

Natasa Fizek
Career socialization training

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CAREER SOCIALIZATION TRAINING

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1. WHAT DOES CAREER MEAN? WHAT IS SUCCESS

Career?! Nowadays, this word is an abstract concept for many young people. We – Hungarians – are nationally pessimistic, and young people consider their situation more futureless. They are glad if they find a job at all, and most of the time they turn to this topic ironically.

In the last few years I have collected several information from books, periodicals, the internet and from my personal experiences which is the basis of my curriculum. Now I would like to introduce the outline of this curriculum to you in order to familiarize how diverse this topic is, and to give some help or a light push to succeed in the labour market. Within the framework of this publication, the effort to completeness is obviously not a goal, therefore, I tried to select the most relevant and most useful information.

I would not say it is easy to achieve our dreams in terms of work, but I certainly claim that it is not impossible. Preparation, endurance and faith are definitely a must.

'Career' is originally a French word, means: rapid and successful progress, ambition and progress through life.

Building a career is not science, we could rather say it is art located on the edge of several other disciplines. As Zsolt Pintér (PINTÉR, 2004. 163.) says, it is similar to "those techniques which are being used in the evening lighting of buildings: making certain elements or moments plastic, while leaving others in the background; we never lie, though." Students usually have doubts about this statement,

because when we keep back something it is almost as if we were lying. But in the process of career development, we should consider ourselves as we were the articles; goods, which we would like to sell the most advantageously. Therefore, similarly to the advertised products, we have to highlight some of our qualities which help us to stand out clearly from the countless other products. These qualities should be our strengths, such as in the case of toothpaste or washing powder advertisements, and we should only hide some of our less beneficial qualities the same way as these ads do.

According to the American writer, Anthony Robbins, "the secret of success is in motivation: decide what you want to achieve and persist in doing it day by day, even if it seems you will not succeed."¹

It is usually mentioned that the three elements of success are ambition, opportunity and personal skills. If any of these components is missing, no one can be successful.

In a different approach success is like a three-legged stool, one of its legs is the love of profession, interest in tasks, and personal fulfilment, the second is work conditions, financial and moral recognition, and the third is the time spent on recreation and family. (PINTÉR, 2004. 88.) Therefore, someone can be successful when professional, material and private satisfaction is given.

1.1. Career axioms

1st axiom (elemental truth): Nowadays, on the contrary to life-long employment, we should be prepared for the ongoing changes, newer and newer challenges, even the acquirement of new professions. Before the systemic changes things were simple and predictable. Today we cannot expect that the "company" will take care of us, because we do not know whether it will still exist tomorrow or not.

2nd axiom: We must take control of our destiny and take care of our future. In order to be successful, firstly, we should consider ourselves as we were goods.

¹ [HTTP://WWW.CITATUM.HU/SZERZO/ANTHONY_ROBBINS](http://www.citatum.hu/szerzo/anthony_robbins)

3rd axiom: Always walk with eyes wide open. Notice and take advantage of emerging opportunities.

4th axiom: Look for a mentor with whom we can realize our talent and we can attach our career to. Its only danger is if (s)he is dismissed, we are likely to be fired out too. (PINTÉR, 2004. 24–26.)

1.2. Career stages

There are different approaches of individual career (PINTÉR, 2004; HENCZI, 2008), but one thing is common, namely they are all based on the American economist Donald Super's Life Rainbow model. (Figure 1.)

This model tries to embrace the whole lifespan and work is only one aspect of it. According to it, our life stages consist of 6 roles (child, student, leisurite, citizen, worker, homemaker or parent). The way how these roles are fulfilled, is determined by internal and external factors. The external factors include our socio-economic environment, the internal factors include attitudes, interests, skills, etc. As our age changes, the significance of each role vary as well. Our satisfaction with life mainly depends on how many of these roles we have at the same time, and how we can fulfil those.²

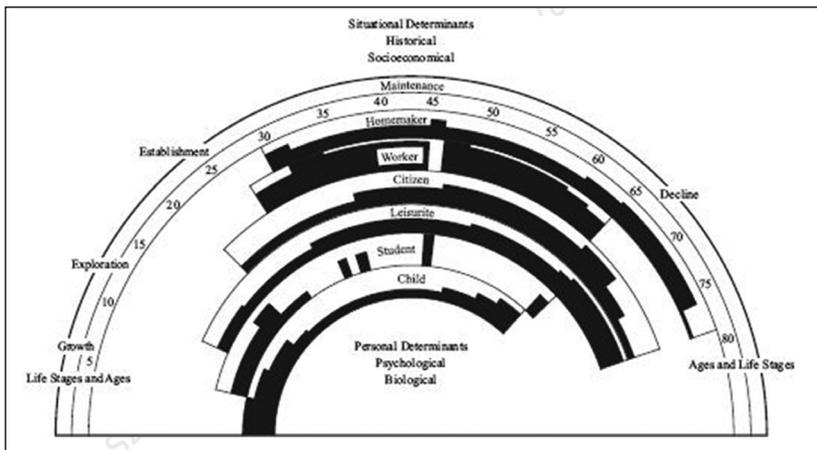


Figure 1.: Donald Super's Life Rainbow Model

² [HTTP://WWW.EKTF.HU/HEFOPPALYAZAT/TANSZEMFEJL/SUPER_SZIVRVNYMODELLJE.HTML](http://www.ektf.hu/hefoppalyazat/tanszemfejl/super_szivrvnymodellje.html)

I am going to present the stages of career below adjusted to the Hungarian reality and supplemented by some additional aspects:

Age 16–18:

The first period of career decisions. Young people at this age have already have some ideas about their future goals. At least they know that after high school they might like to continue their studies or start work, or they might start their own business.

Age 18–24:

Chance of a new start without consequences. In this period of life, young people can change their mind without serious consequences, e.g. they can continue their studies, change school or abandon their studies, or choose another profession after all.

However, it does not look good in the CV, even in this early period, if there is a school shift or the abortion of studies, so these information should be overshadowed in the CV by highlighting or focusing on other information.

Age 24–30:

The early stages of a career, the deep water. It is not only a difficult period for career starters because they have to show up at work at 7 or 8 am, or because they cannot have parental release from their obligations, furthermore it is not as easy to take a day off for medical reasons like in school, but also because this is the period when they must learn to work. Obviously, who starts work earlier in age, meets this stage earlier as well. We should begin to enter the mood of this new system, familiarize new people who may have known each other for a long a time. We must learn the new customs and rituals, and avoid the unpleasant and embarrassing situations, which is not an easy task. In many cases, young workers merely have difficulties coping with new challenges, because they do not have experience, not to mention those tasks which are often carried out by them because those are traditionally the duties of young workers. For example in the case of teachers, supervising at the school party or organizing trips and celebrations, and there are many other tasks like these that are delegated to young teachers in most schools. This is how deep water turns into hot water.

Age 30–37:

The stage of development. Most of the time a person receives his first independent tasks or a higher position at this age. There are some areas of course, where this stage comes earlier or later. This is the period of material growth and to found a family – for more and more women as well. Usually, it is possible to buy an own apartment or car at this age. This stage brings one of the biggest dilemmas of parenthood: there is a great pressure on the person at his workplace, while children need the biggest care and attention at the early years of childhood.

Age 38–50:

The top of the career. This period – although it often takes 5-10 years more – is the most active stage of career. We have a lot of experience, but we are still dynamic enough to look for new challenges.

Age 50+:

The time of obtaining positions. People are not willing to change jobs, and over 50 the chance of finding a new job is very low despite the acquired experience.

1.3. Competencies

The independent professional key competencies are personal characteristics, which are typically required to be used in the world of work and in several fields of community life. Key competencies stimulate us for life long learning, to accomplish socially valuable and effective career goals, and to find the suitable job. Key competence is a transferable (can be transferred from one situation to another) combination of knowledge, skills and attitudes, which everyone should have in order to reach their personal fulfillment and development, to be able to integrate into society and become employable. (HENCZI, 2008A. 29.)

Types of key competencies

The group of key competencies are those competencies that help the individual:

- to adjust his/her set of competencies to new expectations,
- to adopt to the changing career opportunities,
- with the help of Life Long Learning (LLL) to improve their employability and mobility,
- to contribute to the effective functioning of local communities and society as a whole.

Key competencies include the following eight elements of competencies:

- communication in the mother tongue,
- communication in foreign languages,
- mathematical competence and basic competences in science and technology,
- digital competence,
- learning to learn (organization and regulation of learning related competencies),
- interpersonal and civic competencies,
- competence of entrepreneurship,
- competence of cultural awareness. (HENCZI, 2008A. 30–31.)

The categorization of key competencies

Key competencies, required for successful living and the proper functioning of society, can be divided into three interrelated groups:

- individual action,
- interactive use of tools, and
- functioning in socially heterogeneous groups (establishment of contacts, cooperation, conflict resolution.)

One of the most important skills is openness towards life long learning, as a way of life. (HENCZI, 2008A. 33.)

The following elements of competence are being searched in Hungary:

- motivation to learn/docility (active participation in sometimes compulsory trainings, which provide special knowledge and improve skills),

- flexibility (management of change, thinking, problem solving and creativity),
- initiative,
- intellectual skills (attention, memory, thinking, problem solving and creativity),
- normativity (loyalty, identification with the organizational requirements of competence and performance),
- cooperation (taking into consideration the interests of others, establishing and maintaining relations, teamwork),
- basic knowledge of handling computers,
- loading and stress tolerance. (HENCZI, 2008A. 35.)

1.4. Exercises – Planning

Sit down, close your eyes and think back what you have always wanted to be in your life! Are you satisfied with your life? Do you think you would be happier ”on another road”? What don’t you like doing? Write down your thoughts!

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2. MOTIVATION

In relation to learning, the following proverb is often quoted: "You can lead a horse to water, but you can't make it drink." It is necessary to own the competence of learning to learn, but it is not enough.

2.1. Types motivation

Motivations for learning are usually grouped as follows (HENCZI, 2008B. 46.):

According to durability, motivations can be classified as:

- **Actual motivation:** Skill of active contribution in a certain time and phase of the learning process.
- **Permanent motivation:** It extends to the whole learning process, driven by the desire of knowledge and joyful learning.
- **Habitual motivation:** The general interest in the subject, the final goal of learning (education, certificate, qualifications) keep it alive.

According to the original cause, motivation can be:

- **Primary motivation:** Similarly to habitual motivation, the motive force is the final goal of learning.
- **Secondary motivation:** where the theme of teaching, the lecturer, our personal involvement or curiosity keeps alive our attention.

According to its direction, motivation can be:

- **Intrinsic motivation:** Comes from the student’s personality (thirst for knowledge, ambition, loneliness, etc.).
- **Extrinsic motivation:** Aimed at eliminating the existing deficit of competences and achieving better financial situation.



2.2. Exercises – What are you doing with pleasure?

When you choose the way of your career, it is important to have a full and clear picture of yourself. Although you can believe that doing some tests will help you to find out what occupations suit you, it is not entirely true. You know yourself the best. It is only you who knows what you like or do not like about the work. The only problem is that this information is chaotic in your mind.

One of the best ways of getting to know yourself is to answer four questions in writing:

1. If you didn’t have to work for a living, what would you do?

.....
.....

2. If you got a hundred million Forints, what would you do with it?

.....
.....
.....

3. If you had six months left to live (in good physical condition),
– what would you continue doing?

.....

– what would you stop doing?

.....

– what would you start doing that you haven't done before?

.....

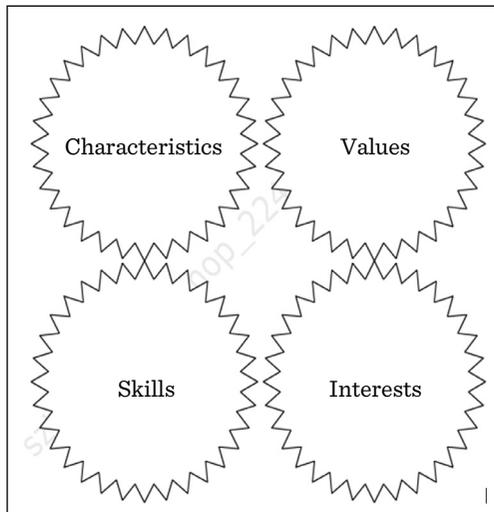
4. Actually, what would you do or wouldn't do?

.....

.....

Classify information about yourself into four categories. (GÖNCZI, 2008. 25.)

- Skills: you have learnt to do, you are able to do.
- Interests: things which you like.
- Values: that are important to you.
- Characteristics: which describe you the best.



3. SELF-CONCEPT, PERSONALITY

3.1. Development and operation of self-concept

Self-concept is the sum of those personality traits that we attach to ourselves. It is developed and organized by the impact of the environment from 2-3 years of age, and becomes solid by the end of childhood.

Three types of self-concept can be distinguished:

- subjective self-concept, what you think of yourself,
- ideal self-concept, which is a model you would like to become,
- objective self-concept is how others see you.

Self-evaluation reflects the distance between the subjective and the ideal self-concept. If the distance is short, you will be success-oriented; if the distance is large, you will avoid failure. (DARA, 2008. 71–72.)

3.2. Personality

What does personality, as a concept, mean? "Personality is the individual's cognitive, emotional and behavioral pattern, which determines personal style and the way how the individual interacts with the physical and social environment." (ATKINSON – ATKINSON – SMITH – BEM – NOLEN-HOEKSEMA, 2002. 356.)

Personality is a unique structure. It is formed by the internal or joint relations of genetic, physiological and experiential factors. Personality traits are those qualities or characteristics which define who you are. When we describe someone's personality we assume that it is – a time-stable – construction, which is manifested in certain modes of behaviour in relation to its environment. From the observation of these behaviors we can infer to the structure of personality. Because all our activities are affected by personality, they determine each step of our lives.

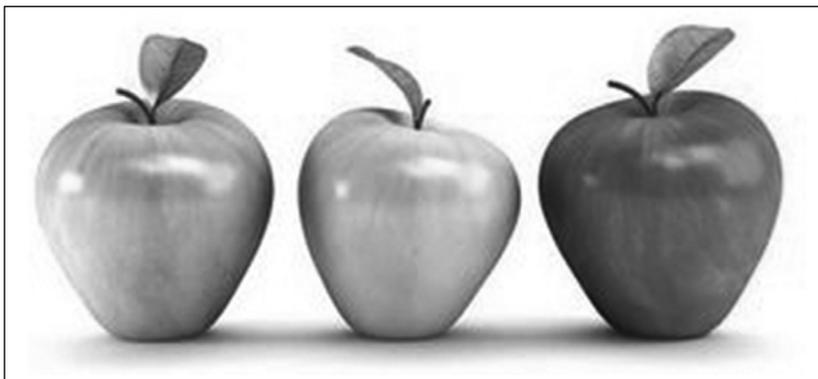
The understanding of the key personalities is essential, firstly, to choose the most appropriate job, secondly, to help us to develop a positive personal image which is important in building relations and to make the job interview more efficient. (PINTÉR, 2004. 111–112.)

According to Mark Twain, "Every man is a moon and has a side which he turns toward nobody". (For some people the dark side of the moon is small, for others it is like a football pitch.)

It is important to know ourselves if we want our work to make us happy! As it is written previously about motivation, the more we enjoy doing something, the better we will be. The better we are at something, the more we enjoy doing it. It is simple, isn't it?

Measuring personality is the invention of the 20th century.

Modern society relies heavily on individual differences, particularly on the objective assessment of cognitive and intellectual skills. In primary school, children are often classified into groups, based on their performance on tests. Aptitude tests are part of the selection



process of several colleges and other institutions offering higher qualifications. In addition, many companies and public authorities select from applicants on the basis of their test scores. (ATKINSON – ATKINSON – SMITH – BEM – NOLEN-HOEKSEMA, 2002. 349.)

By filling the following test, you can find out what characteristics are typical for you and what kind of jobs are the most suitable for you.

The tests are revised, updated, and shortened and based on the work by Jim Barrett and Geoff Williams. (BARRETT – WILLIAMS, 1990.)

3.3. Exercises – What kind of person are you?

Answer each item of the following tests whether you agree or not with the statements. Keep in mind that there is no right or wrong answer. Don't think too much at a question, it is better to answer immediately! There is no time limit for answering the questions, work until you feel like you are done. It is important to complete all of the items.

Examples

I hardly ever dream during sleeping. | I | YES | NO | G |

Ignore the letters on the sides of Yes and No. I will explain them later. Let's start doing the test!

Part I.

1. I usually like working alone.
| I | YES | NO | G |
2. It is easy for me to meet new people.
| A | YES | NO | P |
3. Small mistakes, that I sometimes make, annoy me.
| S | YES | NO | F |
4. I often do things without thinking.
| L | YES | NO | C |
5. It is hard for me to get through my problems.
| S | YES | NO | F |

6. It is easy for me to get started on a difficult task.
| C | YES | NO | L |
7. If everyone has a different opinion, it doesn't matter, I will tell you what I think.
| A | YES | NO | P |
8. I prefer when someone else take a lead role.
| P | YES | NO | A |
9. I like doing what my friends do.
| G | YES | NO | I |
10. I do everything not to hurt other people's feelings.
| S | YES | NO | F |
11. I prefer to pay attention to do my job precisely, even if I have to give up something else for this.
| C | YES | NO | L |
12. Many things, which I read about in books or papers, depress me.
| S | YES | NO | F |
13. I often find it hard to admit that I was wrong.
| F | YES | NO | S |
14. I usually take things in life as they come.
| C | YES | NO | L |
15. I think I can work best in team.
| G | YES | NO | I |
16. I prefer to stay at home than to go out.
| P | YES | NO | A |
17. I am very interested in the latest fashion.
| L | YES | NO | C |
18. The world is full of pain and misery.
| S | YES | NO | F |
19. I hate sitting still for a long time.
| L | YES | NO | C |

20. I am always ready to try new and exciting things.
| L | YES | NO | C |
21. I have confidence in most situations.
| F | YES | NO | S |
22. I don't get worried as easy as most people do.
| F | YES | NO | S |
23. Whatever happens, I stand by my friends.
| G | YES | NO | I |
24. I sometimes care what other people think of me.
| P | YES | NO | A |
25. I almost always have something to add to the argument.
| A | YES | NO | P |
26. I often lie awake and keep thinking about things that haven't worked out quite well.
| S | YES | NO | F |
27. I let others to know my most intimate feelings.
| G | YES | NO | I |
28. I don't know what I would do without my friends.
| G | YES | NO | I |
29. I often do things without telling others about it.
| I | YES | NO | G |
30. I like convincing others that I'm right.
| A | YES | NO | R |
31. While I am doing something I often let myself being diverted.
| L | YES | NO | C |
32. Once I have come to some decision, I often change my mind.
| L | YES | NO | C |
33. I like helping others to know each other.
| A | YES | NO | P |

34. It is good to possess a secret when I can pass it on.
| G | YES | NO | I |
35. It is difficult for me to decide on doing something, when I am afraid of hurting someone with it.
| S | YES | NO | F |
36. I prefer listening to others than talking to them.
| R | YES | NO | A |
37. When I quarrel with someone I also conciliate soon.
| A | YES | NO | P |
38. More or less, I accept myself as I am.
| C | YES | NO | L |
39. I like it when they ask my permission before borrowing something.
| I | YES | NO | G |
40. I love sharing my problems with my friends.
| G | YES | NO | I |

Part II.

In the second part of the questionnaire think about how others describe you. People usually say I am:

- | | |
|-----------------|------------------|
| 1. sociable | G Yes No I |
| 2. independent | I Yes No G |
| 3. easy-going | C Yes No L |
| 4. ostentatious | A Yes No P |
| 5. reserved | P Yes No A |
| 6. emotional | S Yes No F |
| 7. adaptable | G Yes No I |
| 8. confident | A Yes No P |
| 9. impatient | L Yes No C |
| 10. lively | L Yes No C |
| 11. warm | A Yes No P |

12. nonconformist	I Yes No G
13. lost in the crowd	G Yes No I
14. sensitive	S Yes No F
15. suggestible	G Yes No I
16. overwhelming	A Yes No P
17. shy	P Yes No A
18. influenced by friends	G Yes No I
19. realist	F Yes No S
20. irritable	L Yes No C
21. indifferent	F Yes No S
22. meek	P Yes No A
23. quick-tempered	L Yes No C
24. tender-hearted	S Yes No F
25. shocking	L Yes No C
26. go my own way	I Yes No G
27. calm	C Yes No L
28. phlegmatic	F Yes No S
29. dreamy	S Yes No F
30. temperate	C Yes No L
31. by oneself	I Yes No G
32. detached	F Yes No S
33. timid	P Yes No A
34. friendly	A Yes No P
35. even-tempered	C Yes No L
36. touchy	S Yes No F
37. peaceful	C Yes No L
38. objective	F Yes No S
39. nervous	P Yes No A
40. lonely	I Yes No G

Test evaluation

Count up the number of times you have circled yes/no next to letter F in Part I. and II., that is going to be the F score.

Do the same thing with letter L, A, and G.

F score:

L score:

A score:

G score:

These scores assess certain dimensions of your personality. These dimensions should be treated separately, as they are distinct parts of your personality, and you can lean on them separately.

E.g. the two ends of the F scale show the maximum of sensitivity-objectivity. Those occupations are recommended for you which your scores are closer to, and you should avoid those which are listed at the opposite end of the scale.

F scale

S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	F
sensitive																					objective
artist																					lawyer
writer																					camera-man
dancer																					excise officer
florist																					diver
music therapist																					estate agent
nurse																					mechanician
speech therapist																					jailer
teacher																					computer analyst
veterinary assistant																					engineering technician
window dresser																					traffic warden

L scale

C	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	L
calm																					lively
administrator																					press agent
paramedic																					bartender

L scale

C	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	L
calm																					lively
art therapist																					conference organiser
doctor																					dancer
draughtsperson																					demonstrator
ergonomist																					trader
fireman																					dresser
guard																					hairdresser
librarian																					market researcher
electrical engineer																					masseur
chiropractor																					model
police officer																					PR executive
restorer																					shop assistant
naturalist																					window dresser
surgeon																					

A skála

P	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	A
passive																					aggressive
bacteriologist																					actor
book binder																					bank manager
programmer																					beautician
tailor																					stockbroker
dietician																					club manager
engraver																					courier
gamekeeper																					editor
gardener																					foreign trader
goldsmith																					stylist
historian																					hotel manager
cover artist																					company representative
lighthouse guard																					tax collector
picture framer																					publisher
potter																					reporter
corrector																					drama teacher
warehouse keeper																					

G scale

I	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	G
independent																					gregarious
crime scene detective																					flight attendant
archeologist																					valuer
architect																					cashier
judge																					club manager
book binder																					social worker
ticket inspector																					fireman
merchant																					baby-sitter
chiropracist																					HR manager
courier																					masseur
craftsman																					referee
dentist																					tax inspector
interpreter																					physiotherapist
film reviewer																					sailor
photographer																					soldier
typographer																					youth worker
driver																					
writer																					

4. PERSONAL CAPABILITIES

Personal capabilities basically mean all our hidden natural aptitudes, experiences and achievements.

We usually know enough of our achievements, qualifications and practical experiences, therefore, you might have already experienced the easiest and most difficult tasks which you have faced to.

Probably, we will be more effective if we fully prove our best abilities instead of relying on the less powerful ones. Thus, we can achieve the best results with minimum effort. In terms of career, this means that we are more likely to go faster and further this way, rather than doing continuous training to keep us at the same level.

4.1. Skills can be measured

Aptitude tests belong to those types of tests where you have to perform a number of tasks within a specified amount of time. If you had unlimited time, you could probably answer most of the questions correctly, but you couldn't make sure which train of thought was the easiest for you. Therefore, you have to be strict with yourself, as far as time limits are concerned.

4.2. Exercises – What are you good at?

Each test is divided into ten-minutes blocks, the precision test has two five-five minutes parts. There are training exercises before each task. Make sure you understand the tasks, before you start solving them. The solution of the sample task is at the bottom of the page.

Verbal thinking

Each question has four possible answers. Circle the appropriate ones!

Examples

1. The boy and the man are related to each other as the girl and the...
a) elephant b) child c) woman d) horse
2. The rock is a/some
a) stone b) mountain c) roll d) water
3. The opposite of north is
a) south b) east c) cold d) hot

Turn a page and start the test! You have ten minutes to solve as many tasks as you can. The test has 41 items.



(Correct answers: 1c, 2a, 3a)

1. Ocean and pond are related to each other as deep and
a) shoal b) well c) sea d) lake
2. The opposite of early is
a) evening b) late c) postpone d) morning
3. A man is masculine, a woman is
a) clever b) lady c) girl d) feminine
4. What does frozen mean?
a) adhesive b) fluid c) solid d) water
5. Circle and sphere are related to each other as square and
a) ball b) cube c) polygon d) triangle
6. Army and land are related to each other as navy and
a) sea b) mountains c) ships d) air-forces
7. Portion means
a) whole b) part c) bit d) nothing
8. Socks and foot are related to each other as hat and
a) band b) hair c) head d) face
9. Lonely means
a) crowd b) diamond c) partner d) alone
10. Wise and fool are related to each other as vain and
a) modest b) pretty c) conceited d) proud
11. The opposite of dynamic is
a) electric b) slow c) fixed d) resistant
12. The horse and the rider are related to each other as the car and the
a) vehicle b) butler c) cart d) driver
13. The opposite of contribute is
a) clumsy b) barrier c) terminate d) protest
14. What does argument mean?
a) comment b) talk c) battle of words d) work
15. Which is the third according to the alphabet?
a) Széchenyi b) Széchényi c) Szécsényi d) Széchy

16. Sentence and paragraph are related to each other as word and
a) letter b) sentence c) paragraph d) expression
17. Which is the odd one out?
a) speech b) cue c) text d) loafing
18. Eagle and sparrow are related to each other as German shepherd and
a) Pekingese b) Hungarian Vizsla
c) fox d) St. Bernard
19. Which is the odd one out?
a) verb root b) relative pronoun
c) promotional d) inflected form
20. Which is the second-to-last letter in the word TEST?
a) T b) E c) S d) T
21. What does turbine mean?
a) fish b) motor c) tower d) string
22. Principal and interest are related to each other as work and
a) worker b) wage c) employer d) capital goods
23. Never and sometimes are related to each other as always and
a) occasionally b) usually
c) often d) at all times
24. The opposite of certainty is
a) rightness b) accuracy c) doubt d) endless
25. Which is the odd one out?
a) nucleated b) firm c) angry d) short
26. Stud and pin are related to each other as hook and
a) screw b) eye c) doorway d) grass
27. Which is the odd one out?
a) lock b) quay c) pile d) anchor
28. Inheritance and environment are related to each other as nature and
a) education b) origin c) health d) animal

29. What does construction mean?
a) work b) illness c) shipbuilder d) executor
30. Drawn and sword are related to each other as arrow and
a) turnákulum b) case c) string d) quiver
31. Feather and bird are related to each other as fence and
a) farm b) pile c) hedge d) storage
32. The opposite of choleric is
a) conspicuous b) ostentantious
c) irritable d) phlegmatic
33. A nurse and a doctor are related to each other as a secretary
and a
a) dentist b) typewriter c) manager d) desk
34. Which is the odd one out?
a) marriage b) resolution c) divorce d) separation
35. Which is the odd one out?
a) monitoring b) chase c) sniffing d) hunt
36. Colouring and bleaching are related to each other as reddening
a) flush b) pink c) dilution d) paleness
37. The opposite of limited is
a) plenty b) wordy c) meticulous d) splintery
38. Which is the odd one out?
a) foam b) pulp c) bubble d) wave
39. Targeted and curling are related to each other as listener and
a) ready to act b) straight c) curved d) evasive
40. Where and place are related to each other as when and
a) job b) time c) soon d) how
41. Which is the odd one out?
a) stand b) vegetate c) dominate d) exist

THE END

Numerical deduction

The test consists of a series of numbers. Your task is to decide how they go together to form a relationship with each other. Then you have to choose the number which would go next in the series, choosing from the four possible answers provided. Circle the correct answer.

Examples

1. 12 10 8 6 4 a) 6 b) 7 c) 5 d) 10
2. 3 4 6 9 13 a) 15 b) 18 c) 17 d) 20
3. 729 243 81 27 9 a) 3 b) 4,5 c) 6 d) -18

Turn a page and start the test. You have 10 minutes to do as much as you can. The test has 21 series of numbers.



(Correct answers: 1b, 2b, 3a)

1. 1 3 5 7 9 a) 8 b) 11 c) 12 d) 13
2. $1/2$ 1 2 4 8 a) 12 b) 24 c) 16 d) 18
3. 3 5 8 12 17 a) 25 b) 26 c) 22 d) 23
4. 2 2 4 6 10 a) 14 b) 10 c) 20 d) 16
5. 4 8 16 32 64 a) 96 b) 100 c) 128 d) 112
6. 81 27 9 3 1 a) $1/2$ b) 1 c) $1/3$ d) $1/6$
7. 0,1 0,3 0,5 0,7 0,9 a) 1,1 b) 0,11 c) 11 d) 0,011
8. 1 4 9 16 25 a) 32 b) 36 c) 48 d) 49
9. 5 9 17 33 65 a) 101 b) 108 c) 143 d) 129
10. 0 3 8 15 24 a) 36 b) 30 c) 35 d) 31
11. 1 8 27 64 125 a) 250 b) 216 c) 185 d) 196
12. 5 7 11 17 25 a) 35 b) 27 c) 31 d) 39
13. 4 5 7 11 19 a) 33 b) 27 c) 37 d) 35
14. 0 3 2 5 4 a) 8 b) 7 c) 9 d) 6
15. 0 8 8 16 24 a) 40 b) 24 c) 32 d) 48
16. 2 5 11 23 47 a) 80 b) 95 c) 92 d) 101
17. 10 25 12 30 14 a) 16 b) 50 c) 24 d) 35
18. 3 9 6 15 9 a) 8 b) 15 c) 12 d) 21
19. 50 40 100 90 150 a) 200 b) 180 c) 140 d) 300
20. 2 4 4 16 16 a) 32 b) 64 c) 24 d) 196
21. 15 9 24 33 57 a) 80 b) 90 c) 89 d) 48

THE END

Accuracy and precision

The test has two parts, both of them require 5-5 minutes. There are simple arithmetic operations in the first part. In the second part, three names are given and your task is to decide which is the first according to the alphabet.

Examples

1. $26+9=$
2. $35-12=$
3. $74\times 7=$
4. a) Taylor b) Tailor c) Townsend
5. a) Deader b) Dreader c) Dader
6. a) Wisp b) Willow c) Wilter

Turn a page and start the test. You have 5 minutes for the arithmetic operations. When time is up, start the second part. You also have 5 minutes for this. There are 35 items in the arithmetic operations and 70 items in the alphabetic part.



(Correct answers:: 1. 35, 2. 23, 3. 518, 4.b, 5.c, 6.b)

Part I.

1. $24+5=$
2. $71+9=$
3. $35+69=$
4. $45+62=$
5. $15+19+23=$
6. $26\times 6=$
7. $37+48+35=$
8. $49\times 8=$
9. $64+57+62=$
10. $48-13=$
11. $127-98=$
12. $35\times 9=$
13. $364/7=$
14. $28+364+479=$
15. $369/3=$
16. $67+12=$
17. $47\times 5=$
18. $249-158=$
19. $584/8=$
20. $6016-739=$
21. $279+686+755=$
22. $135-36=$
23. $37\times 9=$
24. $1452/12=$
25. $924-536=$
26. $612+387=$
27. $26+15+83=$
28. $23+83=$
29. $24\times 8=$

30. $916-158=$
31. $54+36=$
32. $67+29=$
33. $217-138=$
34. $43\times 11=$
35. $3528/6=$

Part II.

- | | | |
|------------------|---------------|----------------|
| 1. a) Able | b) Abel | c) Abbel |
| 2. a)Tango | b) Tanker | c) Tabber |
| 3. a) Swift | b) Switch | c) Stuck |
| 4. a) Dean | b) Deal | c) Drift |
| 5. a) Frant | b) French | c) Freak |
| 6. a) Tranter | b) Truck | c) Tramper |
| 7. a) Grant | b) Gant | c) Great |
| 8. a) Willis | b) Wiltshire | c) Wilter |
| 9. a) Simons | b) Simkins | c) Simmons |
| 10. a) Stanley | b) Sturdy | c) Straemer |
| 11. a) Foster | b) Forster | c) Fortnum |
| 12. a) Yarrow | b) Yaught | c) Yammer |
| 13. a) Pear | b) Pearce | c) Pearson |
| 14. a) Burch | b) Birch | c) Brunch |
| 15. a) Fox | b) Fotse | c) Foray |
| 16. a) Hamilton | b) Harding | c) Hammer |
| 17. a) Gough | b) Guntler | c) Goff |
| 18. a) Pear | b) Peirs | c) Pedlar |
| 19. a) Brown | b) Browne | c) Browny |
| 20. a) Milton | b) Miller | c) Milstone |
| 21. a) Delafield | b) Deldafield | c) Delderfield |
| 22. a) Johnson | b) Johnston | c) Johnston |

- | | | |
|------------------|--------------|---------------|
| 23. a) Jackron | b) Jackson | c) Jackman |
| 24. a) Phillips | b) Philips | c) Phillippes |
| 25. a) Crow | b) Crout | c) Crove |
| 26. a) Mackie | b) Mackensie | c) Macky |
| 27. a) Young | b) Younger | c) Youngest |
| 28. a) Crispin | b) Crist | c) Crump |
| 29. a) Wober | b) Waller | c) Walters |
| 30. a) Katz | b) Katin | c) Kaarl |
| 31. a) Davis | b) Davies | c) Davit |
| 32. a) Mordecai | b) Morden | c) Mortimer |
| 33. a) Butler | b) Bower | c) Butcher |
| 34. a) Stratford | b) Stafford | c) Strafford |
| 35. a) Wallis | b) Wallace | c) Warris |
| 36. a) Pearson | b) Pearston | c) Pearstron |
| 37. a) Rhostra | b) Rodda | c) Rhonda |
| 38. a) Tailor | b) Taylor | c) Tail |
| 39. a) Carter | b) Carver | c) Carstair |
| 40. a) Zuiler | b) Zweger | c) Zueeter |
| 41. a) Stanine | b) Stanton | c) Stanned |
| 42. a) Able | b) Abel | c) Abbot |
| 43. a) Travers | b) Traverse | c) Travart |
| 44. a) Quintcy | b) Quinton | c) Quintel |
| 45. a) Gromner | b) Grommer | c) Gronner |
| 46. a) Rabbis | b) Rabbes | c) Rabast |
| 47. a) Norving | b) Norway | c) Norwyn |
| 48. a) Wrighton | b) Whiton | c) Whitton |
| 49. a) Crabbes | b) Crates | c) Crabs |
| 50. a) Zeron | b) Zero | c) Zerox |
| 51. a) Cane | b) Caine | c) Cayne |
| 52. a) Rushton | b) Tushton | c) Riston |

53. a) Noord b) Nourd c) Nord
54. a) Sarid b) Sarit c) Sarip
55. a) Constable b) Constabulary c) Constible
56. a) Farrington b) Faringone c) Farrington
57. a) Gribble b) Grimble c) Gristle
58. a) Saul b) Tall c) Paul
59. a) Yacht b) Yapped c) Yaed
60. a) Lines b) Lyes c) Linde
61. a) Rapport b) Robot c) Redditch
62. a) Clore b) Clare c) Clair
63. a) Zeus b) Zude c) Zoo
64. a) Bable b) Able c) Abbot
65. a) Right b) Plight c) Sight
66. a) Carryon b) Carrion c) Clarion
67. a) Wavey b) Wacey c) Wackey
68. a) Ingrid b) Ingret c) Ingreed
69. a) Derry b) Derron c) Derret
70. a) Querible b) Queastor c) Quest

THE END

Critical dissection

In this test you are asked to draw logical conclusions from the information you have been given.

Examples

1. Joe and Paul love bouncing. Enikő wears glasses. Who can break his/her glasses while bouncing?
a) Joe b) Paul c) Enikő
2. The highlighted statement has four facts. Choose two facts which make the statement true. (Only if you have chosen both correct statements, is your answer correct.)

Felcsút is situated north from Alcsút.

- a) Alcsút is situated south from Kerekcsút.
- b) Felcsút is situated north from Köröscsút.
- c) Köröscsút is situated south from Kerekcsút.
- d) Kerekcsút is situated south from Felcsút.

Turn a page, and start the test. You have 10 minutes to answer as much as you can. The test has 31 items.

(Correct answers:: 1a, 2ad)

Albereg is bigger than Felbereg. Újbereg is bigger than Albereg.

1. Which is the biggest city?

- a) Albereg b) Felbereg c) Újbereg

Jane and Jack are blonde. Bori and Reni are black. Jane and Reni are tall.

2. Ki az, aki szőke és magas?

- a) Jane b) Jack c) Bori d) Reni

3. Ki az, aki magas és fekete hajú?

- a) Jane b) Jack c) Bori d) Reni

Matyi plays with marbles.

4. a) In summers, Matyi is a member of the marbles team.

b) Matyi is in the playground.

c) In summers, they play with marbles in the playground.

d) In the playground every children play with marbles.

Aaron can swim faster than Thomas.

5. a) Ede is a swimming champion.

b) Aaron can swim longer than Ede.

c) Aaron can swim as fast as Ede.

d) Ede can swim faster than Thomas.

Janka, Mira, Esther and Anett sit next to each other from left to right. Janka changes place with Esther, then Esther with Mira.

6. Who sits on the right of the line?

- a) Janka b) Mira c) Esther d) Anett

7. Who sits on the left of Esther?

- a) Janka b) Mira c) Anett

A group of friends live in a house where every floor is a separate apartment. Toni lives in Niki's flat, Miki lives above Bela's. Bela shares a flat with Toni. Imre lives two floors below Niki. Zsanett lives below Toni's apartment. Andrew occupies the top floor.

8. Who lives in the bottom?

- a) Andrew b) Niki c) Toni d) Imre
e) Miki f) Bela g) Zsanett

9. Who live together?

- a) Andrew and Zsanett b) Miki and Niki
c) Toni and Imre d) Zsanett and Toni

Some members of the class have won season tickets to the theatre.

10. a) The whole class has received an award.

b) Some people, who have won season tickets to the theatre, have also got some pins.

c) The award was the season ticket to the theatre.

d) Everybody, who has received a pin, is the member of the class.

Gyöngyi is 8 years old, half as old as her brother, Feri. Bálint is two years younger than Gyöngyi and the same number of years older than Magdi.

11. Who is the oldest?

- a) Gyöngyi b) Feri c) Bálint d) Magdi

12. Who is the youngest?

- a) Gyöngyi b) Feri c) Bálint d) Magdi

13. How old is Magdi?

- a) 1 b) 2 c) 3 d) 4 e) 5 f) 6 g) 7 h) 8 i) 9

14. By how many years is Bálint younger than Feri?

- a) 4 b) 6 c) 7 d) 8 e) 9 f) 10 g) 12

Five cars were racing. The Renault overtook the Opel, but could not overtake the Ford. The Honda failed to overtake the Mazda, but managed to overtake the Ford.

15. Which car came last

- a) Renault b) Opel c) Ford d) Honda e) Mazda

16. Which car came in third place?

- a) Renault b) Opel c) Ford d) Honda e) Mazda

Peti can play the piano, but he cannot play the flute. Katie can play the piano and the flute as well, Bela can play the cello, but cannot play the piano. Zsóka can play the flute, but cannot play the cello.

17. If all the children can play two of the three types of musical instrument, who can play the same two instruments as Katie?

- a) Peti b) Bela c) Zsóka

A couple travelled to Győr from Szeged by motorbike. Soon after they left Kecskemét, they stopped for a coffee at Inárcs, which was halfway of their trip.

18. What is the longest distance?

- a) from Szeged to Kecskemét
b) from Kecskemét to Győr
c) from Inárcs to Győr
d) from Kecskemét to Inárcs

Fifty candidates took the exam.

19. a) Twenty candidates could answer less than half of the questions.

b) Ten candidates have failed.

c) Thirty candidates could answer more than half of the questions.

d) Forty candidates took the exam successfully.

Rohan is situated northeast from Gondor.

20. a) Rohan is a two-day journey north from Mordor.

b) Mordor is a two-day journey west from Gondor.

c) Gondor is a two-day journey west from Mordor.

d) Gondor is in the south-east from Rohan.

January was wetter than February, but sunnier than March.

21. Which was the wettest month?

- a) January b) February c) March

Today is Tuesday.

22. a) This year, the first day of June was Wednesday.
b) It was Saturday three days ago.
c) Today is the 21st of June.
d) Last year the 22nd of June was Tuesday.

Six families live in a three-storey pension. The odd numbers are on the right, the even numbers are on the left in the pension. The first and the second apartments are on the ground floor, the third and the fourth are on the first floor, the fifth and the sixth are on the second floor. The Gombos family's door is on the right, and they have upper and lower neighbours as well.

23. In which apartment was the Gombos family?
a) 1 b) 2 c) 3 d) 4 e) 5 f) 6

The Toth family lives in an even-numbered apartment, the Nagy family lives under them. The Asztalos family lives opposite to the Nagy. The Galfi and the Nemet family live below those families whose surnames begin with different letters from theirs.

24. Where do the Galfis live?
a) 1. b) 2. c) 3. d) 4. e) 5. f) 6. apartment

25. Which family lives opposite to the Nagys?
a) Toth b) Asztalos c) Gombos
d) Galfi e) Nemet

26. Which family lives above the Nemets?
a) Toth b) Asztalos c) Gombos
d) Galfi e) Nagy

27. Which family lives in the first apartment?
a) Toth b) Asztalos c) Gombos
d) Galfi e) Nagy f) Nemet

28. Which family spends its holiday in the sixth apartment?
a) Toth b) Asztalos c) Gombos
d) Galfi e) Nagy f) Nemet

Paul Hegyi, his wife, Monica, and one of their twin daughters live at the corner of Alkotmany and Nepdal street. They also have two sons (Jacint and Gyula), who live in a house next door on their right and left. Jacint and his wife, Anita live in Nepdal street. Zsanett has the same first name as her sister-in-law, who lives with her parents now. Sarolta divorced from Dani, but she regularly visits her brother and his two daughters in Alkotmany street. Each member of the family has already been mentioned.

29. Who lives in Alkotmany street?

- a) Dani and Sarolta
- b) Gyula and Sarolta
- c) Gyula and Zsanett
- d) Zsanett and Jacint

30. Who lives with Paul Hegyi and his wife?

- a) Monica
- b) Anita
- c) Zsanett
- d) Sarolta

31. Who are the twins?

- a) Monica and Zsanett
- b) Zsanett and Sarolta
- c) Anita and Sarolta
- d) Anita and Monica

THE END

Answer key

Verbal thinking

1. a 2. b 3. d 4. c 5. b 6. a 7. b 8. c
9. d 10. a 11. c 12. d 13. d 14. c 15. d 16. b
17. d 18. a 19. c 20. c 21. b 22. b 23. c 24. c
25. c 26. b 27. a 28. a 29. a 30. d 31. a 32. d
33. c 34. a 35. d 36. d 37. a 38. b 39. a 40. c
41. c

30 points or more A

26–29 points B

23–25 points C

19–22 points D

15–18 points E

14 points or less F

My score:

Numerical deduction

1. b 2. c 3. d 4. d 5. c 6. c 7. a 8. b
9. d 10. c 11. b 12. a 13. d 14. b 15. a 16. b
17. d 18. d 19. c 20. d 21. b

17 points or more A

13–16 points B

11–12 points C

8–10 points D

4–7 points E

3 points or less F

My score:

Accuracy and precision

Part I.

1. 29 2. 80 3. 104 4. 107 5. 57 6. 156 7. 120
8. 392 9. 183 10. 35 11. 29 12. 315 13. 52 14. 871
15. 123 16. 79 17. 235 18. 91 19. 73 20. 5277 21. 1720
22. 99 23. 333 24. 121 25. 388 26. 225 27. 124 28. 106
29. 192 30. 758 31. 90 32. 96 33. 79 34. 473 35. 588

Part II.

1. c 2. c 3. c 4. b 5. a 6. c 7. b 8. a
9. b 10. a 11. b 12. c 13. a 14. b 15. c 16. a
17. c 18. a 19. a 20. b 21. a 22. a 23. c 24. b
25. b 26. b 27. a 28. a 29. b 30. c 31. b 32. a
33. c 34. b 35. b 36. a 37. c 38. c 39. c 40. c
41. a 42. c 43. c 44. a 45. b 46. c 47. a 48. b
49. a 50. b 51. b 52. c 53. a 54. a 55. b 56. b
57. a 58. c 59. a 60. c 61. a 62. c 63. a 64. c
65. b 66. b 67. b 68. c 69. c 70. b

Sum up the total scores of Part I. and II.!

74 points or more	A
66–73 points	B
53–65 points	C
40–52 points	D
32–39 points	E
31 points or less	F

My score:

Critical dissection

1. c 2. a 3. d 4. b, d 5. c, d 6. d 7. b 8. d, g
9. b 10. b, d 11. b 12. d 13. d 14. f 15. b 16. c
17. c 18. b 19. b, d 20. a, c 21. c 22. a, c 23. c 24. b
25. c 26. c 27. d 28. a 29. c 30. c 31. b

23 points or more	A
20–22 points	B
16–19 points	C
11–15 points	D
8–10 points	E
7 points or less	F

My score:

The results of the test provide you with a scheme for understanding the level of your skills and aptitudes and it also turns out in which aptitudes you are particularly strong or weak.

Individual skills and aptitudes in details:

Verbal thinking

Who is good at this skill, has a way with words. It often leads to literary work, but a very important skill in those careers where it is essential to find the right words at the right moment. A word can be spoken or written and it is essential in academic research as well.

Verbal skills are most prominently reflected in the profession of an author, an editor, a poet, an agent, a teacher, a linguist and a human resources manager.

Numerical deduction

This skill is similar but not the same as arithmetical skills. It is characterized by one's ability to "think in numbers". There are only a few professions where this aptitude is sufficient alone. Mostly used in conjunction with other capabilities. Numerical skills are essential to the work of an auditor, a payroll specialist, a bank teller and in most of the financial areas.

Accuracy and precision

This is a skill with which one can perform routine tasks quickly and very accurately. This is one of those few skills that can be improved dramatically by practice. However the test results can be relevant and show you how easy this task is for you comparing to

other different jobs. This skill is particularly useful in an office job, such as record keeping/registration, typing and handling computers. Similarly important in other areas such as quality control.

Critical dissection

With the help of this skill we are able to recognize the logical connection between facts and we can also make chaotic information in a logical order. Analytical skills go with keen detection skills and an adherence to the facts. In the possession of this skill we can be good problemsolvers and have creative ideas.

This aptitude is often associated with such characteristics that determine the way where we can go on and we can utilize our analytical skills well. Especially programmers and scientific researchers take advantage of this property.



5. PROFESSION AND CAREER CHOICE SOCIALIZATION IN THE FAMILY

Those groups or social situations, where the basic processes of socialization take place are called the medium of socialization. The socialization of infants is the family's responsibility in all cultures. However, in the later stages of a person's life other mediums of socialization also play a role. (Figure 2.)

As there is a great variety of family system, the infants' relationships are far from being the same in all cultures. Normally, the mother is the most important person in the child's early years.

In modern societies, early socialization mostly takes place within the nuclear family. An average child spends the first few years of his life in a family, which consists of his parents and one or two children. On the contrary, there are many other cultures, where aunts, uncles and grandchildren are members of the same household and even participate in the care of the youngest infant.

Today, most women have a job besides household duties, and many of them relatively soon after the birth of a child go back to work in order to earn money. The child's socialization environment is often very disadvantageous. On the whole, family is normally the most important area of socialization from birth to puberty and even after that in the evolutionary chain that connects generations together.

In modern western societies birth does not assign social status. Nevertheless, the area where the family lives and the social class

which it belongs to, have a significant influence on the socialization patterns. Children take those attitudes and behaviours which characterize their parents and the members of the surrounding community. (GIDDENS, 2002. 101-102.)

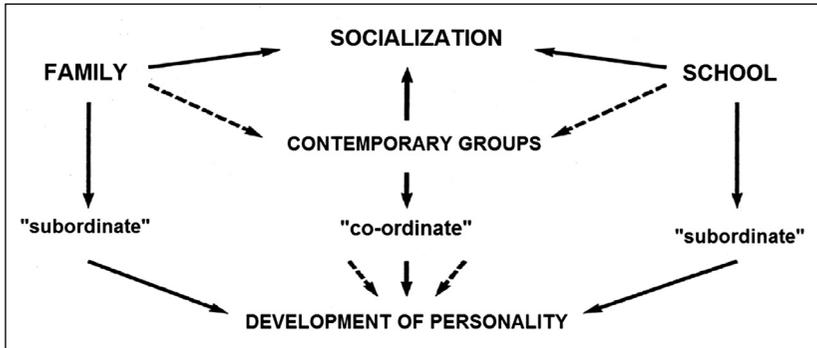


Figure 2.: The process of socialization

5.1. Secondary socialization

5.1.1. Peer group

Another agency of the socialization process is the peer group which is a friendly community of children of the same age. It is less obvious – especially in western societies – how important these peer groups are. Over four or five years of age children spend much of their time in the company of their friends. Contemporary relationships are based on mutual agreement rather than the natural dependence of a child within the family, and there is a strong need for alignment among the members of a peer group. Peer groups often remain important throughout our life.

5.1.2. School

In addition to formal curriculum, there is a system of values and norms as well, often called as hidden curriculum by some sociologists, which controls the learning process. Children should learn

to be quiet, to complete their duties precisely, and to comply with the disciplinary regulations of the school. They are expected to accept teachers' authority and relate to them accordingly. These norms will also affect their future work-related experiences.

In modern societies mass education is linked to the idea of equality – that says people can reach those social positions which are adequate to their skills and talent. However, in practice, education reinforce existing inequalities rather than eliminate them.

5.1.3. The mass media

According to surveys, if a piece of news is published differently on television and in the press, more than twice as many people will accept the television's version than the newspapers'.

Lots of surveys have already been made to show how certain television programs or types of programs affect the behavior of children and adults. Nowadays, there is still no consensus on how the representation of violence predict later aggressive behavior among children.

In addition to this, there is as many agencies of socialization as many groups or social situations we live in.

The working environment often sets unusual requirements for those who might need essential change of the way of their thinking and behavior. (GIDDENS, 2002. 103–104.)

5.2. Career socialization

Career development and socialization are important part of our lives.

Professional or career socialization is part of the socializational process, in which we acquire the necessary behaviors, techniques, values, roles and ways of relationships we need to practise in a particular job. (HATVANI – BUDAHÁZY – MESTER – HÉJJA-NAGY, É.N.)

Istvan Szabó divided professional socialization into four main stages. He identified the first stage as career orientation, the second as professional training. The engagement for a particular career is

developed in the first stage. During professional training the acquisition of the relevant theoretical and practical knowledge takes place. Ideally, by the end of the professional training the individual arrives at the level of potential career maturity. This means that he is able to come through the acquired profession. The third stage is the start of a career. It turns out at this stage whether the candidate is really prepared for the career – in our case for a teaching career –, whether this profession is really suitable for him. If recent graduates achieve success we can expect them to develop a sense of dedication and the desire to continue their career. The fourth is the stage of career implementation. At this stage we are not beginners and we are aware of the positive and negative aspects of a certain career. (HATVANI – BUDAHÁZY-MESTER – HÉJJA-NAGY, É.N.)

These stages are undoubtedly valid, but Szabó does not take into consideration the possibility of a change in career development. It is possible that someone in the future is forced to change career,

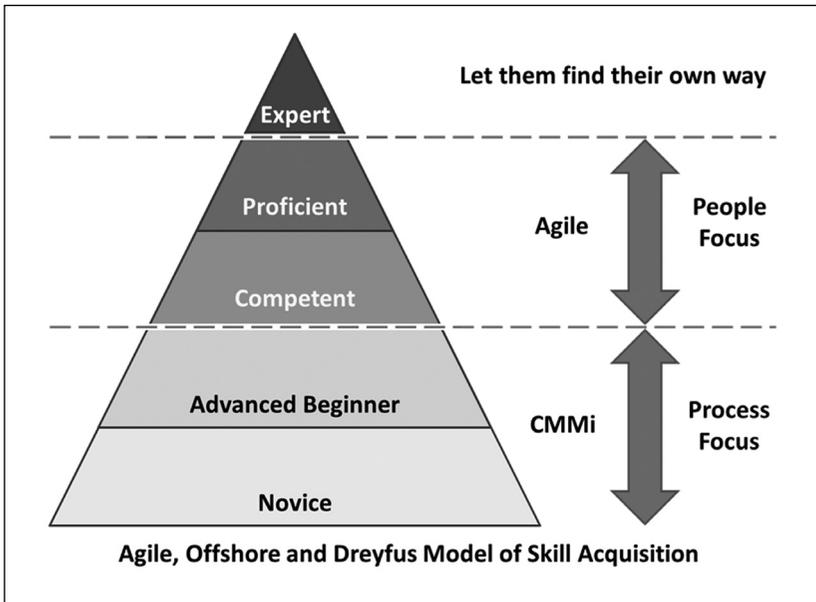


Figure 3.: Dreyfus model of skill acquisition

even after a successful career, due to his personality, interest or the change in external conditions. Daheim pointed out that at each stages of career socialization different people influence us the most. At the beginning of the process, the role of the family and parents is the most important, later teachers and peers become more powerful, and at the time of career start and implementation professional groups, colleagues and superiors have the strongest socialization effect. (HATVANI – BUDAHÁZY-MESTER – HÉJJA-NAGY, É.N.)

5.3. Exercises – What would you like to become?

By now, you have already thought about what you like doing, you have recognized your most important personal attributes and your most powerful skills. With this in mind, you have to make a decision what you want to do in the future, and how you could reach the dream job!

Occupations that interest me...

1.
2.
3.
4.

You have narrowed it down. Think about the following questions before you choose from the above listed occupations. (GÖNCZI, 2008. 93.)

1. What kind of job opportunities are there in this profession?

.....

2. Is it close to where I live?

.....

.....

3. Is it full-time or part-time, annual or seasonal?

.....

4. What are the working conditions like?

.....

.....

.....

5. Is physical strength necessary to this work?

.....

.....

6. Is it necessary to work with other people? (e.g. talking to customers, etc.)

.....

7. Is it necessary to have my own equipment, vehicle?

.....

8. Is there any possibility of development/progress?

.....

9. How much is the starting salary?

.....

10. How much is the highest reachable salary?

.....

11. What are the usual benefits?

.....

.....

12. Will I do it with pleasure?

.....

13. Will it have any impact on my family life?

.....

.....

14. Will I be able to cope with stress?

.....

.....

15. Will I have time for my hobbies?

.....

.....

If you gave your honest answers to the questions above, the scope narrowed down. Think it over where you are now. Answer the following questions! (GÖNCZI, 2008. 102.)

1. Do you fulfill the educational requirements of the chosen occupation?

If yes, go on!

2. Do you meet the training requirements?

If yes, go on!

3. Do you meet the specific requirements?

If yes, go on!

4. Do you meet the specific work requirements?

If yes, you are ready to search for a good job!

Don't be disappointed if you are not ready yet A work plan is a big help in achieving our goals. Take your time and energy, a little effort now might be a worthwhile investment!

MY WORKPLAN			
	Task	Planned implementation date	Implementation date
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

6. GLOSSARY

Ability

Physiological and psychological condition of the employee to complete a mental or physical activity.

AC – Assessment Center

Assessment Center, common name of procedures, used in the selection of qualified individuals for a job. Everything is tested here which remained hidden during the interview. It employs role plays and case studies when a monitoring group of functional leaders and staff evaluate more than one candidates at the same time.

These role plays and case studies imitate future tasks, mood and atmosphere of the job. The duration of the assessment center depends on the amount of vacant positions. In each round the number of participants is growing by the number of people the company would like to hire, along with the amount of time spent on tasks.

The most spectacular part of the process is the seminar, which is preceded by an intensive preparation and followed by personalized feedback. This method combines the use of psychological tests and presentation tasks in groups, pairs or individually. The candidates are observed in different situations in groups or pairs, so the performance of each candidate can be compared with the others'. Therefore, each of the evaluators meet the candidates, so the members of the management can judge directly the suitability of candidates, and they can decide whether the candidate fits in the company or in the team of a specific functional area.

American format CV

A type of curriculum vitae. Nowadays it is very popular and accepted. It contains separate chapters and starts with a well-formulated career objective. The dates are separated from each other, the reader can immediately get information about education, positions and their related tasks. Skills, abilities and interests appear in separate sections. It is chronological, goes backwards through time.

Basic wages

Pay for a certain job done with average intensity within normal working conditions. It is usually defined per hour for blue-collar workers and monthly for white-collar workers.

Benefits

It is part of the pay that the employer provides for the employee besides salary and a potential share of profits.

Chronological CV

Its form is close to the American type of CV. The distinguishing feature is the chronological order of education and work experience by dates.

Coaching

A training to boost performance where the leader is working constantly with the staff to improve performance and develop their skills and abilities.

Competitive

Ambitious and ready to compete.

Consultancy office

Most of the time these offices post advertisements (on behalf of a company) in which they mention the conditions of a position specified by the company.

Cover letter

A cover letter is not simple formality, not only a polite habit. Its task is to raise the recipient's attention. A cover letter is designed to make the recipient read your CV carefully.

Curriculum vitae (CV)

The aim of the CV is to introduce yourself to the prospective employers and to direct the attention of the interviewer to the most important aspects. This is the most important document that reminds the employer to the most relevant information about the candidate.

Graphology

There are some clients who also ask the graphological analysis of the candidate's handwriting besides completing psychological tests. In all cases, this assessment must be performed by a professional graphologist. It is important to note that at least two writing samples should be obtained from the candidate for a graphological personality analysis, one of them must be written in presence of the graphologist.

Headhunting

Search and selection of candidates to occupy higher positions. This process does not involve job advertisements, it takes personal contact. This is how the opportunity is offered for a candidate – who is usually being employed somewhere.

Interview

The first personal meeting between the employer and the candidate usually takes place in the interview. The discussion is intended to decide whether it is worth to meet again for a possible second round. The final goal of the conversation, either structured or unstructured, for both parties is to think about the details again: the candidate should think over whether he is really interested in the offer, the employer or his representative should consider whether the candidate meets the level of requirements set by the company. The most important topics are life, education, foreign language knowledge, and to explore other skills. The goal is to find out what the candidate is suitable for.

Job description

Job description is the supplement of the employment contract. It determines the employee's tasks, the interfaces of the related positions, and the basis of performance evaluation. It generally includes the following points:

- title of the job/position,
- date of the job description,
- name and signature of the company's representative,
- signature of the employee.

Besides this, it describes the hierarchical relationships, determines the conditions of the position, and lists essential further trainings. A job description refers to only one position, no matter how many people do a similar task. It is a common mistake that this document is not renewed or updated over time, or the wording of the text is too general.

Job fair

An event where representatives of various companies appear at exhibition stands set up by the organizers, and those who are interested can get information about the company's activities, the current job and the associated expectations. The event lasts for one or more days, and almost continuously takes place from spring to autumn at different universities, or colleges. These conversations with the representatives of companies can be perceived as informal job interviews, therefore it is useful to prepare CVs for job fairs.

Labour leasing

It means that the hired expert will not belong to the employees of the company, therefore it saves the company from hiring and dismissing, in case of termination it relieves the company of severance pay, payroll and any other labor problems. Further advantage is that the service is available for any length of time, number of staff, and any tasks set by the company. It is the most efficient in quickly replaceable positions, such as administrator, secretary, accountant, financial staff, translator, interpreter, etc.

Networking

Building relations. It is extremely important in the process of searching for a job. About 80% of the positions is not advertised in a way that would be easily accessible, therefore, it is advisable to summarize those contacts through which we can get information.

Practical traineeship

During summer vacation or the six-month compulsory practical experience, students do traineeship at certain companies. This time they can have a look inside the activity of a department or they can perform smaller tasks independently.

Process of selection

Amount of standardized methods, in accordance with international standards, to assess suitability, from aptitude tests to structured interviews.

Psychological tests

Tests are designed to measure a person's skills, knowledge and personality. These tests are used to supplement information of the interview and to determine uncertain situations. Evaluation, summary and recommendations about the candidate are prepared after the tests, in order to help final decision. Feedback for the candidates is very important, and if necessary, to make relevant conclusions for the future. It can also help shaping the career. Tests cannot be the single methods of recruitment. It must be supplemented by personal conversation, questionnaires and the investigation of the candidate's background.

Recruitment

If there is a need for a new colleague or for a new position at a department of a company, it is either solved by the manager of the department or the person in charge of recruitment. They create together the necessary requirements and profile of the position, determine the sources of recruitment, and the selection process can begin.

Selection

A process when organizations decide whom to employ from the candidates. Evenmore, to assess the candidate's skills and to estimate his suitability in the future. It should be determined in advance which professional and personal characteristics make a candidate suitable for the best accomplishment of the requirements, and what methods can assess the level of performance.

Skill

All applied knowledge observed during periods of work.

Traditional CV

It is a coherent essay that contains information about the parents as well. Each event of the career is mentioned in separate paragraphs. Nowadays, it is less popular and less accepted. If you are asked to hand in a written CV like this, it is more likely to be analysed by a graphologist.

Virtual company

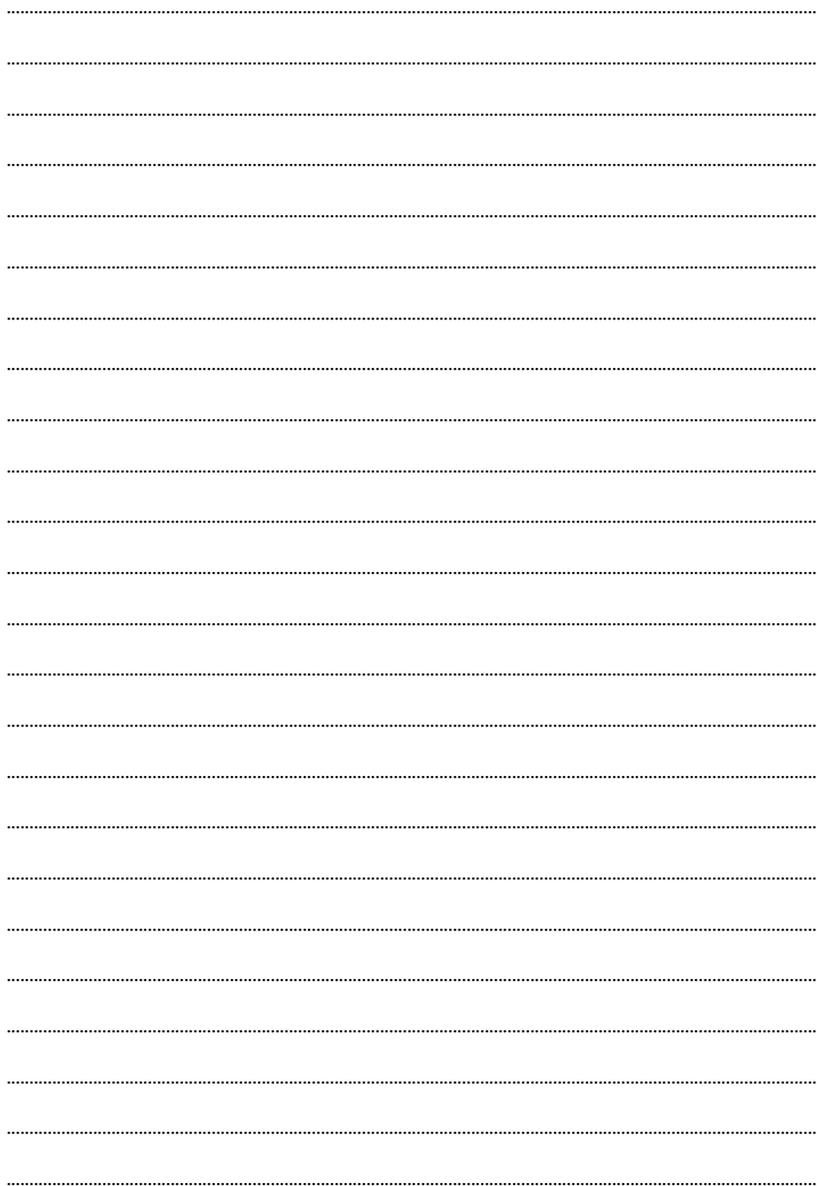
Operates without offices and manufacturing plants. Its employees do their work at home, and they keep in touch on the phone and computer.

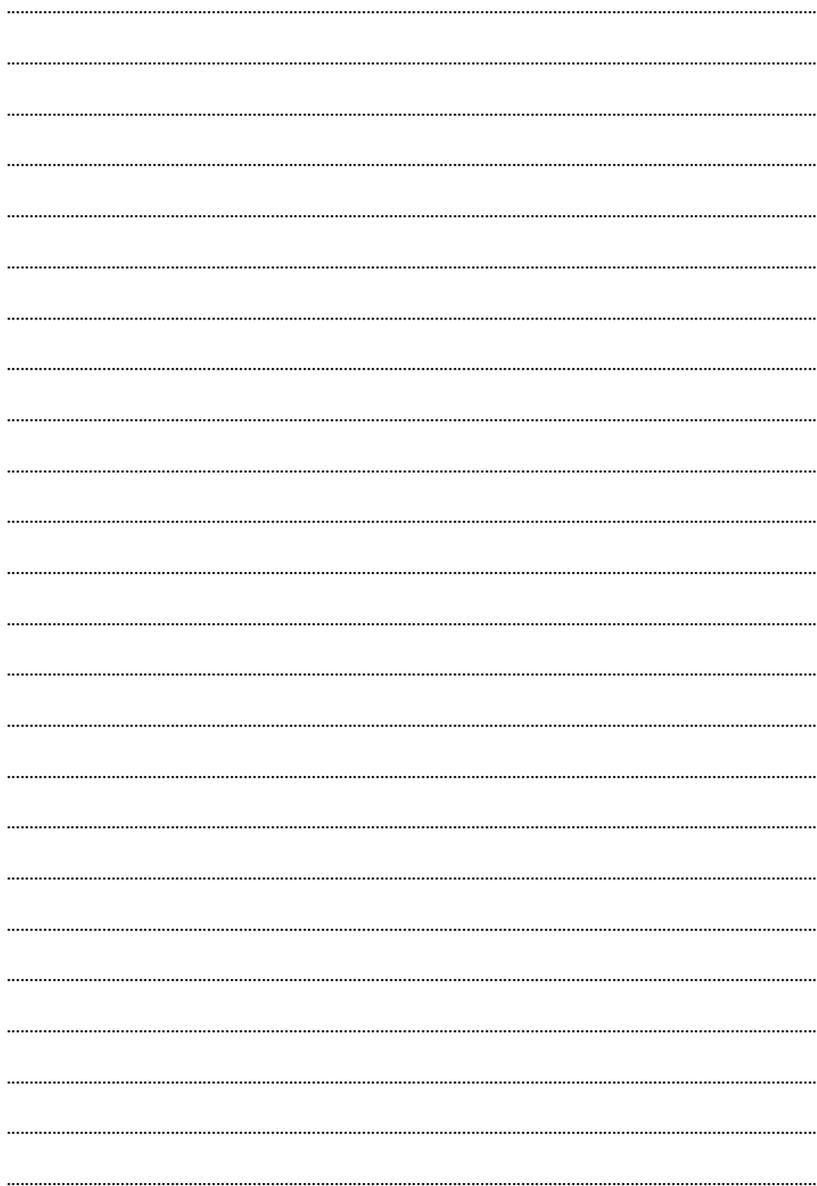
Wage indexing

Wage rise automatically follows the increase of consumer prices.

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