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Introduction

The development of VET institutions should be based on implementation of the principles of strategic management, in the process of which the mission of the institution is formulated, the strategic program (strategy) is designed and implemented, strategic tasks are solved.

The introduction of the principles of strategic management in the organizational model of VET institutions is an objective necessity. VET as a type of economic activity is represented by VET institutions that provide educational and related services. Therefore, VET institutions are subjects of the market of educational services, which are subject to objective market laws.

Thus, VET institutions as market participants are forced to compete for access to economic resources, counteract the negative factors of the external and internal environment, take measures to strengthen their own economic potential, improve the design of management decisions and more.

This means that in the field of VET, as in other areas of economic activity, there are a variety of market and non-market risks, which carry risks (of varying degrees and direction) of successful economic activity of relevant agents (higher education institutions). These risks can be identified and minimized in the process of application by the management of VET institutions of the methodology of strategic management. The document is aimed at development of framework for improving the quality of VET providers' offerings on the basis of graduate tracking and correlation outputs.

However, in the current socio-economic conditions, which are determined by the globalization of the market of educational services, the need to stimulate the transition of the economy to the model of innovative development, as well as the lack of budget funding for the existing network of VET institutions, there is a need for in-depth research practical bases of strategic management of VET institutions in the conditions of market risks. The processes of designing strategic decisions should be studied, as well as substantiated methodological approaches to the formation and implementation of models of strategic management at the level of higher education.

The document consists of a framework for effecting changes in specific areas of VET has been developed with a focus on changes that can be effected at provider level, but also encompassing an approach to data sharing practices in the context of other feedback loops in VET.

In addition, document presents a framework for addressing specific areas of provision quality, responding to VET providers need to have clear procedures and decision-making mechanisms to initiate and follow through the adjustments signaled by the feedback loop (correlation) mechanism.



This framework is dual, comprising of:

- a part focused on how to implement changes in response to labour market needs, and a part
- focused on setting up evidence-based guidance schemes to prospective students.

Both aspects address changes in provision determinants (curricula/ programmes/ media/ qualifications), the first in terms of provision contents and qualifications, and the second in terms of marketing/guidance to prospective students. The design of the framework takes into account the diversity and interoperability of overlapping feedback loops, and it also includes provisions on adaptation through consultations with third-parties.

Essentially, the objective is to design resources for:

- 1) developing innovative guidance and marketing schemes to prospective students,
- 2) responding to skills shortages, local competition or regarding financing, and a decision making-support tool for
- 3) supporting procedures for reviewing and adjusting curricula, training programmes, materials and media, and, finally, qualifications offered.

Methods, ways and steps for implementing changes in response to the needs of the labor market



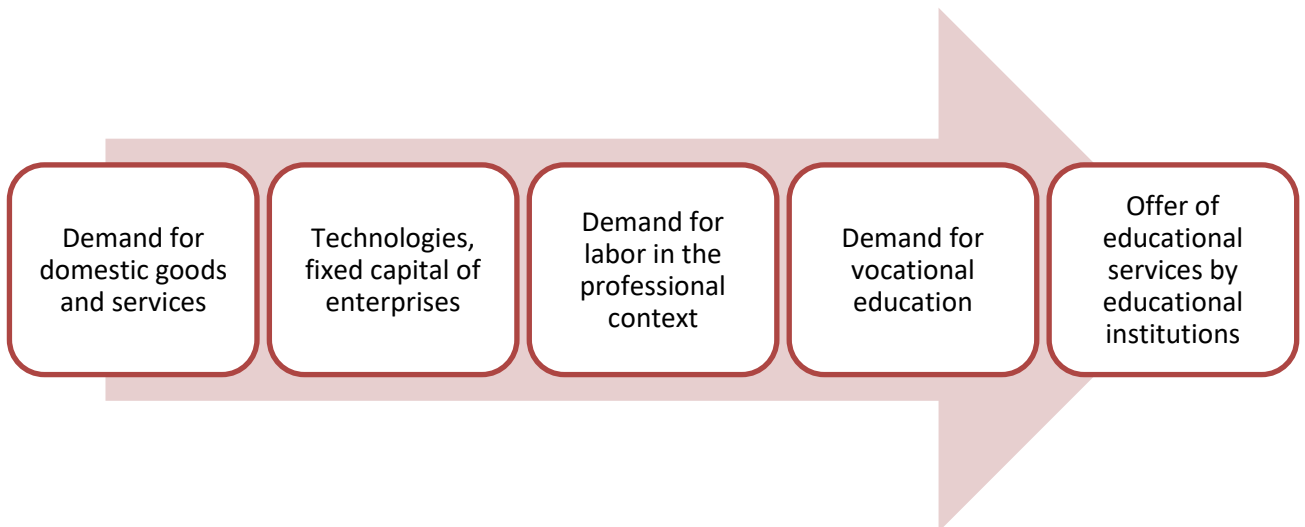
A component of global changes in the social and labor sphere is the transformation of employment, namely, the modification of traditional and the emergence of new forms of employment transformation.

Significant changes in the employment institution are an objective response of the economic system and its social and labor component to the challenges of dynamic changes - technological, organizational, motivational, demo economic, consumer, etc. On the other hand, this is evidence that the relations of the post-industrial economy are developing in the functioning of the modern labor market.

The latest construction of factors of economic development, intensive introduction of new progressive and information and communication technologies, increasingly determine both the transformation of forms of employment and the growth of demands on the subjects of labor activity.

The strengthening of the role of man in the labor market leads to an increase in demand for intellectual, creative work, for highly qualified workers with a tendency to continuous learning, learning and interpretation of the new.

Significant economic and social losses from occupational imbalances in the labor market dictate the need to develop a methodology and tools for the mechanism of coordination of training in educational institutions with the needs of the labor market.



Picture 1. The chain of formation of demand for labor in the professional context

Development of a reliable labor market information system

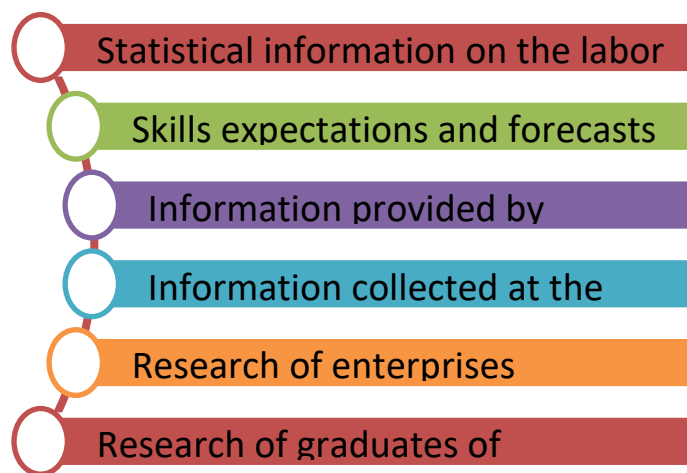
The issue of monitoring the needs of the labor market in order to harmonize vocational education with the requirements of the labor market is raised in almost all countries of the European Union. It is recognized that the existence of effective mechanisms for matching needs and proposals in the labor market, as well as forecasting future labor needs, can increase productivity and create highly skilled jobs. The existence of such mechanisms can also effectively contribute to the system of professional development and productivity of workers.



Skill management systems typically use multiple data sources and a variety of methods and approaches to data collection and analysis. This is necessary because different methods and approaches have different strengths and weaknesses. Using many data sources allows you to compare and use different additional data sources.

The existence of diversified data sources is particularly important given the enormous complexity and dynamism of the economy and the labor market situation.

The large number of relationships among influencing factors, as well as their volatility over time, means that economic structure forecasts and the labor market forecasts based on them are biased by definition and may show trends rather than accurate estimates.



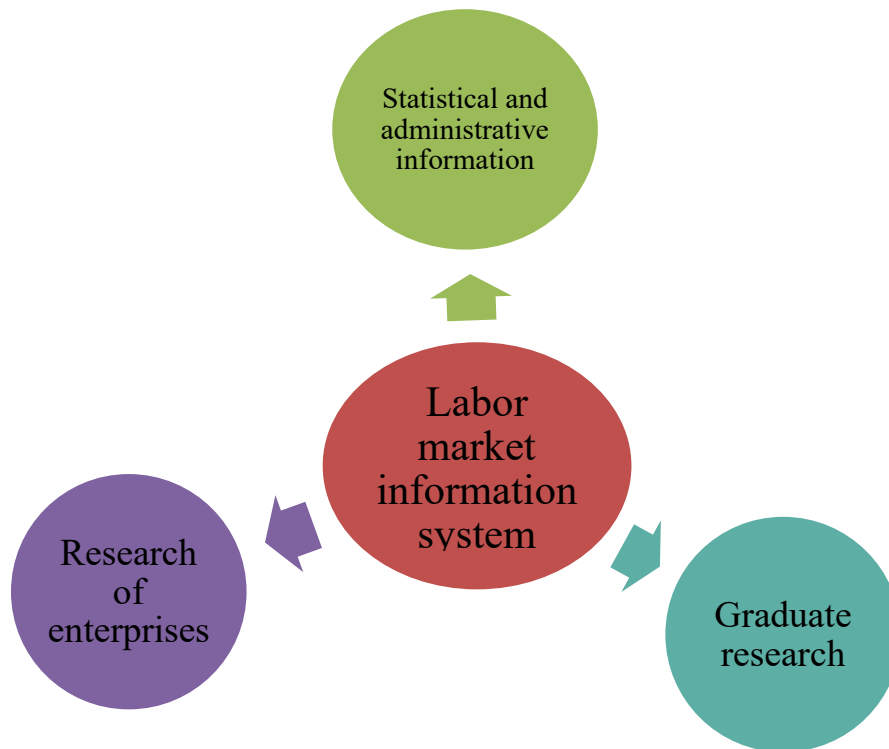
When developing a labor market information system, it is very important to take into account the specific needs as well as the capabilities of different users:

1. Persons responsible for decision-making on the development of vocational education and policy development in the field of professional development, as well as economic policy at the national and regional levels,
2. Institutions that provide basic vocational education and training for young people and adults,
3. Young people and adults, as well as their families who choose professions for education,
4. Local authorities, investors.

The system of providing information and forecasting the situation on the labor market was created mainly to meet the needs of the reformed national education system. This system should provide information on the current needs of the labor market, including the mismatch between needs and supply. Where possible, it should also provide information on future labor market needs.

The labor market information system should promote educational policy at the national level. First of all, however, it should be directed to the regional level bodies, which are responsible for adjusting the training order to the needs of the labor market, in particular, for formulating the regional order and ensuring the compliance and quality of vocational education. Therefore, the main stakeholders are regional administrations and regional VET councils.

The state of affairs at a certain level should be considered against the background of the situation in the country and show the key trends and phenomena that affect the situation in a particular region.



Picture 3. Key elements of the labor market information system

Each component of the labor market information system will provide different types of information and serve different purposes. But they will all complementary and mutually reinforce each other.

| | |
|--|---|
| Statistical and administrative information | <ul style="list-style-type: none">• Providing information on long-term, medium-term and short-term trends in the labor market, in particular, on the current needs of specialists in various professions• Information on the relationship between the difference factors in the labor market |
|--|---|



| | |
|--------------------------------|---|
| <p>Research of enterprises</p> | <ul style="list-style-type: none"> • Information on the current needs of entrepreneurs in various industries • Information on current difficulties in finding workers • Short-term forecast of employee needs • Assessment of conformity and quality of graduates of VET institutions |
| <p>Graduate research</p> | <ul style="list-style-type: none"> • Information on the current situation with graduates of VET institutions in the labor market (employment, training, specialties and industries, wages, migration) • Assessment of the relevance and quality of education received |

Data analysis system

Data should not only be collected, but also analyzed, visualized and interpreted. This is the most important part of the system, when we move from collecting information on the situation on the labor market to creating a system of knowledge about the labor market, ie to analyze, interpret, formulate conclusions and recommendations for policy makers.

- Consider the data in the long run. Comparing data obtained at different times usually provides a very useful opportunity to see the nature of the analyzed phenomenon, giving us data on all directions and the history of change. By analyzing data for only a short period of time, we run the risk of being deceived by less important, cyclical changes.
- Compare some data with others: national averages, data from other regions or industries. This will allow you to better understand the situation in a particular region or industry.
- Segregate data: this will help you better understand what is behind the changes that are being observed.
- Combine different data and try to analyze how they relate to each other. This will allow you to better understand the situation on the labor market in the complex.
- Data visualization. Statistics or administrative data are usually presented in the form of simple tables, which are very difficult to understand and very difficult to draw conclusions based on them. Therefore, it is very important to know what information is needed and how you can analyze the data and visualize it to get the expected result.

Monitoring the situation on the labor market (study of graduates of educational institutions)

This type of research provides us with important information about the actual results, compliance and quality of the VET system. It is based on the assumption that if the majority of students find work in the specialty in which they were taught, then the offer of the VET system can be considered as meeting the needs of the labor market. This type of research can also provide the information needed to compare different VET facilities in the country.



The methodology of studying graduates of educational institutions should provide a simple and effective method of collecting information about the current situation with graduates. Therefore, it is proposed to conduct an online survey, which may cover all graduates whose e-mail addresses are available.

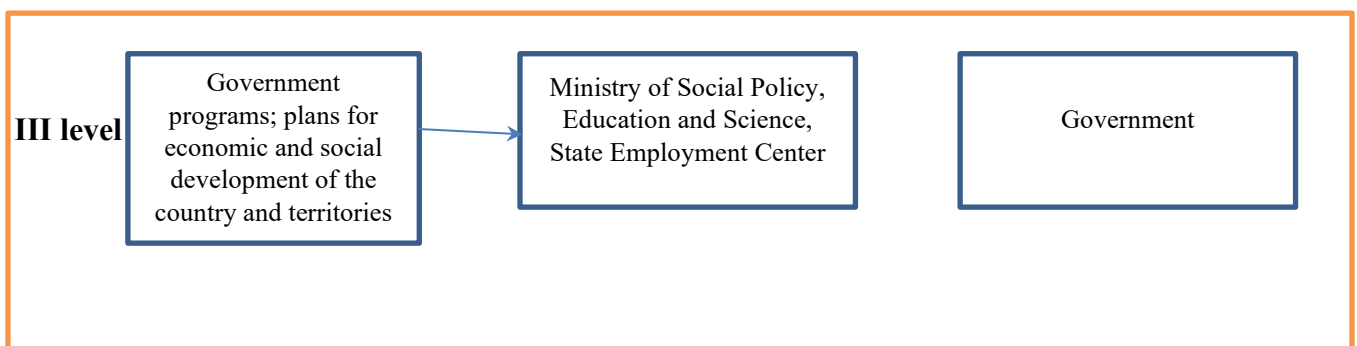
This research method will also cover graduates who have moved to other regions or countries. The key challenge is to make all students' e-mail addresses available. Therefore, it is necessary to conclude the necessary agreements with the regional departments of education in advance. One more challenge is motivating students to fill out a questionnaire.

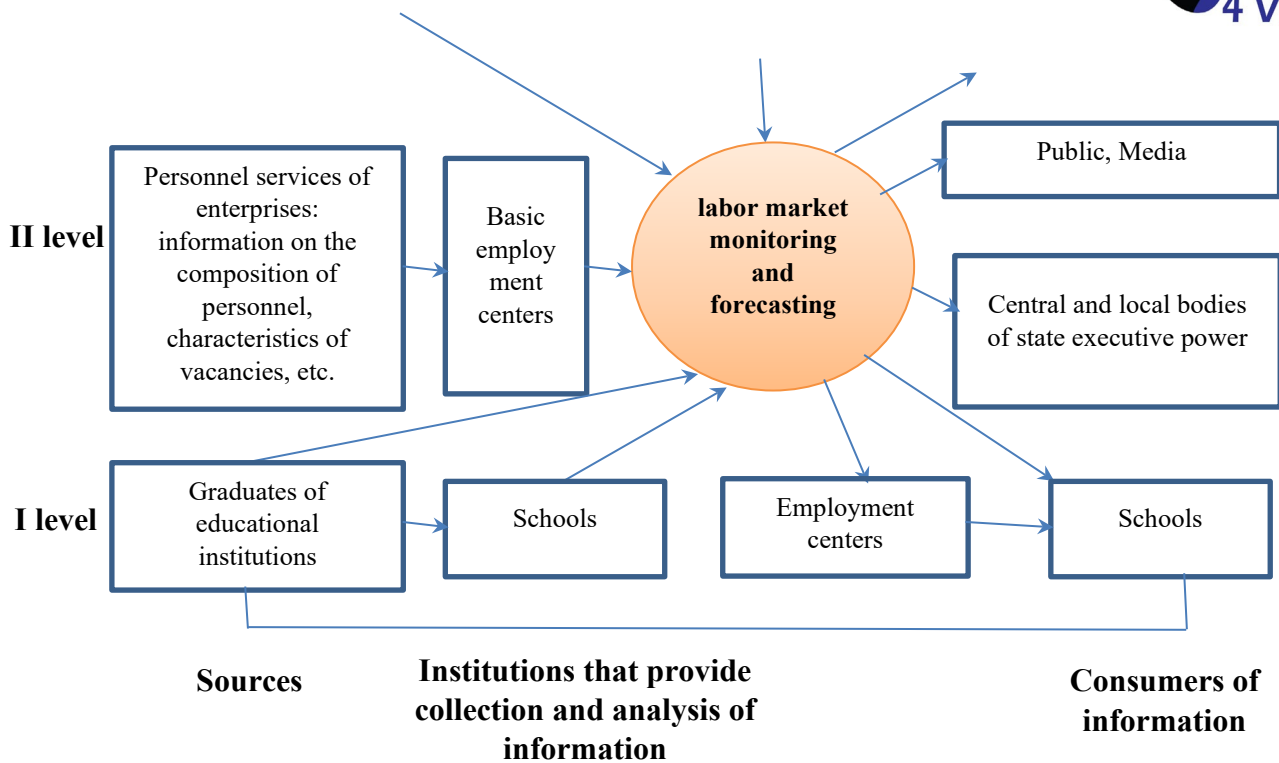
Ways to get the necessary results from the participants and ways to eliminate / avoid challenges when receiving information:

- Make sure your email addresses are correct. At the end of the course, you can inform students about the planned survey, its objectives, and you can ask them to update their current email addresses.
- The questionnaire should be short and focus on the most important elements. In addition, the language of the questions in the questionnaire should be easy to understand.
- Do not give too much or too little time to complete the questionnaire (it will take about two weeks to respond)
- Think about encouraging those who will fill out the questionnaire.
- Send at least two reminders to graduates. Emphasize the importance of completing the questionnaire to improve the quality and compliance of VET in the region.
- The questionnaires should be distributed 6 months, one year and one and a half years after graduation. In order to be able to understand in what period graduates manage to find job in the labour market (Annex 1).

Forecasting the development of the labor market

Various methods of both statistical-mathematical and sociological orientation should be used in forecasting the development of the labor market in professional terms, including simulation (scenario) modeling, extrapolation, expert assessments, correlation approaches, focus groups and in-depth interviews. They should be considered together as complementary, and the feasibility of using each of them to determine depending on the problem to be solved, the availability of statistics and the dynamics of observations.

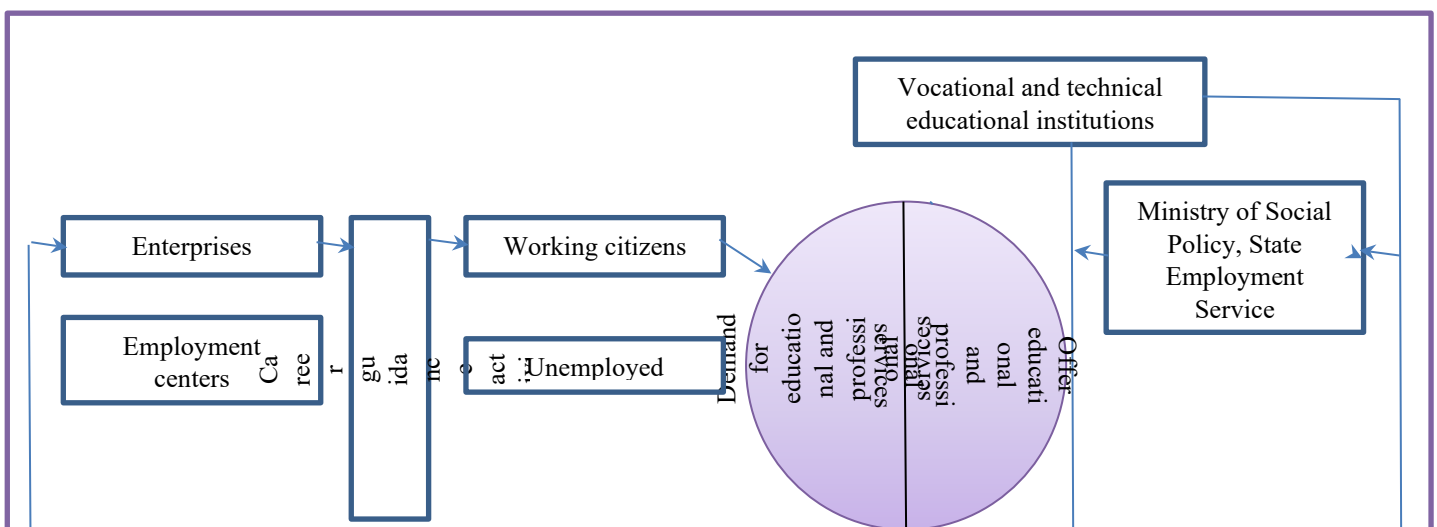




Picture 4. Labor market monitoring and forecasting system

Smoothing the imbalance between the demand of the economy for workers of certain professions and specialties and their training in educational institutions requires the development of an effective system for forecasting the needs of the labor market in workers in the professional context; increasing the efficiency of professional orientation of the population, first of all - young people and improving professional training, retraining, advanced training of the population.

Improving higher and vocational education also plays an important role in the mechanism of ensuring the professional and qualification balance of the market of educational services and the labor market. At the same time, it is necessary to achieve not only the quantitative compliance of training with the needs of the economy, but also to ensure high competitiveness of employees.

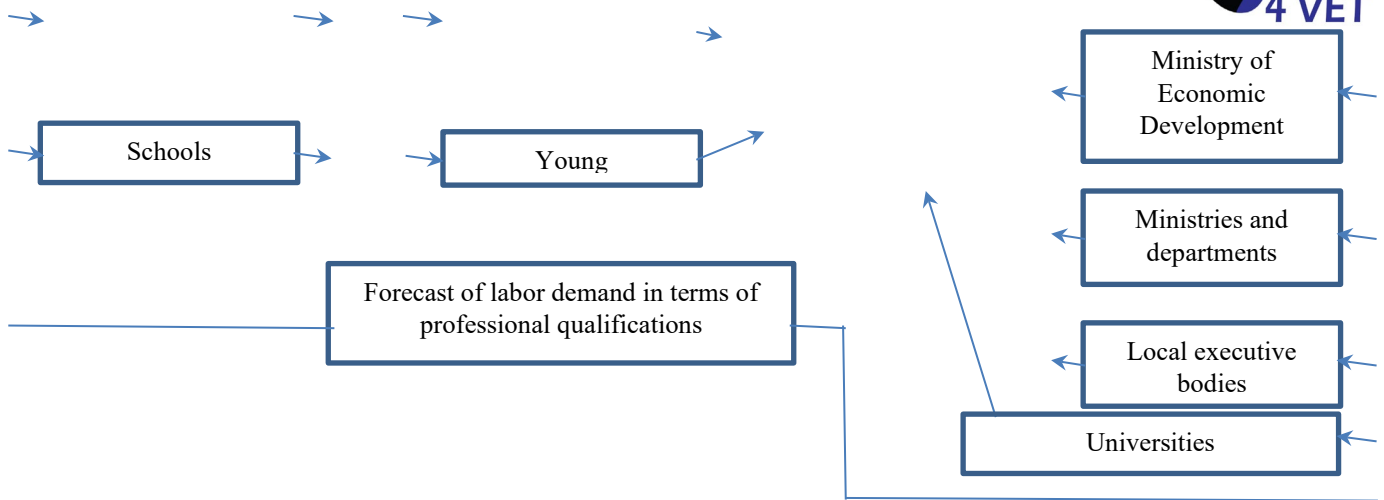




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Picture 5. The mechanism of formation of professional and qualification balance of the market of educational services and the labor market

Current tendencies of labor market development

The current state of socio-economic development of the world is characterized by dynamism and multi-vector. Under such conditions, there are significant transformations of the labor market, which is a "living" component of the national economic system, changing forms and types of employment.

The key tendencies that increase the impact on employment are:

- **Development of digital technologies** that change the perception of communication space and its capabilities. The emergence of new services and technologies provides many opportunities: instant communication between users regardless of their geographical location, the possibility of joint synchronous and asynchronous work, qualitatively new ways of presenting and working with information, availability of significant amounts of information for everyone and more. At the same time, their rapid development requires the training of a new generation of professionals capable of working with rapidly changing technologies.
- **Globalization and integration processes.** If we assess their impact on employment and labor market development, it is worth noting the strengthening of economic specialization and territorial division of labor: the place of production of specific equipment or machinery may be not one country but several, each of which produces individual parts assembled into a single mechanism hundreds or thousands of kilometers from the place of their manufacture. On the one hand, this creates opportunities for narrow specialization, and on the other hand, the requirements for the ability to work in a multicultural and multilingual (knowledge of foreign languages) professional environment are growing. In addition, globalization processes lead to increased competition both among manufacturers and service providers, and among job seekers.
- **Development of the sharing economy.** It is a global trend of sharing resources (for example, reducing costs or even making a profit by renting out property or providing services). A new world



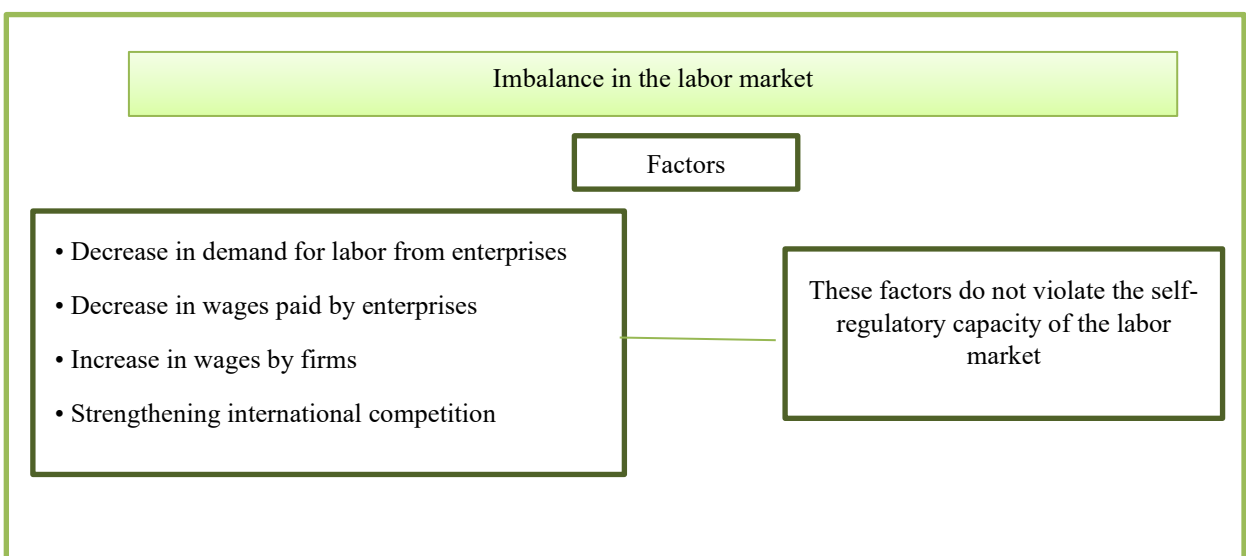
socio-economic system is built on the ideas of sharing. It is not just a combination of existing supply and demand with modern technology. This is a change in the concept of consumption.

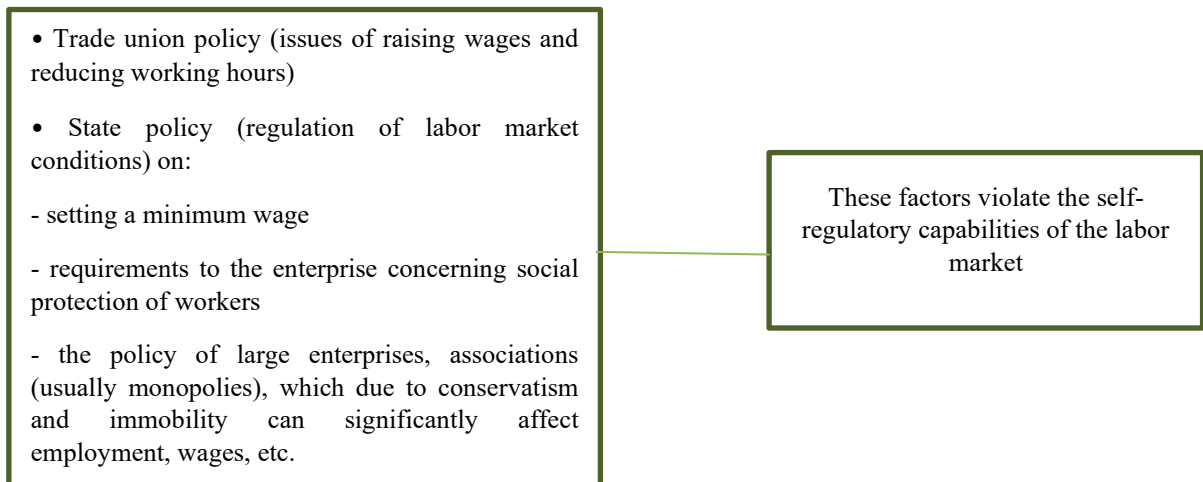
- **Growth of customer orientation.** The trend that has emerged and is developing under the influence of increasing competition, especially in the business environment. It is a customer relationship management tool that allows the company to generate additional profits through deep understanding and effective customer satisfaction. In the public sector, it is the focus on the maximum satisfaction of the needs of recipients of public services, service-oriented activities of state institutions.
- **Environmental safety,** which is a requirement of the time. Depletion of natural resources, pollution of the environment - these problems have become so significant for every citizen that they have integrated into the training of professionals and workers in various fields.
- **Programming, automation of production processes,** which, on the one hand, lead to the displacement of human labor and its replacement by machine, on the other - the spread of automation processes complicates management systems and requires appropriate support and administration, and therefore requires training.
- **Robotization, development of artificial intelligence.** Automation of production with the use of industrial robots, the use of intelligent robotic systems will inevitably lead to a change in the professional and qualification structure of the labor force in the labor market of the future.

These tendencies form the relevant requirements for professional knowledge, skills and abilities of the employee, his demand in the labor market. Continuity in the development of professions, the conditionality of the emergence of new production functions and new professions by the transformation of existing ones, allows us to predict the emergence of new activities, the emergence of certain competencies.

The imbalance of supply and demand is usually due to the monopoly influence of trade unions, which require, first, to increase wages without taking into account other economic conditions; second, to replace the replacement of labor with capital, which causes a relative decline in demand for labor; third, to take measures to limit the demand for labor in those sectors of the economy that are most controlled by trade unions.

One of the fundamental issues in the functioning of the labor market is the role and place of the state and its influence on the formation of economic policy in this market.





Picture 6. Imbalance in the labor market

The influence of COVID-19 on the labor market

The segments of the world economy that most suffered by the COVID-19 coronavirus pandemic are world labor markets. Moreover, the world labor market has been negatively affected by the COVID-19 pandemic in several areas. First, the development of the situation on the labor market is influenced by changes in the segment of the national economy, the operation of which is focused on the domestic market. Secondly, in that segment of the national economy, the functioning of which is focused on the foreign (world) market. Third, the development of the situation on the labor market is influenced by changes in the current situation with the direct migration of labor abroad.

In general, the impact of the COVID-19 pandemic on the development of the labor market situation has led to a direct and indirect reduction in the involvement of labor in economic activities. Such a direct impact on the labor market was manifested through a direct temporary ban or restriction of certain types of economic activity and the cessation / restriction of labor migration abroad. The indirect impact of the COVID-19 pandemic on the development of the situation on the labor market, in turn, was manifested through a change (mostly decrease) in demand for various goods and services of domestic enterprises, which accordingly changed (mostly reduced) the need for live labor (labor services) .

In general, the impact of the COVID-19 pandemic on the world and in different countries of the economy over a period of time has led to a number of such changes in the domestic labor market:

- Actual reduction of employment;
- Increase in the number of unemployed;
- Reducing the number of people working abroad (labor migrants);



- Reduction of income from the sale of their labor and self-employment due to reduction of wages, job losses and income of individual entrepreneurs.

Moreover, in order to form an adequate idea of the development of the situation on the labor market, it is necessary to take into account the course of events not only in relation to official labor and entrepreneurial activity, but also in the shadow employment.

At the same time, the scale of the COVID-19 pandemic's impact on the development of the labor market situation is determined not only by the above factors, but also largely depends on the complexity of various industries and sectors of the economy, their suitability for remote forms of organization. That is why the workers most affected by the COVID-19 epidemic are service workers. After all, the process of functioning of this segment of the domestic economy is very time consuming, because technological processes in services are less than in many other areas of economic activity are mechanized and automated, as a result they require significant unit costs of living human labor for their implementation.

COVID-19 has led to optimization and high competition

But rising unemployment and declining wages were not the only signs of a "quarantine" labor market. And it may not be the same as before.

- Maximum cost optimization. Revision of the system of employee motivation: reducing the fixed part of pay and increasing the variable, which depends on the implementation of plans.
- A sharp increase in competition in the labor market. One vacancy has 2-3 times more resumes than it was in late 2019 or early 2020. Among them: HR-managers, marketers, IT-specialists, administrative staff, HoReCa employees, sales specialists and more.
- Rapid change of priorities and unevenness. When in some areas the number of vacancies decreased more than 2 times, in others it tripled. And within one area during the spring and summer it was possible to observe the rise and fall of the number of job offers. Employers were actively looking for professionals who could maintain the viability of the IT infrastructure.

Labor market forecast until 2030: employment growth in education will be limited

The European Center for the Development of Vocational Training - Cedefop - has published a report "Skills Forecast: Trends and Challenges to 2030", which examines trends in the European workforce, implications for specific occupations, skills mismatches and labor market changes work functional responsibilities for the period up to 2030.

For extremely dynamic and competitive labor markets, investing in the skills and competencies of citizens is a key factor. Lifelong learning has become a conscious choice for people: it must adapt and anticipate changes that affect the economy and society and, consequently, the labor market.

According to Cedefop forecasts, the working age population as a whole will grow, but trends will vary from country to country. In the medium term, total employment will grow by 0.5% annually



in the period 2020-2025, and then this growth will slow down as a result of long-term demographic trends.

Cedefop forecasts a reduction in job responsibilities related to manual labor and an increase in intellectual tasks, which will lead to an increase in the number of jobs in areas such as management, occupations that require intellectual work, as well as in the food and hotel industry, retail trade. Thus, according to Cedefop, future competencies such as business literacy, mathematical skills (accounting and analytics), creativity, problem-solving, information gathering and evaluation, and information and computer technology knowledge will be required to perform official duties and programming skills. Social skills such as care, sales, training, management, autonomy and teamwork will also remain important for many people-related tasks.

According to research, *employee monitoring will become more popular*. Companies increasingly intend to gather information about how their employees spend time at work.

The goal is to create a more productive work environment and save resources. Previously, employees were biased. According to research and consulting company Gartner, employees are now beginning to feel better about the use of their personal data if it improves working conditions. In 2015, only 30% of companies monitored employees. In 2020, 80% of companies used this method.

The activism movement is growing among workers. These are situations where employees protest against their companies if they violate public values. 38% of employees say they will criticize the actions of employers if they negatively affect society.

There are many examples of employee activation. For example, top managers of Twitter, Pinterest, Levi Strauss, Royal Caribbean published a letter in the New York Times. In it, they insist on passing a bill that requires additional verification of all arms purchases.

Voice messages will affect work communication. People are already using voice technology - "Siri" or "Alexa" - to get news or place an order online. These are virtual assistants with whom people communicate by voice without even thinking about it.

According to Oracle, a software company, half of the people surveyed use artificial voice intelligence at home, 31% use a car, 25% use a desktop, and 18% use meetings.

The role of the manager will change. An Oracle study found that 64% of employees trust a robot more than their supervisor. Half seek advice from a robot, not a manager.

Managers spend 54% of their time on administrative tasks, 10% on strategy and only 7% on talent development and interaction with employees.

Thanks to artificial intelligence, administrative tasks can be fully automated, which will allow managers to work on more important initiatives. The new role of the leader is to be more humane, to train employees and to improve the work culture.

The humanities will be in demand again. McKinsey analyzed which jobs are prone to automation. It turned out that the humanities would not be automated. Therefore, due to the development of technology, the demand for people with humanitarian education will increase.



Companies will worry about the psychological state of employees. The issue of mental health is becoming increasingly important among companies. Almost half of workers say that their workplace has a negative effect on their general mental state. As a result, some companies hire therapists and set up medical centers to support their employees.

Google has a manager who manages the therapists in the office so that employees do not have to go to the reception. The financial sector needs the most mental health services, where two-thirds of employees have difficulties.

Creating guidance schemes for prospective students based on actual data

Who to become? The number of possible options often confuses students. In addition, the labor market is changing, and the traditional scheme of development "university - the first job - 40 years of career" no longer works.

Today, young professionals are moving from field to field, changing companies, industries and teams. To choose a profession, you need to identify your needs and goals, draw conclusions and only then see what the world has to offer.

Choosing a future profession is an important stage in the lives of entrants and students, because each of them wants the work to meet the interests and opportunities, bring pleasure and get paid decently.



As a rule, school graduates are often unable to decide on their dream, so they choose a university and specialty based on the opinion of parents, friends or teachers, or act on the principle of "where it is easier to enter."

Choosing a profession according to the type of your perception of the world and your temperament

Everyone perceives information and the world around them in their own way. For some it is better to assimilate the information that a person sees, for others - hears, for a third to learn something, you must try it. Depending on the channel of perception of information, people are conventionally divided into visuals (perceive the world through the visual channel), audial (perceive the world through the auditory canal) and kinesthetic (perceive the world through the system of touch and sensation). In this way, by remembering the best way to remember information, you have the opportunity to identify the professions to which you are more inclined and in which you will be able to succeed.

| Typical visual professions: | Typical audio professions: | Typical professions of kinesthetic: |
|---|--|---|
| Director, Cameraman, Photographer, Decorator, Designer, Painter, Interior designer, Hairdresser, Makeup, Architect, Landscape designer, Publisher, Computer graphics specialist, Pilot etc. | Soundman, Seller of stereo systems, Stereo Repair Wizard, Phone seller, Teacher, Radio announcer, Psychoanalyst, Singer, Musician, Lawyer etc. | Cook, Masseur, Doctor, Sculptor, Hairdresser, Psychologist, Lawyer, Priest, Builder, Dentist, Carpenter |

The choice of future profession depends on many factors: on your interests, abilities, needs of the profession in the labor market. And most importantly - each profession has its own requirements for a specialist. In some cases, creative, energetic employees are needed, in others - slow, prone to in-depth analysis specialists. The type of temperament significantly affects the choice of future profession.

You love difficulties and obstacles, able to overcome them beautifully, creatively. Sometimes you tend to overestimate your capabilities, but it's not scary. You quickly get to work, you always finish everything. You strive for independence and are reluctant to follow the instructions of your superiors. They say that you are persistent, but you do not insist enough on your point of view.

Conclusion: you are a CHOLERIC

Cholerics are very successful in those professions where it is necessary to have increased concentration and energy. They are leaders.

Individuals of this type of temperament are distinguished by resistance to stressful situations. If necessary, they are able to quickly regain their strength. But it is difficult to force a choleric to



perform monotonous and monotonous work. Chronic fatigue will come not because of a large amount of work, but because of the constant need to restrain their raging energy. They are contraindicated in such professions as gardening, library and accounting.

Recommended professions: TV reporter, artist, diplomat, journalist, supplier, entrepreneur, surgeon, pilot, dispatcher, driver, coach, manager, builder, director, cook, investigator, geologist, electrician, etc.

Among your classmates you have a high efficiency, you focus well. Doing several things in parallel is the easiest thing that can happen. You can easily get excited about a new job, but you also quickly lose interest in it. Unfortunately, you are not able to delve into the details; you do not tolerate monotony and monotony. But you have inherent organizational skills, you quickly learn new specialties. No interesting event takes place without your participation.

Conclusion: you are a SANGWINIK

Sanguine is a natural leader. From the point of view of subordinates, persons of this type are pleasant and sincere bosses. Not surprisingly, such a temperament usually characterizes a prudent person. Her strong point is the ability to persuade others and persuade them to her side. However, technical aspects of the work often cause difficulties for angwins. Monotonous, conveyor work that requires constant attention is not for them. Therefore, the professions of weaver, accountant, watchmaker, radio editor, bibliographer, archivist, and restorer can be safely excluded from the list of probable.

Recommended professions: manager, teacher, doctor, psychologist, educator, organizer, salesman, waiter, technological engineer and etc.

Not in a hurry in science and slow in work? You succeed through perseverance and patience.

Performing monotonous work is your chip. If you are not in a hurry, you will think through all the details and bring the case to perfection. But you do not seek to take on the responsibilities of a leader, because of this you are often called uninitiative. Failure of the usual rhythm, change of environment and work frighten you, and constant fuss can lead to depression.

Conclusion: you are a PHLEGMATIC

The ability of phlegmatics to analyze the situation slowly and without panic is indispensable in stressful situations. Therefore, they produce high-class economists, accountants, reference books. On the other hand, the same trait makes it impossible for them to have a career as a surgeon or manager, but they will do well as a therapist or chief accountant.

Active, bright public life of an actor, conductor, TV reporter, and businessman will be difficult for them.

Recommended professions: mechanic, electrician, engineer, agronomist, driver, scientific - botanist, astronomer, physicist, mathematician.



You are a person of mood. Yesterday I was able to turn the mountains, and today you are lazy to get out of bed. You get tired quickly, it is difficult to adapt to a new team. When performing a certain job, you need constant support and regular rest. Everyone calls you an extremely subtle and observant person, able to notice such details in people's behavior that they are trying to hide.

Conclusion: you are a MELANCHOLIC

Melancholics should not choose a profession related to communication with people, because they work much better at the computer. This type of temperament is also dangerous in the role of a public transport driver or a climber-installer. They are characterized by inhibition of the nervous system, which can lead to loss of concentration and, consequently, to emergencies.

The hard work of a doctor, especially a surgeon, as well as a rescuer, pilot, dispatcher will cause melancholy exhaustion of the nervous system and poor health.

Recommended professions: teacher, artist, artist, seamstress, fashion designer, painter, composer, writer, veterinarian, geologist, agronomist, zoo technician, accountant, car mechanic, locksmith, turner, radio mechanic, etc.

How to choose a profession? Advice to entrants

How to choose your profession? Where to go to study? Which specialty to choose? These are the complex questions that every graduate faces. And the most difficult thing is to make your choice.

In order for the decisive choice of the future profession to be as conscious as possible, graduates need:

1. Try to take a test from a school psychologist. Tests can help you choose the right direction
2. Find insider information about the dream profession. Try to find representatives of the desired profession, ready to talk about its advantages and disadvantages. For the conversation it is better to prepare a list of questions about the difficulties and opportunities (prospects) in the profession, as well as income, demand in the labor market.
3. Open a profile event. There are many open profile events (exhibitions, conferences, forums, etc.). In addition to information saturation, they can expand graduates' understanding of areas within the profession, focusing their attention on the most relevant area or specialization.
4. Ask your superiors to organize a tour with small tasks in the company where you dream of working: so graduates will get acquainted with the practical activities of various professions.
5. Take a short internship (if possible). The graduate can get an internship during vacations or weekends (in free time). The opportunity to practice in the profession opens up new opportunities: the entrant will be able to better understand whether he has chosen the right path.



6. Also, for a start, a good option would be to think about what you would like to do and what you would like to develop in yourself. If it is not possible to give unambiguous answers to these questions on your own, it will be useful to pass career guidance questionnaires and texts. Your answers to simple questions will tell you what you are prone to. Based on this, it will be easier to make a choice.

- Holland Code

John Holland is an American scientist and professor of psychology. According to his theory, most people belong to one of six personality types. Certain professions are suitable for each type. A person who chooses a profession according to his type is more likely to achieve professional success and be satisfied with his own choice. Holland developed a test of 240 questions. The test takes an average of 25 minutes. <http://prevolio.com/tests.aspx>

- Career guidance questionnaire

Aimed at defining the features of your work: you focus on yourself, the team or the result. <https://bit.ly/3uWnKIS>

7. Visit university websites

On university websites, specialties and curricula are usually always detailed. The main thing is to understand the structures of sites. If there is a tab "entrant", then feel free to click and study. After all, the university can be presented quite different specialties, among which there will definitely be one that suits you. You should not focus only on the name and short descriptions, do not be lazy to find out what courses you will study in a particular specialty. Looking at the subjects you will study over the next few years will make it easier to choose one thing.

8. Find articles, videos, feature and documentary films about a particular specialty and the state of the labor market in general. What is relevant today and what is not. Learn about the reputation of a profession, its level of prestige and demand.

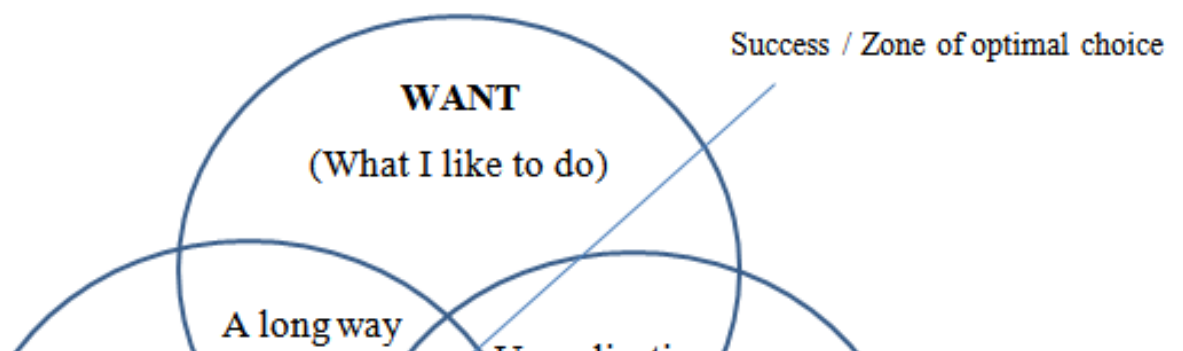
9. In order to make the right decision when choosing a profession, it is necessary to take into account a number of factors - one's own desires, psychological characteristics and opportunities and needs of the labor market.

There is a formula for choosing a profession that combines the following components: "Want" - "Can" - "Action".

"Want" - your aspirations (desires, interests, inclinations, ideals);

"Can" - your capabilities (health, abilities, level of knowledge, character, temperament);

"Action" – constant self-realization (the state of the labor market, socio-economic problems in the region).





Picture 7. The optimal choice of profession

Success / Zone of optimal choice

You need to compare your desires with the real opportunities and needs of today's labor market. For example, in the future you see yourself as a dentist. The work, as they say, "does not unload cars" and is well paid for it. But have you ever wondered if your hands can work like a jeweler and if you can defend your place in the world of dental services?

Thus, it is necessary to clearly understand that the condition of the optimal choice of profession is in the center of the intersection of 3 components: "Want" - "Can" - "Need".

Choosing a profession is a difficult and responsible step in everyone's life, so it must be done consciously and thoughtfully. A detailed algorithm will help to achieve your goal, which includes the following steps:

Step 1: Think about what interests you in life, what you aspire to, what you like to do, what you would like to do, what professions you like, what working conditions attract you, what you would like to get from your future profession? By answering these questions, you will take the first step towards the right, conscious choice of profession.

Step 2: If you can't identify the professions you like, then carefully study the classification of professions by subject, purpose, tools and working conditions.

Step 3: Determine your professional type and the appropriate professional environment that suits you best and match it with the professions you have identified for yourself in the previous step.

Step 4: Examine your professional interests and inclinations, motives for choosing a profession, using the methods, and compare them with the professions that you identified in the previous steps. If there were professions that did not coincide with your interests and inclinations, then delete them from your list, leaving only those that need to be studied in depth.

Step 5: Study in detail the descriptions of selected professions; talk, if possible, with representatives of these professions and find out what the content of their work is, what they like. Get acquainted with the nature and working conditions, asked where they got this profession and what are the real job opportunities for them. Try to test yourself in these professions, at least in simulated professional situations.



Step 6: Make a list of requirements for a person, for his psycho-physiological and physical qualities, which are in your chosen profession and records. Determine how important all the requirements you have written down are - there may be less important ones that can be ignored.

Step 7: Study yourself as deeply as possible, ie determine your talents, abilities, character traits, volitional qualities, work skills (based on the results of studying school subjects and classes in clubs, sections, etc.); determine your physical development and health.

Step 8: Find out in employment centers about the professions and specialties that are needed in the labor market today, and real employment in the specialties that you have identified for yourself. And also determine the desired level of training for them.

Step 9: Assess your compliance with the requirements of each of the professions that you have identified and analyzed: whether you have developed professional qualities, whether your abilities, psychological characteristics, health status meet the requirements of the professions you would like to choose. Determine which profession from the whole list is best for you by all the requirements.

Step 10: Determine what difficulties, obstacles, mistakes may arise in achieving your profession.

Step 11: Identify the main practical steps to success: in which educational institution you can get professional education, how to develop professionally important qualities, how you can get practical experience in "your" specialty (engage in relevant clubs, sections, etc.), how to improve your professional skill and competitiveness in the labor market.

Step 12: Before making a final decision, do not forget to consult with parents, relatives, friends, teachers, psychologist, counselor.

Questions and answers for career guidance

1. What do you like and what do you do well?

Then you should consider your aspirations and desires in general as a starting point for choosing a future profession. Do you dream of becoming a new outstanding writer? Divide this passion into two parts: writing and editing. Determine which of these you like best and choose your path: journalist, copywriter, web writer or editor.

Do you do better at giving constructive criticism and helping others write? Then think about teaching. Or maybe you prefer to immerse yourself in the subject and study special literature? Then think about the profession of technical editor or specialist in popular science journalism.

How do you know what works best for you? Try to take into account the view from the side - ask your friends, acquaintances, family members. After making a list, return to the previous step and adjust the direction. To do this, you need to find points where what you love and what you do best match. That is where the best prospects for development are.

2. Do you play to win or not to lose?

The right motivation is a guarantee that work will be fun. At the same time, different people may have different motivations: some strive to achieve results, and others - to prevent failure.



People who love to achieve are classic inventors and entrepreneurs. They work fast, use new opportunities and think abstractly. As a rule, people of this type are impulsive, optimistic and prone to make mistakes.

People for whom the main thing is to prevent failure, on the contrary, are careful and prudent. They think analytically, prefer planning, reliability and thoroughness.

How will this help narrow the number of relevant professions? The first will not be a normal working day in the office, they need a creative environment, the opportunity to take risks. And the second will be more successful at work in a large company, rather than launching your own startup.

3. What environment suits you?

It also matters in which environment you will be more comfortable working. To answer this question, you can take a standard test that determines the type of personality according to the Myers-Briggs methodology. The most important thing to determine is whether you are an introvert or an extrovert? After all, these two types are very different in terms of needs.
<https://bit.ly/3kIcxqW>

Introverts, for example, will prefer the atmosphere of a laboratory or research center, and extroverts will feel like a fish in water in a noisy sales office. Factors such as the need to speak in public, working closely with the team, and frequent communication with clients should also be taken into account - extroverts and introverts perceive all this differently.

4. What lifestyle do you want to lead?

In most professions, a career begins with several years of hard, hard work with a lower salary than you would like. Therefore, it is worth looking at those who have already succeeded in this area, and understand whether this way of life suits you. Here's what to look for. Do these people have free time or do they work without days off and breaks? Do they often go on business trips? Do they earn enough? It is a question of setting a bar not only for the level of earnings. You need to take into account other factors that affect how much work will be able to bring you joy.

For example, you want to turn off the "professional mode" at the end of the working day and return to life outside the office - go to a cafe, theater, travel, spend time with family. Then you need work without business trips, with a normal working day and a sufficient salary. This means that the profession of financial auditor with frequent trips to the regions and overtime hours on projects is unlikely to suit you.

5. Where would you like to live?

This factor is not important for every profession, but sometimes the place of residence is important - especially if the specialty is related to a particular region. If you want to work in the fashion industry (including glossy magazines), you should move to the capital. Do you like professions related to the sea? So, you need to go to the coast. Take into account factors related to lifestyle. Do you want to be an active, cultured person, go to theaters, concerts, and attend exhibitions? Or do you prefer the countryside? It is also worth thinking about - and choose: to become a general practitioner and work in a rural hospital or to become a neurosurgeon and work in a high-tech metropolitan medical center.



Choosing a profession is a difficult task. You need to consider a lot: your abilities, opportunities, potential income, the prestige of the profession and your interest in it. You should also think about the way of life, about where you want to live. Money is not everything. Mental satisfaction from work is no less important than the level of income.

Tips for parents to help gently and friendly guide the child to a professional environment where he can succeed

Today, the modern labor market dictates updated rules, so the best strategy today is for parents to look closely at their child's tastes, understand his strengths and weaknesses, and only then offer the child help in choosing his future profession.

TIP №1: Listen to the child

Until a few years ago, the top five most popular majors among entrants included law, management, computer science, tourism and marketing.

If you pay attention to the trends of the introductory campaign, you will notice that each generation has its own fashion and demand for the profession. Most of the professions imposed by parents are often out of date, as seniors do not always have time to follow trends and innovations. Instead, graduates are familiar with almost all the novelties. It is not necessary to persuade a child to abandon the idea of becoming a drone operator or to stop doing blockchain, to be interested in crypto currency trends. It is important to understand, even if you have no idea what the previous sentence is about, in any profession the main thing is to learn all the necessary skills, so explain to the young man or young lady that here she will need the ability to complete the case, responsibility and desire to do their work is high quality.

A child's hobby can also be a useful indicator for you. If you nurture and support her hobbies, they will help you figure out where to go next.

TIP №2: Create the right environment

Children and adolescents receive knowledge not only from teachers and tutors. Their development is largely influenced by the environment. The hardest thing for an adult in this situation is to find the right role. Do not torment the child with advice and do not transfer their desires to her, but help to develop their own talents.

The best thing to do is to have a constant dialogue with a teenager who doubts his choice, does not fully understand what is closer and more interesting to him. Talk to a girl or a boy, attend a thematic lecture, exhibition, buy a book in time - this is the minimum that every adult can overcome. Psychologists advise to start talking about the future profession in the 7th grade: so the child will have time to prepare for university or college.

Experts who help to choose a profession or change it, advise to ask these four questions:

- "What could / could you read about 500 books and not get bored?"



- "What could / could you do with interest for the next five years, even if you didn't get paid for it?"
- "What would you spend your time on if you could not work for a salary and was fully financially secure?"
- "What would you never want to do in your life that causes you absolute antipathy?"

TIP №3: Help to learn professions from the inside

We know about most professions only theoretically, so getting acquainted with the work will reduce the percentage of opportunities for disappointment. Before finally choosing a profession, it is important that the teenager saw the specialty behind the scenes in real life. It is good if there are adults around who can tell the future entrant about this job. Ask your friends to tell the child what and how they do at work. It is important for a young man or woman to hear about their day-to-day responsibilities and affairs. For example, about how exactly they work with drawings (and about what nuances arise). Do not forget that in the morning you need to come exactly at eight and fill out quarterly reports. But tea with an accountant also does not hurt to tell. Remember, the purpose of such a story is not advertising or intimidation, but a reflection of the real state of affairs.

Many companies hold open days. At such events, the right questions should be asked: not about high performance or a great goal, but about routine, job creation. Also, large companies sometimes invite not only students but also schoolchildren for internships. It is possible that the teenager will not like the fact that he learns about the chosen profession. But he will have time to change his choice and not spend a few years at the university in vain.

TIP №4: Explore the job market

Find out which professions are in demand. Only really in demand, not "prestigious". You don't have to read selections or ratings to understand this. It is worth looking at the sites of employment centers and job search platforms, and carefully review the vacancies.

Viewing vacancies helps to assess the popularity of the profession, possible salaries and requirements for applicants. It may turn out that the university itself is not enough for the work of the dream: in parallel, you will need to learn languages or attend courses.

TIP №5: Support - above all!

A diploma and several years of study are not a lifelong contract. Everything can be changed at any time. Do not forget to inform the child who chooses his path. If you are not sure that you have chosen the business of life - look around and choose a new route. The modern labor market provides an atrophy of fear of relearning and acquiring new knowledge.

The world is changing very fast and modern man will have to relearn several times in his life. In many ways, therefore, it is much more important to decide on a field rather than a specific profession, and to develop skills that can be useful. So the teenager leaves more room for development.



The main mistakes when choosing a profession and what to avoid when choosing a future profession

1. Choose a profession without having reliable information about it

Most young people who are thinking about further education plans or employment are generally very little informed about what professions are and what their representatives do. As a result, young people find themselves in a situation of choosing a pig in a poke. Analyzing whether this or that profession suits you, you need, first of all, to find information about how, in fact, the typical working day of its representatives, how much time and what specific activities they spend. The point is not in the name of the profession, but in what and in what conditions it will be necessary to do. It is important to think about the following questions: what are the requirements of the profession to human abilities and what are the contraindications, what level of training is needed to master it, where it can be obtained, whether it gives career prospects and what they are related to, whether the profession is in demand in the labor market.

2. Focus only on such features as prestige and / or profitability

A common myth about considering a prestigious profession as a source of income is that money comes simply because a person owns it. Here you need to understand a few points. First, it is not the profession that is paid for, but the position, ie the performance of specific functions in one or another organization. Of course, the potential level of profitability in different areas of activity varies, but the point here, first of all, is not in the profession, but in the person's place of work, his status, skill level, balance of supply and demand in the labor market. Second, those professions that are perceived as prestigious are not always the most profitable. After all, there are usually many more people willing to do them than really needed. In addition, the very concept of "prestige" is quite relative: it depends on the circle of communication (in the eyes of different people look prestigious different types of work) and changes quite quickly.

3. Put a sign of equality between the profession and the subject

The misconception of schoolchildren, and sometimes students, is to actually equate a subject with a certain field of professional activity, judging by the principle: "I like literature, I will be a writer." But what kind of profession is this let me ask? Author of fiction, or what? Of course, in general, this option is possible, but much more often it is about many other professional activities. You can be an editor, proofreader, teacher of language and literature, translator, researcher in the field of philology, etc. All these different professions and the activities of their representatives are not very similar to those performed by students in literature lessons. This reasoning also applies to other subjects. They are not professions, but a certain field of knowledge, the basis of which must be mastered, in particular, for professional development.

4. To transfer the attitude to a person, a representative of a certain profession, to a certain profession

If we like or do not like a particular person - this in no way characterizes his specialty and does not indicate that we should do it. A "good person" is not a profession. Of course, you want to be like her, but it concerns personal qualities and general attitude to work, and does not replace the ability to a particular activity. And if on the contrary - we met someone unpleasant, repulsive?



Sometimes, it can distract from his profession: "I do not want to be like him." But, agree, in the same circumstances, the opposite conclusion is possible: "I will become a worthy representative of this profession, not like him"! So the decision on how to react to whom, as well as the responsibility for professional choice are still up to you.

5. Choose a profession "for the ride"

In essence, according to this position, there is a departure from personal responsibility for the decision. But sometimes such a choice can be successful - because the company often gathers people whose abilities and interests coincide significantly. However, this is an element of "lucky-unhappy", and not a consequence of a conscious and meaningful decision.

6. Replace the choice of profession with the choice of level of education or place of its acquisition

A more justified position is when a person first decides what he would like to do and then considers possible options for a particular profession, rather than guided by the desire to study in a certain place or just get a higher education, no matter what specialty. If the entrant, wanting to master a certain profession, could not enter the study exactly where he wanted, it is more logical to remain faithful to the profession and look for other options for obtaining it.

7. Ignore their own abilities and interests

It is expedient to do in your profession what you like and what works well. Of course, this sounds trite, but very often it is ignored. Sometimes people find it unimportant at all (I will do anything to pay well). A person will not be able to achieve high results in work that does not correspond to his individual characteristics or is simply unpleasant. In addition, it is unlikely that such a person will feel happy, realizing that he "throws out of life" a huge amount of time and effort in exchange for money. Another reason for this mistake is ignorance of one's abilities and interests. It is impossible to say whether you will like the work and whether you will do it competently without trying yourself in something like that. Of course, not all professions can be tried on personal experience without first receiving the appropriate education. But in such cases, you can judge the propensity to them on indirect grounds: interest in a particular field, the desire to actively obtain information about the activities of such professionals, the ease of understanding and memorizing this information.

8. Listen to the opinions of people incompetent in choosing a profession

It so happened that many of our acquaintances love to give advice, in particular - and who to be. However, it is reasonable to recommend something about professional self-determination only if several points coincide. Namely: knowledge of the specifics of the professions in question, as well as the situation on the labor market; knowledge of individual psychological characteristics of the person who makes the choice; understanding the essence of psychological problems that arise at different stages of professional self-determination. It is clear that it is reasonable to think about this or specialists (psychologist, employee of the employment service), or someone who knows you very well and knows from personal experience about a particular group of professions.



The most popular skills that employers often require from candidates

| | |
|---|--|
| 1. Skills of oral and written communication. | 11. Ability to identify and solve problems. |
| 2. Ability to work with Microsoft Office. | 12. Focus on customer service. |
| 3. Attention to detail. | 13. Ability to allocate time. |
| 4. Ability to solve problems independently. | 14. Ability to develop business. |
| 5. Self-initiative, self-motivation. | 15. Analytical skills. |
| 6. Organizational skills. | 16. Ability to work with Microsoft Word. |
| 7. Ability to work independently. | 17. Ability to speak two or more languages. |
| 8. Ability to work with Microsoft PowerPoint. | 18. Developed interpersonal skills. |
| 9. Project management. | 19. Business ethics. |
| 10. Experience in sales activities. | 20. Ability to work in the Linux operating system. |

So, the main skills that will be needed in the next few years are:

- cross-cultural competence (ability to work in different cultural environments);
- computational thinking (ability to understand large amounts of data);
- knowledge of new media (the ability to convey their opinion through them, as well as critically evaluate and use content in new media);
- cross-disciplinary knowledge (ability to understand various disciplines);
- virtual collaboration (ability to work productively in a virtual team).

Key skills that are needed for competitive advantage in the job market

- *Emotional intelligence* - the ability to realize their own feelings and emotions, manage them and, using this knowledge, interact with others.
- *Ability to negotiate* - the ability to create comfortable working relationships and interact effectively with colleagues, subordinates, consumers and partners in order to achieve understanding and support in achieving the goals of the organization, policy development and joint decision-making; ability to provide information to colleagues, subordinates, consumers and partners by phone, in writing or electronically; ability to hold meetings.
- *Ability to assess the situation and make decisions* - the ability to analyze situations, their structures, to determine the factors of influence, development trends; the ability to choose and agree on the best objective and unbiased decisions or alternatives to achieve the goal by analyzing, forecasting and assessing the situation and the problems that caused it (situational analysis, management decisions).
- *Cognitive flexibility* - the ability to think, which is manifested in the ability to think about several things at once, to change the assumptions chosen when solving a problem, if its essence has changed.



- *Comprehensive problem solving* - the ability to search, accumulate the necessary quality information, to find ways to solve problems based on available information, to assess the positive and negative consequences of decisions.
- *Team coordination* - the ability to work together with others.
- *Creativity* - the ability to create, which can be manifested in thinking, feelings, communication, individual activities, to characterize the individual as a whole or its individual aspects, products of activity, the process of their creation; production of new ideas.
- *Critical (analytical) thinking* - the ability to reason logically, find arguments, question their own and other judgments, identify the strengths and weaknesses of different approaches to solving the problem.
- *Customer orientation (customer orientation)* - the ability to identify and meet current and future customer needs, result orientation.
- *People management* - the ability to motivate, develop and guide people to work, to identify the best candidates for its implementation.

Tips for those who are starting a career in their youth and methods for moving up the career ladder

It is now very popular to start a career almost from school - young people have become more purposeful, they want to get everything at once, so that later they can be fully prosperous and independent, enjoy life and travel. Ambitions fueled by current trends in social networks, in the end, not only have a right to exist, but can also be realized.

1. DO NOT AVOID ANY WORK

Whether you want to start your own project, become a top manager in a leading firm, partner a large firm or realize your potential in another field, you need to start with simple assignments, acquire and hone basic skills and abilities, gradually increasing the workload and complexity.

2. DO NOT PAY ATTENTION TO OTHERS

Your career is your personal business. As well as whether you succeed or fail for the first or tenth time - this is your personal path and your responsibility for mistakes and experience are also yours. Of course, we have nowhere to go from the advice of parents and, enriched by our own life experiences, relatives or friends. But the final decision is always up to you.

3. LOOK FOR ANOTHER JOB WHILE YOU ARE WORKING

It is quite normal to change jobs often in the first years of your career. It is important to capture the moment when it is time for change, to understand why the chosen profession or company is not right for you and to move forward.

Start looking for a job or start your own startup while you work at an old job - create a step back. You will be uncomfortable and difficult, the comfort zone will dictate: "I'm not ready yet." Just remember that growth and comfort never go hand in hand.

4. DON'T FORGET ABOUT LEARNING



It is not only about continuing education in higher education, but also specialized courses, trainings and seminars. They may relate to your current job or what you want to get in the future, if you, for example, are planning a radical change in the professional field, the training courses may be related to your hobby or completely distant from everything you did before - this can be not only practical experience, but also the development of soft skills - they are now especially valuable in the labor market.

In order to climb the career ladder, you always need to know a simpler employee. So try to read more professional literature. Keep in mind that knowledge of psychology, management, the art of public speaking, or time planning will not prevent any senior professional. Spend money on your training and don't expect the company to do it for you. Therefore, attend trainings or courses that will help you improve in your profession. Career counselors recommend attending 2-3 trainings a year to get the desired result.

5. HEALTH IS A PRIORITY

Choose happiness and satisfaction from what you do, not a high salary, and then it will be easier for you to cope with stress. Always be a priority for yourself.

How to get the most out of your job?

1. DO NOT BE AFRAID TO ASK FOR HELP

Asking for help is not a sign of weakness, but a desire to understand the situation, the intention to grow and improve. Initiative and the ability to take responsibility for decisions are undoubtedly important qualities, but find the best time when you can show them with enough skills, at the beginning of the work - the ability to interact, flexibility and loyalty will be more useful.

2. DO NOT ACCEPT CRITICISM AT YOUR OWN ACCOUNT

First of all, learn to distinguish between criticism that affects you personally and criticism that aims to improve your skills as a specialist. Pay attention to the advice given by your manager - first, it is a manifestation of interest in what you do, and secondly, the desire to help you grow, to become part of the team. This is exactly what you should look for in the first years of your career.

3. DON'T GET OVERCONFIDENT

It doesn't matter what your job position is or how well you do it. Keep your mind open and flexible. A professional must be prepared for any assignments, even if they belong to those outside his scope, of course, within reason.

4. KNOW THE MEASURE IN WORK AND REST

Arriving early and staying up late - we make this mistake in the first job, and often do not tolerate useful experience, getting a third, or even fourth, position. When you get a dream job, you are tempted to show how important it is to you by spending as much time at work as possible. But this strategy can also have unpleasant consequences: you may well burn out. You hardly need it.

5. ASK QUESTIONS, COMMUNICATE

It is not always easy to become a part of the formed team, to understand people: with whom it is necessary to be friends, and from whom it is better to stay away. Between two poles: stay away from everyone, silently doing your job and become a friend of everyone, it is better to be somewhere along the equator. Ask questions, ask for help, look closely at people, observe the relationship in the team and between colleagues and the boss, participate in chat. This will help you connect with the team, but also find a balance between personal life and work.



6. ADMIT MISTAKES

The best lessons in life are those based on one's own mistakes. Only failures give us the opportunity to learn to make the right decisions in the future. If you learn to respond correctly to your mistakes - not to panic that your career has failed, but to admit the wrong decisions, analyze them and draw conclusions, you will only strengthen your position in the company. Fear of failure restrains action, and as a result you will look lazy in front of management, which definitely does not deserve a raise.

7. TAKE RESPONSIBILITY

Show management that you can be responsible not only for your specific task, but also for the success of the whole project. You must be responsible for everything: come to work on time, bring things to an end, tell colleagues the right way to solve difficult problems, control your emotions, do not let your personal life affect the outcome of work and do not leave your team under any circumstances.

8. MOTIVATE PEOPLE

Become an employee in the team that constantly motivates colleagues to perform tasks, encourages them to take on interesting and difficult projects. Support colleagues during failures and praise for good results. Try to enlist the support of the team and become for them those whom they trust, whom they respect, and whom they listen to. This way you will become the leader of the team even before the formal appointment and this will definitely be appreciated by the management.

9. ACCEPT PRAISE IN A CALM WAY

Words of praise can be the biggest obstacle to your career heights. So after acknowledging your work by management, you should not think that you have caught a lucky break. Remember that there is no limit to perfection and you should not relax after a few compliments.

10. LOVE YOUR JOB

Get excited about what you're doing. After all, only people who are truly in love with their work are capable of great achievements. Management is well aware of this, so it will promote only those who love their profession and are willing to give it to the full, without external motivation.

How to choose a higher education institution

Every year, thousands of entrants choose where and in what specialty to get higher education. This choice affects future employment, personal development, environment, professional goals and relationships. So it is important to treat it thoroughly. What to consider when choosing a place of future study?

1. Choice of specialty

The first thing that applicants should think about is the choice of profession. We recommend that you weigh everything carefully and decide who to be and why to dedicate your whole life. You can ask for advice from relatives, friends, school psychologist or professional counselor, and even better - carefully study all professions and make your own choice.



When choosing a profession, you need to consider several criteria: your tastes, aptitudes, mental abilities, interests, health and family budget.

Get acquainted with the content of the program: what subjects are studied and how much time is allocated for this.

What is the difference between management, marketing and entrepreneurship? The names of the specialties themselves will not tell you anything - it is better to look at the description and list of subjects that make up the educational program of the specialty. If you can not find this information on the university website - call the institution and ask to provide a course program or manuals with course programs.

Reject narrow specialties, choose a broader, more fundamental specialty. A narrow specialty is a good option if you know exactly who you plan to work for. If you do not have such far-sighted plans, it is better to avoid narrow specialties and at the bachelor's degree to choose the one that will be a solid foundation for further narrow specialization in senior courses or master's degree.

2. Choice of university

Once you have chosen a profession, you can start looking for a university. If you want to become a surgeon, teacher or archaeologist - it will be easier, the "range" of universities is small. But if you see yourself as an economist, lawyer, engineer, manager - get ready for a tedious but necessary procedure to find "your" university among dozens or even hundreds of similar ones.

Criteria for choosing a university:

- Paid or free education

For some, money is not an issue, and they immediately go to study on a contract basis. Someone can't afford that. In this case, when choosing a university should pay attention to the availability of budget places, as well as the conditions of admission to the budget.

- Territorial issue

Not everyone is lucky enough to live in big cities, where there is a wide choice of higher education institutions. As a rule, most of the students are foreigners. If you purposefully want to study in another city or in another country, you should weigh all the pros and cons. If difficulties do not frighten you, it is necessary to solve a question with presence of a chummary in high school and living conditions.

- Familiarization with the material base of the university.

Gather information about the reputation of the university, the professional level of teachers, technical equipment, etc. Such information can be obtained on websites, from friends or acquaintances, in many bookstores you can buy books that contain information about a particular educational institution, or just go to your chosen university on an open day.

- Visiting the sites of major universities, between which there is a choice



Remember that today the website of a company, enterprise or university is its face. If it is good and "friendly", then you have a serious organization that cares about everyone who cooperates with it or just gets acquainted. Do you like the university website? Is it easy to find all the information you need on it? Does it have teacher profiles? Students' feedback?

- Attending the Open Day at the university

Not in order to learn first-hand the main information about the reception of applicants, but in order to feel the atmosphere of the institution, walk the corridors, see or not see yourself there, communicate with students and get your own, albeit often subjective impression about the university. But this is your impression. Therefore, if there is such an opportunity, use it.

- Communicate with students of different universities of your list.

This is probably the best way to get really true information about the university. This is not about entrance exams, although we can talk about that too. It is more about whether it is pleasant and interesting to study there, whether all the appropriate conditions are created for students. And the main question that students should ask: would you advise me to enter this university. The ratio of yes / no can be decisive, because, believe me, a sure "no" from a few students say much more about the university than the reports of deans or teachers.

Conclusion

Graduates of higher education institutions form a special spectrum of the labor market, which differs significantly from other components of the market. On the one hand, young age promotes high mobility, openness, readiness for change and job search, and on the other hand, young people lack the relevant experience to be competitive in the labor market.

Among the main reasons for the complexity of employment of graduates of educational institutions should be identified, first of all:

- existing disparities in the structure of demand in the labor market, which are deepening due to the weakness of coordination links between the labor market and the market of educational services; inconsistency of the received specialty with the needs of the labor market; lack of long-term economic forecasts of changes in the professional qualification structure of the workforce;
- strengthening competition in the labor market of professions and specialties for which training is conducted in educational institutions;
- mostly unconscious approach to choosing a future profession as a result of the imperfection of the existing system of career guidance for young people, the focus on obtaining a prestigious (at the moment) profession, which may be unclaimed in the labor market in the future;
- lack of practical experience or work experience in the specialty;
- the gap between the content of education and the requirements of employers;
- psychological unpreparedness of young people to make independent decisions.



Insufficient efficiency of management of the process of choosing a profession is due primarily to the use of traditional education system, not adapted to changes in the requirements of youth and labor market needs, underdeveloped system of phased training and continuing education. Reforming the education system in the direction of increasing the competitiveness of graduates will help increase the adaptive potential of young people, bring the socio-psychological characteristics of graduates in line with the needs of the labor market, the formation of socially active behavior, ie professional socialization

Smoothing the imbalance between the demand of the economy for workers of certain professions and specialties and their training in educational institutions requires the development of an effective system for forecasting the needs of the labor market in workers in the professional context; increasing the efficiency of vocational guidance of the population, first of all - young people and improving vocational training, retraining, advanced training of the population.

The innovative and socio-economic transformations lead to changes in the professional and qualification structure of employment in the labor market and make new demands on the professional knowledge, skills and abilities of employees. Taking into account the main directions of innovation will contribute to the conscious choice of areas of professional development, which is especially important for young people when choosing a field of future activity. At the same time, it is important for a person in the process of professional life to develop skills that will help him to act effectively in a constantly changing socio-economic environment. Therefore, in these conditions, the issue of planning and efficiency of labor use, retraining and retraining of people of working age is especially relevant.

Educational services should promote the acquisition by graduates of a set of knowledge, skills and abilities in a particular specialty; to ensure the acquisition of a new social status in society, the development of the ability to technological and psychological self-organization. This is possible only by improving the quality and competitiveness of university services, the achievement of the educational institution's competitive advantage over other universities that offer services similar in content, scope and purpose in a particular segment of the labor market.



Annex 1

Questionnaire for the study of graduates

1. Information about the course

1.1. What profession did you study?

1.2. What qualifications did you gain during your studies?

1.3. How would you assess the conditions of study at your university?

| | 1 unsatisfactorily | 2 | 3 | 4 | 5 Great |
|--|-----------------------|---|---|---|------------|
| Quality classes for learning | | | | | |
| Providing educational materials (eg textbooks, reference books, Internet access) | | | | | |
| The quality of teachers' work | | | | | |
| Availability of technical means | | | | | |
| Quality of technical equipment | | | | | |
| Delivery of didactic materials | | | | | |
| Quality of buildings | | | | | |

1.4. How do you assess the elements of practical orientation of learning?

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| | | | | | |



| | unsatisfactorily | | | | Great |
|--|------------------|--|--|--|-------|
| Preparation for work | | | | | |
| Relevance of the content of academic disciplines in relation to practice | | | | | |
| Practical experience of teachers | | | | | |
| The relationship between theory and practice | | | | | |
| Practically oriented educational materials | | | | | |
| Opportunities to obtain key competencies | | | | | |
| Employment support / job search | | | | | |
| Mandatory internship | | | | | |
| Support / search for internship opportunities | | | | | |

1.5. Looking back, if you had the opportunity, would you choose the same specialty / profession?

| 1 possible (0-10%) | 2 | 3 | 4 | 5 very likely (80-100%) |
|-----------------------|---|---|---|----------------------------|
| | | | | |

1.6. Looking back, if you had the opportunity, would you choose the same school?

| 1 possible (0-10%) | 2 | 3 | 4 | 5 very likely (80-100%) |
|-----------------------|---|---|---|----------------------------|
| | | | | |

1.7. Did you work during your studies (or is you working now)?

| Yes | No |
|-----|----|
| | |

2. After graduation

2.1. When did you start looking for your first job?

| | |
|---|--|
| Until graduation | |
| At the end | |
| Within 1 month after graduation | |
| Within 3 months after graduation | |
| Within 6 months after graduation | |
| Within 9 months after graduation | |
| Within a year after graduation | |
| More than 1 year after graduation | |
| I haven't started looking for a job yet | |

2.2. Why didn't you start looking for a job?

| | |
|------------------------|--|
| I continued my studies | |
|------------------------|--|



| | |
|---|--|
| I continued to work at the job I had until graduation | |
| I found a job without searching | |
| I became self-employed / freelancer | |
| I am engaged in housekeeping (child care, family) | |
| Other (write) | |

2.3. How long have you been looking for your first job?

| | |
|-------------------------|--|
| Less than 1 month | |
| For 3 months | |
| For 6 months | |
| For 9 months | |
| For 1 year | |
| More than 1 year | |
| I haven't had a job yet | |

2.4. Which method for finding your first job was the most successful for you? (Choose only one answer)

| | |
|--|--|
| Responded to advertisements / vacancies (eg newspapers, Internet, noticed) | |
| With the help of parents, relatives | |
| Through personal contacts with friends, classmates, etc. | |
| Speculative applications-independent contact for employers | |
| Through an internship during my course of study | |
| Through an internship upon graduation | |
| Through jobs (side) during training | |
| Through work after graduation | |
| I contacted the employer | |
| Job fair | |
| Through the employment center | |
| Through private recruitment agencies | |
| Through the Internet (social) networks (eg Facebook) | |
| Through the career center of the school | |
| Through the teaching staff of the school | |
| Others | |

3. Current status

3.1. Choose statements that describe your current situation?

| | |
|---|--|
| I have a permanent job | |
| I am a self-employed person / entrepreneur | |
| I do temporary work (contract work to make money) | |
| I am undergoing an internship | |
| I get a higher education | |
| I continue my professional training | |
| I do housework | |
| I'm not working, but I'm looking for a job | |
| I do not work and do not look for work | |



| | |
|--------------------------|--|
| I am on military service | |
| Other (write) | |

3.2. How many hours a week do you work?

| | |
|---------------------------|--|
| Less than 20 hours a week | |
| 21-30 hours | |
| 31-40 hours | |
| 41-50 hours | |
| More than 50 hours | |

3.3. Are you constantly busy?

| | |
|---------------|--|
| YES | |
| NO | |
| Self-employed | |

3.4. What is your profession / position?

| |
|--|
| |
|--|

3.5. Monthly income

| |
|--|
| |
|--|

3.6. How many employees work in the company / organization? Estimate the number

| | |
|-------------------------|--|
| 1-9 employees | |
| 10-49 employees | |
| 50 to 99 employees | |
| 100-249 employees | |
| 250 to 999 employees | |
| 1,000 or more employees | |

4. Compliance of education and work

4.1. To what extent does your current job match your education?

| | | | | |
|------------------|---|---|---|------------------|
| 1 Don't match | 2 | 3 | 4 | 5 Fully match |
| | | | | |

4.2. Does the current work use the knowledge and skills acquired in the university?

| | | | | |
|------------|---|---|---|-------------|
| 1 Never | 2 | 3 | 4 | 5 Always |
| | | | | |



4.3. What level of qualification do you think is appropriate for the current job?

| | |
|--------------------------------|--|
| Higher qualification | |
| Secondary qualification | |
| Lower qualification | |
| Does not require qualification | |

4.4. If your job is not educational, why did you choose this job?

| | |
|--|--|
| Optional, my work is closely related to my course of study | |
| My current job is only a temporary stepping stone, I am still looking for a professional focus | |
| I have not found a suitable job (yet) | |
| I get paid more in my current job | |
| My current job provides stronger protection | |
| My interests have changed | |
| My current job allows for a flexible schedule | |
| My current job allows me to take into account the interests of my family and children | |
| Others (please specify) | |

4.5. Assess the overall feasibility of your education?

| | 1 Not appropriate | 2 | 3 | 4 | 5 appropriate |
|--|----------------------|---|---|---|------------------|
| To find a suitable job after graduation | | | | | |
| To perform your present professional tasks, if available | | | | | |
| For further training / career development | | | | | |
| For the development of your personality | | | | | |
| For the economic development of your country | | | | | |

5. General information

5.1. Your gender _____

5.2. Age _____

5.3. Year of graduation _____

5.4. Your comments and wishes:



Annex 2

QUESTIONNAIRE

"Are you ready to choose a profession?"

In order to check how ready you are to take the first steps in choosing a profession, we suggest you fill out a questionnaire. It is easy to answer the questions contained in it: answer options - "YES" or "NO"

| Question | "YES" | "NO" |
|--|-------|------|
| 1. Do you know what profession your parents have? | | |
| 2. Do you know which educational institutions they graduated from? | | |
| 3. Do you know who your friends want to be? | | |
| 4. Do you do anything with special pleasure? | | |
| 5. Do you study any subject in depth? | | |
| 6. Can you list the educational institutions that are in your city? | | |
| 7. Do you read books about professions? | | |
| 8. Have you talked to anyone about choosing a profession? | | |
| 9. Do you help your parents at work? | | |
| 10. Have you ever been to meetings with representatives of certain professions? | | |
| 11. Has the issue of how to choose a profession been discussed in your family? | | |
| 12. Have your family discussed ways to get a profession? | | |
| 13. Do you know the difference between the concepts of "scope of activity" and "type of activity"? | | |
| 14. Have you approached the employment center or school psychologist with a choice of profession? | | |
| 15. Have you studied with a tutor or on your own to better master a particular subject? | | |
| 16. Have you thought about the question of how you can effectively use your opportunities, talents in professional activities? | | |
| 17. Are you ready to make a professional choice? | | |
| 18. Have you taken tests to identify your abilities for a particular profession? | | |



| | | |
|---|--|--|
| 19. Have you been involved in workshops with a profile close to your dream profession? | | |
| 20. Do you know which professions are in demand in the labor market? | | |
| 21. Is it easier for a person with a vocational education to find a job than for a high school graduate? | | |
| 22. Do you know what you will strive for in your future professional activity? | | |
| 23. Are you able to search for information about professions and the state of the labor market? | | |
| 24. Have you ever worked in your free time? | | |
| 25. Have you consulted with teachers about future professional choices? | | |
| 26. Do you agree with the statement that professionalism comes to a specialist over the years? | | |
| 27. Have you applied to the employment service to find out about current professions in the labor market? | | |
| 28. Do you attend clubs, sections, sports or music schools? | | |
| 29. Does the financial situation depend on the level of education and professionalism? | | |
| 30. Does the financial situation depend on work experience? | | |
| TOTAL ANSWERS "Yes" | | |

And now count all the answers "YES". Answers "NO" are not taken into account.

21-30 points. Well done! You have a goal and you go to it confidently. Choosing a profession will be much easier for you than others. You are almost ready to take this serious step.

11-20 points. Well, not bad. You are actively engaged in self-education, take care of your future. But this is not enough to choose the right profession. Looks like you missed something very necessary. Don't worry, you still have enough time to make up for lost time.

Annex 3

A list of questions that will help the entrant to get the most information about the university



1. Is it a state diploma?
2. What was the competition last year?
3. Is there a dormitory at the university and is it provided to the residents of the region?
4. What is the payment for the dormitory?
5. Is it possible to apply for several specialties?
6. Is it possible to study at two faculties at the same time?
7. What secondary special education is considered specialized? Is it taken into account when entering, or is work experience taken into account?
8. Which companies does the university cooperate in the employment of graduates?
9. Is it possible in the learning process to transfer from a paid form of education to a budget one?
10. Is it possible to move from faculty to faculty while studying?
11. Is it possible to transfer to a university from another university?
12. Is it possible to switch from evening to full-time education?
13. How many foreign students study at the university?
14. What foreign languages are studied at the university?
15. Is university students studying abroad (on exchange)?