What are the opportunities you have (if you choose this option)?**

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- **What are the economic, social, governmental trends related to the option that you analyze and who benefits you?**
- **What are the labor market trends that can help you?**
- **Are there promising prospects for you in the chosen field?**
- **What resources can you access to take advantage of new opportunities (events, courses, scholarships, organizations, etc.)?**
- **What opportunities does the geographical area offer you?**
- **How fast can you advance?**
- **Who can help you succeed in the chosen field?**

Threats:

- **What obstacles do you face?**
- **What are the advantages of your competitors and which you do not have?**
- **What are the economic, social, governmental, labor market trends related to the option that you analyze and which disadvantage you?**
- **Would technological changes affect your professional position?**
- **Stage II: Identifying strategies**
- **Take each SWOT analysis done (one for each option). Try to find as many answers as possible for the following questions for each analysis.**

1. SO strategies - how can you use strengths to take advantage of opportunities?

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- **Analyze together the strength and opportunity quadrant. How can your strengths help you make the most of the opportunities identified? Write as many answers as possible in the worksheet.**
- **2.WO Strategies - how can you mitigate the impact of weaknesses by taking advantage of opportunities?**
- **Analyzes the weakness and opportunity quadrant. Can you help the opportunities you have discovered to reduce the impact of weaknesses or even eliminate them? Try to find as many answers to this question as possible and write them down on the sheet.**
- **3. ST strategies - how can you use strengths to prevent threats?**
- **Analyze together the strength and threat quadrant. How would you be able to prevent the threats from your list, using the strengths you have? Write as many answers as possible in the flyer.**
- **4. WT strategies - how can you mitigate weaknesses and the impact of threats?**
- **If you did not find enough action strategies based on your strengths and opportunities in the above questions, then think about what action you can take to prevent or eliminate your defects and threats could meet. These types of strategies are the least effective.**

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1.4. Skills

Self-awareness also involves awareness of skills. We say that a person has skills in a field if he has the ability to achieve superior performance in that area. The actual achievement of these performances depends on many other factors: motivation, learning, practice, parents' and teachers' attitudes, material conditions, health, etc.

Classification of skills.

By level of generality, skills can be general or special. General skills can achieve superior results across multiple domains. The most general skill is intelligence. Special skills help us achieve great results in a smaller number of areas. That is how we talk about drawing, gymnastics, music, etc.

According to their field of expertise, the skills can be: cognitive skills (general learning ability, verbal, numerical, spatial aptitude, form perception, decision making), social, artistic, musical, physical skills.

Career success is very important in raising awareness. We need to know what skills we have and in which areas we have the greatest chances of success. Skills are part of our strengths. They can be known firstly by self-

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observation and by comparing our performance with that obtained by others.

We can assume that we have skills for a field if we can easily acquire knowledge and shape our specific skills faster if we get better results than others if we can engage in that activity for a long time without getting tired. For the awareness of skills, it is important to pay attention to the opinions of those who know us, and especially to the opinions of our teachers

Success in one field of activity does not depend on one skill. It is of great importance how they interact with each other as well as with other personality traits (will, value system, etc.). Some people manage to get good results in an activity even if they do not have special skills. Some less developed skills can be compensated by other skills or by ambition, perseverance (at school, some lower intellectual students get better results than very smart students because they are more persistent). Other people who are well-equipped "from nature" do not have outstanding results because they are not well motivated, persistent.

Developing our skills requires motivation, perseverance, acquiring knowledge and skills, that is, it requires a lot of work. We also need to find the best ways to capitalize on our skills. Of the skills required to practice a profession, I

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have taken for example, perhaps the most general of them, namely intelligence.

Psychologist Gardner identifies eight types of intelligence, which he also describes from the perspective of the professions best suited to types of intelligence, as follows:

Visual-space intelligence - involves the ability to think in images, to represent information in images.

People learn using images, observing, performing graphic representations, preferring to draw, build, model, design, prefer colors, images, draw sketches, schemes. The areas of performance are design, architecture, and plastic arts.

Body-kinesthetic intelligence involves the effective use of body movements. People learn through direct involvement, manipulation of objects, practical activities, movement. Performance areas: sports, dance, practical activities.

Humanist intelligence refers to the ability to work with other people, to understand them, to understand their purposes, motives, intentions. People engage in common activities, are good organizers, have talent in communication and negotiation, prefer interaction, collaboration, social relationships. Professionals requesting this type of intelligence: teacher, lawyer, psychologist, social worker, journalist, etc.

Introvert-philosophical intelligence is the ability to analyze one's own emotions, thoughts, goals. People of this kind

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have a strong sense of identity, are confident in their own power, prefer to work alone and choose their activities. Fields of performance: research, literature, philosophy, scientific work.

Verbal-linguistic intelligence implies ease in expressing and perceiving verbal language nuances. People prefer discussions, debates, word associations, reading, writing, telling. Fields of performance: journalism, literature, psychology, justice, etc.

Musical-rhythmic intelligence - means to think in sounds, rhythms, melodies and rhymes, to be sensitive to tone, intensity, height and sound timbre, the ability to recognize, create and reproduce music using an instrument or voice. It involves active listening and involves a strong connection between music and emotions. It is specific to singers, musicians, dancers.

Logical and mathematical intelligence implies the ability to develop reasoning, to recognize and use abstract schemes and relationships. People of this type prefer numbers, structures, formulas, technology, mathematical concepts, abstractions, and reasoning, and usually become accountants, mathematicians, chemists, physicists.

Naturalist Intelligence - refers to the ability to solve problems and develop products with help classifications and representations in the environment. This is noticeable

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in children who learn the best by direct contact with nature. For them, the most suitable lessons are outdoor. These students like to design natural science projects such as bird watching, insect composition, tree or animal care. They prefer ecology, zoology, botany, veterinary medicine.

1.5 Personal Values

Values are fundamental beliefs of people about what is important in life, in interpersonal and work relationships. Each person develops a life-value system that guides their lives, choices, including career choices. Examples of values are family, health, security, money, power, etc.

Work-related values may refer to the work environment, work relations, work content, or work in general.

1.6. Interests

Interests are the crystallized preferences of a person for certain areas of knowledge or activity. Interests have an essential role in making career decisions.

The formation of interests depends on the genetic factors (the aptitude potential) and the life experiences on the basis of which the individual learns to prefer some activities and to avoid others. Interests can also be discovered by using inventory of interests. These inventories are generally made up of lists of activities and occupations that are required to select the preferred ones.

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Grouping preferences can highlight interests and how they can be capitalized.

Currently the best-known and most commonly used questionnaire of interest is that based on Holland's theory. Psychologist Holland describes 6 types of personality, according to their preferences for objects, data, ideas or people. These types are: realistic, investigative, artistic, social, entrepreneurial and conventional.

TEST HOLLAND

All you have to do is answer the following 120 questions, which start with "Would you like to ...?":

2 - If you like the activity

1 - If you are indifferent

0 - If you dislike

Note each score in the GRI space

Work fast. The first reactions are the best answers, they answer all the questions.

No. Crt.	ACTIVITY	1	2	3	4	5	6
1	Repair watches and jewelery						
2	Being a countdown (for example, the						

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	person who receives and gives money to a bank)						
3	Talk to different people about community issues						
4	Do scientific experiments						
5	Run an administrative department						
6	Sing on a scene						
7	Repair engines of cars						
8	Record a company's financial data						
9	Help physically disabled people prepare for a job						
10	Use the microscope to study cells and bacteria						
11	Buy goods for a big store						
12	Be an artist						
13	Making furniture						
14	Work with your computer or with a copier in an office						
15	Help the helpless (handicap, old, troubled)						

16	Read books, scientific journals						
17	Be a sales manager						
18	Write short stories						
19	Work on a crane						
20	Make flight reservations for hotels in a travel agency						
21	Be a teacher or a young students teacher						
22	Do research work in a physics laboratory						
23	Record workers who have dissatisfaction at work						
24	Make cartoons						
25	Be a carpenter						
26	Be an Accountant Expert (Verification)						
27	Study sociology, that is how people live together						
28	Do scientific studies of about sun, moon, planet, stars						
29	Make money from the trade or the						

	stock market					
30	Teaching music in schools					
31	Assemble the components of a stereo equipment					
32	Check the budget of a business					
33	Give tips on poor people's legislation					
34	Study the causes of heart disease					
35	Run a big restaurant					
36	Write a novel					
37	Be an electrician					
38	Keep records of goods, what is consumed in a company					
39	Take care of sick people					
40	Use mathematics to solve a technical and scientific problem					
41	Take care of administrative policy					
42	Organize / direct theater plays					
43	Drive a tractor with a trailer					
44	Work with numbers in a business office					

45	Help out people who have gone out of prison to find a job						
46	Be a surgeon						
47	Being vice president of the bank						
48	Be a jazz singer						
49	Do, repair, refine furniture						
50	Study a company and develop an accounting system for its financial needs						
51	Learn to qualify adults for a job						
52	Be a marine biologist						
53	Be a lawyer-consult a firm						
54	Read articles about music and art						
55	Use and repair radio equipment, telegraph						
56	Supervise the administrative staff of an office						
57	Help people in choosing a career						
58	Examine the effects of polluted air on the environment						
59	Take a leading position						

60	Be the designer of magazines or TV commercials						
61	Install or repair phones						
62	Follow a mathematics course for business						
63	Watch out for people who have broken the law						
64	To invent a new type of technical equipment						
65	Be a real estate agent						
66	Study the works of great musicians						
67	Work in construction						
68	Controlling bank acts to find mistakes						
69	Participate in raising charity funds						
70	Do scientific research on the use of solar energy						
71	Work to persuade the government to adopt a certain measure						
72	Write a play						
73	Instal electrical devices						
74	Use your computer to process						

	accounting data						
75	Planning the work of others						
76	Work to create an artificial heart						
77	Promote the development of a new supply market						
78	Make music or make musical arrangements						
79	Build shelves for books						
80	Follow an accounting course						
81	Give first aid						
82	Be a laboratory assistant						
83	Do business, trade						
84	To direct a symphonic orchestra						
85	Be a contractor in housing construction						
86	Insert information into your computer						
87	Work as a family counselor						
88	Follow a biology course at a school or university						
89	Be the legislator to mediate disputes						

	between trade unions and employers						
90	Write magazines for magazines						
91	Make wooden toys						
92	Keep records of the proceeds for your work						
93	Help children with mental disorders						
94	Investigate, look for a cancer remedy						
95	Be a judge						
96	Paint landscapes						
97	Work as a guard or custodian						
98	Operate in a cash register						
99	Learn to help people in pain						
100	To conduct scientific studies on plant disease control						
101	Recruit and hire people for a great company						
102	Write TV scenarios						
103	Driving a bus						
104	Be a hotel receptionist						
105	Study psychology						

106	Be a physician to help prevent disease						
107	Travel through the country to sell the company's products						
108	Make scenography for theater plays						
109	Fix the things around the house						
110	Be an administrative officer						
111	Coordinate the sports program on a sports ground						
112	Do scientific studies about nature						
113	Organize and coordinate business						
114	Arrange background music for the movie						
115	Repair mechanisms						
116	Operate digits on your computer						
117	To lead group discussions for child offenders						
118	Help scientists in experimental laboratories						
119	Be a production manager						
120	Make book reviews as a literary critic						

TOTAL POINTS

Make the amount on each of the columns on the answer sheet. Important is the highest score and the next in the order of magnitude. The columns each correspond to a personality type, then related to various possible professional fields, as it appears in the following table:

Col.	Personality type	Characteristics	Possible professions
1	Realistic	Practical guy, enjoys outdoor activities, has difficulty communicating sentiments, rejects radical ideas, likes to build and repair, likes to work with hands	mechanic, archeologist, mechanical engineer, carpenter, builder, dental technician, electrician, farmer, fireman, jeweler, optician, policeman, plumber
2	investigative	He likes intellectual activities, problem solving, he does not like the rules, he is inclined to science, is not interested in	Anthropologist, biologist, chemist, physicist, computer scientist, system engineer, economist, geographer, geologist
3	Artistic	Sensitive, prefers to work alone, does not like structured	Designer (advertising, fashion, interior), actor, architect,

		environments, unconventional, needs individual expression and communication, original	theater teacher, dancer, journalist, photographer, graphic designer, editor etc.
4	Social	Ability to establish interpersonal relationships, to engage in helping others, to be concerned about others, to be responsible, to communicate well with people, to be sociable, to enjoy attention, to be popular, to be a leader	Coach, teacher, psychologist, nurse, doctor, policeman, hairstylist, social worker, speech therapist etc.
5	enterprising	He likes to dominate, has a desire for power and social status, is good at speaking, has energy, is enthusiastic, self- confident, convincing	Manager, advertising, car salesman, insurance agent, journalist, lawyer, prosecutor, travel agent, public relations, etc.
6	Conventional	He is stable, has	Administrative

		respect for the law, authorities, dislikes physical work, prefers well-defined, structured activities, has strong self-control, does not seek leadership roles, wants to know what he expects from him	assistant, accountant, cashier, computer operator, financial analyst, secretary, librarian, telephone operator, etc.
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Several variants may appear in the calculation of the code, depending on the total points (scores) obtained in the six columns:

Option a:

Your code will be a combination of two scores with the highest scores, out of six past TOTAL POINTS. For example, if you obtained the highest score in column 5 and the top score is the one recorded in column 4, your code is SOCIAL-ENTREPRENEUR.

Variant b:

If 2 or 3 areas of career interest are equal in score and rank first (most points), write all the appropriate personality types in the boxes below. If these domains are

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more than 3, you will not get significant results and you will need to fill in the questionnaire later.

In the empty spaces below write all the code combinations. For example, if you have equal scores in columns 4 and 6, you will have two codes: SOCIAL - ENTREPRENEUR and ENTERTAINER - SOCIAL. If you get 3 equal scores, such as columns 1.4 and 6, you will have 6 codes: SOCIAL - ENTREPRENEUR, ENTREPRISES - SOCIAL, SOCIAL - REALIST, REALIST - SOCIAL, REALIST - ENTERTAINER, ENTERTAINER - REALIST.

Your codes:

Variant c:

If you have only one high-interest field, but you have 2 or more equal scores in the second place, write in the first box the highest score field, and the second highest scores in the other boxes.

Scope of interest ranked first

Fields of interests ranked second (with equal scores)

In the spaces below you will write all your codes resulting from the combinations of your field of interest with the highest score for each of your second-ranked areas of

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interest. For example, column 1, corresponding to REALIST (CONTRACTOR) and 6 (CONVENTIONAL). In this case you will get two codes: REALIST - ENTERTAINER and REALIST - CONVENTIONAL.

Your codes:

Now all you have to do is look in the table below, where, under each code, the fields of activity for each one are given and you will get information about your interests for different careers.

THE CODE	AREAS OF ACTIVITY
REALIST - INVESTIGATOR	Technical, craft, mathematical sciences
REALIST - ARTISTIC	Craftsmanship, artistic and technical activity
REALIST - SOCIAL	Activity with the public, staff departments, crafts
REALIST-INTRODUCTOR	Craft, activity with the public, management
REALIST - CONVENTIONAL	Craft, administrative work, manual work
INVESTIGATOR - REALIST	Mathematical, technical, craft science
INVESTIGATOR - ARTISTIC	Mathematical sciences, medical - dental, literary work, artistic work
INVESTIGATOR-	Medico - dental, mathematical sciences,

SOCIAL	social services
INVESTIGATOR - ENTREPRENEUR	Mathematical sciences, management, technical
INVESTIGATOR - CONVENTIONAL	Mathematical sciences, data analysis, technical
ARTISTIC - REALIST	Artistic, craft, technical work
ARTISTIC - INVESTIGATOR	Literary work, mathematical sciences, artistic work
ARTISTIC - SOCIAL	Social services, musical activity, educational work
ARTISTIC - ENTREPRENEUR	Shows, management, artistic work
ARTISTIC - CONVENTIONAL	Artistic, administrative, literary work
SOCIAL - REALIST	Departments of personnel, social services, activity with the public
SOCIAL - INVESTIGATOR	Social services, medical - dental, mathematical sciences
SOCIAL - ARTISTIC	Social services, educational work, musical activities, shows
SOCIAL - ENTREPRENEURIAL	Social services, management, sales activities

SOCIAL - CONVENTIONAL	Social, administrative, management
ENTERPRISE - REALIST	Management, craft, activity with the public
ENTERPRISE - INVESTIGATOR	Management, sales activities, mathematical sciences
ENTERPRISE - ARTISTIC	Legal activities, shows, management
ENTREPRENEUR - SOCIAL	Management, sales, social services, legal activities
ENTERPRISE - CONVENTIONAL	Management, sales, data analysis, administrative activities
CONVENTIONAL - REALIST	Administrative activities, data analysis, crafts
CONVENTIONAL - INVESTIGATOR	Data analyzes, mathematical sciences, administrative activities
CONVENTIONAL - ARTISTIC	Administrative activities, data analysis, art activities
CONVENTIONAL - SOCIAL	Administrative activities, data analysis, social services
CONVENTIONAL - ENTREPRENEURIAL	Data analyzes, administrative activities, management



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II. Career options

The process of choosing and furthering career planning is a long-lasting one, which consists of a permanent analysis of interests, values, preferences and personal opportunities.

We present a 4-step career planning technique.

1. Knowledge

Get started by thinking where you are now, what you know about yourself, what you want to know and where you want to get there. Then you can start easy, easy to find out about your abilities, interfaces and preferences (measured by IQ, vocal choices and personality). Some examples of questions you can ask yourself at this stage are:

- ☐ **Where am I now?**
- ☐ **What do I want from a job or from a career?**
- ☐ **What would I like to do?**
- ☐ **Why would I be fit? / What are my strengths?**
- ☐ **What is important to me?**

2. Information

This step is to explore different areas of interest. It is important to find out what are the exact requirements in

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different occupations, weigh the advantages and disadvantages of each of them and know what to expect from each of the professions. Last but not least, it's important to be always aware of how each of these activities really attracts you and can become a passion for you, rather than a way to earn your living. At this stage, it may be helpful to answer questions like:

- ☐ **What jobs in the x area of interest attract me the most?**
- ☐ **What are the options that this profession offers me?**
- ☐ **What skills do I need to be successful in this profession?**
- ☐ **What abilities do I have and what skills should I develop for this profession?**
- ☐ **What is this type of activity really about?**

To get the answer to this last question, we advise you to talk to people who are already working in the field and can share with you from their experience. Another way is to do volunteer or internship in a company that has professional employees in your field of interest. Thus, you will be able to see "alive" what it means to be an engineer, programmer, lawyer or anything else. Often, our expectations do not fit perfectly with reality. Ideally it would be that at the end of this stage you have a list of some professions to choose from in stage three:

3. Decision

At this stage what you have to do is compare the options and think what suits you best at this time. Some helpful questions:

- ☐ **What are the training / training options in this area?**
- ☐ **How does this profession fit my abilities, personality and interfaces?**
- ☐ **How does this profession work on the labor market at this moment and what are the perspectives?**

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- ☐ **What should I do to get to practice this profession?**
- ☐ **Do I see myself doing this day by day for a long period of my life?**

At the end of this stage, it would be ideal to have a rather short list of options and to head to the fourth stage, namely:

4. The action

The action starts by planning the steps you are going to take. For this you have to use all the data you have at this time about yourself, about different professions and about the possibilities that the education system offers.

You can start by thinking about the exact steps you need to follow, who can help and support you in this process and last but not least if you are happy with your choices.

Career choice is a difficult and extremely important process with major effects on your entire life, so we advise you to give yourself all the time to do it. And of course, to ask for help when you feel the need.

2.1 Planning the career

"Career Anchors"

This test makes a major contribution to understanding an individual's career paths and helps identify the perceptions of the person about competence, its motives and reference values.

"Career anchor" is the self-image of each. Because we have different values, different goals, we are guided by different motives and ambitions, that brings us closer or detracts us is the anchor of the career that we have consciously created or not.

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The career anchor theory identifies eight distinct patterns of talents, goals, needs, and values in their own perception that arise from first-time professional experiences. The term "anchor" is used to designate conspicuous nuclei specific to the individual that are part of an individual's occupational identity and over time manifest themselves as anchors. These anchors, as they form, determine strong influences in career orientation.

The eight career anchors are:

- functional / technical competence**
- managerial competence**
- autonomy / independence**
- security / stability**
- Entrepreneurial creativity**
- serving a cause**
- defiance / pure challenge**
- lifestyle**

Skills identified through the test:

1. Technical / Functional Competence: the candidate wishes to achieve high performance, is centered on how well he performs his tasks, is perfectionist, careful about details, it is important for him to fulfill his tasks on time

2. General Managerial Competence: The candidate wishes to lead the team, is a good organizer, takes risks, wants to recognize the others

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3.Autonomy / Independence: the candidate desires the most to be his / her own boss, decision-making freedom, flexible working hours, do not like routine and procedures, are not good performers because they are hard to persuade to comply with rules that contradict their own desires or perceptions

4.Security / Stability: the candidate wants a stable job that will give him first of all material satisfactions, he or she prefers a secure and paid post rather than a well-paid one, but which is perceived as less secure, does not provide risks with ease

5. Entrepreneurial Creativity: The candidate is very creative in terms of "making money" opportunities, he often thinks about his own business, is looking for a favorable context for it, most are looking for alternative sources of income, are active people who do not I'm happy with one job to get professional satisfaction

6. Serving a cause: the candidate feels the need to feel useful to the organization, needs recognition of others, teaches the most inexperienced (good mentors), engages in volunteer activities, is perceived by others as being generous

7. Pure challenge: the candidate wants a dynamic post, extremely varied activities, is generally bored fast, needs increased by various stimuli to keep motivation at high odds

8. Lifestyle: the candidate wants to harmonize professional and personal life, gives great importance to the time spent with the family, sees his career as a means, rather than as an end in itself

Please read carefully the statements below and mark the right score next to each one.

How to encode items: For each of the items below, attach a score of 1 to 6, depending on how true the item is for your situation, as follows:

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1 = For me it is never valid

2 or 3 = Sometimes it is true for me

4 or 5 = Often it is true for me

6 = For me it is always true

1. I wish to accomplish my tasks so well that I always need my competence.

2. I would feel fulfilled in my work if I could organize and coordinate the efforts of others.

3. I dream of a career that will give me the freedom to do my work in my own style and according to my own program.

4. Safety and stability are more important to me than freedom and autonomy.

5. I am always mindful of the ideas that would allow me to initiate my own company.

6. I will only consider my successful career if I feel like I have made a real contribution to the good of society.

7. I dream of a career in which I can solve problems or have success in extremely challenging situations.

8. Better to leave the organization than to do an activity that would hinder the pursuit of personal and family concerns.

9. I think I have a successful career only if I can develop my technical abilities with a high level of performance.

10. I dream of having the responsibility of a complex organization and the possibility of making decisions that target a large number of people.

11. I would feel fulfilled if I had the complete freedom to define my own tasks, plans and procedures.

12. I would rather refuse to perform a task than accept a task that would jeopardize my job security in that organization.

13. Initiating an enterprise is more important to me than getting a high managerial position in an organization.

14. I will find myself fulfilled in my career if I had the opportunity to use my skills in the service of others.

15. I will feel my successful career only if I manage to face and deal with very difficult tasks.

16. I dream of a career that will allow me to harmonize my personal, family and professional needs.

17. Becoming an important manager in my field of expertise seems more attractive to me than being a general manager.

18. I will only consider myself a career success if I become a general manager in an organization.

19. I will only be successful in my career if I get full autonomy and freedom.

20. I follow those organizational positions that will give me feelings of security and stability.

21. I will consider myself fulfilled in my career if I was able to achieve something that fully reflects my own ideas and efforts.

22. It is more important for me to do something to improve people's lives and work than to get a managerial position.

23. I felt really fulfilled in my career when I solved seemingly unresolved problems.

24. I think we succeeded in life only if we were able to balance personal, family and career requirements.

25. It would be better to leave the organization than to accept alternative activities that would detract from my field of expertise.

26. Being a general manager seems more attractive than becoming a director of an important functional unit in my business.

27. For me the chance to do an activity as I want, free from rules and constraints, is more important than job security.

28. I consider myself to be working if I feel that I have a complete security both financially and in the job.

29. I will only be successful in my career if I have managed to create or build something that is totally my own product or my own idea.

30. I dream of a career through which I can make a real contribution to the good of humanity and society.

31. I'm looking for extremely challenging job opportunities for my competitive and / or problem-solving skills.

32. It is more important to me to balance the demands of personal and professional life than to get a high managerial position.

33. I consider myself to be fulfilled if I have used and developed at a high level the competencies.

34. I would rather leave the organization than accept a job that would remove me from the managerial trajectory.

35. I'd rather leave the organization than accept work that would reduce my autonomy and freedom.

36. I dream of a career that will give me the sense of security and stability.

37. I dream of initiating and building my own organization.

38. I'd rather leave the organization than accept an activity that would not give me the opportunity to help others.

39. For me, it is more important to face difficult problems to solve than to become an important managerial position.

40. We have always looked for those working circumstances where interference with personal or family concerns is minimized.

Interpreting Answers:

- **Review items and locate those you have the highest scores. Choose three of the items you find the most suitable for your situation and add to each of them four more points.**
- **Fill in the empty space attached to the 40 items the score placed next to each item**
- **Collect the scores on the column and then divide the resulting sum to five (item counts) to get the average score for each of the eight anchor dimensions**
- **Average score (result by adding and then dividing) is your self-evaluation of the truth of the items in the scale.**

TF : 1,9,17,25,33

MG : 2,10,18,26,34

AU : 3,11,19,27,35

SE : 4,12,20,28,36

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CA : 5,13,21,29,37

SD : 6,14,22,30,38

PR : 7,15,23,31,39

SV : 8,16,24,32,40

Total:

It is divided into 5

Final Score:

Legend: TF = technical / functional competence, MG = general managerial competence, AU = autonomy / independence, SE = security / stability, CA = entrepreneurship creativity,

PR = pure challenge, SV = lifestyle.

2.2 About successful career

Things you should know about a successful career:

- 1. Theoretical training is absolutely necessary. An engineer needs to be aware of all the technological changes.**
- 2. A solid theoretical training is not enough to perform. In addition, it is necessary to develop personal skills: communication, negotiation, mediation, etc.**
- 3. Developing a successful career starts NOW!**
- 4. Discipline. To do performance, discipline is required in any field.**

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5. Time management! Learning to manage your time is the most important investment in your career development that will bring you spectacular results impacting all the areas in your life!

6. Objectives. A successful career requires setting goals, an action plan, and fulfilling it on the "Plan-Do-Check-Act" principle.

7. Failures. The way we react to failures determines the measure of success that we will have.

8. Inevitable. On the way to your career you will encounter situations, things, and people whose change is not in your power.

The speed with which you understand this and adapt yourself will determine how quickly you will achieve success.

"Jujitsu masters teach students to bend like willow, not to resist as oak."

9. Reflector. Choose to put the reflector on what you want to do. Not your fears. Choose to shine your wishes. "Our lives are determined by our thoughts." (Marc Aureliu)

10. Self-refinement and progress plan. To succeed you need a plan to help you get where you want.

11. Age is an advantage! "I'm too young, I have no experience" is an excuse to do nothing. Get to action.

Your age is an advantage.

12. The fear paralyzes. The only way to overcome fear is to get to action, to do what you are afraid of.

13. And you are important. No matter how important you are to the people you meet, remember that you are important too. And someday you may be a colleague of that person.

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14. Network of relationships. All the people you meet can be your support in your career. Find a way to cultivate relationships with others: colleagues, teachers, etc.

15. Passion! "Be obsessed" (in the good sense) of the career you want to have. Put passion in everything you do about your career: read, document, keep up to date with news, go to conferences and seminars, become "obsessed" with the field you're passionate about. This will make you the best.

2.3 Entrepreneurship and personality

Be or not be entrepreneur? It is the question that every young man should put in the school benches, especially as in recent years, not only in the professional / economic qualifications and in the driving classes, respectively Counseling and Vocational Orientation are discussed topics related to entrepreneurship. Simple conversations can only open the eyes of the students to look at this option just as a small child shows him that he needs to get his hands on the door to open the door. Keeping your hand on the door does not mean that the door opens, and then you have to teach the child to think about what to do with the bar, so students need to be trained to find out more about entrepreneurship by pointing out sources: neighbors, relatives or business friends, magazines, websites with successful entrepreneurs' stories.

Once the idea of entrepreneurship has been put in the minds of students, it is appropriate to be clearly told that not everyone can become a successful entrepreneur, it is necessary that the personality traits and the specialized knowledge of a person must be appropriate to the entrepreneurial profession. If we are talking about

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a conscientious student, it must be said that he can acquire enough knowledge to start a business quite easily, but even if the business idea is brilliant, the market and the financial means are trumps for him, it will not necessarily become the entrepreneur to become a model for others and win as much money as they dream.

A realistic look at every aspect of entrepreneurship is a prerequisite for transforming entrepreneurship into a career that brings personal satisfaction to a person not just on a professional level. Basically, every person should do this list of issues to consider before starting a business:

- ☐ **Personality traits**
- ☐ **Market**
- ☐ **Resources / financial means**

For each of these elements, a list of pertinent and relevant questions should be drawn up with the utmost sincerity, as the essence of the enthusiasm of the opening of a business based on subjective premises such as: X know no business and what car the luxury she has bought since being a patron, are 100 times smarter than Y that has opened a business and will have 100 times higher income than him.

If we strictly refer to the personality part, each future entrepreneur should respond to a set of at least 20 questions formulated as below or in similar versions:

N o. cr t	The question	Totall y agree 5	Agre e 4	Neutr al 3	Disagre e 2	Total disagr ement 1
1	Do you consider yourself a					

	man of action?					
2	Are you happy to always do something new?					
3	Does the state of health allow you to work at a sustained pace for 10-12 hours each day of the week, if necessary?					
4	Are you willing to take financial and even family risks?					
5	Do you take responsibility and act accordingly?					
6	Can you act rationally and objectively under stress?					
7	Can you improvise to overcome unpredictable moments?					
8	Can you make easy decisions?					
9	Can you plan an activity setting goals and ways to reach them?					
10	Do you easily accept a person's help in problems that exceed you?					
11	Do you have enough knowledge to run a business?					

12	Are you willing to continually improve yourself in your area of activity and related fields?					
13	Can you simultaneously tackle more problems?					
14	Do you have leadership and motivation skills?					
15	Do you have the leadership and motivation skills of your employees?					
16	Are you able to argue and convince others?					
17	Is the family willing to give you support and understanding?					
18	Are you aware that you can face extremely difficult situations?					
19	Do you meet the legal requirements for opening a business?					
20	If you set up a business with a partner, are you sure you will be able to co-operate harmoniously with it?					

Test Interpretation: There are 20 questions with a maximum score of 100 and a minimum of 20

100 - 80	79 - 60	59 - 40	39 - 30	29 - 20
You have real entrepreneurial qualities and you are prepared to face the unexpected situations that may arise in your business. You can handle it as an entrepreneur, provided you persevere. You could face the challenges of a business, but you should study the market	You have real entrepreneurial qualities and you are prepared to face the unexpected situations that may arise in your business. You can handle it as an entrepreneur, provided you persevere. You could face the challenges of a business, but you should study the market and have the	You have real entrepreneurial qualities and you are prepared to face the unexpected situations that may arise in your business. You can handle it as an entrepreneur, provided you persevere. You could face the challenges of a business, but you should study the market and have the financial resources to rely on. You have to be extremely	You have real entrepreneurial qualities and you are prepared to face the unexpected situations that may arise in your business. You can handle it as an entrepreneur, provided you persevere. You could face the challenges	You have real entrepreneurial qualities and you are prepared to face the unexpected situations that may arise in your business. You can handle it as an entrepreneur, provided you persevere. You could face the challenges

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<p>and have the financial resources to rely on. You have to be extremely cautious when you make the decision to start a business and not just rely on your desire. The idea of starting a business should be postponed until there is a change of mindset that reflects in a better score.</p>	<p>financial resources to rely on. You have to be extremely cautious when you make the decision to start a business and not just rely on your desire. The idea of starting a business should be postponed until there is a change of mindset that reflects in a better score.</p>	<p>cautious when you make the decision to start a business and not just rely on your desire. The idea of starting a business should be postponed until there is a change of mindset that reflects in a better score.</p>	<p>of a business, but you should study the market and have the financial resources to rely on. You have to be extremely cautious when you make the decision to start a business and not just rely on your desire. The idea of starting a business should be postponed until there is a change of mindset that</p>	<p>of a business, but you should study the market and have the financial resources to rely on. You have to be extremely cautious when you make the decision to start a business and not just rely on your desire. The idea of starting a business should be postponed until there is a change of</p>
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			reflects in a better score.	mindset that reflects in a better score.
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It is obvious that the number of questions can be even more than 20 and similarly labor market issues and financial resources can be made.

Any of the three aspects or even all of them can change over time so that the idea of opening a business or another may be postponed and not necessarily abandoned, the recommendation being to regularly re-evaluate the main issues that you, as potential entrepreneurs, need to have in sight.

My Action Plan

Think about what's important to you. Choose what you would like to do first. Do not put unrealistic goals - focus on what you can accomplish. Do not forget to celebrate your success!

What do I want to do? -----

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How can I do this? -----

What kind of help would I use in pursuing that goal?

How will I understand if I have achieved the desired goal or not? -----

What could prevent me? -----

How will I celebrate my success? -----

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My name ----- Date -----/-----/-----

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