

**PDCOP – THE PERSONAL DEVELOPMENT  
AND CAREER ORIENTATION PORTFOLIO**

**1. FOREWORD**

This instrument is the result of months of investigation, creative effort, compilation and validation of a set of materials that is meant to help pupils, parents and teachers alike in the process of shaping a brighter future. Personal portfolios and career portfolios are easy to find online, and there is a long list of references that enable any interested party to form an idea of these.

Portfolios have also been evaluation instruments for quite a while now in almost any education system in the world, with specific design, more or less clear content and format, yet an almost intrinsic component of the final grades, present at the ending of any major learning sequence and with various subjects.

Nevertheless, personal development portfolios and career orientation portfolios have to converge in that point where they become one single instrument aimed to aid career choice and build towards this choice in a manner efficient enough to offer its owner the necessary background, arguments and sustainability in order to make a clear, motivated and consistent decision on personal future career.

The personal development and career orientation portfolio or PDCOP – the abbreviation authors will use for it - addresses first and foremost the pupil. It is a personal and personalized tool that will help the pupil keep track of his achievement and failures, of his strengths and weaknesses, of his relationships, abilities, skills and areas where gaps have to be filled in order to smooth the way to the final destination: the career of his/her choice.

The PDCOP also addresses the parents. As this instrument has been conceived to accompany any pupil throughout his/her school years, during the first years of schooling, mostly in primary school, the parents will be asked to step in and take a look. Guided by their parents, children can start putting together bits and pieces of their PDCO and simultaneously become aware of its growing importance over time.

The PDCOP asks for the teacher's help as well. As this is an instrument that addresses education above any other considerations, the teacher may help with guidance, advice, reports; the teacher can refer to the already existent PDCOP to derive needed answers concerning a certain pupil, at the beginning of another educational cycle, when information is sometimes sparse and inconclusive. A well-built PDCOP will offer invaluable information upon skills, aptitudes, interests, achievements of the pupil, will also incorporate the pupil's best or most representative items of scholastic endeavours, will conjure a meaningful image upon the pupil's potential.

## **2. TO THE PUPIL**

**Dear pupil, this is your personal PDCOP. It probably looks huge and scary now, but if you devote some time to reading this and browsing it, you will discover that, in fact, it is a tool that would like to turn into one of your closest friends. Now, that you have got it from your parents or teacher, let's start discovering it together. Before anything else, there is this area marked in blue, at the very beginning of it, which allows you to personalize it. You can even change the background colour, if you do not like blue. Enter your name there, your nickname, if you like it or have one that you are proud of, and give your PDCOP a name. This may help you become a little more confident in using it, entrust it with your secrets, with your deepest thoughts, dreams and fears.**

**Mind you, though! Your PDCOP is not a diary! There are clear instructions on the use of its sections, of the worksheets and tests it contains, of the materials you will be asked to entrust it with. All worksheets or tests can be multiplied, as you might find it useful to apply them to yourself more than just once. Others are already there in multiple copies, as your PDCOP knows you will feel tempted to re-do some parts or re-take some tests. Some are funnier than others, but they all aim to help you get to know yourself better, your relationship with your peers, your strong and weak points, your innate qualities and acquired skills. It will try and shape your path in the following years and challenge you to think out of the box and foresee your future and your career the way you want it to be.**

**Remember that you have to be open-minded and honest when using its contents. You should not read the interpretation of any test before taking the time to honestly give your answer to the items it offers to you. Only then read the interpretation, and...don't get angry with it! Or with yourself! There is still enough time to remedy things you don't know or don't like about yourself, and it is always better to know how things are in due time.**

**Devote extra time to entrust your PDCOP with things such as school results, achievements, certifications you have obtained, school reports or pieces of work you are proud of. Feel free to put in even things you are not really proud of; they are still part of you! In time, as all of these will pile up, take your time and select them, leaving inside your PDCOP only those items you still consider important, memorable or indicative of certain characteristics, qualities, interests or desires that define who you really are. Also ask for advice upon your selection. Your teachers, parents or counselors might think differently and want to keep items that look obsolete to you.**

**Finally, enjoy your journey along your school years, accompanied by your PDCOP and make a wise decision concerning your future career. Once you have reached this point, take a closer look towards the materials at the ending of your PDCOP, at the area marked in green. There are things to guide you through the process of making your dream job come true. Best of luck and pleasant journey!**

### **3. TO THE PARENT**

**As any person in this world who has devoted time, energy and financial resources to parenthood, you want only the best for your child or children. Ever since the child's birth you have constantly built an image of your off-spring as an adult, a person with a career, responsibilities and children of his/her own. Yet, you are fully aware of the fact that, in order to make this world his/her oyster, your child needs to get a good education, to grow up harmoniously, to pass successfully over whatever is in store and to build his/her own life.**

**This instrument is meant to help your child know better his/her potential, identify interests, talents, aptitudes and skills that come along years of education, both of the formal, non-formal and informal kinds. PDCOP, named so not to amuse young minds but to simply abbreviate a too long term, is a tool in this direction. It will allow both you and the young one to keep track of personal development, of issues the child may face at certain times, of successes and problem areas, of strengths and weaknesses. PDCOP will become a mirror of the child's educational path, of the way he relates to others and to the environment you, as parent, have created for him/her; it will also indicate areas of interest, attitudes, the image he/she has upon himself/herself, whether he/she has capacity of analysis and synthesis, if the child can be objective enough, responsible enough, organized, geared and determined enough.**

**Although PDCOP addresses primarily the child, your son or daughter may need a little help to get a start at using it. As the best time for the child to get the PDCOP is primary school, the kid will probably ask you to guide him/her in the process of filling in or giving answers to the first set of worksheets and materials. Please, do not treat this as just another piece of boring homework you need to check on or help with. PDCOP wants to become your child's friend, so treat it accordingly: with time and patience. Along school years your child may also require your assistance with selecting through annexes of it; the child may also ask a teacher to help; in either case keep in mind that the PDCOP needs to store elements that are highly significant to your kid's future, whether this involves opting for college education, career choice or job selection.**

**Remember that your child's PDCOP contains worksheets and tests that –if solved - might reveal to you unknown facts about your off-spring; therefore, our advice to you is to take time every now and then and browse through it, just to make sure you are aware of how things actually are and take remedial steps, if necessary.**

**And one last thing: the PDCOP will reveal your child as he/she is, and not as you would like him/her to be. The PDCOP has to be the child's mirror and nothing more. You are a guest there, a guest with huge influence. Yet the final decisions are the child's, mostly when it comes to career choices and other similar life-long decisions. Children need to live their own lives, not the ones imagined by their sometimes overprotective parents.**

#### **4. TO THE TEACHER**

**PDCOP is a new tool we propose to you and your pupils. As you will hopefully be offering your pupils this instrument, please consider it a helping hand its authors have thought of providing you with, both for your monitoring of pupils' progress throughout their educational endeavours and also for those few, yet precious leisure moments when closeness becomes tangible due to motivating fun activities teachers may suggest. In both respects PDCOP intends to be your pupils' friend as well as yours.**

**As you browse through it before you allow pupil access to it, you will notice that the PDCOP contains clearly delimited areas, some addressing the children at a personal level, some asking them to do certain tasks, and some asking you (and the parents) to either assist, guide, explain or apply. Although PDCOP is essentially an individual tool, your professional expertise will be welcome in completing certain areas, evaluating these and others, and finally helping form a clear image of each pupil upon his/her own doings. Your reports on every pupil's scholastic achievements will become part of it, as well as certain pieces of work that you might consider representative and therefore suggest the author to keep it for future reference.**

**Several tests are integral parts of PDCOP. Depending on the subject you teach, you may find some more relevant than others. Feel free to use those you find helpful, interesting, challenging or meaningful to your subject. Many worksheets or tests will help counselors to see quickly and clearly what the areas of interest, aptitudes, strengths and weaknesses of a pupil are, so if your job description mentions counseling, these may also prove beneficial.**

**Sometimes your pupils might ask for your help in re-ordering, selecting or completing their PDCOP. It is a sign of interest in their personal development and a clear indication that they have started thinking about their future. More of your time will have to be devoted to this activity, yet it is all for a good cause; sometimes teachers are the only real support children get in order to make wise decisions.**

**Many of the worksheets come in multiple copies, allowing repeated application or use. Some others do not. Therefore, pupils may approach you asking for copies of the worksheets or tests they want to re-do or re-take. You have two options: either have a blank PDCOP from which you multiply whatever required materials, or contact authors who will send you everything you need. There is also an on-line source for the materials included in the PDCOP: [www.btctpro.org](http://www.btctpro.org) which you can access whenever you need it.**

## **5. WORKSHEETS, TESTS, ANSWERS AND ADVICE ON THESE**

As you open the PDCOP you may be attracted by its first set of worksheets, most of which are meant for fun and which will also help you get acquainted with the style and manner of working with your portfolio.

### **1. WORKSHEET 1: ON SELF-AWARENESS - PERSONAL COAT OF ARMS**

Everyone has already heard about the coat of arms, a graphical and/or highly symbolical representation of top features, achievements and traits characteristic for noble families or clans of the past.

Your coat of arms is meant to represent you, the very way you see yourself, yet not alone, but connected to your interests and the world around you that has already provided you with a number of elements which you might consider characteristic to you. This is precisely what this worksheet invites you to do: build a graphical and symbolical representation of yourself.

Follow the instructions carefully and think well before opting for a symbol or drawing something in the designated area. You do want this to fully and clearly represent you as an individual. Use colours; it will make your coat of arms far more appealing.

### **2. WORKSHEET 2: SELF-AWARENESS HAND SET**

The “hand set” is simply meant to get you accustomed to making wise decisions whenever you get to answer different tasks included in this portfolio. You can re-do the worksheet as many times as you want, but it would be truly helpful to re-do it every 2 or 3 years and check on the changes you will surely notice. We have included 4 of these, yet more may be obtained from sources indicated in the foreword.

Now about the interpretation of it: you surely know what each finger is called and what its main function is. Your thumb shows you how you see yourself, so there you should have put your answer to no.3. If not, you are still insecure about your view of yourself. No problem! Next time you will do better! The index finger, the one next to the thumb, shows how you see yourself in terms of your purposes, so here you should find the answer to no.2. The next finger in line is the middle finger, your discipline and determination, so here you should find the answer to no.1.

If your answers to number 1 and 2 questions remain the same over years, you are truly determined to make your dream come true and ready to do your best to build the career of your choice. Again, do not worry if your answers have changed; very few people stick to their initial decision.

The ring finger, the next one, of course, shows how passionate you are, so on it you should find your answer to either no.5 or no.6. There is a slight difference though between having chosen it

for no.5 or for no.6. Ideally, the answer to no.5 should be there, as this means that your love is at this point stronger than your hatred. Well, or the other way round... there is still plenty of time for you to improve the way you relate to the world around you. Yet, if so, then the answer to no.6 should be on your palm, which will show that you can handle your hatred and even get rid of it. Or, again, the other way round!

Finally, your pinky or the little finger should hold your answer to no. 4, or the way you relate, communicate and see others. If you have placed the answer to this number here, you are already a very sociable individual and you can adjust well to new surroundings.

### 3. WORKSHEET 3: SELF-AWARENESS FUN STATEMENT SET

As stated in its introduction, this is basically meant to be fun. Yet it will also reveal a number of facts about you that might prove useful if kept, dated – in the table below- and answered in complete honesty.

There is no interpretation of it, as the help it may provide will appear in time only. If there is too little space for your answers, feel free to write on the back of it as well. You may find an urge to explain your answers, so go ahead.

It is a set because the authors have included 10 such worksheets, just to lure you into multiple answers. Again, there is no best age or time to go through this worksheet. Just treat it as a close friend and confess your thoughts to it.

### 4. WORKSHEET 4: TEST 1: HOW GOOD A LISTENER ARE YOU?

This is your first test. Do not worry, it is meant to help, not to get you any appraisal or criticism. When you want to apply it, relax, take your time, make sure you are calm and you have had a good day and...start!

The test offers you multiple choices, 3 in number, and you have to choose ONE only. Some of the items may seem bizarre, indeed. Just think well and answer as if there was nothing bizarre about them. Be honest in your answers! Once you are done, check below the interpretation of it and you will see if you are a good listener or not!

#### INTERPRETATION OF THE TEST

In the table below tick for every item the letter you have circled. Then count horizontally the number of ticks given and see which one is the biggest. This is how good a listener you are!

1	2	3	4	5	6	7	8	You mostly are
c	a	b	c	c	b	a	c	Attentive
b	c	c	a	a	c	b	a	Selective
a	b	a	b	b	a	c	b	Absent-minded

Attentive	Selective	Absent-minded
You are very interested in what others have to say. You can stay focused for a long time while others are talking. You are a very good listener and your friends tend to confide in you. Your friends appreciate your listener quality and the fact you devote time and patience to them and their problems. Take care not to get overwhelmed with others' problems. You also need time for yourself	You only listen if what you hear pleases you. You find it difficult to stay focused when the conversation is uninteresting. Slowly but surely you drift away and start thinking about other things. You should try focusing more. You then may turn into a really good listener.	<i>In one ear and out the other</i> is what characterizes you best. You live in your own world and hardly pay any attention to others. You have your own thoughts and dreams, yet it might help to start sharing them. This could be the beginning of the listener's training you need to undertake. Only then the world will become your oyster.

## 5. WORKSHEET 5: TEST 2: I VERSUS THE OTHERS

This is your already second test. It will show you how you are in relation to your peers, parents, teachers and others. As it asks for a more in-depth analysis of your own self, we recommend you try it around the age of 12 for the first time. If you want to do it earlier, you may find of use to ask for some help, either from a parent or from a teacher because you need to fully understand the meaning of each item.

Do not choose a figure for your answer only because it is coloured differently. Indeed, coloured figures value more, but honesty is always the best policy. In fact you want to see how and where you stand and improve something, if necessary.

Once you have finished answering all 10 items, check below to see what type of person you are for now. Do not get upset if results are not awesome! Just try to improve!

### INTERPRETATION OF THE TEST

Be careful: DARKENED FIGURES HAVE DOUBLE POINTS!

Now count how many times you have circled each figure. Remember to count double the darkened ones. The greatest number of points will show you in your relationship with others.

A - Greatest number of  = CONSIDERATION

You are considerate. You always take into account other people's opinions and show them respect. You are open-minded, tolerant, but you cannot stand people who usually tend to criticize. You are sensitive to differences but do not allow others to influence you. You know that it is very important to build a personality while keeping your eyes and ears wide open!

B - Greatest number of  $\triangle$  = ADAPTABILITY

You are highly adaptable. You know how to adapt and adjust according to others' personalities and ways of being. You also try to copy the styles of the ones you admire. This allows you to have good relationships with others while getting to know them better. Nevertheless, you tend to be inconsistent in your own opinions, although you consider this attitude favourable with others. It is your self-defense, but true people will not really value it much!

C- Greatest number of  $\bigcirc$  = FRANKNESS

Whenever you want to say something you are very direct. People know they can count on you, but you will not change your opinion no matter what. You know how to persuade and be convincing and have a leader's qualities. Nobody will be able to take you for a ride!

## 6. WORKSHEET 6: TEST 3: WHAT IMPRESSIONS OTHERS MAKE OF YOU

This worksheet and test is closely linked to the previous one, so will have to take them both, but not on the same day! No matter how curious you may be, allow at least 3 full days to pass until after no.5, before you do this one. Why is it important to combine them? Mostly because your relationship with others, your friends or classmates, is dual and you need to find out whether test no.2 has revealed any true facts or not. Therefore, if once solved and checked the results of the two are in opposition, you have been less than honest somewhere. Also, if you consider you have been entirely honest, in case of opposition of results, you may not be able to reveal your true self to others, in which case you have to take remedial measures.

### INTERPRETATION OF THE TEST

- ▲ Majority of this = NATURAL! Your way of saying things frankly and with no delay relaxes people. They know exactly where they are with you around. It is obvious you care for others truly. You are always correct with others, mostly with your friends. But do you know that some people prefer talking to you without really wanting you to answer to them? Careful not to become the preacher! It may also comfort them to know that you have your issues yourself from time to time.
- Majority of this = PRETTY RELAXED! It is not always easy for others to know what you think. Surely, it is so mainly because you dare not speak your mind! Yet others appreciate your soft approach, but as you hardly dare speak your mind, they may also consider you have a weak personality. Share your thoughts, even the negative ones! Your friends would like it better if you were more direct and out-spoken.
- Majority of this = PRETTY ROUGH, DIRECT, BRUTAL EVEN! You certainly do not wear gloves when speaking the truth! You are right to think that speaking frankly avoids misunderstandings! But take care not to hurt people's feelings! You may appear as insensitive or

egotistic! And you are not really like this, are you? Show some sympathy and gracefulness and you will convince all your friends.

## **7. WORKSHEET 7: THE ADJECTIVE-BASED SELF-AWARENESS WRKSHT**

Follow the instruction and fill in each circle with consecutive letters of your name. If you do not have enough circles, draw more. If some are left empty, no problem; not all of us have such long names!

Here you will have to think in terms of adjectives or better said, qualities and flaws; as the instructions say, your positive and negative sides. You may have difficulty finding a proper term or adjective starting with the particular letter you need. There is a simple solution to this: choose one starting with the closest letter in the alphabet that you consider appropriate.

At the end of it, it would be best to allow somebody you trust check on it and tell you straight whether you are right or wrong from their point of view. This person can be your best friend, or friend, your parents or even your teacher.

## **8. WORKSHEET 8: TREE OF OPPORTUNITIES**

Everybody loves trees and this is yours and yours only. It is your tree of opportunities. The tree is divided in 4 sections, each representing a different area of yourself: your interests, your abilities, your expectations and other things of interest to you, such as curiosities you may have at this age, if any.

In order to help the tree come to life you need to put leaves in it. Each leaf will bear one word. Each word will name an interest, ability, an expectation or a curiosity. The more leaves, the healthier your tree will be!

Do not rush to put many leaves at once! Allow yourself time and come back to it whenever you feel like it or have new ideas about new and interesting leaves to add.

## **9. WORKSHEET 9: PROS AND CONS**

This worksheet is not meant for a particular age, but for particular situations. Irrespective of age, you might confront a dramatic change in your life, whether you want it or not. If the change comes because there was no other option, so be it. But if you have a word to say about it, take a little time and follow the instructions in your portfolio. It will help you make a better decision.

If you have more arguments than the number of petals on either side, just draw more. Also feel free to justify or detail upon your pros and cons on the back of the page. There is also a colour indication: positive aspects should be written in green and the negative aspects in red. In case you hate either red or green, feel free to choose other colours.

## **10. WORKSHEET 10: I COULD BE BECAUSE...**

This worksheet, which again you may approach around the age of 12, presents you with a number of professions, both regular ones and some that require academic achievements. It is only meant to help you form an idea on whether these professions sound familiar to you and to establish a basic way in which you can relate to them. "I could be" = "I know what such a job might involve".

In case you have other jobs in mind which are not on the list, feel free to continue the list and add them. And do not forget to give an argument next to each of them. If you have no idea what a job involves, leave it blank or put a question mark near it. You can then ask your parents or teachers for help.

You might also want to revisit the list and add or take away some of your arguments. Do so! There are no restrictions in this area.

## **11. WORKSHEET 11: I'M POSITIVE IN THE EYES OF OTHERS**

When puberty strikes, insecurity tends to become a widespread, commonly-shared, yet never outspoken feeling and you are no exception. This worksheet may look childish to you, but it aims to show you that you are worth your value.

It starts asking you to enter your name for a good reason: whatever you will include below will represent you and only YOU! No more negative sides, just positive things you can say and write about yourself! And trust your PDCOP: there are many! Therefore try to fill in each and every cloud with a positive thing about yourself, of any nature and any kind. Draw more clouds if needed. And remember: at this age you should be on cloud nine, at least!

## **12. WORKSHEET 12: TEST 4: HOW AMBITIOUS ARE YOU?**

This test will show you briefly what your levels of ambition are. As it is only a YES/NO type of test, all you need to do is think well about the answers to the 9 questions and tick your option. You will find below the interpretation of the test.

### **INTERPRETATION OF THE TEST**

Count 1 point for each YES given and calculate the total.

9p – WOW! We might have here a great future personality!

7-8p –You are very determined and will achieve great things.

4-6p –Your ambition is low and you can settle with little.

1-3p - You are not interested in success, yet you do not live in total shadow.

### **13. WORKSHEET 13: TEST 5: WHAT TYPE OF THINKER ARE YOU?**

It is high time you found out how your thinking powers go. The test may seem strange at a first glance, yet it will help you discover some interesting things about the way you think. As there are 5 different figures within the test, you, as instructed, are supposed to choose 2 that appeal to you the most and also number the 2 in order of preference. Once you have done so, read below. First read the interpretation for the figure to which you gave the number 1 preference, then read the interpretation for your number 2. The combination of interpretations will give you an overall image of your type of thinking combined with your type of personality.

#### **INTERPRETATION OF THE TEST**

**SQUARES** like a stable environment. They are conservative and like things to be regular and orderly. They like formal routines and rituals. Squares are convergent thinkers. They work towards something specific and finite. They need specific instructions and like to be presented with a technique in order to carry out a task. Squares will work on a job until it is finished, even if it is repetitious, cumbersome and lonely. They are logical and systematic, but might lack personal creativity.

**RECTANGLES** like structure and regularity. At work, they like meetings and committees and look for protocol to be adhered to, taking all rules and regulations into consideration. If things need to be organized amongst a group of people, then the Rectangle is most likely to make that happen. Rectangles are convergent thinkers and work towards something specific and finite. They are logical and systematic but may lack creativity. Rectangles like to see how things are organized and enjoy understanding the principles of a situation. They enjoy the feeling of being in control.

**TRIANGLES** are goal-oriented and enjoy planning and succeeding. They tend to look at big, long-term issues, but might forget the details. When given a task a triangle will set a goal and work following a plan to achieve it. They make good executives, setting goals and making sure they are met. Triangles appreciate having a chart of steps to follow and take great pleasure in ticking off each item that gets done. As long as their goals are clear, triangles can be quite flexible in how to get there. Triangles are convergent thinkers and work towards something specific and finite; they are logical and systematic but they might lack creativity.

**CIRCLES** are social and above all are good with people. Communication is their first priority, and circles make sure there is harmony. When given a task, circles will talk about it. Circles are fluid and flexible, and dislike rigid plans and systems. Circles are divergent thinkers. They are creative, extroverted, and intuitive. But they are not particularly systematic or dependable. Circles irritate convergent thinkers (squares, etc.) because they appear to lack self-discipline. Conversely, circles find convergent thinkers cold and narrow-minded.

**SQUIGGLES** are individual and creative. They feel best facing new challenges and get bored with regularity. Squiggles are divergent thinkers; they are creative, extroverted, and intuitive. They are communicative but not particularly systematic or dependable. Squiggles are best at doing something new, such as problem solving. They need novelty to maintain their motivation.

They dislike routines, plans and systems. With a squiggle you must be flexible enough to jump around a bit and avoid preconceived ideas about where things will end up.

#### **14. WORKSHEET 14: FEATURES OF A DREAM JOB SET**

This worksheet allows you to go a bit deeper into thinking about the job you imagine yourself doing. Whether you picture yourself a doctor, a teacher or a sales agent, there are a number of characteristics of your pre-selected job that I am sure you know of. There are 8 lines to fill, so 8 features are ideally what you should be able to fill in. If you cannot find so many, though, do not worry. Maybe tomorrow you will find more, or you will just come up with a new job idea about which you know a lot more. Or you just cannot make up your mind so easily and are still in between 2, 3 or even more options. This is why you have 5 such worksheets in your PDPOC.

What is very important here is to arrange the features you found for your dream job below, in the blocks of the pyramid. Take time and do this carefully. Once you have truly decided what you career you want to pursue, it is best to ask for specialist advice and then your counselor will take a more professional look at these blocks and tell you whether your choice is a good one or if you might have to think again.

#### **15. WORKSHEET 15: THE NO NAME SET**

This is not a test, nor a real worksheet, but can easily be turned into one. Again, you have 5 of these included, and your various representations can show a professional several aspects of your personality and career choices.

**USE 1:** Imagine this is a representation of your extended family members and family friends, all adult people with jobs and careers. Think well of what particular position you can attribute to each of them in the figure. Then see which position and job and career might appeal to you most, turn back to Worksheet 14 and see if you know enough features to characterize it.

**USE 2:** This is a representation of yourself and your circle of friends and peers. Give each figure a name and attribute it the position you consider best on the tree. Do not forget to place yourself among them as well. This will help you understand better where you rank among your group and how you see and judge the others.

**USE 3:** This is an image of our society and of careers and jobs people have. Attribute each figure a job/profession/ career taking into consideration the symbolical meanings, both clear and suggested ones. Then see which seems more appealing to you. Once you have decided, turn back to Worksheet 14 and do as above.

#### **16. WORKSHEET 16: TEST 6: YOUR PERSONALITY TRAITS**

Drawing is a very good way to demonstrate what type of personality one may have. This test, in the frame of a simple worksheet, does precisely this: ask you to draw in order to discover things about yourself. Follow the instructions carefully, be spontaneous and draw as much as possible only on the front face of each figure. Some figures already have certain shapes inserted. Try to

connect to these, but do not turn this into a purpose. Remember, your spontaneity is what will reveal your personality type. You can use an ordinary pencil or coloured pencils, if you feel like it.

## **INTERPRETATION OF THE TEST**

### **FIGURE 1 – IMAGINE OF YOUR SELF**

In this square you have drawn the image you have of yourself. If you have sketched a funny face, you are good-natured, tactful and have a sense of humour. A ridiculous or ugly face reflects the difficulty you have in developing personal relationships. A sun indicates a strong and dominating personality with a great deal of self-confidence. A flower is a symbol of femininity-you like to be surrounded by friends and are proud of your physical appearance. If you have drawn a regular pattern, you are one of those people who are always wondering if they have turned the tap off or if they have remembered to lock the front door; you are also very demanding. An eye reveals that you are proud and suspicious and that you attempt to control your life and your relationships with other people. If you have drawn anything else, you should interpret it yourself (you may, for instance, have represented yourself as a bomb or a balloon!) and your friends might help you by telling you how they see you.

### **FIGURE 2 (the one on the same line) - FRIENDSHIP**

In this square most people draw several separate shapes which are quite distinct. The more shapes there are, the more friends you have. Any drawing inside the parallel lines indicates that you have strong friendships in one or more distinct social groups (family, social milieu, office, school). Drawing outside the parallel lines shows that you only have intermittent relationships or friendships with people. If these shapes are linked together, you have nostalgia for more durable relationships. One simple line between the two bars suggests that you are reserved, and egocentric. If you sketched a box (or a coffin) you are a solitary person and have a tendency to be moody. Women who draw perpendicular parallel lines have mostly male friendships and are more romantic. Men who draw circular patterns seek the company of women. Short lines or Xs inside the lines indicate that you only appreciate close and lasting relationships. Such people have no time for superficial friendships.

### **FIGURE 3 (below figure 1) - SELF-CONFIDENCE**

If you have drawn above the line, you feel at ease in your environment. Many people draw a boat. If this boat is rocking, you feel very secure. If you have drawn under the line, you lack self-confidence and feel insecure. If you have drawn both above and below the line, decide which part is more significant. If you have drawn someone drowning, you are afraid of the future. If you have made some kind of pattern or chain which is not linked to the line, you are hard-working, conscientious and seldom make an error.

#### **FIGURE 4 (below figure2) - MAJOR INTERESTS**

In this square what you have drawn represents your major interest(s) in life, what is most important to you, something fairly secret perhaps. You will probably have to interpret it yourself. However, if you have drawn someone of your own sex, you are yourself the centre of interest in your life. A landscape or a still life indicates artistic gifts. If you have drawn nothing in this square, you should open your eyes and see that there actually are interesting people and things about.

#### **FIGURE 5 (below figure 3) - ASPIRATIONS**

An arrow pointing directly towards the target indicates an ambitious nature, and an ability to work towards a set aim. If you have drawn other lines and arrows pointing towards the target, you are ambitious but you also know how to choose. If you avoid the symbol of the arrow and the target and draw something completely different (a bird, a cart, a lollypop), you are independent and a bit of a rebel. You are sure to have passed your exams easily and you belong to that category of people who thinks that the world belongs to those who reach out to grasp it.

#### **FIGURE 6 (below figure 4) - IMAGINATION**

A lot of people are perplexed by the dotted circle in this square. If you integrate the dots into your drawing (through, for example, birdseed, a rabbit's tail or ants), you have a vivid imagination. If you turn the dots into a continuous, circular line, you are a pragmatic and logical person with a great deal of practical sense. If you have drawn several circles around the dots, you fear things that escape your control. If you have drawn nothing here, you have no imagination.

#### **GENERAL NOTES**

Recurrent faces indicate a sociable nature. Some people do this test hurriedly without getting involved personally. These are reserved and shy people who hide their anxiety beneath an attitude or bravura. They are usually kind, but also a little awkward. People who write on the drawings or give them titles tend to be intellectuals who like abstract ideas. They also like to draw attention to themselves. Drawings which go over the edge of the boxes indicate an unruly nature. Small and detailed drawing indicates a love of perfection and perseverance. Drawings showing perspective indicate an ability to plan ahead. People who put in relief usually succeed in their careers. A horizon line in the box often indicates people who think before they act. People who draw food have the impression that they are not appreciated by other people (food may of course also mean hunger). Shadows in any drawing indicate a sensual nature. Eyes, ears and noses denote suspicion, and clothes, spectacles, or jewels show people who are preoccupied by their physical appearance.

## **17. WORKSHEETS 17 AND 18: END OF SCHOOL YEAR QUESTIONNAIRES**

These are, in fact more than worksheets, yet they are not tests, so relax! You will find 4 of each, as number 17 addresses your years of primary school, and number 18 is for your junior high, or middle school years.

You may find these pointless, yet they are meant to help you synthesize a whole year in a few lines or words. Your teacher might ask you to complete it at the end of each school year, too. If so, you can compare your answers at 2 different moments, close to each other. Or just do it once, if you think it is enough.

Whenever and in whatever circumstances you do it, take your time and think well. The answers you give there are to represent you and your evolution over an entire school year. If you are still in primary school, a parent may help you with the items and explaining them to you. But the answers **MUST** be yours! And they **MUST** be honest!

Keep the questionnaires and your answers to them for future reference, either specialized ones, or just for your amusement over some years.

## **18. WORKSHEET 19: TEST 7: CAREER ORIENTATION – INITIAL QUESTIONNAIRE**

This is the first real career orientation test you will do. There is no interpretation to it, unlike the others. Why so? When reading and answering its questions you will certainly figure it out by yourself.

This is meant to get you thinking about your career option, school attending options, the link between the school you will choose and the career you want to follow. You should do it in class, either during the 8<sup>th</sup> grade or at the very beginning of the 9<sup>th</sup> grade, or high school. You can also do it on your own. Remember, it is of vital importance to explain your answers. The explanations will actually make you consider, or even re-consider, your options.

## **19. WORKSHEET 20: TEST 8: APTITUDES QUESTIONNAIRE**

This test focuses on your aptitudes, on things you can do, know how to do or you are more or less good at doing. It is more complex than the others you have already met, so you need to take time and be patient. Sometimes you might also need an adult's help, to explain to you certain questions. A teacher, a counselor or even your parents can help, for sure. Once you are done, read the interpretation and see if any of the jobs listed under your best score areas appeal to you or not.

Once you have answered all items, calculate the sum of points you gave per aptitude. The lower the score, the better is that aptitude. Nevertheless you should take into consideration a combination of your best top 3 scores to get a more complete image of your potential.

## INTERPRETATION OF THE TEST

Aptitude Interpretation - Potential work fields:

**L = Ability to learn fast, to understand and to reason:** Research and Development, Engineering, Management, Programming, Psychology, Sociology – Long Life Learning oriented professions;

**V = Ability to understand, use words and fast wording, generate ideas and use information accurately:** Law, Education, Journalism, Salesperson, Tourism and Public Relations oriented professions;

**N = Ability to use and work fast with numbers:** Economy, Statistics, Weather, Commerce, Mechanics, Measurements and Accuracy Supervision;

**S = Ability to have spatial representations, to transfer information from one to bi and tridimensional plans, to orienteer and imagine spatial entities:** Architecture, Landscaping, Design, , Constructions, Tailoring, Fashion Design, Sculpture, Movie making, Photography;

**P = Ability to work with precision, ordinate data, produce documents, correct errors, find information, classify and order data:** Secretarial work, Assistant/lower Management, Accountancy, Library work, Proof reading;

**C = Ability to perfectly coordinate-eye-hand response and make accurate moves:** Piloting, Dentistry, Painting, Electrical maintenance and repairs, Driving, Racing, Mechanics, High Maintenance, Optics;

**M = Ability to assemble and disassemble, model, construct, utilize efficiently devices and apparatus:** Design, Fashion, Stylist, Chef, Fine Arts, Hand-made oriented areas of activity

**D = Ability to use delicate instruments, digital devices, gadgets, utensils, tools:** Instrumentalist, Surgery, Jewelry, Technician, High Tech Maintenance.

## 20. WORKSHEET 21: TEST 9: QUESTIONNAIRE ON A TYPICAL SCHOOL DAY

Follow the instructions and colour the various areas of the pie chart indicating through colour what your activities around the clock are. There are no good or bad colours. Simply choose for each area or areas the colour which you think represents best your feelings that accompany that specific activity or part of the day.

## INTERPRETATION OF THE TEST

### ORANGE

The colour orange radiates warmth and happiness, combining the physical energy and stimulation of red with the cheerfulness of yellow. Orange relates to 'gut reaction' or our instincts, as opposed to the physical reaction of red or the mental reaction of yellow. Orange offers emotional strength in difficult times. It helps us to bounce back from disappointments and despair, assisting in recovery from grief and inducing happiness.

The colour psychology of orange is optimistic and uplifting, rejuvenating our spirit. Orange brings spontaneity and a positive outlook on life, keeping us motivated and helping us to look on the bright side of life. With its enthusiasm for life, the color orange relates to adventure and risk-taking, inspiring physical confidence, competition and independence. Those inspired by orange are always on the go!

In relation to the meaning of colors, orange is extroverted and uninhibited, often encouraging exhibitionism or, at the very least, showing-off. The risk-taker, the adventurer, the sportman, the explorer and the inventor will be highlighted by an abundance of orange within the chart.

## **YELLOW**

This color relates to acquired knowledge. It is the colour which resonates with the left or logic side of the brain stimulating our mental faculties and creating mental agility and perception. Being the lightest hue of the spectrum, the color psychology of yellow is uplifting and illuminating, signifying hope, happiness, cheerfulness, original thought and inquisitiveness.

Yellow is creative from a mental aspect, the color of new ideas, helping us to find new ways of doing things. It represents the practical thinker, not the dreamer. Therefore it both creates and represents enthusiasm, greater confidence and optimism, spontaneity and pro-active personalities. The color yellow shows one who loves a challenge, particularly a mental challenge.

Within the meaning of colours, yellow is the great communicator and loves to talk. Yellow is connected to decision making as it relates to clarity of thought and ideas, although it can often be a mark of impulsive personalities.

Yellow is the color of the networker and the journalist, all working and communicating on a mental level. Yellow is the scientist, constantly analyzing, looking at both sides before making a decision; methodical and decisive. Yellow is the entertainer, the comic, the clown.

## **GREEN**

This is the colour of balance and harmony, of perfect equilibrium between the head and the heart. It shows calm, distant perspectives, lack of stress and confidence. It induces positive thinking and is a sign of it. Being a combination of yellow and blue, green encompasses the mental clarity and optimism of yellow with the emotional calm and insight of blue, inspiring hope and a generosity of spirit not available from other colors.

This is a colour that shows a person a strong sense of right or wrong, inviting good judgment. He/she sees both sides of the equation, weighs them up, and then usually takes the moral stand in making appropriate decisions. On the negative side, it can show a judgmental and over-cautious personality.

Green loves to observe, and therefore relates to the counselor, the good listener, the social worker. It loves to contribute to society. It is the charity worker, the good parent and the helpful neighbour.

## **BLUE**

This colour signifies trust, honesty and loyalty. The person is sincere, reserved and quiet, and does not like to make a fuss or draw attention. He/she hates confrontation, and likes to do things in their own way.

From a colour psychology perspective, blue means a reliable and responsible person, inclined to meditation, pensiveness, yet displaying inner security and confidence. The color blue is idealistic, enhancing self-expression and our ability to communicate our needs and wants. It inspires higher ideals.

In the meaning of colours, blue relates to one-to-one communication, especially communication using the voice - speaking the truth through verbal self-expression - it is the teacher, the public speaker whose wisdom comes from a higher level of intelligence, a spiritual perspective. Blue is the helper, the rescuer, the friend in need. Its success is defined by the quality and quantity of its relationships. It is a giver, not a taker. It likes to build strong trusting relationships and becomes deeply hurt if that trust is betrayed.

## **VIOLET/PURPLE**

This colour is a sign of imagination and spirituality. It stimulates the imagination and inspires high ideals. It is an introspective color, allowing us to get in touch with our deeper thoughts.

While the violet is not quite as intense as purple, its essence is similar. Generally the names are interchangeable and the meaning of the colors is similar. Both contain the energy and strength of red with the spirituality and integrity of blue. This is the union of body and soul creating a balance between our physical and our spiritual energies.

Purple or violet assists those who seek the meaning of life and spiritual fulfillment – it expands our awareness, connecting us to a higher consciousness. For this reason it is associated with transformation of the soul and the philosophers, the thinker. The colour violet relates to the fantasy world, and a need to escape from the practicalities of life. It is the daydreamer escaping from reality, therefore, the artist, the musician, the painter, the writer will be best characterized by it and its extensive use.

## **GREY**

The colour gray is an unemotional color. It is detached, neutral, impartial and indecisive - the fence-sitter.

From a color psychology perspective, gray is the color of compromise - being neither black nor white, it is the transition between two non-colors. The closer gray gets to black, the more dramatic and mysterious it becomes. The closer it gets to silver or white, the more illuminating and lively it becomes.

Being both motionless and emotionless, gray is solid and stable, creating a sense of calm and composure, relief from a chaotic world therefore a huge amount of grey indicates a conservative, boring, drab and depressing person, on the one hand, and an elegant and formal on the other, yet never glamorous.

The grey bearer is reserved, lacking in energy, vitality, excitement, a spirit already aged, most likely prematurely aged. Never wanting to be the centre of attention, this is the worker, the manual labourer, the craftsman, the clerk or the public servant, the employee in its very essence.

## **BLACK**

The color black relates to the hidden, the secretive and the unknown, and shows a person who likes to keep things bottled up inside, hidden from the world because of the outer emotional stress that the person totally rejects. Black shows that a barrier between oneself and the outside world has been raised, providing comfort while protecting one's emotions and feelings, and hiding one's vulnerabilities, insecurities and lack of self confidence. Many times, when related to school or hours spent home it may suggest a trauma, bullying or abusive parental behaviours, so it needs to be treated with special attention.

Teenagers though often have a psychological need to wear black during the stage of transition from the innocence of childhood to the sophistication of adulthood. It signifies the ending of one part of your life and the beginning of another, allowing you to hide from the world while you discover your own and unique identity. Yet, in any other circumstances, the use of black has morbid connotations, and, again, needs careful examination of the causes that have triggered the massive use of it on the pie chart.

## **21. WORKSHEET 22: TEST 10: SELF-EVALUATION PERSONALITY TEST**

This test will help you form a better idea of your personality and consequently of the potential career options you may consider, once you have formed an image of your spheres of interest. As there are six main types of personality, the realistic, the investigative, the artistic, the social, the enterprising and the conventional ones, you will have to answer by circling the sentences with which you agree and which represent your type of thinking. Then you will have to use the chart below and circle in it the number sentences you chose to circle in the test. Count the number of answers given to each personality type. The highest number represents you. The other 2 sums, close to your top number are also to be taken into consideration. Below you will find both the chart and possible career options matching every personality type that you might want to consider.

### **INTERPRETATION OF THE TEST**

**Circle the numbers which you have chosen as representative for you in the test:**

<b>R</b>	<b>I</b>	<b>A</b>	<b>S</b>	<b>E</b>	<b>C</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90

**R = REALISTIC, I = INVESTIGATIVE, A = ARTISTIC, S = SOCIAL, E = ENTERPRISING, C = CONVENTIONAL**

Taking advantage of the above mentioned examples of skills, take a piece of paper and jot down all your skills. Then try to qualify yourself into one of the six various groups:

1. Realistic
2. Research
3. Artistic
4. Social
5. Enterprising
6. Conventional

Each group is associated with corresponding personality type, defined by characteristic mental features.

### **Realistic**

A realistic type is represented by realistic occupations such as: car mechanic, farmer, electrician, driver, locksmith, welder – however she/he often lacks social skills. This type is defined as:

- straightforward
- honest
- sober-minded
- materialist
- modest
- natural

- humble
- principled
- persistent
- practical
- shy
- thrifty
- patient
- hard-working

### **Investigative**

The investigative is the research type and it is represented by investigatory occupations such as: biologist, physicist, mathematician, geologist, meteorologist, she/he often lacks natural abilities. This type is defined as:

- careful
- analytical
- composite
- critical
- extraordinary
- independent
- intellectual
- self-centered
- tidy-minded
- humble
- pessimist
- precise
- rational
- reserved

### **Artistic**

An artistic type is represented by artistic occupations such as: musician, composer, film director, writer, interior decorator, actor, singer. She/he possesses artistic abilities – literary, plastic, musical, but she/he often lacks clerical skills. This type is defined as:

- careless
- creative
- emotional
- idealist
- independent
- imaginative
- impulsive
- original
- intuitive
- open-minded
- focused on own experience

### **Social**

A social type is represented by social occupations such as: teacher, catechist, psychologist in

Psychological and Pedagogical Counseling Centre, career counselor, but she/he often lacks technical and scientific abilities. This type is defined as:

- compassionate
- cooperative
- friendly
- obliging
- idealist
- polite
- patient
- responsible
- sociable
- understanding
- warm-hearted
- tactful

### **Enterprising**

An enterprising type is represented by occupations in which entrepreneurship is required such as: salesperson, manager, supervisor, company owner. She/he possesses leadership skills, ease of utterance but she/he often lacks scientific abilities. This type is defined as:

- imperious
- ambitious
- risk-taking
- energetic
- extrovert
- impulsive
- optimistic
- pleasure-seeking
- confident
- sociable
- popular

### **Conventional**

A conventional type is represented by conventional occupations such as: accountant, clerk, secretary, bank employee. She/he possesses clerical and accounting skills, but she/he often lacks artistic abilities. This type is defined as:

- conscientious
- precise
- effective
- organized
- pedantic
- scrupulous
- persistent
- practical
- unimaginative
- thrifty

Now have a look at personality types, and write out the names of types that suit you most. Which type do you resemble most?

## 22. WORKSHEET 23: TEST 11: TYPE OF INTELLIGENCE QUESTIONNAIRE

This test will help you determine what types of intelligences you possess in the highest degree. Follow the instructions and evaluate your answers according to these.

### INTERPRETATION OF THE TEST

Now sum up evaluations of the above mentioned statements in the chart below as indicated. The biggest sum (to be more precise 2 or 3 biggest sums) show what typeS of intelligences prevails and what abilities you have.

TYPE OF INTELLIGENCE	STATEMENTS	EVALUATION SUM
<b>INTERPERSONAL</b>	<b>9, 17, 25, 28, 32</b>	
<b>INTRAPERSONAL</b>	<b>8, 21, 29, 36, 40</b>	
<b>VERBAL</b>	<b>4, 5, 10, 14, 23</b>	
<b>LOGICAL-MATHEMATICAL</b>	<b>1, 13, 20, 31, 39</b>	
<b>SPACIAL</b>	<b>3, 16, 24, 27, 34</b>	
<b>KINESTHETIC</b>	<b>6, 11, 19, 22, 35</b>	
<b>MUSICAL</b>	<b>12, 15, 26, 30, 37</b>	
<b>NATURALISTIC</b>	<b>2, 7, 18, 33, 38</b>	

**INTERPERSONAL INTELLIGENCE:** it is the ability to communicate in a complicated social environment. A person who has this type of intellect or it is prevailantcan easily establish contact with other people, likes to be among friends and has many acquaintances. Very often the people of this type become mediators when solving various conflicts. They are not indifferent to social problems,and they always fight for the truth. Since very childhood such people are surrounded by peers, and they like to play team games. It is best for a person who has the dominating interpersonal intellect to choose such social occupations as teacher, politician, journalist, manager, administrator, guide, social worker, shop assistant, waiter and so on. People belonging to this type will not probably feel good if they choose other career path as they will be limited in social contact. For example they will hardly do well as an accountant,or a programmer.

**INTRAPERSONAL INTELLIGENCE:** it is the ability to know yourself better. These people can look for questions about existence. A person who has prevailing intrapersonal intelligence is very sensitive to his values, knows his feelings as well as his strong sides and drawbacks; he perfectly perceives what his aims are, has perfect intuition and inner motivation. People who have intrapersonal intelligence are keen on self analysis and individualization.They are reserved people. They may be seen or valued by others as strange. Such people can best express themselves when choosing occupations connected to creativity, intuition, inner freedom. The following professions can be suitable for such people: writer, psychologist, philosopher, sailor, artist, or priest. It is very important for people with intrapersonal intelligence to keep to their

scale of values, because only in this case when they choose a career based on these values they have great inner motivation.

**VERBAL INTELLIGENCE:** it is sensitiveness to the meaning of words, to their order in the sentence, to the sounds of words, to rhythm, to its ability to change the mood, persuade and transfer the information. A very developed expression of this kind of intellect is a poet's or writer's used nuances. A person who has a dominating verbal intelligence can easily accept verbal information, can easily perceive various nuances and styles of speech and besides, can recognize the moods expressed in speech. Persons who have the dominating verbal intelligence can especially fluently express their thoughts, their vocabulary is very rich, they like to read, they like to write and play word games. Persons who have verbal intelligence usually are suitable for such professions as lawyer, writer, barrister, editor, interpreter, talk show leader, poet, negotiator, secretary, teacher and similar.

**LOGICAL-MATHEMATICAL INTELLIGENCE:** it is the ability to operate abstract symbols, solve logical puzzles, look for links between causes and consequences. A person who has a dominant logical-mathematical intelligence is able to perceive the logical structure of various phenomena. Such a person likes exactness, like to think in abstractions, to calculate and work with a computer. Such a person admires a well organized activity and cannot stand disorder, lack of determination, the rule of spontaneous decisions. People with this kind of intelligence are suitable for professions where a *cool wisdom* is required such as: bank employee, astronomer, programmer, accountant, engineer, mathematician, mechanic or precision worker.

**SPACIAL INTELLIGENCE:** it is the ability to manoeuvre in space, construct or imagine 3D objects, as well as their projections, interpret diagrams, read and draw maps, etc. A person with this type of intellect thinks in images, feels the whole complex, paints well, models, has perfect visual memory, and especially exactly distinguishes colours. Persons with such type of intelligence have to choose such professions in which these abilities can be revealed: architect, producer, pilot, choreographer, sculptor, designer, stylist, constructor of various industrial instruments, etc.

**KINESTHETIC INTELLIGENCE:** it is the perfect governing of your body. It is said about such people that they are born already knowing how to dance. They feel their body well, their reflexes are perfect. The language of their body is more expressive than their verbal speech. They can easily express their thoughts and feelings when dancing. People with this type of intelligence like to touch things, as it is not enough for them only to see them. Such people succeed in doing practical things: knitting, embroidering, modelling in clay, forging metal and similar. They like to perform, they are very sensitive to the environment, remember the events in which they participated rather than things they have heard or seen. For people having this type of intelligence, it is advisable to choose such professions as dancer, actor, sportsman, coach, kinesiologist, masseur, ceramics maker, cook or chef.

**MUSICAL INTELLIGENCE:** it is the ability to react very sensitively to changing sounds, to distinguish the sounds of a certain instrument in the melody, to be fond of improvising and playing with music sounds. The examples of musical intellect type are such people as Mozart and

other genius composers. A person with musical type of intellect is sensitive to the tone, timbre, rhythm, voice and the emotional power of music. Such people are creative and full of spirituality. They have to choose such professions where they can express their inborn abilities: musician, singer, producer, conductor, kindergarten teacher and a teacher of primary classes and similar.

**NATURALISTIC INTELLIGENCE:** persons with this intelligence type come out as respectful and caring, with love for nature and capability to take care of it. This is the expression of a human's ties with Earth, with its biological and life cycles. People having this type of intellect have to choose careers where they will not be closed in offices or skyscrapers. They cannot be limited only by ordering documents. Best professions for such people are: farmer, ecologist, biologist, veterinary surgeon, forester, tourism manager.

Most often people have two or three dominating types of intellect, not only one. When choosing a profession, one has to look for the most optimum solution, where a person can express his inborn abilities in the best way. Also you can and have to perfect your intellect. The way we strengthen our muscles, so we can strengthen our wisdom when learning certain things. For instance, if you have kinesthetic and musical types of intelligence, but your verbal intelligence is weakly represented, you have to play word games, you have to write your diary, or read fiction. On the other hand, if you do not perfect your gained abilities, they can disappear. For instance if you have inborn abilities for music, but you do not learn music and do not play any instrument, your talent will disappear.

### 23. WORKSHEET 24: TEST 12: ON TEAM ROLES OF THE INDIVIDUAL

This test helps you to see what roles you can perform while in a team. Follow the directions and give points to those statements which mean something to you. Remember the total number of points awarded to chosen statements is 10, so do not give each statement a score out of 10. Enter the points you allocate to each Section and statement on the left of each statement. When you have finished, check again that the **total score** for each section is **exactly 10 points**.

#### INTERPRETATION OF THE TEST

Points table for Team Roles Test:

SECTION/ ITEM	a	b	c	d	e	f	g	h
I								
II								
III								
IV								
V								
VI								
VII								

Introduce your number of points in the table above.

Now introduce your numbers in the grid below. Take care and introduce the numbers only if they correspond to the suggested answer on the left. Then calculate your scores.

SECTION	IMP	CO	SH	PL	RI	ME	TW	CF
I	g	d	f	c	a	h	b	e
II	a	b	e	g	c	d	f	h
III	h	a	c	d	f	g	e	b
IV	d	h	b	e	g	c	a	f
V	b	f	d	h	e	a	c	g
VI	f	c	g	a	h	e	b	d
VII	e	g	a	f	d	b	h	c
<b>TOTAL</b>								

Now check in the table below how you scored and see what type of team role or roles are most appropriate for you.

	<b>LOW</b> 0 - 33%	<b>AVERAGE</b> 33 - 66%	<b>HIGH</b> 66 - 85%	<b>VERY HIGH</b> 85 - 100%	<b>AVERAGE SCORE</b>
<b>IMP</b>	0 - 6	7 - 11	12 - 16	17 - 23	<b>10.0</b>
<b>CO</b>	0 - 6	7 - 10	11 - 13	14 - 18	<b>8.8</b>
<b>SH</b>	0 - 8	9 - 13	14 - 17	18 - 36	<b>11.6</b>
<b>PL</b>	0 - 4	5 - 8	9 - 12	13 - 29	<b>7.3</b>
<b>RI</b>	0 - 6	7 - 9	10 - 11	12 - 21	<b>7.8</b>
<b>ME</b>	0 - 5	6 - 9	10 - 12	13 - 19	<b>8.2</b>
<b>TW</b>	0 - 8	9 - 12	13 - 16	17 - 25	<b>10.9</b>
<b>CF</b>	0 - 3	4 - 6	7 - 9	10 - 17	<b>5.5</b>

And now let's see what all these letters actually mean:

**IMP = IMPLEMENTER:** The Implementer takes what the other roles have suggested or asked, and turns their ideas into positive action. They are efficient and self-disciplined, and can always be relied on to deliver on time. They are motivated by their loyalty to the team or company, which means that they will often take on jobs everyone else avoids or dislikes. However, they maybe seen as closed-minded and inflexible since they will often have difficulty deviating from their own well-thought-out plans.

**CO = COORDINATOR:** A Coordinator often becomes the default chairperson of a team, stepping back to see the big picture. Coordinators are confident, stable and mature and because they recognise abilities in others, they are very good at delegating tasks to the right person for the job. The Coordinator clarifies decisions, helping everyone else focus on their tasks. Coordinators are sometimes perceived to be manipulative, and will tend to delegate all work, leaving nothing but the delegating task for them to do.

**SH = SHAPER:** The shaper is a task-focused leader who abounds in nervous energy, who has a high motivation to achieve and for whom winning is the name of the game. The shaper is committed to achieving ends and will 'shape' others into achieving the aims of the team. He or she will challenge, argue or disagree and will display aggression in the pursuit of goal achievement. Two or three shapers in a group can lead to conflict, aggravation and in-fighting.

**PL = PLANT:** Plants are creative, unorthodox and a generator of ideas. If an innovative solution to a problem is needed, a Plant is a good person to ask. A good plant will be bright and free-thinking. Plants can tend to ignore incidentals and refrain from getting bogged down in detail. The Plant bears a strong resemblance to the popular caricature of the absentminded professor-inventor, and often has a hard time communicating ideas to others.

**RI = RESOURCE INVESTIGATOR:** The Resource Investigator gives a team a rush of enthusiasm at the start of the project by vigorously pursuing contacts and opportunities. He or she is focused outside the team, and has a finger firmly on the pulse of the outside world. Where a Plant creates new ideas, a Resource Investigator will quite happily steal them from other companies or people. A good Resource Investigator is a maker of possibilities and an excellent networker, but has a tendency to lose momentum towards the end of a project and to forget small details.

**ME = MONITOR EVALUATOR:** Monitor Evaluators are fair and logical observers and judges of what is going on. Because they are good at detaching themselves from bias, they are often the ones to see all available options with the greatest clarity. They take everything into account, and by moving slowly and analytically, will almost always come to the right decision. However, they can become excessively cynical, damping enthusiasm for anything without logical grounds, and they have a hard time inspiring themselves or others to be passionate about their work.

**TW = TEAMWORKER:** A Teamworker is the greasy oil between the cogs that keeps the machine that is the team running. They are good listeners and diplomats, talented at smoothing over conflicts and helping parties understand each other without becoming confrontational. The beneficial effect of a Teamworker is often not noticed until they are absent, when the team begins to argue, and small but important things cease to happen. Because of an unwillingness to take sides, a Teamworker may not be able to take decisive action when it is needed.

**CF = COMPLETER FINISHER:** The Completer Finisher is a perfectionist and will often go the extra mile to make sure everything is "just right," and the things he or she delivers can be trusted to have been double-checked and then checked again. The Completer Finisher has strong inward sense of the need for accuracy, rarely needing any encouragement from others because that individual's own high standards are what he or she tries to live up to. They may frustrate their teammates by worrying excessively about minor details and refusing to delegate tasks that they do not trust anyone else to perform.

There is one more potential member of the team, **THE SPECIALIST**. Specialists are passionate about learning in their own particular field. As a result, they will have the greatest depth of

knowledge, and enjoy imparting it to others. They are constantly improving their wisdom. If there is anything they do not know the answer to, they will happily go and find it. Specialists bring a high level of concentration, ability, and skill in their discipline to the team, but can only contribute on that narrow front and will tend to be uninterested in anything which lies outside its narrow confines.

Below there is a synthetic tabel of strng and weak points each of these roles bring to the team.

<b>Team-Role Type</b>	<b>Contributions</b>	<b>Allowable Weaknesses</b>
<b>PLANT</b>	Creative, imaginative, unorthodox. Solves difficult problems.	Ignores incidentals. Too pre-occupied to communicate effectively.
<b>CO-ORDINATOR</b>	Mature, confident, a good chairperson. Clarifies goals, promotes decision-making, delegates well.	Can often be seen as manipulative. Off loads personal work.
<b>MONITOR EVALUATOR</b>	Sober, strategic and discerning. Sees all options. Judges accurately.	Lacks drive and ability to inspire others.
<b>IMPLEMENTER</b>	Disciplined, reliable, conservative and efficient. Turns ideas into practical actions.	Somewhat inflexible. Slow to respond to new possibilities.
<b>COMPLETER FINISHER</b>	Painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time.	Inclined to worry unduly. Reluctant to delegate.
<b>RESOURCE INVESTIGATOR</b>	Extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts.	Over - optimistic. Loses interest once initial enthusiasm has passed.

<b>SHAPER</b>	Challenging, dynamic, thrives on pressure. The drive and courage to overcome obstacles.	Prone to provocation. Offends people's feelings.
<b>TEAMWORKER</b>	Co-operative, mild, perceptive and diplomatic. Listens, builds, averts friction.	Indecisive in crunch situations.
<b>SPECIALIST</b>	Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Contributes only on a narrow front. Dwells on technicalities.

## 24. WORKSHEET 25: TEST 13: START YOUR SELF-ASSESSMENT

This test asks you to write quite a lot and use several pieces of paper, a new one for almost every item, as the previous answers should not interfere with the new ones required in any way. It is specifically meant for your last year of high school, the beginning of it, in fact. Surely, you can do it earlier, if you want to, but not before the age of 16. It also requires that by the moment you apply it, you will have already formed a clear picture of your aptitudes, skills, strengths, interests and you will have thought a bit more about potential careers.

This is both a review and an exercise in imagination. It also asks you to compare your answers with peers and check upon their validity with people who already know you well. From here on your career choice and steps towards it should be clear and the number of options should have been narrowed to no more than just a couple, or even a very clear one. If so, you are where you should be and it is time you started working in this precise direction.

### 6. TOWARDS A SUCCESSFUL ENDING

The **PERSONAL DEVELOPMENT PLAN** on the next page will help you monitor your progress, highlighting the stepping stones you need to follow in order to accomplish your dream. It asks you to consider and re-consider your strategy, to plan ahead and revise periodically and to set clear objectives, short, medium and long-term ones.

From here on, your PDCOP should contain different documents you have put in along your school years, such as: copies of yearly school reports, awards and certificates, test scores, best samples of your school work in various subjects which will help you identify your competences, proof of achievements, proof of membership, community oriented activities you have

participated in, sporting events, summer or other part time jobs you may have had, internships, letters of reference, and even your resume.

Remember that your PDCOP is an instrument for life and develops along the years. Even when you have a permanent job, you might still need to access quickly certain documents included in it, as you may want to change jobs, continue your education or get a promotion. Therefore, everything you save and organize during your school years will help you in your future job or career and will serve its ultimate purpose: to help you build the careers of your dreams.

### PERSONAL DEVELOPMENT PLAN

