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VOCESS ONLINE



INNOVATIVE METHODOLOGY FOR CAREER ORIENTATION AND CAREER EDUCATION

Developed by:



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CHAPTER 1

INTRODUCTION TO VOCESS ONLINE PROJECT

Finding the most appropriate and successful career can be challenging in a world with so many options and so little guidance on how one can truly know themselves. This is why **VOCESS** provides a holistic profile, based on talents, values, characters and personal strengths. In addition, **VOCESS** supports young people in the process of discovering, creating and laying the foundations of self-knowledge - what am I good at, what are my values, what are the limiting beliefs that are stopping me; what are my dreams and goals. This is reflected in the **VOCESS** learning modules and videos. **VOCESS** supports users in developing and nurturing habits for success, mastering skills and attitudes to succeed in life: education, career, social activity, amateur activity, and self-expression.

VOCESS creates an opportunity for young people to pursue a passion, or develop a skill through a series of challenges and tools to plan and set goals. In this regard, **VOCESS** provides not only self-knowledge but an opportunity for users to act based on it.

Based on the research of the partnerships, the methods and tools of **VOCESS** help users:

- Set personal priorities and create a career plan.
- Creating key personal performance skills: goal setting, time management, self-expression, creating, communicating and presenting a message.

The learning materials, profiling system and profiling system using methods and tools which aim are to support users in 5 main domains:

1. Creating a vision for their development and career, to find the most suitable career path with the learning materials
2. Know themselves and how they think and behave - what they are good at, how they work and learn best in order to achieve an effective and complete career. Young people will be given the tools and guidance on how to be reflective, evaluate themselves, and continue the process on their own and after they have used the profiling system and profiling system.
3. Make an “inventory” of the interests, skills, strengths and experiences that young people have up to now, putting them in the context of career - how it serves them, where they can use it.
4. Create a sense of self-worth and confidence and belief in personal abilities
5. Identify and rethink the true motives behind the choices made - who and why are they satisfied with these choices (social models and stereotypes or personal goals in line with personal profile and strengths).

These aims are the fundamentals of the methodology and are carried out with the online profiling system and the course that can be found here.

The partnership believes that young people need to make a conscious and informed choice in terms of their career development, as well as a strategic plan for their future education and training, in order to achieve the goals. Each young person will have the opportunity to work on a personal challenge to discover to what extent their career path truly suits their needs. Unlike other profiling systems, one of **VOCESS** provides not only self-knowledge but actions based on it.

Within the outputs of **VOCCESS** young people will have the opportunity to:

- Learn how to discover themselves, present their ideas and create messages
- Learn to present themselves, prepare resumes, cover letter and a job interview in the most effective way possible. Young people will learn how to create job application documents and submit themselves for an interview

The learning course and the profiling system cover the following themes and content - based on the needs research and what is missing in career guidance in the partnering countries.

SELF KNOWLEDGE

The purpose of this content units both in the learning activities and the profiling system is to give a comprehensive picture of who the young people are - beliefs, values, their self-image, sustainable, long-term and short-term interests, qualities, skills, experience (never too early for this balance) attitude towards their career.

It examines the attitudes, values, self-image and self-perception and understanding in the search of the intersection of what the labour market needs and what the individuals have as aspiration. The methodology pays special attention to the values and motivation that underpin the success of all other modules and the life career of young people.

CONFIDENCE AND CLARITY

This content provides opportunities for young people to build a sustainable sense of self-worth. Through a series of worksheets and activities from art therapy involving drawing and creative writing, users have the opportunity to build a healthy self-image and build confidence around their dreams and goals.

Reflection videos and motivational videos are also provided.

MASTERY AND PROFESSIONAL DEVELOPMENT PLAN

The purpose of this content, mainly through a professional development plan and video on mastery is to put everything that has been discovered so far into practice, for the participants to gain practical experience. The module in the learning course on mastery emphasizes on time planning and management skills, goal setting, team communication and individual work. In this module, each participant has the opportunity to develop his or her career development plan with a video and worksheet.

JOB-HOW SKILLS – RESUME AND LINKEDIN PROFILE

The purpose of the content related to resume, LinkedIn and job interviews is to prepare users to start a career and present what they have in the best possible way.

is to initiate goal-setting and planning for the career of the vocation – from where each participant is located. At the same time, work is being developed to develop job skills - job

search, preparation of CV and cover letter, creation of different types of self-presentations, including a portfolio.

CAREER PLAN

In this thematic module, participants plan their future career and build a personal strategy for success. The goal is for each participant to have a clear development plan that not only includes a plan for formal education but also for non-formal development and expression and continued work on skills and attitudes to succeed through daily habits. This is achieved mainly through the learning course, its videos and worksheets.

OVERALL AIMS OF VOCESS METHODOLOGY

The aims of the profiling system and the learning course of VOCESS are:

- Create an overall personal image which gives them a picture of their individual potential, work style, learning style and the most suitable field of a professional career.
- Set their career goals and create a career plan so that they channel their efforts and gain clarity about what kind of university they would like to attend and how they would continue their education – formal and informal.
- Learn how to make decisions based on what is meaningful and important to them;
- Learn how to manage their time and focus.
- Create a CV, a motivation letter, personal portfolio and develop personal presentation skills.
- Understand what the entrepreneurial spirit is and how they can apply it to any life situation.

The purpose of the game is career orientation in the sense of helping young people to get to know themselves better, to understand what is important for them, and to learn how to develop various skills which would, in turn, allow them to establish themselves in the professional world. By having a better understanding of their current skills level and their attitude towards different activities, they can easily figure out the field of study they would like to progress in and eventually their career field.

RESEARCH

Based on the research of the partnership, the methodology for **VOCESS** online has been developed. **VOCESS** is an approach, training course and profiling system for career orientation and career development.

The research for the development of **VOCESS** online was carried out with questionnaires, interviews and focus groups in each partnership country to explore both best practice, existing practices and needs of the target audience.

The findings in North Macedonia demonstrate that a lot of young people are not clear on what career orientation is. Some have had bad experiences in public career orientation centres. The process of career orientation is normally initiated by young people. In addition, there are no standards on career orientation nor in career orientation centres.

RESEARCH NORTH MACEDONIA

Careers education and guidance, is carried out by several different institutions at different levels, for different age groups. In the education sector, this is realized through a variety of educational programmes and curricula. In the school sector, careers education is delivered by the teaching staff and the professional service.

Pursuant to the Law on Higher Education, the Career Centres of Universities are formed in order to organize practical training for students teaching them how to use new technologies. The employees of the Career Centres are advisers who have knowledge in the field of education. The Career Centres have an obligation to organize monthly meetings together with representatives from the FDI Agency to discuss the needs of the labour market, in order to reduce the gap between the demand and the labour offer. The university career centres in the universities are compulsory in accordance with the Law on Higher Education.

There are no designated centres for career guidance of young people. Career guidance for young people is mostly carried out through projects organized by non-governmental organizations, the European Centre, as well as by the career centres in the secondary schools.

RESEARCH ITALY

The findings in Italy young people have the need for career orientation. Based on the focus groups, it is clear that the project is relevant. In Sicily and Italy, there are no good practices about career orientation. The services for career orientation don't have the desired quality (even though they are improving it and in the Northern part of Italy work much better) Most of the interviewed young people said that they would use a tool for career orientation, especially if it is an online tool.

THE ITALIAN GUIDANCE SYSTEM is made up of a wide range of public and private guidance providers (VET providers, higher education institutions, regional school boards and the "newcomers" chambers of commerce). Activities are provided in different settings (education, training, employment, community), but mainly in the educational and employment systems

MIUR

Within the educational system, which the Ministry of Education, University and Research is responsible for, schools play a central role in guidance processes (from 3 to 19 years); they promote and implement, either independently or in cooperation with public and private actors, guidance activities aimed at building and strengthening specific guidance skills

MLPS

The employment system falls partly under the responsibility of the Ministry of Labour and Social Policies which defines the general guidelines for career guidance, and partly under the 21 regional authorities and autonomous provinces, which are sovereign in this policy area. As a result, regional and local authorities organize and manage autonomously career guidance activities, which are carried out by a variety of Public Employment Services (PES) - approximately 800 across the country - such as employment centres, local career guidance centres and info youth points.

PES, YOUTH GUARANTEE

Career Guidance within the employment system is mainly carried out by PES managed by Regions; PES offers an array of activities ranging from information services, guidance and counselling to support during the job search and/or placement (apprenticeship, traineeship).

TRAINING

In Italy, there are no formal requirements to become a guidance practitioner, who is usually selected on the basis of a professional background which should prove medium/high educational level (diploma or a university degree) and completion of training including sociological, psychological, economical and psycho-pedagogical studies (graduate and post-graduate courses in Economics, Law, Psychology, Political Sciences, Science of Education) and a field experience

RESEARCH TURKEY

The findings in Turkey show a good system of career orientation at schools, for under 18 years old students. After 18 years old, the system for career guidance is called İSKUR. It provides training courses, personal guidance, and assistance to unemployed people, etc. İSKUR platform is also mediating between employers and people looking for a job, trying to match both sides of the equation in order to combat unemployment. www.iskur.gov.tr From the private sector, there are also companies and solutions for career orientation, but normally the quality is not as good as the public system.

GUIDANCE SYSTEM IN TURKEY

In Turkey, guidance services are carried out in various contexts by the Ministry of National Education (MONE), the Turkish Employment Agency (İŞKUR) which is an affiliated institution of the Ministry of Labour and Social Security (MLSS), universities, private sector, and trade unions and employer associations. MONE and İŞKUR provide most of the current services.

There are two main guidance and counselling systems in Turkey: one in the education sector (basic, secondary, VET schools, Guidance and Research Centres in provinces, tertiary education; career planning centres) and the other in the employment sector (basic secondary, VET, university education, adult learning). In the education sector, guidance practitioners, classroom teachers and specialists in career guidance centres are the practitioners and in the employment sector, Job and Vocational Counsellors are the main practitioners.

POLICY IN TURKEY

Career guidance is important in supporting and lubricating this policy. In addition, discussions are underway about introducing more flexibility within the education system generally,

including a common program for both general and vocational/technical secondary schools in the 9th grade, and broader and more flexible pathways beyond that. Career guidance would have an even stronger play in supporting and lubricating such policies as they are introduced. A Memorandum of Understanding has been signed by all the related stakeholders as a base for the National Guidance Forum. Moreover, there are Provincial Employment and Vocational Training Boards, which support the development of employment and vocational education/training policies and to determine the local labour market demand, to support the educational and employment sector at the local level to develop and tailor their work according to the local demand. Moreover, to set action plans to develop employability and VET programmes at the local level. These Boards are established under the İŞKUR local organisational structure. There is a Vocation Advisory Commission called MEDAK. MEDAK, whose presidency and the secretary is coordinated by İŞKUR in the name of the Ministry of Labour and Social Security, promotes the cooperation and coordination between the related stakeholders. MEDAK meets at regular intervals to discuss topical issues related to career guidance.

SERVICES AND PRACTICE IN TURKEY

The guidance and psychological counselling services in MONE integrate educational, career and personal/social guidance services. Career guidance at schools is mainly provided by the guidance and psychological counselling service. According to the Skills Vision 2020, information, guidance and counselling and work-based learning are emphasized to actualize the 2020 Turkey vision for a socially cohesive, knowledge-based economy with reduced regional inequalities and a proactive, entrepreneurial workforce in which young people and women can participate fully.

PUBLIC EMPLOYMENT SECTOR IN TURKEY

İŞKUR (i.e. PES in Turkey), provide some basic services to all citizens such as job placement, job and vocational counselling services and active labour market policies. One of the main aims of these services is to give assistance for matching the qualifications of individuals and the requirements of a vocation or a job; to support the individual to select the most appropriate vocation or profession according to the prevailing conditions and his/her preferences/aspirations; to support an individual's adjustment to a job, and solve problems related to placement. Job and Vocational Counsellors are the providers of these services. Job and vocational counsellors who systematically assist students in the selection of profession, by giving seminars about the importance of choosing a profession, job-seeking skills etc. making group interviews on school Visits, jobseekers making individual and group interviews, who are registered with the İŞKUR database, to find jobs, to solve their vocational adaptation problems, to develop their professional skills, and to change their vocations/jobs, employers, to whom information within the legal legislation is given to meet their Demands

İŞKUR also provides vocational training to unemployed to develop their skills for employability. The training is designed based on the demand of the employers and the participants are informed about the opportunities to develop their opportunity awareness and are provided job and vocational counselling. İŞKUR applies active labour market policies. One of the main aims of it is to provide services for matching the qualifications of individuals and the skills required of different occupations.

RESEARCH SPAIN

The findings in Spain demonstrate that the support of career orientation comes mainly from the public sector, especially from the municipalities. In every municipality, there is a department of economic promotion or local development agency, who have specialists dealing with creating new companies and advising entrepreneurs. At school, there is some support when the student becomes 16 years old. There are some general training courses to try to decide what the student wants to study at university, but the process is very generic. Of course, every student can go to ask for personalized support or advice, but this is rarely done, mainly because of the lack of practical use of these pieces of advice. People would use career orientation tools, but they are a bit reticent to do that. They are sceptical of their use.

RESEARCH BULGARIA

The findings in Bulgaria demonstrate there is a project done by the Ministry of Education which however is an outdated system. There are also career centres which young people can visit and use to get career guidance.

PROFESSIONAL ORIENTATION

Career centres are open to higher education institutions offering the following services:

1. Information about job placements and job opportunities for specific employers.
2. Professional orientation:
 - what are the requirements for the position applied for;
 - what knowledge and skills are needed to meet the challenges of a particular position;
 - What are the development opportunities each position offers

TRAINING IN JOB SEARCH AND INTERNSHIP STRATEGIES ARE DEVELOPED BY EA

1. Assistance in the preparation of CVs, cover letters and other documents required when applying for a position
2. Preparation for the whole selection process:
 - how the job interview goes;
 - what are the expectations of the employer;
 - what our behaviour should be during the interview;
 - what we should do after the interview.
3. Participation in company presentations and seminars.
4. Acquisition of practical work skills.

Internship programs are also organized in higher education. This is a new aspect of professional orientation in Bulgaria, for which no legal framework regulating trainee-employer relations, university-employer relations, etc. are developed.

RESEARCH INSIGHTS AND CONCLUSION

The research in all countries concludes that the topic of career orientation in the light of self-knowledge, building confidence and creating a career plan is crucial with young people from target groups. Additionally, it is important to note that all countries have different systems and different levels of implementation of those systems for all stakeholders – target group, schools,

universities, and state employment agencies. Thus, the need for a unified, common tool which can support the target group in all countries and provide a common ground for making career choices and learning how to be better employed is necessary. The research also shows that the methods, tools and instruments used for career guidance do not always reach the target audience due to their complexity or lack of buy-in. In that regard a need for a simple and user-friendly instrument is crucial. **VOCCCESS** aims to answer those two needs providing a unified instrument through its profiling system and an instrument which is engaging, simple to use and made in consideration with the needs of the target audience.

The research shows that in some places like Italy and Bulgaria there might be a lack of understanding of what career guidance is and how it can serve the target audience. Therefore, **VOCCCESS** aims to educate all stakeholders on the topics of career orientation and career education. It will do so in its learning modules and through a series of social media posts and media appurtenances.

Research results demonstrate that in Turkey there is a functioning and effective system for career orientation – best practices take from it are implemented in the **VOCCCESS** methodology found in Chapter 3.

It is important to note that all partnering countries have some tools for career orientation yet most are aimed at direct employment and miss a key element – self-knowledge, the competences to make informed choices and career planning. This element is often absent in the education and life of the target audience as it is part of programs which are mostly implemented in privileged or private schools. Thus, **VOCCCESS** brings such elements into the process of career orientation.

Findings also show that education and lifelong learning is seen as a crucial part of career orientation in all partnering countries. In that regard, **VOCCCESS** is providing a module for education and lifelong learning in its learning modules.

Finally, the consortium concludes that there is a gap between what already exists in career orientation and the needs of the target audience which the learning materials provided in Chapter 3 give an answer to.

As a result of the research, the research **VOCCCESS** aims to give some new definitions of the terms “career”, “talent” and “skills” as these lack in all instruments analyzed for the purpose of this research. The definitions can be seen in Chapter 2 of this methodology.

INNOVATIVE ELEMENTS OF VOCCCESS

A NEW PARADIGM OF CAREER

The philosophy behind **VOCCCESS** is the idea that the way we view our careers is changing dramatically. People no longer have one job at the same time, or one job for one year. More and more



of the millennial generation is seeking fulfilment and personal meaning. On the other hand, most of the employers express dissatisfaction with the job performance of their junior staff. A new paradigm of career is needed, which restores the idea of vocation - people have a calling, that makes them fulfilled and successful in their career. It is composed of what they are good and have a natural inclination for, what are their interests and values. **VOCCCESS** innovates by adding the topic of values to the profiling system, as those are critical for both engagements of employees and long-term career success. Another innovative element is the fact that **VOCCCESS** allows individuals to literally design or create either career based on their profile. In the past, people were making tests or finding out if they are good for a certain set of professions. The paradigm was - there is a list of professions, let's see which one suits me best. Now, new professions are arising every day, some experts are making up their own professions. Thus **VOCCCESS** allows users to literally put in the mix what would work best for them and critically assess if that would be a successful mix. For example, a user might be good at design and photography, but also want to deal with environmental issues, thus he can become an environmental photographer and sustainable designer. Again, in the past people were taught to fit a certain job. Now, if a job is not fulfilling the individual needs and talents, he can start a side project, a hobby that will turn into a job one day, and create his own career mix. The locus of control is internal, and the emphasis is on the individual being the active part to realize all his potential and not looking for an organization to provide all he needs. This is another innovative element of **VOCCCESS** - it does not speak about an individual fitting for a profession, but an individual creating their own career. This is reflected in the profiling system, the profiling system and the learning course.

CREATE YOUR CAREER VS FIND A CAREER

VOCCESS Methodology is composed of a series of career orientation goals or tasks, which have not been covered thus far in common career guidance tools and a series of content topics which are reflected in the learning course and the profiling system of **VOCCESS**. It also outlines the practical and theoretical work used to develop such tools. While the methodology provides a framework for the instruments developed within the **VOCCESS** online project, yet it can be used as a foundation for the development of other tools.

It is important to note that the aims and the tasks that the different products of this methodologies fulfil - the learning course and the profiling system - outline here in detail, can be used for the production and as a foundation of other tools.

The content themes outlined here can be also put in practice to create tools, activities related to career guidance. The full understanding of this methodology, however, comes in its manifestation - the learning course and the profiling system.

The method uses self-reflection and it places importance on the individual's choice and ability to assess both their mastery level, personal strengths and ability to perform a job. In order to better the projects provides users with challenges to test their abilities and skills and thus it has an experiential -reflection approach. While most career tests rely on users to answer questions, **VOCCESS** provides them with the opportunity to reflect on their experience, test their skills and make conscious choices.

When it comes to the self-knowledge and self-reflection **VOCCESS** hardly relies on both reflection and experience on 5 key components:

1. Talents - the innate abilities and inclinations of an individual
2. Values - what matters to people the most and what moves them
3. Passion or interests - those activities which bring a sense of fulfilment and help people get in the zone
4. Intelligences - tasks people perform better than anyone else, based on the theory of multiple intelligences
5. Learning styles - how people learn and process information in order to create a career plan

The methodology of **VOCCESS** is based on two main stages to support individuals create a career that is fulfilling and meaningful. The first one is self-discovery and the second one is setting a goal and creating a plan to achieve it.

GAMIFICATION

Throughout the learning course and profiling system, young people will have the opportunity to participate in various challenges to test their profile. This experience, as well as the work on the profiling system is a very good addition to the participants' resume and personal portfolio.

Working on the challenges, participants earn points, which gamifies the element. Another gamification element are the character/ avatars, talents, values and superpowers used in the learning course, outline here.

There are 4 main components of the personal profile and each earns the user different amount of points. Identifying Avatar earns the user 5 points and makes them a beginner. Identifying talents and passion earns them 15 points and makes them a pro. Identifying values earns them 10 points and makes them a master. Identifying superpowers earns them 5 points and makes them a super hero. Each of those elements gives information about the most suitable career path for the user. Here is the description of the elements, how many points they provide, what level of mastery they give and their relationship to career and business.

ELEMENT	POINTS	LEVEL	MEANING
Avatars	5	Beginner	General approach to career
Passion and Talents	15	Pro	Appropriate career paths and industries
Values	10	Master	Type of employment and organization
Superpowers	5	Super Hero	How to accomplish a career goal

ACTIVITIES AND WHERE TO FIND THEM:

The table to determine the Avatar is this methodology and the reading, or expiation of avatars are in a separate PDF.

The questionnaires to determine Talents and Passion are in this methodology, along with the reading of it – the results explained. The cards, visually representing passion and talents are also in a separate PDF.

The table to choose from for the Values and its reading is in a separate PDF.

The superpowers table and reading are also in a separate document.

Avatars (based on the 7 personalities and Carl Jung archetypes theory) to complete the activity, the user needs to choose 4 words from the table on page and see the results and expiations for each avatar.

- Merchant (sells, negotiates, markets, promotes)
- Wiseman (gives advice, counsels, knows how)
- Explorer (researches, analyzes, explores, makes connections)
- Warrior (fights for a cause, defends, makes things happen)
- Rulers (leads, manages, rules)
- Artist (creates, designs, makes things beautiful)
- Entrepreneur (creates solutions, risks, owns a business)
- Wizard (innovates, finds new ways of doing things, makes magic)

Passion and Talents (based on the multiple intelligence theory) – to identify talents and passion, the user needs to complete the questionnaires on pages 26 and 32 in this methodology and see the results in the cards – PDF here.

- Stage talent
- Musical talent

- Visual talent
- Kinesthetic talent
- Engineering talent
- Logical talent
- Working with people talent (Interpersonal)
- Digital talent
- Linguistic talent
- Humanitarian talent
- Ecological talent

Values (based on coaching models value system) – to identify which values suits them, the user needs to choose from the cards here and see which cards applies to what value – page in this methodology.

- Family/Home
- Courage
- Love
- Creativity
- Abundance
- Freedom
- Communication/Togetherness
- Success
- Fame
- Intuition
- Wisdom
- Power
- Esthetics
- Honesty
- Contribution
- Nature
- Zen
- Fun/Recreation

Superpowers (based on the 24 character strengths of Via Character) – to see which their supper powers the user needs to rate themselves on the table here – PDF attached:

- Optimism
- Perspective (goal setting and planning)
- Curiosity
- Honesty
- Confidence
- Leadership
- Grit
- Sense of purpose
- Creativity

FOUNDATION OF THE VOCESS ONLINE PROJECT

The profiling system and learning materials are based on metaphors and associations that engage the imagination and emotionality of young people and create a sense of mission and choice. The visuals used in the profiling system and the language are simple and engaging.

Methods for achieving the objectives of **VOCESS**

- Learning by experiencing and engaging the whole person in the process of happening (working on real projects and challenges).
- Use of NLP - Neuro-Linguistic Programming
- Coaching approaches and methods
- Project-based learning
- Understanding by the Design system

The profiling system and learning materials are developed as a game that each participant plays with themselves - with their dreams and goals and against themselves - against their bad habits, lack of confidence and discipline. A system has been developed that "rewards" constructive behaviours and progress, even though it may seem "small". Thus, all participants collect points in different categories, which are reflected in their certificate and are part of the celebration of the achievements of each, within the course.

THEORETICAL BASIS OF VOCESS PROJECT

- Methodology for creating Understanding by Design training courses
- Sir Ken Robison's work on the Element and the Element Removal
- The work of Stephen Covey - The Eighth Habit - "From Effectiveness to Greatness, Find Your Voice and Inspire Others to Find Your Voice." Seven Habits of Highly Effective People
- Theories about different types of intelligence, Goldman's work on emotional and social intelligence
- King Gustav Jung's theories of archetypes of behaviour
- Jean Shinoda Bolen's work on Archetypes as a tool for learning about personal potential and how to make choices
- Edward de Bono's work on the Six Thinking Hats and the Development of Lateral Thinking
- The work of Carol Duke Mindset to develop the attitude to success

REVIEW OF VOCESS CAREER AND PERSONAL ORIENTATION PROGRAM BY TSVETANA STOYANOVA

A CHILD PSYCHOLOGIST, EMPLOYMENT CONSULTANT AND AMBASSADOR OF EUROPEAN YOUTH MOBILITY

VOCESS career development course and the program helps young people in the transition period develop skills for career management. It presents a practical and systematic depth model for developing personal awareness and decision making skills. The format, structure

and content are in balance and harmony with international standard, theoretical achievements and pragmatically methodology in the field of personal development and career orientation. It contributes to the development of young people in a holistic manner through an individualized approach.

The program helps build a connection of understanding between young people, schools, academic education and the work market and supports young people cope independently with challenges they face in transitions periods. It teaches them how to become aware, build and use their own resources and capacities. The goals of the program, the format and the different modules combined with interactive methods trace a road map between different stages in the life and career of a young person.

To me as a career consultant with over 12 years of experience in the field, the program has significant contribution in various ways:

- it puts the client in an active position to reflect on his potential, build it and choose a future path
- acknowledges the importance of a wide variety of factors such as subjective and emotional states in choosing personal and professional development and a job
- helps identify the possibilities for future competence and skill development
- in the modules there is an emphasis placed on values and motivation, which are the foundation of life and career success; furthermore it emphasizes the understanding of the motives behind decisions made
- it helps synchronize personal potential and profile with job market possibilities
- it helps develop self-esteem and self-confidence through finding one's passion/ Element
- it helps build success skills and the so-called job skills

The way **VOCCESS** has been developed demonstrates a unique signature in the field of personal and vocational orientation and development. I highly recommend its use by young people and their parents. I believe supporting such program fosters the development of social innovations in the field.

CHAPTER 2

COMPONENTS OF VOCESS. CONCEPT AND USE

TALENTS AND INTELLIGENCES

THE CONCEPT OF TALENT

According to the trainers and consultants at HR Centar, “‘Talent’ is a word of Greek origin - ‘talanton’, which in ancient Greece was a unit of money, 57 pounds or 26 kilograms of silver. It was the Greeks’ highest monetary unit, worth 6,000 drachmae. Since an average wage was 1 drachma, an average Ancient Joe would have had to work 20 years for 1 talent – that’s how valuable it was.”

LannooCampus Publishers say that “Talent is having a unique gift, a natural aptitude. Talent shows itself in every activity that goes effortlessly and satisfies you. When you do what you do best, time flies. And it charges your batteries. It’s not because you are talented that it (already) shows in your actions. “Talent in action” means that you have a TALENT, that you develop BEHAVIOUR to suit the talent and that you have found an environment or CONTEXT to fit your talent into.”

Angela Duckworth, the co-founder and CEO of Character Lab, and a professor of psychology at the University of Pennsylvania has the following stance on the concept of talent: “Talent—when I use the word, I mean it as the rate at which you get better with effort. The rate at which you get better at soccer is your soccer talent. The rate at which you get better at math is your math talent. You know, given that you are putting forth a certain amount of effort. And I absolutely believe—and not everyone does, but I think most people do—that there are differences in talent among us: that we are not all equally talented” (Duckworth, 2016).

“The Parable of the Talents in the Gospel of Matthew in the New Testament (25: 14–30) attests to the value attributed to talent. The parable talks about a wealthy man who, before going on a long journey, gives his three servants one, two, and five talents respectively—based on his perception of each of their abilities—for safekeeping. The servants who received five and two talents both use their coins well, doubling their value through hard work and trading. The servant who was given only one talent, however—afraid to lose his coin and anger his master—buries his coin in the ground. After an extended absence, the master returns, commending the two servants who doubled their talents as good and faithful (and rewarding them by letting them keep their profits), whilst calling the servant who had buried his coin wicked and slothful, and ordering him to hand over his one talent to the servant who has most. According to Tansley (2011), since the New English Bible translates the Greek word talent into the word capital, this parable can be seen as one of the causes for HRM scholars using the term human capital as synonymous to talent. In the thirteenth century, talent was seen either as the feeling that makes a person want to do something (i.e., an inclination), or the natural qualities of a person’s character (i.e., a disposition). Similarly, in Old French talent was seen as will or desire. Although Hoad (1996) considers this latter definition of talent obsolete, this type of operationalization highlights the behavioural aspect of talent, which is becoming increasingly important again in today’s business environment—as we will discuss in more detail later.”

INTELLIGENCES

Howard Gardner of Harvard University has identified seven different ways people generally acquire their knowledge and skills. This theory emerges from recent cognitive research and "documents the extent to which students possess different types of minds and therefore learn, remember, perform, and understand in different ways". (Gardner, 1991) According to this theory, "we are all capable of knowing the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of body language to solve problems or to do things, to understand other individuals and to know ourselves.

Where individuals have different powers in different methods of study – the so-called study profile – and in the ways that different methods combine different tasks, problem-solving and progress in a number of areas.

Gardner says these differences "give rise to an educational system that suggests that everyone can learn the same material in the same way and that a unified and universal measure is sufficient to test students' learning. In fact, as it is based at the moment, our education system mainly focuses on linguistic methods of instruction and assignments and less important diplomas compared to the logical and qualitative model."

"Students learn in an easy and individual way. Much of the students, and perhaps the community as a whole, would have made even more appearances if the disciplines were presented through different teaching methods that could be accessed through different variations." Scientific styles are as follows:

Visual and spatial profile – thinking in terms of physical space as if one were an architect or sailor and being very aware of the environment they are in. Through this method, students love to draw, to solve puzzles, to work with maps, to dream. These students can be taught through drawings, verbal and physical images. The tools include models, graphs, diagrams, photographs, drawings, three-dimensional modelling, video, video conferencing, television, multimedia, text with pictures, diagrams, and/or graphs.

Kinesthetic profile – using one's body effectively, like dancers or surgeons, and having a deep sense of familiarity with the body. In this method, students love movement and sensory tactile activities, i.e. using their sense of touch. This method communicates through body language and is taught through physical activities, hands-on learning, acting, role-playing. The tools include equipment and real objects.

Musical profile – showing sensitivity to rhythm and sound. A musical person not only loves music but is also sensitive to other sounds in their environment. Students could learn better if there was music in the background. The musical method can be taught by turning the lessons into lyrics, rhythmically speaking and time-skipping. The instruments include musical instruments, music, radio, stereo, CD-ROM, multimedia.

Interpersonal profile – understanding, interacting with others. These students learn through interaction. They have many friends, are empathetic to others, and are "street smart". They can be taught through group activities, seminars, dialogues and discussions. The tools include

telephone/audio conferencing, instructor time and attention, video conferencing, writing, computer conferencing, e-mail.

Internal/Intrapersonal profile – understanding one’s own interests, goals. These students tend to move away from others. They are in harmony with their inner feelings; they are wise, have a well-developed intuition and motivation, as well as a strong will, confidence and opinion. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent learners.

Linguistic profile – using words effectively. These students have highly developed auditory skills and often think aloud. They love to read, to play with words, to invent poetry or stories. This group can be taught by encouraging them to say and see words, to read books together. Tools include computers, games, multimedia, books, tape recorders and lectures.

Logical-mathematical profile – reasoning and calculation. These students think conceptually, abstractly, and are able to observe and explore patterns and relationships. In this method, students love to experiment, solve puzzles, and ask space questions. Teaching and learning according to the logical-mathematical method happen most effectively through the use of logic games, investigations, mysteries. Students need to learn and have concepts before they can handle the details.

ANOTHER PERSPECTIVE ON THE MULTIPLE INTELLIGENCES

Based on our extensive experience, we have been able to apply the theory of multiple intelligences in practice and this resulted in us finding a connection between the multiple intelligences and the concept of talents. Especially talents closely related to the type of intelligence exhibited. We have decided, therefore, to use similar naming so as to demonstrate their close relationship.

TALENTS

Talents are innate abilities expressed through increased interest towards a certain topic and the will to experiment with it, learn more, practice and establish connections. Once defined, talents can be worked upon and turned into actual abilities by improving upon the innate abilities of the person by practising. Our team concluded that talents can be grouped together roughly in the same way as the multiple intelligences.

1. Linguistic talent

The ability to use language to express what one thinks and to understand other people. Every type of writer, speaker, presenter, lawyer, or another person for whom language is an important stock of commerce has a great linguistic culture.

2. Logical talent

The ability to understand the basic principles of a system the way a scientist or a logician would understand it; or to manipulate numbers, quantities, and operations as mathematicians do.

3. Musical talent

The ability to think through/in music; to be able to hear patterns, recognize them, and even manipulate them. People who have a high level of musical intelligence not only remember music easily, but they also can't get it out of their mind, it's so ubiquitous.

4. Kinesthetic talent

The ability to use one's entire body or parts of the body (hands, palms, fingers, etc.) to solve a problem, do something, or craft something. The most obvious examples are people in athletics or performing arts, especially dancing or acting.

5. Spatial talent

The ability to imagine the surrounding space the way a sailor or aeroplane pilot would navigate the large spatial world, or the way a chess player or sculptor represents a more limited spatial world. Spatial intelligence can be used in the arts and sciences.

6. Naturalistic talent

The ability to differentiate between living beings (plants, animals) and sensitivity to other aspects of the natural world (clouds, rock configurations). This ability has obviously been valuable in our evolutionary past for hunters, guards, and farmers; it continues to be central in roles such as that of a botanist or a cook.

7. Intrapersonal talent

Knowledge of one's inner self, one's identity, abilities, desires, reactions, likes and dislikes, and goals. Others are attracted to people who know themselves well and know what they can and cannot do as well as where to go when they need help.

8. Interpersonal talent

The ability to understand others. It's an ability necessary for all, but it's especially important for teachers, doctors, salespeople, or politicians – anyone whose job revolves around communication and interaction with others.

9. Existential talent

The ability and inclination to pause (and ponder) questions about life, death, and ultimate reality. It is relevant in the spheres of poetry and philosophy.

After honing the innate skills, these talents can be applied in the professional world as skills together with a set of transferable skills.

QUESTIONNAIRE TO DETERMINE THE INTEREST AND PASSIONS OF AN INDIVIDUAL AND RELATED CAREER PATHS

On the following page begins a 5-page long questionnaire whose aim is to determine the interests and passions of individuals and possibly identify any hobbies or passion projects that can be applied in a real-life business situation. The following quiz is printable and aims to see where one would score the highest points to determine the field of their interests and what they're passionate about. This questionnaire is followed by another one, which aims to determine the talents and abilities of youth. In most if not all cases, these two tests give similar results and it turns out that young people are often good at the things they like doing. This is how one can turn their hobby or passion into a career path. There are instructions and points present on the first page of the questionnaire. On the last page of the questionnaire is a table with all units where those completing the quiz can mark their points and figure out which groups of interests the units correspond to. These groups are the same as the groups of talents in the second quiz as the questionnaires are complementary and are aimed to be used together.

Avatar

Activity to determine the general approach to a career.

Look at the Avatars and decide which one describes you best. Ask 3 friends how would they describe you, giving them just the avatar names. This is your approach to life.

Link to Avatar Cards [here](#).

My Interests and Passions

Questionnaire to determine what is the best career path. Doing this activity provides the user with 15 points.

Respond to the following statements with “Yes”, “No” or “Sort of” and mark the points corresponding to your answer in the square. Identify the 2 sections with maximum points and look up the results in the **PASSION AND TALENTS CARDS**.

See the results explained on page 37 in this methodology

Yes.	3 points
Sort of.	1 point
No.	0 points

UNIT 1

- I like speaking in front of others.
- I like writing and making up stories.
- I like learning languages.
- I would like to express myself well and be convincing.

UNIT 2

- I like listening to music.
- I like playing instruments or would like to learn how to.

I like dancing or I would like to learn how to.

I would like to learn how to make music.

UNIT 3

I like playing sports and being active.

I can't stay in one place for long.

I would like to become very good at a certain sport.

I would like to learn about playing a certain sport on a professional level.

UNIT 4

I like solving mathematical problems and riddles.

I like finding solutions to various problems.

I like mathematics.

I like detective stories.

UNIT 5

I like playing computer games or making digital content (pictures, music, etc.).

I would like to make a computer game one day.

I would like to learn to code.

I find robots interesting.

UNIT 6

- I like drawing or taking photos.
- I would like to learn how to paint well.
- I like designing.
- I like making things look good.

UNIT 7

- I like helping others and listening to them.
- I like telling people what to do.
- I would like to learn how to convince people and show them my perspective.
- I would like to help people feel better.

UNIT 8

- I like being on stage.
- I like being in front of an audience.
- I like telling stories.
- I would like to become an actor/actress.

UNIT 9

- I like making an object and items with my hands.

I like decorating.

I like colouring and assembling objects.

I would like to learn how to make objects, furniture, decorations, etc.

UNIT 10

I like history and/or geography

I like learning about old civilizations and their lands.

I would like to study archaeological sites.

I like reading about historical events.

My Interests and Passions

Add up the points from each section and write them here.

- UNIT 1 LINGUISTIC
- UNIT 2 MUSICAL
- UNIT 3 KINESTHETIC
- UNIT 4 LOGICAL
- UNIT 5 DIGITAL
- UNIT 6 VISUAL
- UNIT 7 WORKING WITH PEOPLE
- UNIT 8 ACTING
- UNIT 9 CRAFTSMANSHIP
- UNIT 10 HUMAN SCIENCE

QUESTIONNAIRE TO DETERMINE THE TALENTS OF AN INDIVIDUAL AND RELATED CAREER PATHS

On the following page begins a 4-page long comprehensive questionnaire which aims to determine the talents of an individual, especially when this person has a hard time deciding for themselves. It is very common for youth to be unaware of their talents unless they are asked specific questions relating directly to them. The following quiz is printable and aims to see where one would score the highest points to determine the field of their talents and abilities. There are instructions and points present on the first page of the questionnaire. On the last page of the questionnaire is a table with all units where those completing the quiz can mark their points. This quiz is meant to be used together with the previous one. Then the results of both are taken into consideration.

My Talents and Abilities

How good are you in these things?

Questionnaire to determine what is the best career path. Doing this activity provides the user with 15 points.

Respond to each activity in the units with one of the following statements and mark the points corresponding to your answer in the square. Identify the 2 sections with most points and look them up in the **PASSION AND TALENTS CARDS HERE:**

See the results explained on page 37 in this methodology

"I do that well or I feel like I can learn it quickly."	3 points
"I don't do that very well but would like to learn how to."	1 point
"I am not really interested in this activity."	0 points

UNIT 1

- Learning languages
- Writing in an interesting and compelling manner
- Speaking in front of an audience

UNIT 2

- Singing
- Dancing
- Playing an instrument

UNIT 3

- Playing sports
- Learning about sports and the rules in them
- Dancing

UNIT 4

- Solving mathematical problems
- Solving complex puzzles or other problems
- Making up new things

UNIT 5

- Playing video games
- Working on a computer
- Learning things related to computers

UNIT 6

- Drawing or painting

Taking photos

Decorating and making things look good

UNIT 7

Working in a team

Convincing people

Helping others or teaching them things

UNIT 8

Performing on stage or speaking in front of an audience

Coming up with stories

Learning the art of acting

UNIT 9

Crafting objects

Fixing or assembling things

Creating entirely new objects

UNIT 10

Learning about history

Learning about geography

Researching ancient civilizations or old stories

My Talents and Abilities

Add up the points from each section and write them here.

- | | | |
|----------------|--------------------------|---------------------|
| UNIT 1 | <input type="checkbox"/> | LINGUISTIC |
| UNIT 2 | <input type="checkbox"/> | MUSICAL |
| UNIT 3 | <input type="checkbox"/> | KINESTHETIC |
| UNIT 4 | <input type="checkbox"/> | LOGICAL |
| UNIT 5 | <input type="checkbox"/> | DIGITAL |
| UNIT 6 | <input type="checkbox"/> | VISUAL |
| UNIT 7 | <input type="checkbox"/> | WORKING WITH PEOPLE |
| UNIT 8 | <input type="checkbox"/> | ACTING |
| UNIT 9 | <input type="checkbox"/> | CRAFTSMANSHIP |
| UNIT 10 | <input type="checkbox"/> | HUMAN SCIENCE |

My Values

Questionnaire to determine what is the best career path. Doing this activity provides the user with 15 points

Look at the values cards here. First, look only at the pictures. Choose 4 without thinking too much. See which you have chosen.

See the results explained on page 62 in this methodology.



Talents and Passion results explained:

RELATIONSHIP BETWEEN TALENTS AND PROFESSIONS

NOW THAT YOU HAVE FIGURE OUT YOUR TALETNS AND PASSIONS, SEE WHAT CAREER PATHS SUIT YOU.

ACTING TALENT

The Acting Talent Group brings together a range of activities in the entertainment industry for those who feel best in the spotlight, whether in front of an audience or a camera. This industry also includes many behind-the-scenes professions, enabling you to realize even without feeling comfortable under the viewer's gaze.

THEATRE

Related professions:

This talent has many manifestations since theatre as art involves not only actors but also directors, playwrights, screenwriters, makeup artists, sounders, lighting artists, and sometimes even choreographers.

Interpretation:

The talent of Theater is related to the desire to create in different and dynamic formats to present to the audience alone or in a team. The theatre gives the unique opportunity to

perform without installation and a second chance, but with an audience whose standing ovation will make you shiver.

ACTING

Related professions:

In addition to being a theatre or movie actor, you can also be an advertising model, illusionist, comedian, circus artist, successful salesperson, or acting teacher.

Interpretation:

To have the talent of "Acting" means to be easily embodied in different images, your favourite place to be under the spotlight, to tell entire stories only with the expressions of your face.

COMEDY

Related professions:

With Comedy talent, you can be an amazing comedian, stand-up comedian, even a circus artist, and if you have an approach to children, you can also harness your skills as a child animator. You can perform as a comedian in cinema and theatre as well as online and at special stand-up establishments.

Interpretation:

A good comedian thinks quickly, knows exactly when to engage in a conversation, and can only make his company or audience laugh with a single line. If you can easily capture the viewer and control his emotions with a cue, you can be a successful comedian.

CINEMA

Related professions:

In addition to small-scale production, you can also be a casting director, cameraman, editor, assistant, costume designer, director, actor, film composer, and more with movie talent.

Interpretation:

The movie industry is huge because it takes a lot of work to create one production. In addition to being part of it, you can also handle individual film projects

DIRECTING

Related professions:

You can realize yourself in the theatre and film industry as a director, assistant director, producer, editing director, stage manager and more.

Interpretation:

Directing talent includes the ability to visualize something before it exists and be able to execute it, have great spatial orientation and management skills, because most directing involves delegating responsibilities and tasks to your team.

SCRIPTWRITING

Related professions:

You can harness your talent for writing screenplays in professions such as film screenwriter, playwright, radio screenwriter, or event organizer.

Interpretation:

If you combine the qualities of a good storyteller with a sense of visual and flawless consistency, you have the potential to create unique scenarios.

PRODUCTION

Related professions:

This talent and his development allow you to become a co-producer, executive producer, video producer - television and movie producer, theatre producer, game producer, and in combination with musical talent, the Production talent will make you an excellent music or radio producer.

Interpretation:

Production is a multifaceted talent, the execution of which involves many behind-the-scenes processes and activities that often remain invisible to the naked eye but are essential to the smooth running of a production. A good producer manages multiple processes at once and is responsible for overall production, including in terms of finance, market analysis, entrepreneurship and human resources.

VLOGGING

Related professions:

Social media implementation as a vlogger and video creator allows you to, in parallel, become an influencer. Strong entrepreneurship and marketing expertise also open up the possibility to create products and accessories based on your personal brand.

Interpretation:

If you combine enterprise, ambition and incredible self-control with an interest in capturing and communicating with many people, you only need one camera and your personal genius. A good logger is not only a logger but is often a director, cameraman, editor, audio director and influencer at the same time.

STAGE

Related professions:

As one of the main actors in the production, the talented actor, dancer, musician, comedian, leading or circus artist can inspire her life and captivate her audience with her skills.

Interpretation:

Performing on stage is an incredible combination of creativity and self-control, where even improvisation can be a strictly controlled process that requires self-knowledge and knowledge of the audience. Under the spotlight, you are the star, and it is your

responsibility to convey to the audience the result of both your work and the behind-the-scenes work of the team.

PRESENTATION

Related professions:

With this talent, you can realize yourself as a lecturer, a startup owner, a successful salesman, an information blogger, a trainer, a workshop leader, a speaker and a professor of rhetoric.

Interpretation:

Presentation talent is expressed through your clear and precise speech, love of having an audience, great PowerPoint skills, or another platform for creating presentations and compelling body language.

WORKING WITH PEOPLE TALENT

The "Work with People" talent group is most common among those in the community, who prefer to work in a team, and often these talents are associated with great organizational skills and a variety of opportunities for realization.

HUMAN RESOURCES

Related professions:

With this talent you can realize yourself as a Human Resource Manager, but also as a Coach, Kindergarten or School Teacher, Corporate Trainer, Team Leader or External Corporate Culture Consultant.

Interpretation:

Human Resources talent is the talent of human interaction. As its owner, you are communicative, with an eye for detail and always find a solution to interpersonal conflicts. You naturally influence others and they turn to you when they have a problem

TEAM MANAGEMENT/ LEADERSHIP

Related professions:

With this talent, you could be a chef, business owner, tour guide, teacher, event organizer, director, or any other profession that supports close and effective teamwork.

Interpretation:

The talent of Team Management implies excellent communication and organizational skills - in other words, you are the person who determines who, when (and for how long) to do what. This talent allows you to notice the strengths of your teammates and unobtrusively bring them to the show while managing to meet deadlines.

PROJECT MANAGEMENT

Related professions:

The talent of Project Management allows you to realize yourself as a project manager in an organization, a human resources manager, a team leader, a tour guide, an entrepreneur, an event organizer.

Interpretation:

If you are able to adapt to different industries, maintain communication between people in a team or multiple teams, keep track of deadlines and to-do lists, and motivate everyone to complete their tasks on time, then you have the talent of Project Management. It depends on you the trajectory that the project will take.

THERAPY, PSYCHOLOGY

Related professions:

In addition to being a therapist or psychologist, you could also work as a doctor, nurse, nursing home staff or parentless child, human resources manager, coaching, diagnostician, homoeopath, supporter, speech therapist, pedagogical advisor and resource teacher.

Interpretation:

The talent of Therapy, Psychology is manifested in your ability to listen with all your attention, to ask the right questions, to be empathetic and to help your interlocutor find a solution to the difficulties he or she is facing. You are open and friendly, others come to you for help.

TRAINING

Related professions:

With talent in the field of training, you could be a teacher, speech therapist, workshop leader, lecturer, teacher, professor, choreographer, or textbook author.

Interpretation:

As a person who has the talent to train, you can convey complex information in simple words, break down the actions and processes of their constituents, solve confusing questions and explain the same thing in different ways so that everyone can understand you.

COACHING, CONSULTING

Related professions:

The diversity of businesses and clients allows the coaching to develop exactly where it is best and be a business coaching, life coaching, career coaching or corporate coaching. The same applies to the niches that you can occupy as a consultant - business consultant, analyst, forecaster, auditor, educational consultant, personal financial consultant and others.

Interpretation:

Coaching and counselling imply your ability to see the potential in a particular person or situation and the ability to create an environment to reach that potential. A talented coach

or consultant focuses on the needs of the learner, not their own abilities and authority. He uses a variety of techniques and approaches to training but tailors them to the individual needs of the person or organization he is helping.

DIPLOMACY

Related professions:

With this talent, you could realize yourself as a diplomat, a judge, a military captain, a commissioner, an ombudsman, a family psychologist, a consul, an ambassador, a specialist in international relations.

Interpretation:

If you have the talent of Diplomacy, you are able to resolve conflicts peacefully and fairly, listen to all parties impartially, maintain peace with proposals and compromises acceptable to all parties. There is always a situation for you where everyone wins.

POLITICS

Related professions:

You can look for a realization both locally and on a larger scale, and you are a suitable candidate for professions such as politician, political scientist, ombudsman, European politician, an expert on international programs and projects, political activist.

Interpretation:

If you are a strong leader and defender of public opinion, the talent of Politics is on your side. You are the bridge between population, administration and laws, and you're working with a cause for a better future.

SALES

Related professions:

You can realize yourself not only as a reseller or sales consultant but also as a copywriter, marketer, consultant, real estate agent, sales consultant, product consultant or in the field of digital marketing.

Interpretation:

You are charming and can you talk to anyone? Do you easily feel what the other person needs and immediately make an irresistible suggestion? Then you have a talent for sales.

FOOD

Related professions:

In the food industry, there is potential for realization as a bio farmer, cook, culinary blogger, food industry expert, technology designer, culinary photographer, nutritionist or nutritionist.

Interpretation:

Do you eat to live, or live to eat? While for some, food is just a life-sustaining substance, for you it is art. You know that with the food you can influence people, like the actor with your emotions or the artist with your colours.

RESTAURANT

Related professions:

The restaurant industry rests on the shoulders of the chefs, but also of their assistants - assistant chefs, hosts, and waiters. Nowadays, the popularity of alternative meals gives you the opportunity to specialize in catering, foreign cuisine, vegan, vegetarian, gourmet and other types of restaurants. Don't forget the drinks that complement the food - a good bartender contributes to the overall experience as much as a chef.

Interpretation:

The restaurant business is equal parts food and entrepreneurship. You have the imagination to turn food into a luxury experience and with such a talent to please everyone's taste buds.

TOURISM

Related professions:

Aside from being a travel agent, steward/stewardess, or resort restaurant, a talent like yours can help you become a hotelier, guide, beach lifeguard, and more.

Interpretation:

Everyone needs a break and this is the perfect opportunity to travel. If you are good at welcoming people and making them feel welcome, you may have a talent for tourism.

DIGITAL TALENT

While it takes millions of years for biological evolution, the evolution in the technology world is evolving at incredible speed. If you are able to adapt to changing technologies, improve them or just use them effectively, you have digital talent.

PROGRAMMING

Related professions:

If programming sounds like your talent, consider professions like web developer, user interface developer, mobile application developer, server or game developer, system or application programmer, and more.

Interpretation:

Maybe relatives keep saying you're good with computers, but you know that programming requires a lot more than that. The talented programmer handles mathematics, finds and fixes small problems with big consequences, needs to be good at communication (both with clients and machines) and be highly motivated. There are a variety of niches in this industry that you can pursue more than successfully.

ROBOTICS

Related professions:

The professions in which Robotics talent is applied are robotics engineer, robot developer, programmer, product manager, software developer, and technician.

Interpretation:

Robots are the perfect tool to replace humans in dangerous situations or in a monotonous production where monotonous operations are performed. It is also a fact that someone has to develop and produce these robots, and if you have logical and consistent thinking, an affinity for technology, a flair for engineering, and programming skills, it could be you.

WEB DESIGN

Related professions:

With Web Design Talent, you can pursue one or more of the following areas - Web Design, UX (User Experience) and UI (User Interface) Design, SEO (Search Engine Optimization) on websites.

Interpretation:

The talented web designer understands the language of machines and knows how to visually translate it to the average user. This is where programming and art are combined, and a talent for web design predisposes them to the perfect combination.

3D MODELING

Related professions:

With 3D modelling talent, you can work in surprisingly many industries - in addition to freelance, you can also work as a 3D designer, video game and VR (virtual reality) developer, character and animator designer, interior designer, architect, products, as well as in the scientific field of making popular movies with 3D renderings.

Interpretation:

You don't have to clap your hands with clay to create a 3D object, and sometimes the product won't leave the computer - 3D design is used to create products and products, as well as online content, video games, in the film industry, interior design, architecture, and even in facial reconstruction. The talent of 3D modelling is typical of people with an affinity for the arts and perfect spatial orientation.

ANIMATION

Related professions:

You can become an animator for full or short films, an animator in the field of marketing, as well as create educational and entertaining videos. Separately, you can be a teacher, blogger, game designer or solo artist, taking advantage of the power of social media.

Interpretation:

As a person gifted with the talent of Animation, you have a flair for detail, you love to paint by hand or digitally, and you are diligent and constant. You know how to make imperceptible changes that change the whole picture one by one.

DIGITAL MARKETING

Related professions:

As a digital marketing specialist, you can also be a copywriter, marketing analyst, SEO optimizer, and social media specialist.

Interpretation:

Digital marketing is an important part of the online presence of any business. The Digital Marketing talent defines you as a person with traditional marketing skills, a sense of sales, a sense of brand identity, creativity, data and analytics skills, and a better understanding of customers than they understand.

INFLUENCES

Related professions:

In addition to influencer himself, the face of the posts, you can also be his manager, assistant, photographer, videographer, editor or designer, and be part of a team that not only adapts quickly to trends but also creates trends.

Interpretation:

You can be under the spotlights even if you are not on stage. Social media influencers are people who gain the attention and trust of consumers and turn it into an asset, becoming a kind of bridge between big brands and single users. This relatively new profession in the field of influencer marketing requires motivation, a sense of digital marketing and aesthetics, and an approach to people and businesses.

VISUAL TALENT

Visual talents are represented by a unique form of communication - that of images. If you are able to translate information in the form of images and videos or make the world around us more enjoyable to watch, you have the visual talent.

GRAPHIC DESIGN

Related professions:

You can be a graphic designer, web designer, poster designer, packaging designer, books and magazines, typographer.

Interpretation:

With a knack for graphic design, you're the perfect person to deliver a corporate message with just a few graphic elements, to conceptualize and build a visual corporate identity, and to influence people through your design.

FASHION DESIGN

Related professions:

Suitable for you are a stylist, fashion designer, designer of children's, sports and other types of clothing, fashion journalist, critic.

Interpretation:

With an eye for the new and knowledge of the classic, you know that keeping up with fashion is not just about experimenting, it requires knowledge and flair for fashion. As a fashion design talent, you know how important business is to people's image and how others perceive it.

INTERIOR DESIGN

Related professions:

You can apply your expertise in the role of home and office interior designer, furniture and textile designer or in the field of public and industrial design.

Interpretation:

With a talent for interior design, you are the person who combines the aesthetic with the functional. You are fulfilling the dreams of newcomers or people who need a positive change at home and are responsible for their innermost place.

ART

Related professions:

The combination of innate gift and hard work will make you a great artist, poster, cartoonist, restorer, tattooist, typographer or concept artist.

Interpretation:

Since ancient times, art has adorned the world around us, and a true artist has an incredible sense of aesthetics and the ability to influence people through carefully selected colours and shapes. With Fine Arts talent, you can grow in many spheres, knowing that beauty will follow everywhere around you.

APPLIED ARTS

Related professions:

With this talent, you can develop as a sculptor, textile designer, furniture designer, creator of interactive art, as well as engage in handicrafts such as mural painting, restoration, icon painting, stained glass, ceramics, jewellery, mosaic, ceramics, wood carving, carving and carving. Blacksmithing.

Interpretation:

If for the purpose of aesthetics, you make art that is functional, you have a talent for Applied Arts. In your opinion, art can be all around us, even in seemingly ordinary and boring objects.

PHOTOGRAPHY

Related professions:

You can harness your talent to work in all areas of photography - portrait, fashion, product, artistic, wedding, children, and film. You can also apply your technical skills to photo

processing and retouching - your own or others', recovering and digitizing paper photos or photo manipulation.

Interpretation:

The talent of Photography is defined by knowledge of perspective and framing, a sense of aesthetics and colour theory, unique creativity and approach to people. In addition to the most precious memories of the client, in other cases, the photographer is just as important to the advertisement as the marketing specialist.

COSMETICS

Related professions:

Beauty has always been respected and that is why there are so many professions associated with it - cosmetician, makeup artist, dermatologist, manicurist, a blogger in the field of cosmetics, medical cosmetician, laboratory assistant, cosmetics trader, influencer and others.

Interpretation:

Skin and beauty care can be transformed from everyday life into art. If you have the talent of Cosmetics, you know how to make people feel the most beautiful in the world in their skin.

HAIRDRESSING

Related professions:

With this talent, you can be a hairdresser and colourist, trader of hair accessories and products or make wigs, and with knowledge and qualification in medicine - a specialist in hair grafting.

Interpretation:

You have a talent for hairdressing when you know how to tame even the most unrestrained hair, how to emphasize a person's beauty through her hairstyle and to change one's whole appearance or make someone's special day even more special.

FASHION

Related professions:

In the fashion world, you can be a model, designer, stylist, tailor, fashion photographer, fashion journalist, influencer, editor of a fashion magazine or website, trade-in clothing and textiles.

Interpretation:

Clothing has long gone beyond its fully functional character and is now a way of expressing yourself, experimenting and having fun. You have a talent for fashion when you see the art in clothes and use fabrics and colours in the most interesting and creative ways.

Musical TALENT

Musical talents are often expressed by people who like to be the centre of attention and have good fine motor skills and musical hearing. These talents suggest creative and sometimes unusual opportunities for realization.

COMPOSING

Related professions:

With this talent, you can realize yourself as a composer, a DJ, a film music arranger, a solo artist, a speaker in a theatre or television.

Interpretation:

Do you see the world as musical composition? Do you think in notes instead of words? Then your talent is "Composing!" This talent is expressed in creative work with notes and sounds, a love of music as art and often combined with singing or playing an instrument.

MIXING

Related professions:

With Mixing talent, you can grow as a DJ, remix songs, playlists, or experiment with unusual combinations of musical instruments or genres.

Interpretation:

Sometimes besides making music, you also have a vision of how to improve a piece, make it unrecognizably different, combine it with a song by another artist, or turn it into the latest summer hit.

SINGING

Related professions:

With this talent, you can realize yourself as a pop singer/singer, folk or opera singer, solo teacher, sound actor, lecturer, actor, vocal coach.

Interpretation:

As the owner of the Singing Talent, you are adept at managing your voice, have a musical ear, have a good rhythm and easily learn new vocal tunes.

PLAYING an instrument

Related professions:

In addition to being a musician, you can also become a worker in the production of musical instruments, a master of hand-made instruments, a teacher, a DJ, a singer, a composer, a conductor.

Interpretation:

The talent of playing the instrument is manifested by well-coordinated fine motor skills, good musical hearing and rhythm, attention to detail and interest in reading notes at an early age.

KINESTHETIC TALENT

Your talent is moving when you are aware of your body, you like to move, you are interested in eating and you often seek out strong feelings - whether physical or mental. The style of work of people with motor talents is often different - some prefer to work alone or with a trainer, while others love working in a team. And the conversion opportunities are much more than a professional athlete.

SPORTS

Related professions:

In addition to being a sports athlete, you could also be a sports commentator, journalist, coach, rehabilitator, physical education and sports teacher, sports equipment designer.

Interpretation:

Your talent is "Sport" when you love your heart to beat fast, move and sweat and when you can train both individually and in a team environment.

EXTREME SPORTS

Related professions:

As a professional field, the Extreme Sports talent allows you to give your adrenaline lovers a pleasant and safe extreme experience. Turning a hobby into a profession, you can make a realization as a bungee instructor, climber, climber, paraglider, hang glider, organize rafting groups, offer parachute jumping, parkour lessons and more, and even be a logger and take pictures extreme clips.

Interpretation:

If your blood is boiling with adrenaline and you are a fan of strong experiences, you can also become a specialist in them. With Extreme Sports talent, you have the courage and the peace to think reasonably in stressful situations and turn them into enjoyable moments.

YOGA

Related professions:

By achieving inner peace, you can help others who follow the same path. It is possible for you to be a Yoga, Pilates, Stretching, Ayurveda, Massage, Rehabilitation, Blogging or Video tutorial.

Interpretation:

Cognition is directly influenced by self-knowledge, and what better way to get to know your body and mind than yoga. With the talent of Yoga, it is usually calm people, concerned about their own health and well-being, who wish to attain higher levels of self-control and connection with the inner.

FITNESS

Related professions:

With this talent, you can realize yourself as a fitness instructor, CrossFit instructor, rehabilitator, nutritionist, bodybuilder, personal trainer, fitness consultant, nutritionist or fitness influencer.

Interpretation:

You have the Fitness talent, if you can feel and differentiate your every muscle, perform exercises consciously, following your shape, noticing when someone else is irregularly shaped and interested in your diet.

MARTIAL ARTS

Related professions:

In addition to being a competitor, with a Martial Arts talent, you can also be a coach, mentor, instructor, stand-in film industry filmmaker or security guard.

Interpretation:

Another way of physical and mental development is martial arts. Mastering and refining techniques, trying again and again until you surpass yourself, helping others reach and exceed their physical limits - if that sounds like you, you can harness your martial arts talent to work for you.

DANCE

Related professions:

With this talent you can realize yourself as a theatre or opera dancer, ballet dancer, supporting dancer, choreographer, dance teacher, physiotherapist, competitor or gymnast.

Interpretation:

The talent of "Dancing" is manifested by the frequent desire for movement, the love of music, the natural rhythm, the awareness of the body, the ability to manage it as you wish, and the good musical hearing.

LINGUISTIC TALENT

Talents in a language profile imply a love for the language and word processing, good self-discipline and confidence. People with this talent can easily handle speech, sometimes in more than one language, to achieve their goals and are champions in communication.

LITERATURE

Related professions:

With Literature talent, you have a future as a writer, editor, publisher, critic, textbook author, teacher, poet, librarian, or bookseller.

Interpretation:

The talent of Literature is characterized not only by the love of books but also by the knowledge and sense of literary techniques, means of expression, clichéd plots and other factors capable of distinguishing ordinary work from a masterpiece.

BOOK WRITING

Related professions:

In addition to being a writer in a variety of genres and fields, you can also become a poet, playwright, screenwriter, literary or film critic, blogger, or textbook author.

Interpretation:

As a holder of the Book Writing talent, you are creative, able to keep someone else's interest in long stories, write great, are persistent and manage to achieve long-term goals.

BLOGGING

Related professions:

With this talent, you can realize yourself as a blogger, of course, but also as an influencer, journalist, sports commentator, journalist, logger or consultant.

Interpretation:

You have the talent of 'Blogging', if you are able to convey a lot of information in a few words, you have the desire to inform and share your experiences with others, you are interested in social media and you have a huge passion for a certain thing that you want to share with the world.

PUBLIC RELATIONS

Related professions:

With this talent, you can realize yourself as a PR manager, manager and representative of an artist, politician, investigative detective, PR consultant, PR specialist, and diplomat.

Interpretation:

Are you extremely communicative and trusting in others? Do you know how to present events so that you are in the best possible light? Then your talent is Public Relations.

JOURNALISM

Related professions:

You can be a journalist - television, magazine, newspaper or website, as a blogger, editor, consultant for emerging markets companies, politician, commissioner, activist, and writer.

Interpretation:

Your talent is 'Journalism' if you are excited about current events, you are able to convey information accurately and clearly, you have an adventurous spirit - you are not afraid to explore conflict zones yourself and discover the unspoken.

PHILOLOGY

Related professions:

With the Philology talent, you can be a philologist, journalist, magazine or publishing editor, professor, research scientist, private teacher, translator and lexicographer (compiler of dictionaries).

Interpretation:

As a person with philological talent, you have a flair for how the language is structured, you are interested in how it has changed over time and what connections it has with other languages, you notice small differences in pronunciation and any spelling, lexical and punctuation errors pop into your eyes.

WORKING WITH LANGUAGES

Related professions:

With this talent, you can realize yourself as a translator at the European Commission, a language teacher, an immigration officer, a diplomat, a researcher, a translator, a linguist, a translator.

Interpretation:

The talented person with ease learns how a language is structured, has good memory for sounds and sound combinations, is able to make strong connections between the meanings of a word in different languages and easily switch from one language to another.

LOGICAL TALENT

The group of logical talents brings together several of the so-called exact sciences - spheres where fundamental rules and principles reign, and the truly talented manage not only to submit to them, but also to find new dependencies, new solutions to known questions, and work precisely and methodically.

CHEMISTRY

Related professions:

In addition to being a chemist and chemistry teacher, you can also work in the cosmetics, healthcare, paint, pigment and home and industrial industries, be a toxicologist, public health expert, agronomist and more.

Interpretation:

If you are curious about what the outside world is made of and how different chemical elements and compounds interact, and you have logical and consistent thinking, then you have a talent for Chemistry.

PHYSICS AND ASTRONOMY

Related professions:

With the talent of Physics and Astronomy, you can be an astronomer, astrophysicist, astronaut, quantum physicist, nuclear physicist, researcher, material science specialist, work in the aerospace or astronomy, besides physicist and teacher of physics and astronomy improving telecommunication services, developing optical and laser

technologies, nanotechnology, working in the field of power supply and renewable energy and others.

Interpretation:

Our surrounding world operates under many interesting and strict laws - those of physics. With the talent of Physics and Astronomy, you work with these fundamental concepts and find ways to maximize value despite the limitations.

MEDICINE

Related professions:

In addition to being a general practitioner, you can specialize in any of the dozens of medical fields or be a veterinarian, microbiologist, surgeon, plastic surgeon, dentist, medical assistant, epidemiologist, university lecturer, and more.

Interpretation:

Care for human life and health comes first for you. With the talent of Medicine, you would be dedicated to providing good treatment, effective disease prevention and competent care for the needy. The same applies if you want to help animals in need. In that case, you can go to veterinary medicine.

PHARMACY

Related professions:

Pharmacy's talent allows you to work as a Pharmacist, Pharmacologist, Laboratory Assistant, Inspector, Technologist, Pharmacy Manager, Medical Representative, Pharmaceutical Researcher, Pharmacy Teacher, to work in the development and manufacture of pharmaceuticals and more.

Interpretation:

The role of the pharmacist is as important as that of the doctor. With the talent of Pharmacy, you are the ideal person for health consultation in collaboration with physicians. And your care for the patient is about dispensing medicines, consulting them for treatment, developing medicines, and more.

FINANCE

Related professions:

With this talent, you can realize yourself as a financier, an accountant, an organization secretary, a trader, a stock market trader, a financial advisor, a trust owner, a teacher, or a financial literacy writer.

Interpretation:

You have the talent of Finance, if you always know where your money is going, you manage to plan big expenses and expensive entertainment on time and you never wait for the next paycheck. You have good organizational skills and an objective balance.

MANAGEMENT

Related professions:

You can develop your career in many areas such as company management (small and medium-sized enterprises), management, brand management, you can be a hotel or restaurant manager, CEO, marketing manager, financial manager, sales manager.

Interpretation:

If you are organized and manage and distribute your resources wisely, you have a talent for management. You always know what you have and who the right person for a particular task is. Usually, the management professions are high-level positions suitable for aspiring people who value growth and improvement, both personally and professionally.

SOLVING PROBLEMS

Related professions:

With Problem Solving Talent, you can work as a supervisor, customer support officer, and make incredible progress in positions like a manager, director, and more.

Interpretation:

Although problem-solving talent is often classified as a soft skill, it is one of the most important ones for your development as a staff and for the quality of the work you do. Your talent is applicable at every level of the business, but the importance of effectively tackling problems also makes you a good candidate for leadership.

INNOVATION

Related professions:

With Innovation Talent, you can work in almost any economic field, especially in industrial automation, business consulting, industrial and product design, tourism and services, or as a teacher in an innovative school.

Interpretation:

You're the kind of person who will never accept something impossible. If there is a problem, there is definitely a solution to it, and your talent lies in innovative solutions - things that have not been done so far or have not been successfully implemented until you find how.

LAW

Related professions:

The right opens the door to professions such as lawyer, lawyer, notary, lawyer, ombudsman, prosecutor, judge.

Interpretation:

The Constitutions of many countries and the laws rule over everything else. This will also imply many professions involved in protecting and enforcing these laws. If you have good communication and analytical skills, a sense of justice and knowledge of law and government, you have a talent for Law.

INVESTIGATION

Related professions:

With the help of Talent Investigation, you can become an investigative journalist, investigating officer, investigator, investigator, detective or private investigator.

Interpretation:

To be one step ahead of others and to see nothing but the truth is not only talent but almost superpower. With Investigation talent, nothing escapes you.

HUMAN SCIENCES TALENT

As long as there are humans on Earth, there will be those who explore the nature of man, his interactions with other people, and the world around him. Humanitarian talents are directly related to understanding and supporting these processes.

SOCIOLOGY

Related professions:

With this talent, you can realize yourself not only as a sociologist but also in a PR or marketing agency, business consultant, marketing strategist and more.

Interpretation:

As social creatures, humans are dependent on the environment around them - on society. Sociology's talent harnesses your analytical skills in exploring society and its changes and forcing you to make cause and effect relationships to explain the social phenomena you observe.

ECONOMY

Related professions:

With Economy talent, you can work in the public sector (Ministry of Economy) or in the private sector as an entrepreneur - business owner, economist, analyst, business consultant, a university lecturer.

Interpretation:

With economic talent, you can predict and evaluate the current situation and competition, allocate and report tools and statistics, assess the situation in a given area (political, geographical, demographic and economic) by assessing the resources needed and the type of business that would thrive place at that moment.

GEOGRAPHY

Related professions:

With this talent, you can realize yourself as a guide, geographer, researcher, teacher, cartographer, travel guide writer, travel blogger, a mining engineer.

Interpretation:

As a holder of Geography talent, you are passionate about travelling, easy to navigate on maps, interested in culture, relief, and the features of the relief and agriculture of the places you visit.

HISTORY

Related professions:

With this talent, you can realize yourself as an archaeologist, museum worker, historian, teacher, journalist, political researcher.

Interpretation:

You have the talent of History, when you are interested in where and when an expression or behaviour comes from, you remember dates and you can make and follow causation.

PHILOSOPHY

Related professions:

With this talent, you can realize yourself as a philosopher, teacher, professor, scientist, ethnologist, literary or film critic.

Interpretation:

Philosophy's talent is to ask existential questions, an interest in the metaphysical and the abstract, as well as a sense of what is hidden behind the everyday.

RESEARCH

Related professions:

Exploration talent will be useful for you in professions such as research scientist, researcher, travel blogger, analyst.

Interpretation:

If you are observant and have an eye for detail, and curiosity about how things are and where things come from, you have a talent for exploration. You are a master at making cause and effect relationships, learning through direct observation, and seeing what is invisible to others.

HUMAN RIGHTS

Related professions:

With this talent, you can develop as a lawyer, activist, public defender, ombudsman, politician, MEP and more.

Interpretation:

Human rights at local, national, international and global levels are those inherent rights inherent in each person, regardless of nationality, race, gender, creed, and more. You respect and respect others' point of view, you easily accept new concepts and different worldviews, and you believe that these rights must be protected and upheld.

MEDIATION

Related professions:

With this talent, you can realize yourself as a mediator, judge, business mediator, real estate agent, labour mediator, family psychologist.

Interpretation:

You are able to add objectivity to subjective dispute, to smooth relationships between people, to negotiate and persuade, to offer solutions to problems that satisfy all parties. You have the mediation talent - the ability to calculate the compromise needed by each party to achieve a common goal.

PSYCHOLOGY

Related professions:

Suitable professions are scientific psychologist, clinical psychologist, writer or copywriter, salesperson, team leader, coach, school psychologist, psychotherapist, educator, resource teacher, a criminal psychologist.

Interpretation:

Having this talent allows you to anticipate others' desires and motives for action, to easily influence others and to notice the small details of human behaviour. This talent is usually accompanied by strong analytical skills, insight and perseverance.

Pedagogy

Related professions:

Besides being a pedagogical specialist - teacher, you can also be a university teacher, speech therapist, resource teacher, school psychologist, private teacher, a teacher at school, classroom, educational centre, community centre and more.

Interpretation:

Pedagogy talent means that you have an approach to children and are responsible for their development, education and upbringing. You are the person who guides them along the path of knowledge, takes care of their education and prepares them for life in the future.

TECHNICAL TALENT

The scientific and technological progress of humanity gives life to the technical talents and their multifaceted opportunity for expression in modern life. They express everything related to the design, creation and production of products, buildings, facilities and machines.

ARCHITECTURE

Related professions:

With talent and training in architecture, you can be an architect, a building restorer, a builder, and if you want to work on a larger scale, you can focus on urban planning and infrastructure.

Interpretation:

If you are creative, have a good spatial orientation, environmental attitude and know how to combine the aesthetic with the functional, you have a talent for Architecture.

CIVIL ENGINEERING

Related professions:

With this talent, you can be a civil engineer and design residential buildings, industrial facilities and buildings or infrastructure and monitor quality performance and regulatory support. You can also specialize in plumbing, railway construction, transportation facilities and more.

Interpretation:

As a kid, did you play with Lego® constructors and puzzles? If you still rely on your organizational skills and good performance and know how important sound foundations are, you have a talent for civil engineering.

ENGINEERING

Related professions:

With this talent, you have a wide choice of professions in the fields of engineering, mechanical engineering, energy, plumbing, electronics, robotics, aeromechanics, to be a design engineer, technical assistant, mechanic or lecturer in engineering sciences.

Interpretation:

With qualities like an interest in mathematics and physics, unique organizational skills, curiosity about how things work, considering limited resources, you have an engineering talent.

INDUSTRIAL AND PRODUCT DESIGN

Related professions:

In this area, you can be an industrial designer and design any items for the user, machines, cars and machinery, or be a technical assistant, production operator, responsible for the proper execution of products and the automation of the production process.

Interpretation:

As long as there are people, there will also be the manufacturing of all kinds of products, machines, facilities, buildings and more. If you have a sense of both the aesthetics and the practicality of the products, if you anticipate how they will be used and what can go wrong, you have a talent for Industrial and Product Design.

ENVIRONMENTAL TALENT

The group of natural talents brings together all those who relate to the living and inanimate nature and the attitude of people towards it.

BIOLOGY

Related professions:

With this talent, you can realize yourself as a laboratory assistant, ecologist, researcher, biologist, microbiologist, molecular biologist, lecturer, biotechnologist, and agronomist.

Interpretation:

The Biology talent is extremely interested in wildlife, a good eye for detail, and the memory of statistical and sometimes dry data.

BIOMIMICRY

Related professions:

With Biomimicry talent, you can contribute to manufacturing as a product designer - to design and perfect products. You can, with the help of nature, find an innovative way to produce more environmentally-friendly, more efficient products and more satisfied customers. You can also realize yourself as a teacher and spread the wealth of this technology in society.

Interpretation:

After much observation, you come to the conclusion that nature knows best - thanks to it we have inventions such as Velcro, train arrows and antibacterial paint. With Biomimicry talent, you capture the little details in nature, the ingenious solutions to big problems and learn from the best teacher.

ECOLOGY

Related professions:

With this talent, you can be an ecologist, climate scientist, activist, researcher, work in a state park, in the field of green energy, in environmental organizations, in non-governmental organizations dedicated to the environment, or in industry, responsible for reducing harmful emissions from human activity.

Interpretation:

Earth is facing a new challenge - humans. If you are aware of the scale of human impact, are concerned about the future of Earth's inhabitants, and are looking for ways to help the world, you have an ecology talent and the Earth needs your help.

GEOLOGY

Related professions:

With this talent is the possible realization as a geologist, hydrogeologist, mining engineer, palaeontologist, lecturer or work in the field of geodesy, geophysics, geotectonic, sedimentology, seismology, mining and oil industry.

Interpretation:

With an interest in Earth, its origins, composition and riches, you certainly have a talent for Geology. Other useful qualities in this field are good spatial orientation, knowledge of geography

OCEANOGRAPHY

Related professions:

With Oceanology talent, you can be a hydrologist, hydrogeologist (groundwater specialist), seafarer, and researcher, be a teacher, climatologist or work in the fields of hydrography, hydrometeorology, limnology (freshwater science) and more.

Interpretation:

If you love water and give freedom to your imagination and curiosity, knowing that most of Earth's waters are unexplored territory, you have the talent of Oceanography. In this area, also known as oceanology, it is important to be dynamic and adapt to changing conditions.



VALUES

The concept of values in the context of learning, teaching and career orientation represents the act of aligning one's profession with their values because it is of crucial importance to understand that the only way a certain profession can be one's vocation is to ensure that agrees with their values. In other words, one's vocation depends on both their set of talents/abilities and their values.

These values are not manifested physically per se. Instead, they accompany one throughout their entire life regardless of their age, position or occupation. When acting against one's values, they can affect the subject and are manifested through guilt, anxiety, the feeling of not fitting in or that something is inexplicably wrong.

One can define numerous values and observe how interconnected they are. Most of the time, they are represented through abstract notions such as freedom or power. They cannot be universally defined due to their unique existence subjective to every single person. In other words, freedom can have a very specific meaning to one person and mean something entirely different to another person.

VALUES AND THEIR RELATION TO CAREER

Values are something that no one would willingly compromise on if they know exactly what their values are. When one neglects or overlooks their values, they are inevitably going to feel unsatisfied with their work or even miserable. This is a major subconscious conflict where if one were to compromise on their values, they would not be able to find a balance and live their vocation.

On the other hand, if one's occupation aligns with both their talents and values, then that person has found their vocation and can really feel satisfied and empowered by their job and the choices they make because ultimately one's professional life cannot be completely separated from their personal life, so both affect one another, especially when one is in a state of misbalance.

Defining one's values is crucial, especially when related to their career. Even though some may perceive the concept of values as something obvious or basic, it can be confusing due to how abstract they can get. Values are a part of everyone and their experience regardless of them being aware of their values or not. Even if one is unaware of their values, they are still likely to follow and enforce them, and if they are not doing so, this has a negative effect on their personal and professional life.

Many authors approach the notion of values through the concept of personal preference, preference for important and meaningful parts of life. They are related to one's end-goal and aren't just a means to an end. Values can be divided into 3 categories:

- Irrational - based on preferences
- Rational - based on a conscious choice or compromise
- Trans rational - based on fundamental spiritual principles.

The following questionnaire aims to analyze one's values and help them figure them out through self-reflection.

VALUES QUESTIONNAIRE

Answer these questions without self-censorship and without following any preconceived notions about yourself. Observe your everyday life as if you were an outsider.

1. What do you think about the most?
2. What do you talk about the most?
3. If you could solve one of your problems as if with magic, which one would that be?
4. You have three wishes. What are they?
5. What are you spending most of your time on?
6. What do you spend your money on? What do you invest it in?
7. What have you been spending your time doing in the last 5 or 10 years?
8. Which are of your life is the most orderly and organized?
9. What are you most proud of in your life?
10. In what respect are you most responsible?
11. What inspires you?

12. If you had to study something just for the sake of studying it and developing your skills, what would it be?
13. What would bring you joy if you were stranded in a deserted island?
14. What can make you happy no matter how bad things are going?
15. What would you part with right now if you could?
16. What would you never part with?
17. What would be the first thing you'd save if your home was on fire (apart from family members)?

MAIN CAREER VALUES AND THEIR MEANING

Values and their meaning
<p>Courage</p> <p>Areas of application:</p> <p>The right professions for you are in the fields of investment, insurance, the commodity market, extreme sports, the army, coaching, journalism and consulting.</p> <p>What matters in your work is:</p> <p>You value taking risks, opening up new opportunities and horizons, and are not afraid to express an atypical opinion.</p>
<p>Defending yourself and the important things for you</p> <p>Areas of application:</p> <p>Politics, the arts and their criticism, journalism are the professional spheres that meet this value of yours.</p> <p>What matters in your work is:</p> <p>You know each other well, you know what you want and you are not afraid to ask for it or create it. You want to show your authentic personality and you have the courage to do it.</p>
<p>Passion</p> <p>Areas of application:</p> <p>Any profession that you have a strong commitment to and talent for meets that value.</p> <p>What matters in your work is:</p> <p>It is of great importance to you that your work energizes you, that you have the opportunity to be creative, bold and want to put your heart into it.</p>

Love

Areas of application:

With love as a value, you will feel satisfied in working flexible working hours, but also with great impact - social work, for example in an NGO or your own business.

What matters in your work is:

Love is not only love for your neighbour, but also for your daily activities, for society, or even for a specific cause.

Wealth

Areas of application:

Real estate professions, car sales, or stock market investing can bring the wealth you are looking for.

What matters in your work is:

Define what wealth is for you. Material or not, owning this wealth as a result of your career is what will determine it to be successful for you.

Money

Areas of application:

Borrow a position that allows you to climb into the hierarchy, or take the fine line between risk and reward and invest in your own business.

What matters in your work is:

Good financial security brings not only a sense of security but also true happiness for someone like you.

Home

Areas of application:

Any profession that can be filled part-time as a cleaner, homeowner, assistant, secretary, or freelance professional is appropriate for that value. Another option is teleworking, where you work part or all from home.

What matters in your work is:

For you, the work should be close to home, if possible in it. You love the cosiness of the home, the serenity, the ease and the privacy.

Family

Areas of application:

With Family value, you know that family comes first, and a suitable realization that respects your principles is homework, family business, or working for a company whose goals do not require you to compromise with your family.

What matters in your work is:

You value time with your family more than anything else and want to spend the maximum amount of time with your loved ones. Do not neglect the balance between career and family.

Freedom

Areas of application:

Any freelance profession, also known as a freelance, is suitable for freedom connoisseurs. And if freedom for you is about travelling and working without holding you in one place, then the digital nomad offers you just that.

What matters in your work is:

You need self-control and independence, to appreciate freedom means to be able to make most decisions yourself and not to depend on others, but it also means that the responsibility for those decisions is entirely yours.

"I make all decisions"

Areas of application:

If you strive for the freedom of the voter, then the leading positions in teams and companies - manager, owner, and director are right for you.

What matters in your work is:

Your ability to make decisions is important to you, but it does not mean that you are limited to freelance professions. It's a different kind of freedom that gives you mainly control.

Creativity

Areas of application:

You will feel good in the arts and crafts, product and advertising design, or digital freelance. You value creativity and feel good in IT services, marketing, communication, comedy, entrepreneurship, crafts and the arts.

What matters in your work is:

You value creating new things from scratch, realizing ideas and developing your creative skills. It is important for you to have a field for expressing your ideas for innovation, for services that no one else offers, and for new approaches to old and proven methods

Communication

Areas of application:

Good communication is key to many positions, and in this role, you are in the element. Working in Customer Support or Human Resources, as well as in public relations, is the key to satisfaction.

What matters in your work is:

In addition to being good at communicating with colleagues and clients, you are probably also a skilled mediator or just know what to say at the right time.

Large groups of people

Areas of application:

If you are in your element, when you are among many people, it is suitable for you to be an organizer of events, work in a children's centre or professions in the field of services - bartender, waiter.

What matters in your work is:

Feeling on-site as part of a well-oiled machine, contributing to the success of a large team, and perhaps human resource management could be satisfying.

Success

Areas of application:

The realms you can pursue are closely linked to your talents, where you can be the best at what you do.

What matters in your work is:

To perform well in everything you do. If you are not successful in your job, you feel dissatisfied.

Fame

Areas of application:

You value the spot under the floodlights - working as a model or in the arts (stage, music, art, cinema, and literature), public sector, public relations, sports, consulting or social media will satisfy you.

What matters in your work is:

People know who you are, what you do, and talk about you.

Popularity

Areas of application:

You will fit perfectly into the team, but you can also work alone in the fields of communication, consulting, the arts, branding, working with people (human resources, coaching, and psychology) and marketing.

What matters in your work is:

Communicate with many people who know who you are or what you are doing, be invited to various events and conferences, and there is no person in the field who has not heard your name or the name of the product/service is essential to you.

Intuition

Areas of application:

Free practice or positions with higher authority and control are right for you. Sometimes you act based on your inner feelings and it would be difficult if you were limited by someone or something.

What matters in your work is:

Feel your work, your workplace and your colleagues fit for you. You value the freedom to follow your feelings without having to justify yourself.

Magic

Areas of application:

The ideal job for you can be creative, research, child-related, animation and cinema or even prophecy.

What matters in your work is:

Magic has many manifestations - from how you feel to what you create. It matters to you whether the work you do makes you feel magical or works wonders for others.

Wisdom

Areas of application:

For you, the consulting profession, coaching, mentoring, social work will be satisfying conversions.

What matters in your work is:

Seeking, accumulating, and sharing knowledge and wisdom - you need a mentor / s, conversations with people who have experienced different setbacks and ask questions.

Searching for answers

Areas of application:

Suitable for you is the career of a researcher in any field of science that interests you and is related to your talents.

What matters in your work is:

The need to seek answers means that working for you is not just a job, but a path to the knowledge and knowledge of the world around you. Even if you answer the questions, more questions will arise along the way to those answers.

Leadership

Areas of application:

The right professions for you are in the fields of education and training, human resources, event organizing, consulting, social work and teamwork of any type, related to your talents.

What matters in your work is:

What role do you play as a leader in your work environment? You have the opportunity to unite the people around you, to help them work together and grow.

Power

Areas of application:

Occupations of this value are freelancers, in your own business or in management positions, and there are those in every professional field related to your talents.

What matters in your work is:

Keep control of workflows, be able to reward or denounce the behaviour of your employees, and have the autonomy to make decisions on the projects assigned to you and your team.

Friendship

Areas of application:

Aim for an organization that values close teams or create your own select team.

What matters in your work is:

Trusting colleagues is like having friends because friendship makes work easier.

Aesthetics

Areas of application:

With your aesthetic flair, you can become a great fashion, interior, exterior or web designer, as an artist, critic, and owner of a fashion boutique or a flower shop.

What matters in your work is:

To be surrounded by beauty and if possible to bring that beauty into other people's everyday life.

Art

Areas of application:

The professions in which you would feel great are an art historian, teacher, artist, critic, art historian, writer, publisher, editor, gallery worker, or art dealer.

What matters in your work is:

To be inspired, to create, to learn new things about great works and to discuss them with your surroundings. It is important for you to see and convey how art affects you, others, and society.

Honesty

Areas of application:

Appropriate for you are professions that allow you to maintain control over what you show to others. Freelance work will allow you to decide for yourself what to share, but in a company that values honesty, you would also feel out of place.

What matters in your work is:

Transparency and responsibility to others are first and foremost for you. Being honest means being brave, and you always have the courage to say what you think and think is right. Certain positions may require you not to be completely honest and not compromise on that.

Authenticity

Areas of application:

You will feel comfortable in a team that relies on original ideas and personal experience and does not tolerate copy and imitation. You are the type of person who walks the wrong path and has the potential to create new destinations and niches in the business.

What matters in your work is:

You want to be true to yourself and you know that imitation is not a supreme form of flattery, but simply a poor quality copy. You do not compromise on the authenticity and originality of both your work and the smallest details and objects around you.

A meaningful cause

Areas of application:

You can work as a social influencer, lawyer or activist for a cause, as well as as an NGO worker or policy advisor.

What matters in your work is:

To follow your heart and work for something bigger than you find extremely important. You need to share information, participate in events, and feel that what you are doing is meaningful.

Contribution

Areas of application:

You will feel great in the social field of work - a social worker, a caregiver, an active member of an NGO, an ambassador or a political activist.

What matters in your work is:

Feeling that your work matters, influencing others so that they act, do their ideal - whether it be reducing world hunger or making children happy at a local orphanage.

Nature

Areas of application:

You would feel great as an ecologist, a flora and fauna researcher, a mountain guide, a chalet owner.

What matters in your work is:

Being outside among greenery, trees, sand, sea and animals.

Natural environment

Areas of application:

Any profession involved in protecting or studying the environment is suitable for you - scientist, researcher, politician, NGO activist, information influencer.

What matters in your work is:

What is happening in the world with forests, oceans and air and what can you do to solve the environmental problems of our planet?

Zen

Areas of application:

You will fit perfectly into the spiritual realm - monk/nun, priest, preacher, spiritual master (including all religions and religious movements - Christianity, Islam, Buddhism, Shinto, Yoga, Tantra, etc.).

What matters in your work is:

To control yourself, to cultivate yourself spiritually through meditations and practices, and to gain insights to share with others for their own good.

Calmness

Areas of application:

Stable areas of implementation are in the banking and IT sectors, academia, the arts, clerical or administrative positions, and any company that values the productivity of its employees without imposing norms and rigorous production requirements on them.

What matters in your work is:

Make no big or sudden changes, make everyday life smooth and enjoyable, feel secure and satisfied - these conditions are important for your peace and security.

Vacation

Areas of application:

You can organize someone else's vacations as a tour agency worker, and you can accompany groups on their vacations as a tour guide. You could be a chalet owner, a babysitter abroad, a freelance professional, a digital nomad in the area of your interests and talents.

What matters in your work is:

Have enough time to rest, but not feel like work, but enjoyable.

Partying

Areas of application:

You can be a nightclub dancer, disco owner, DJ, festival organizer or bartender.

What matters in your work is:

Have fun, have joyful people and have you at the center of the party, contributing to it.

Growth

Areas of application:

For you, the most appropriate areas are those in which you have a strong interest and talent, but other ideas are entrepreneurship and the training industry.

What matters in your work is:

Going forward, acquiring new knowledge, skills, contacts, and climbing your hierarchy/business to grow.

Learning

Areas of application:

Academic and emerging fields such as communications, IT, artificial intelligence, neuropsychology, education or marketing will be ideal for you.

What matters in your work is:

To have opportunities for new knowledge in different fields, to have a choice of what to learn and to have the freedom to be curious.

Progress

Areas of application:

You can work freelance, where you set the pace, in a startup or in a company whose main goal is to constantly improve and improve its products or services.

What matters in your work is:

For you, static work that offers no opportunity for growth and development is simply not an option. You keep progress both on a personal and team or corporate level.

Justice

Areas of application:

In addition to the legal field, you can also become a Human Resources Manager, Critic, Team Leader, Social Worker or Teacher.

What matters in your work is:

The guilty should be punished, and the faithful rewarded. It is also important for you that the contributions to a task/project/result be evaluated correctly and adequately, that there is no different behaviour to the different and that everyone has an equal chance.

TALENTS AND VALUES IN COMBINATION

Upon combining talents and values, one can make a very specific career plan. By pinpointing the exact place where talents meet values, one can come to the conclusion which exact profession in the field of their talents is suitable for them. By having realistic knowledge and expectations of the professional world based on observation and research and not on preconceived notions, one can choose between multiple positions and occupations within their desired area and make a well-informed choice.

CAREER GOAL SETTING

How do goals work?

- They give one focus
- They help one organize their day and decide where to invest their time and energy
- They help one arrange their tasks based on urgency and priorities

- They motivate - the feeling of accomplishing a goal contributes positively

GOALS QUESTIONNAIRE

In order to follow their goals, one needs to put them into words. The following questionnaire can assist those who struggle setting up goals and prioritizing specific aims.

1. What is most important for you in the next three months (for example: to choose a university, obtain a language certificate, etc.)?
2. How does my goal look once obtained?
 - a. What do I see? What do I hear?
 - b. How do I feel?
 - c. What is the result?
 - d. What does this give me?
3. When will I achieve it (aim for a specific day)?
4. What do I already have (what have I already achieved and what resources do I have)?
5. What am I missing to achieve my goal?
6. What will be the biggest challenge?
7. Who can help me?

The more information one has about a certain task, project, goal, including an evaluation of the risks, the easier it becomes to actually achieve it.

Once the goals have been identified and set, these questions will help with the process of prioritizing and taking action towards goal completion:

1. What should I do first? (Do what brings you to the achievement of your most important goal.)
2. What should I spend more time doing? (The thing that helps you achieve your goal.)
3. What should I say "No" to? (The thing that distracts you from your achievement.)
4. What skills should I work on developing? (Those that have to do with your goals.)

Together with all this, tracking one's progress is essential. Not only does it keep people accountable but it also increases motivation.



CHAPTER 3

METHODOLOGY ACTIVITIES

ACTIVITY 1: Values

If one works in a company or at a job that contradicts their personal understanding of what is important and valuable, they are very likely not to feel satisfied. Values are not defined by something material. They are a condition that accompanies everyone throughout their life, whether they realize it or not. Sometimes they feel bad about some of their actions but are not sure why, and oftentimes the reason is that they acted against their values without realizing it.

Values are numerous and sometimes they are interrelated or similar, but there are some that may conflict at first glance. They are often abstract concepts such as "freedom". Even people with seemingly similar values can have a substantially different take on them. They associate different things with the same value or just define it differently, in a way that fits them and their goals in life.

Some guiding questions when defining one's values:

- What do you think of when you hear the word "freedom"?
- What does it mean for you to be free?
- Give a definition of "freedom" and keep in mind that it will be different from the definition someone else gives.

So if one's occupation goes against their values, they will likely not be happy, followed by irritability and even depression.

For example:

- If creativity is an important value to someone but they have to be incredibly organized, tidy and methodical in their work, however much it pays, they will still be unhappy.
- If the family is important to some but they work in a small team of aspiring entrepreneurs who want to work 24/7, then party, even if it looks good at the beginning, they will be unhappy in the end.

Therefore, it is important that everyone knows their values, and the following questionnaire serves to assist them with this task.

QUESTIONNAIRE 1: My Values

1. What is my most cherished dream?
2. What are the 3 things I would never do?
3. What is my number one rule?
4. I would break this rule only if...
5. I would never want to...
6. What are the 3 things I can't live without?
7. What are 3 wishes I have?
8. What do I spend the most money on? What do I invest in?
9. In which area of my life do I have the most orderliness and organization?
10. What am I most proud of in my life?
11. Who do I admire the most?

ACTIVITY 2: Who am I?

Confidence is found in knowing oneself.

Your story and your legend: visualizing dreams and connecting with what you truly want, connecting with some manifestations of participant's passion.

- The Legend – Jungian archetypes
- Creating a dream board – connecting with one's dreams
- The Superhero's label:
 - My ideal I.
 - Who am I as someone who has achieved those dreams?
 - What are my qualities?
 - What do I think, feel, do, and believe?

QUESTIONNAIRE 2: My Passions and Interests

1. What do I like doing and can spend hours doing it? (Eating and lying on the beach do not count. You're looking for something that pays.)
2. My favourite subject at school was...
3. What can I do for at least two hours without even looking at my phone once?
4. If I could spend one year studying only 2 things for free, what would they be?
5. If I could become a champion of something, what would it be?
6. I'm not bored when...
7. Even if it's difficult, I would love to learn to...

QUESTIONNAIRE 3: My Talents

Activities I've participated in:

hobbies	
sports	
projects	
travelling	
competitions	
talent shows & other shows	
publications	
seminars and training	
clubs and communities	

1. Which ones of them do I have achievements in?
2. Which ones have been easy for me?
3. Which ones have I learned fast and did not want to stop?
4. What have I achieved that I'm proud of?
5. What diplomas, certificates, awards, and other recognitions of achievements do I have?
6. Which of the activities bring me the most joy and satisfaction?

7. If I had to rank them by importance, what would be the order?
8. What would I like to further continue to do?
9. What kind of knowledge sets me apart from the rest?
10. Is there anything that I feel I know well, am competent in, can speak on this topic?
11. What do I do well? (organizational, digital, artistic, communication, presentation, leadership, personal, linguistic and other skills)
12. What situations do I apply my talents in?

ACTIVITY 3: Career profile and plan

1. Career vision

Explore these 3 questions:

- What do I want to experience?
- What do I want to give?
- What do I want to get?

Based on the answers, choose the area you want to develop in. If you have already chosen, do these answers confirm your choice?

2. Next step

What is the most appropriate education needed in order to get involved in this field or specific profession?

3. Development plan

Choose one skill that you will develop so as to become a master in your field.

Get started now no matter what or where you study.

Start exploring how to succeed in the field you have chosen.

CAREER PLAN (IDEAS AND GUIDELINES)

1. Implementation

Answer these 3 questions:

- What do I want to experience?
For example: to be able to choose what to do and when to work / to work as a team / to influence important social, environmental and other problems / to be creative / to travel / to teach others / to write / to speak in front of an audience / to work with friends, etc.
- What do I want to give?
For example: to work for a cause / to give ideas / to support / to give knowledge / to give advice, etc.
- What do I want to get?
What income would satisfy me (yes, now is the time to think about that) and apart from that, what else is important to me – travel, training, power, etc?

Based on the responses and the Calling Mandala, select the area you want to develop in. If you have already chosen, do these answers confirm it?

2. Next step

What is the most appropriate education needed in order to get involved in this field or specific profession?

Once you have a vague idea, you have to find out whether this educational choice is right. There are a few ways to achieve that:

1. Ask three people who have already succeeded in this field.
2. Research what exactly do students in this area learn (online or among acquaintances).
3. Think about the 3 key skills or areas of expertise in this field and ask several universities which of their programs offer exactly that.

3. Development plan

- Choose one skill that you will develop so as to become a master in your field. Get started now – no matter what or where you study.
- University alone is not enough. Start working on yourself now. What skill or set of skills will you develop?
- How will you develop it?
- How many hours a day and how many days a week will you invest?
- How will you be rewarded when you stick to your plan for a week, a month, etc.?

Start exploring how to succeed in the field you have chosen. By asking people who have already succeeded, you:

- create contacts.
- become more confident in connecting with people
- learn to communicate better

Product: Personal success strategy – rituals, habits, strategies for daily success and big-picture success that participants will do on a daily/weekly basis.

ACTIVITY 4: Entrepreneurship

In the modern digital world and the abundance of communication methods and informational resources, entrepreneurial thinking and entrepreneurship are becoming a major factor in generating positive change, innovation, progress and change in the rules of the "business game" worldwide. In order to inform and actively engage young people to be part of the entrepreneurial ecosystem, we are introducing a special Entrepreneurship training and mentoring activity as part of our strategy for the development and success of young people!

In this activity, discuss the following topics in a debate with the young people:

- What is entrepreneurship?
- How much do entrepreneurs request/make?
- What does it mean to be an entrepreneur? What is entrepreneurial thinking?
- What should one do so as to develop in this direction and how?
- What is the Entrepreneurship Ecosystem and how does it work?

In this activity, young people will learn how to be creative, think deeply about different problems and how they can be solved with the help of entrepreneurship and entrepreneurial

thinking? They will have the opportunity to work on their own ideas and projects. They will also gain practical knowledge and skills of contemporary business models around the world, as well as resources, tips and tricks in the fields of digital marketing, finance, graphic design and more. The trainer should prepare beforehand and guide the discussion during, adding real life examples.

ACTIVITY 5: The Pitch Game

1. The students form groups of 2 to 4 (the GroupUp! section in every [VentureLab elementary lesson](#) is a helpful resource to form groups) and each group has to create a new product and then convince the class how good their idea is.
 2. Each group is given 3 words: a noun, an adjective and a verb
 3. Students then brainstorm a business name and ideas for a product or service which has to meet the needs of a user and has to include the 3 words given earlier.
 - a. Example A: Noun: dog, adjective: green, verb: eat.
 - i. Idea 1: **Green**-colored, grass-flavoured **dog** food as a healthy alternative to traditional dog food (**eat**)
 - ii. Idea 2: A service that paints **dogs green** with a type of special non-toxic dye while they **eat**.
 - b. Example B: Noun: runner, adjective: round, verb: blows.
 - i. Example A: A jacket for **runners** with **round** cloth flaps which can be opened to let fresh air inside the jacket to provide ventilation (**blow**) and can be closed when not needed.
 4. The only constrictors are the 3 words given at the beginning. Students should be encouraged to think with no other limits apart from them.
 5. Each group takes notes or sketches of their ideas, writing down the results of their brainstorming. The point of this activity is to develop creativity so no ideas should be discouraged. There are no bad ideas in the context of this game. The end goal is to narrow everything down to the best idea in their opinion.
 6. Each group has to come up with a structured 60-90 second pitch with the help of the following guidelines:
 - a. Start with a question to the potential customer.
 - b. Define their problem.
 - c. Present your solution and emphasize its uniqueness.
 - d. Who are you selling to? What does your ideal client need?
 - e. How much does your solution cost?
 - f. What are you asking us to do after hearing this pitch?
 7. After 10 minutes of brainstorming, sketching and thinking, students give a 60-90 second pitch with every member of the group participating in it.
6. Groups can use one large sheet of paper or several small sheets of paper to sketch and think.
7. Share the following guidelines to help develop a 60-sec sales pitch for the product:
- Start with a question.
 - What is the problem?
 - What is your solution? Why is it unique?

- Who are you selling to? (Your market!)
- How much are you selling it for?
- What is your question? What do you want us to do?

8. At the end of 10-15 minutes, each group pitches their idea to convince the audience it's a great idea by delivering a 30-90 second pitch!

ACTIVITY 6: Volunteering

Informing young people about the meaning and benefits of volunteering. Familiarity with the activities of key organizations. Clarifying the added value of being able to give without receiving. This is just one aspect of personal development and career. Participating in voluntary initiatives can bring useful and intellectual contacts to young people, and make new friends with whom to think and structure collaborative projects. It also helps to improve teamwork, which is important for career development. So there are these crucial levels: career development, entrepreneurship and volunteering.

Task

Choose an organization in your home town which has the same values as you do and enroll for one month as a volunteer. After that reflect on:

1. What was useful to me?
2. What did I learn?
3. In what ways did I contribute and to whom?
4. What was the impact?
5. What will happen if I keep doing this for a year?



BONUS ACTIVITIES

What is success to you?

QUESTIONNAIRE: Success – Career

1. What means success to you?
2. What are the most important steps for success?
3. What are the most important qualities of a successful person?
4. On a scale of 1 to 10 (1 being unprepared and 10 being fully prepared), how prepared are you for your future career?
5. What is your calling?
6. What are the steps to find your vocation?
7. On a scale of 1 to 10, how well-oriented do you feel about the next steps in your education and career?
8. On a scale of 1 to 10, to what extent does school prepare you for your future career?
9. What is volunteering for you?
10. Would you volunteer? Yes / No

PASSION REFLECTION ACTIVITY

Every great success begins with it. As a child, Leonardo Da Vinci was so captivated by the nature around his village, Vinci, and then became the most famous artist of all time. As a child, he sat for hours watching the plants around him and painting them.

Task: IN THE NEXT 10 DAYS WRITE WHAT YOU ARE PASSIONATE ABOUT.

TALENTS REFLECTION ACTIVITY

Find what's still unseen.

Jillian Lee was not good at any subject. From a young age, however, she was able to dance. As a child, she was plastic and felt the rhythm. After years, she became the most famous choreographer of all time.

Task: IN THE NEXT 10 DAYS WRITE DOWN WHAT YOU ARE GOOD AT.

ACTIVITIES FOR TRAINERS AND YOUTH WORKERS

ACTIVITY TIME TRAVEL

Purpose - To explore what interested them from childhood up until now

Time - 15-20 minutes

Method of participation - individually and then in pairs

Instructions

1. Hand out a timeline worksheet to everyone.
2. Tell them to think back to their childhood and think about each slide. It is good to read them aloud.
3. Each slide has exactly 3 minutes to respond.
4. After they are ready with the answers, let them tell the story/tale to themselves in pairs, starting with "Once upon a time ..." and focusing on what they liked and felt attracted to.

OPTION: The listener can try to define the 3 interests of his or her mate based on what they have heard.

ACTIVITY INTEREST THERMOMETER

Purpose - explore interests and which ones are long-lasting

Time - 10-15 min

Method of participation - individually

Instructions

1. Within 2 minutes the students write down everything that draws them in and pleases them, there are no stupid ideas
2. Within 3 minutes, sift through these ideas and discuss for which ones someone would pay them money or which one can become a job.
3. Then, within 5 minutes, evaluate each activity on a passion thermometer - slide.
4. Make a list of occupations related to these activities.

REBELLION ACTIVITY

Purpose - to explore interests through rebellion and what they do NOT want. Many young people express their rebellion through negation, and this may be the key to their career guidance. Many celebrities have found their calling or made great discoveries through the channelled energy of rebellion.

This activity is also intended for students who are not interested in anything and who think they have no interests or talents. It is good to bear in mind that working with such young people, in order to have an effect, extends far beyond such activities and one can't expect miracles from the activity itself. At the same time, in most cases, this activity can help a lot. In short, it is good to have more such activities, but not to expect a result from the very first time.

Time - 20-30 min

Method of participation - individually

Instructions

1. Give the students a sheet of A4 paper and let them brainstorm and write anything that annoys them and they don't like.
2. Then ask them to circle the things that most annoy them - up to 5.
3. They formulate anything that annoys them as a problem. For example, "school" - "the length of classes", "my classmates are very annoying". A problem is as specific as possible.
4. After formulating the problems, they figure out how they can solve them.
5. Reflection question: "What strengths can I use to make this decision?"

ACTIVITY CREATION OF OWN BUSINESS

Purpose - research talents

Time - 35-40 min

Participation method - in groups of 4 - 5 students

Instructions

1. Divide the students into groups of 4 or 5
2. Each group has to devise a business by answering the following questions:
 - What does this business do? What does it sell?
 - What are its name and logo?
 - Who does it help and how?
 - Who does what in the team (roles)?
3. Then let everyone present
4. In the end, cards are given out to see what kind of talents they would like to invest in this business

ACTIVITY SUPERHEROES' SCHOOL

Purpose - explore talents

Time - 35-40 min

Participation method - in groups of 4 -5 students

Instructions:

1. Students are divided into groups of 4 or 5
2. Each group has to build or draw a model for a superhero school and think about:
 - What's in school?
 - What is taught?
 - What role does everyone in the group have in the school?
3. Reflection

MISSION ACTIVITY TO MARS

Purpose - exploring values and what is important to us

Time - 15-20 min

Method of participation - in a group

Instructions:

1. Students are divided into groups of 4 or 5
2. Cards with the values mentioned in the methodology above are dealt
3. They all go on a mission to Mars, but they can bring along with the materials and objects and values (their treasures) to accompany them to Mars. Each group has to decide which 4 treasures to take and why.
4. Groups present

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