

ProfilPASS

in Simple Language



My Journey of Self-Discovery

Know Your Strengths · Use Your Strengths

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Your journey to discovering your strengths will pass through many experience stations. You don't need to stop at every station. You decide the route.

Choose!
Which station are you interested in?
Start with that.





“ I showed my younger sisters how they can help around the house. I did that all by myself. Now I am good at instructing younger people.



I looked after my sick **mother-in-law**. Now I can talk to doctors by myself and care for older people alone without any help.



Competence means that you are particularly good at doing something. You have probably heard other people say: "You are really good at that!" "Great job!"

Here's an example:
Are you good at **organising**? Perhaps you organise family celebrations? Or maybe you organised everything when your home was renovated? If you are able to do this well, without help, it means that organising is one of your competences.

Competencies – what does that mean?



You Can Do More Than You Think

Welcome to your journey of self-discovery!

You have done many things in your life: You have been to school, maybe learned a **profession**, you do work around the house, and you help your family and friends. And there will be some things you enjoy doing. You probably often hear: "You are really good at that!"

But do you really know all the things you can do? Can you say: "These are my **strengths**"?

We can usually do much more than what we learned at school or at work. We know much more than our **certificates** show. We also learn something new almost every day, without trying. Often, we don't even notice.

It's good if you have certificates. These are proof of your **qualifications**. But your experience is just as important. What have you done many times? What are you good at? What do you like doing? The ProfilPASS will help you find out. It will take you on a journey through your life. What have you done? What have you learned?

Go on a journey of self-discovery with the ProfilPASS. On this journey, you will discover your competencies: Your **competencies** are the things you do well and the things you are well-informed about. Your competencies are your strengths. Use this chance for your future. When you know what you are good at and what you like to do, it's easier to find work that suits you and that you enjoy.

Using the ProfilPASS

In the ProfilPASS, there are many pictures and **symbols**. They will help you use the ProfilPASS. These are the most important symbols:



STEFAN



FIDELIA

Fidelia and Stefan will give you a few tips on how to use the ProfilPASS. They will explain difficult words.

Yasemin, Harald and Marita will help you too. These three have already used the ProfilPASS. In the next few pages, you will see what Yasemin, Harald and Marita wrote in their ProfilPASS. A quick introduction:



Yasemin is 26 years old. She comes from Kabul (Afghanistan) and has two sisters. Her parents both worked (Father: Journalist; Mother: Doctor). They are very open and tolerant. They want Yasemin and her sisters to have better career opportunities. That's why the family came here.



Harald is 48 years old. He is married and has a son and a daughter. He comes from a big city in the Ruhr area. He worked for the same company for 18 years. When the company closed, Harald became unemployed. Now he is looking for a new job.



Marita is 46 years old. She is married and has two sons and a daughter. She trained as a saleswoman. She has not worked since her first son was born. Since that time, she has looked after the children and the household. Now she wants to go back to work.

Some pages have blue boxes at the edge, like this one. They will explain any difficult words. You can find more explanations in the little "ProfilPASS Dictionary" at the back of the ProfilPASS. This explains all the words in bold text, which you might not know.



My friends say that I am organised.



About Me

Introduce yourself briefly. Who are you? What is typical for you? What is your personality like?

My Name is _____

I come from _____

I am _____ years old.

I have been in _____ since _____

What I like to do:

I am very interested in

This is typical for me:

I am _____

I am patient, reliable and level-headed.



Qualities are ways of behaving or traits that are typical for a person. A characteristic that describes a person.

I have these **qualities**.

Use this list of qualities. Put a cross by the qualities that are typical for you. Which ones are very accurate and which ones are not true at all? And which qualities are less obvious?

I am ...	Very true	Somewhat true	Not very true	Not true at all
analytical				
resilient				
enthusiastic				
persistent				
level-headed				
diplomatic				
discreet				
assertive				
emotional				
committed				
ambitious				
hard-working				
flexible				
patient				
precise				
good with my hands				
helpful				
polite				
creative				
able to take criticism				
good at abstract thinking				
caring				
tidy				
practical				
a risk taker				
shy				
self-reliant				
careful				
linguistically talented				
technically gifted				
tolerant				
persuasive				
responsible				
full of ideas				
goal-orientated				
reserved				
reliable				

Assertive:
Able to communicate and stand up for your own interests.

Abstract thinking:
Thinking in systematic and theoretical ways.

Reserved:
Someone who stays in the background; reserved people tend to be shy.

How Others See Me

Do you want to know how other people see you? You can also find the list of qualities online to download. Give it to a friend or family member and ask them to fill it out.

... is.	Very true	Somewhat true	Not very true	Not true at all
analytical				
resilient				
enthusiastic				
persistent				
level-headed				
diplomatic				
discreet				
assertive				
emotional				
committed				
ambitious				
hard-working				
flexible				
patient				
precise				
good with my hands				
helpful				
polite				
creative				
able to take criticism				
good at abstract thinking				
caring				
tidy				
practical				
a risk taker				
shy				
self-reliant				
careful				
linguistically talented				
technically gifted				
tolerant				
persuasive				
responsible				
full of ideas				
goal-orientated				
reserved				
reliable				

Pronounced:

When something is particularly strong or noticeable.

Then compare: Which qualities did you mark as "very true"? Which qualities did your friend or family member mark as "very true"? Do you agree about your qualities? **What do you disagree on? Talk to them about it.** Where did you choose the same qualities? These are probably the qualities that are particularly **pronounced**. Copy these qualities into this list.

These are my particular qualities:

Sometimes qualities are more pronounced, other times less so. For each quality, find out how much it is a true description of you.



Put a cross by all the goals you want to achieve. Do you have any other goals? Add them to the list below.

What I Want to Achieve

Write down what you want to achieve. How do you imagine your future? What are your **goals**? How do you want the ProfilPASS to help you achieve those goals?

What I want to learn about myself with the ProfilPASS:

The goal I want to achieve with the ProfilPASS is:

I want the ProfilPASS to help me discover

- what I'm good at.
- what my competencies are.
- which goals are important to me.
- what I need to do to achieve my goals.
- which new opportunities I have.
- which problems I need to solve to achieve my goal.
- how I can solve problems.
- which career suits me.
- what I still need to learn.
- what vocational training I need.
- what kind of jobs I can get in my new home country.
- how I can take my career in a new direction.
- how to write a **CV** for applications.
- how I can prepare for job interviews.
- what my strengths are.
- how I can show my competencies.
- what I like to do.
- how I can get a job.
- what I should do next.
- ...



“ To achieve my goals,
I will go into **further education**.

What I will do to achieve these goals:

1. _____

2. _____

3. _____

Many adults attend seminars, courses, workshops or classes. There, they learn something they need for their work. This is what we call further education.



My Life – An Overview



What I Know I Can Do

Come and join us on a journey of self-discovery. First you should consider what you can already do and what you know.

Every task you do gives you **experience** and **knowledge**: in your job, with your family or in your free time. Over the years, you get better and better. You know more, and you have more skills.

Write down which experiences were important to you. Sort your experiences. Assign your experiences to the different **stations** and areas of life.

You will be amazed at what you already know.

Experience:

The skills and competencies you get when you do something many times; the knowledge that you get from doing or experiencing something.

Knowledge:

The things you have been taught or have learned on your own.

Everyone experiences different situations through changes and events that happen in their lives. What did you do in situations like these?



What do you do in your free time? What do you enjoy the most?



I am very proud of everything I have done and learned.



Interests, Fun and Free Time

Playing theatre with sisters

Reading

Films

Theatre

Home, Neighbours and Family

Preparing food

Dividing chores

Cleaning

Doing laundry

Work, Job and Further Education

Helping out at parents' friends' bookshop

Good Times, Hard Times

Fear

Attacks

Injustice

Anxiety about the future

Political instability

My Experience Stations – An Overview

In the boxes you will find the various stations in your life where you have gained experience. These are your experience stations.

Add your experiences to the boxes. You don't need to write full sentences. Keywords are enough.



School, Professional Education and Studies

Blank lined writing area for School, Professional Education and Studies.

Work, Job and Further Education

Blank lined writing area for Work, Job and Further Education.

My Life in a New Country

Blank lined writing area for My Life in a New Country.

Good Times, Hard Times

Blank lined writing area for Good Times, Hard Times.

How did you earn money? What did you do to help you do that? Did you have to learn something new for your work?

What did you particularly like doing at school? What qualifications do you have? What did you study?

There is lots to learn when you move to a new country. What have you already learned since living here?

Interests, Fun and Free Time

Blank lined writing area for Interests, Fun and Free Time.

Home, Neighbours and Family

Blank lined writing area for Home, Neighbours and Family.

There is always lots to do at home. Cooking, cleaning, looking after children, repairs. What do you do? How do you help your friends and neighbours?



Discovering What I Can Do

At this stage in your journey, you will evaluate your **skills** and experience. To do this, follow these four steps:

Step 1.



Identify: Identify the experience, task or job you want to evaluate.

Step 2.



Describe: Write down: What do/did you do there? Also describe: How did you approach it? Give some examples.

Step 3.



Extract: What did you learn from it? What can you now do, thanks to these experiences? What **competencies** did you gain? Use these wordings: "I can...", "I know...", "I have learned..."

Step 4.



Evaluate: Have another look at the competencies you wrote down in step 3. Evaluate your competencies. How well can you do them?

Sort through them:



You can easily divide your competencies into three levels: A, B and C. For example: You are good at doing repairs around the house. Hanging lamps, repairing furniture and painting walls. Now look at each of your competencies:

- You cannot hang a lamp all by yourself. You need someone who knows what to do. "Hanging lamps" is a level A competency.
- You can repair furniture if it's made of wood. You cannot repair furniture made of other materials. This would be a level B competency.
- You can paint walls by yourself, no matter what kind of wall or what kind of paint. You can paint walls with any material. This means: this is a level C competency.



I do work around the home.

I go shopping and cook for the whole family.

I can plan meals for an entire family. I know how much food to make so that everyone has enough. I have learned how to stock up on supplies. I know how to plan grocery shopping for an entire month.

Level A | Level B | Level C

Identify

Describe

Extract

Evaluate



I looked after my mother-in-law.

I washed and dressed her. I helped her eat. I talked to the doctors.

The doctor told me how to give my mother-in-law her medicines. I know how to wash elderly people. I can cook for elderly people and help them eat and take their medicines correctly.

Level A | Level B | Level C

Identify

Describe

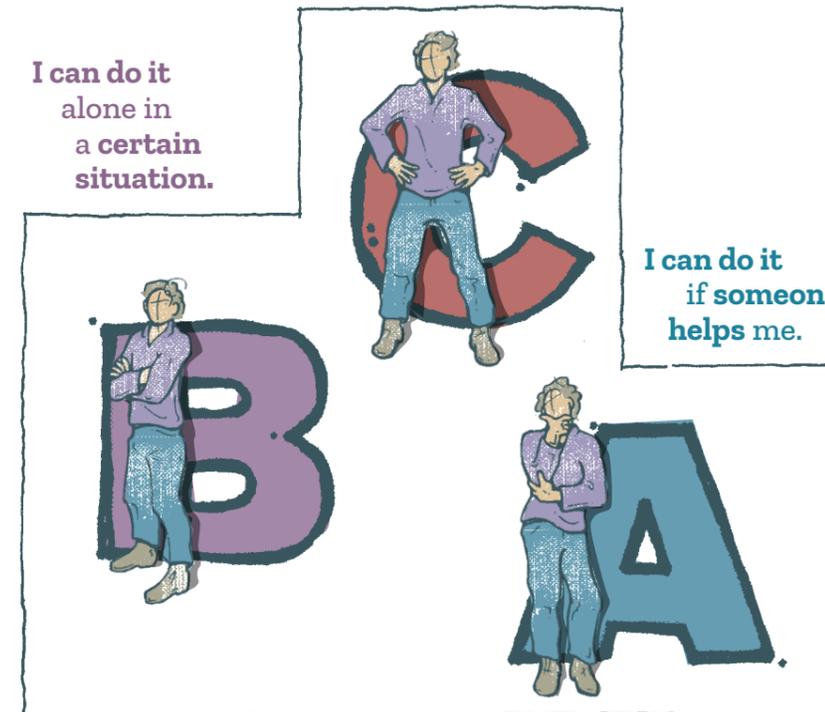
Extract

Evaluate

I can do it alone, in different situations.

I can do it alone in a certain situation.

I can do it if someone helps me.



Marita Learns What She Can Do



Marita has a lot of experience of working in the home, in the family and for her neighbours. Childcare is where she has the most experience.

Here is what it looks like when Marita writes down her experiences and competencies in childcare:



Identify: Looking after children.



Describe



Extract



Evaluate

I always spent a lot of time with my three children.	I know what children like to do at different ages.	 Level C
I oversaw the development of my children.	I know how children develop. I can relate to children of different age groups.	 Level C
I supported my children in doing the things they like to do.	I can listen to children to find out what they like to do.	 Level C
I prepared food for them.	I know how to make healthy food for children.	 Level B
I organised children's birthday parties.	I have learned to plan events that children enjoy.	 Level A
I helped them with their homework .	I am good at explaining things.	 Level C

My Experience Stations Interests, Fun and Free Time



Interests, Fun and Free Time

Now think about your free time, about what you enjoy doing. What do you do in your free time? When you're not working? When you don't have to look after the children or the home? What do you enjoy the most? What are you most interested in? Do you play football? Do you do **arts and crafts**? Do you read?



Step 1. Identify

This is what I particularly like doing:



“ I like to read books. Even as a child, I liked to read.

How did you become interested in it?

“ As a child, I helped my uncle at his bookshop.



“ When I read, I forget everything around me. I also learn about foreign countries through reading.

Why do you enjoy it so much?

How did you learn to do it?

“ I desperately wanted to learn to read. That's why I worked hard at reading in school.

Think about your childhood and youth: What did you like to do in those days? What were you passionate about? Do you still enjoy it today?



Interests, Fun and Free Time – What I Know I Can Do

Step 1. Identify



Step 2. Describe



Step 3. Extract



Step 4. Evaluate



The things written in step 3 are your competencies. You know this because you can say "I can...", "I know...", "I have learned...". You should be very proud of these competencies.



My Experience Stations Home, Neighbours and Family



Home, Neighbours and Family

Shopping, cooking, repairing, renovating, **looking after** sick children or old neighbours – there is lots to do in the home, neighbourhood and family.

Consider: What do you do? What did you do in the home or for family and neighbours yesterday, the day before yesterday or last week?

Many tasks in the home or for family and neighbours are jobs that you do because you are good at them. With every task, you are also learning something new.



Step 1. Identify

How many people currently live in your household? _____

How many adults? _____

How many children? _____

Which household jobs do you like doing the most?

- | | |
|---------------------------------------------|-------------------------------------------------------------|
| <input type="checkbox"/> Cooking | <input type="checkbox"/> Building furniture |
| <input type="checkbox"/> Cleaning | <input type="checkbox"/> Painting walls |
| <input type="checkbox"/> Shopping | <input type="checkbox"/> Renovating |
| <input type="checkbox"/> Dusting | <input type="checkbox"/> Sewing |
| <input type="checkbox"/> Tidying | <input type="checkbox"/> Playing with the children |
| <input type="checkbox"/> Washing dishes | <input type="checkbox"/> Helping the children with homework |
| <input type="checkbox"/> Ironing | <input type="checkbox"/> Arts and crafts |
| <input type="checkbox"/> Repairing | <input type="checkbox"/> ... |
| <input type="checkbox"/> Gardening | <input type="checkbox"/> ... |
| <input type="checkbox"/> Growing vegetables | <input type="checkbox"/> ... |

There is always something to do in the home: a tap is dripping, a door is **squeaking**, a drawer is **jammed**. Sometimes a wall needs painting. Have you ever done these things? Are you good with your hands?

How did you learn to do it?
How do you know what to do?

I like shopping and doing little repairs around the house.



I used to work in retail. That's why I'm good at planning. For household jobs I bought a book for **handymen**. This taught me a lot. Hanging lamps, repairing furniture and painting walls.



Handyman Someone who works with their hands: electricians, bricklayers, decorators or carpenters are typical examples of handymen.



Home, Neighbours and Family – What I Know I Can Do

Step 1. Identify



Step 2. Describe



Step 3. Extract



Step 4. Evaluate



We are good at some things because we do them over and over again. They feel so natural to us. That's why it's important to know your competencies.



My Experience Stations School, Professional Education and Studies



School, Professional Education and Studies

Vocational training:
Time in which you prepare and study for a career; also:
Apprenticeship

Do you remember your school days? What did you most enjoy about them? Which subjects did you get good grades in?

What did you do after you left school? Did you do **vocational training** or study? What interested you about it? What were you particularly good at?



Step 1. Identify

School (school type)	When (from – until)	Qualification	Where
Vocational training (in what profession?)	When (from – until)	Qualification	Where
Study (subjects)	When (from – until)	Qualification	Where

Qualification: Completing school, university or vocational training; when you finish school, university or vocational training, you receive a qualification. Typical qualifications are the Abitur, a diploma or a Bachelor's degree.



“ I like languages. My mother tongue, of course, but also foreign languages.

When I learn languages, I am able to talk to other people.

At school, I had good grades in English. That's why I want to do an English course.

In my uncle's bookshop I also placed orders and wrote invoices.



Which subjects and topics were you particularly interested in during your school days, vocational training or studies?

Why are you interested in these subjects and topics?

Which subjects and topics were you particularly good at?

Did you do any additional work during your vocational training or studies that were not related to your main area of study?

Type of work?	Place of work?	How long/often?
---------------	----------------	-----------------

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

School, Professional Education and Studies – What I Know I Can Do

Step 1. Identify



Step 2. Describe



Step 3. Extract



Step 4. Evaluate



Your certificates show what expertise you have. The competencies that you gain in this time are not shown on any certificate. That's why it's important that you list them here.



My Experience Stations Work, Job and Further Education



Ability: Being able to do something; having the skills for something.

Work, Job and Further Education

You need knowledge and **ability** for any job. When you do a job for a longer period of time, you have lots of **experience**.



Step 1. Identify

Every job is made up of many small tasks.
Consider: Which tasks did you do in each job?

Job/profession	Tasks	When (from – until)

What have you learned from your work?

Experience: The skills and competencies you get when you do something many times; the knowledge that you get from doing or experiencing something.



There are many different forms of work: Some people study a profession and work in that profession their whole lives. Other people are always switching jobs. For example, some people go into further education because they want a change of career. How about you?

My work has taught me...

Which tasks and topics interest you the most about your work? What do you like doing?

- Working with people
- Giving advice
- Working with computers
- Working with numbers
- Working with texts
- Physical work
- Organising
- Sales
- Outdoor work
- Working with technology
- Working in a **workshop**
- Planning
- Working with old people
- Working with children
- ...
- ...
- ...
- ...



Look at the list of jobs. Which jobs do you like doing the most? Put a cross by them. Are any jobs that you enjoy missing from the list? Write them down.

“ I enjoyed advising people in the bookshop. I asked them what they were interested in. Then I recommended a book they might like.



I like working with people. I try to understand them. When I'm successful, I'm very happy.



Teaching:
To explain something to someone; to help someone learn a skill or gain new knowledge.

Why do you enjoy this kind of work so much?

Have you ever **taught** yourself something to improve your work? If yes: What was it? And how did you learn it?

Did you have any further education in your field of work?
If yes: What kind of further education?

Type of further education	Reason	Goal	Duration



I did a course at a health insurance provider. On this course I learned how to provide care for elderly and sick people. Now I know how to look after my mother-in-law properly.



Work, Job and Further Education – What I Know I Can Do

Step 1. Identify



Step 2. Describe



Step 3. Extract



Step 4. Evaluate



To do your job, you need expertise. You have learned that. But your job also helps you develop competencies. And these competencies help you to do your job.



My Experience Stations My Life in a New Country





My Life in a New Country

You now live in a foreign country. The culture is different here. Everything is new to you. You have to learn many new things: the language, the **customs** and **social norms**, a foreign **currency**, different food and much more.

Every day, you get to know your new environment a little better. You get used to the language, food and culture.

Think about the last few weeks and months. List what you have learned in your new country since you arrived.

Step 1. Identify



Think about the first day you spent in your new country. What is totally different than in your home country? What was completely new to you?

Customs: The habits and ways of doing things that are normal in a country

Social norms: The type of behaviour that others expect from you



I was very impressed by the many shops with colourful window displays. We don't have that in Kabul. The way people dress here was also completely new to me.



What have you done to learn about life here?

- I have had lots of conversations with local people.
- I asked people to explain things that I do not understand.
- I asked the teacher of our integration course.
- I used the _____ app.
- I observed people who already live here.
- I asked other immigrants.
- I read brochures.
- ...
- ...
- ...

What did you learn quickly?

Currency: The type of money you can use to pay for things in a country

What do you already know?

Handwriting practice lines for the first question.

What do you know so well that you could explain it to people who are new here?

Handwriting practice lines for the second question.

Consider what you have already learned: You have learned how to go shopping here. You know the important public offices and how to make applications. You know how to buy a bus ticket. You already know all this. You should be proud of yourself!



Yasemin now knows all the things she has learned in her new country.



My Life in a New Country – What I Know I Can Do

Step 1. Identify

- I have made various applications.
- I found an apartment.
- I organised the move.

Step 2. Describe

- I made appointments with various public offices, filled out forms and had interviews.
- To find an apartment, I read advertisements, made appointments and attended viewings. I spoke to landlords and arranged a rental agreement.
- I organised the move to the new apartment. When doing so, I rented a van and got helpers to carry heavy boxes.

Step 3. Extract

- I know how to make appointments at public offices, which forms are needed and how to fill them out. In the interviews, I learned what the public officials look for.
- I can explain to others how to fill out forms. I can go with them to the public offices and translate for them a little.
- I know how to find an apartment, how to talk to landlords, what is important to them and what information needs to be included in the rental agreement.
- I know how to rent a van and find helpers to transport heavy objects.
- I can help other people to find an apartment and organise their move.

Step 4. Evaluate

- Making appointments:..... Level C
- Filling out forms: Level B
- Talking to public officials and landlords: Level B
- Reading advertisements: Level C
- Organising a move: Level C



My Life in a New Country – What I Know I Can Do

Step 1. Identify



Step 2. Describe



Step 3. Extract



Step 4. Evaluate



You should be proud of everything you have learned already. What do you think: How good are your competencies so far?



My Experience Stations

Good Times,
Hard Times



Good Times, Hard Times

There are some **events** and **experiences** that are particularly important. For example, the birth of a child, falling ill or taking a difficult exam.

These events and experiences also help you learn: How to handle new situations. How to solve problems. If you succeed, you can be proud of yourself.



Step 1. Identify

Do you remember any special events? Good ones and bad ones? What kind of events?

What did you think about the most in this situation? How did you feel in this situation?

In new situations, we sometimes act differently than before. We do things we have never done before. We have courage and dare to try new things. What did you do in this situation that you have never done before?



“ I have been unemployed for a year. Since then, I have been feeling bad. My mother-in-law had a fall and could not walk anymore. I cared for her because I had the time, being unemployed.

Now I know a lot about caring for old people. I can help them and talk to their doctors. Now I feel good again because I am doing something meaningful.



What have you learned from this experience?

Good Times, Hard Times – What I Know I Can Do

Step 1. Identify



Step 2. Describe



Step 3. Extract



Step 4. Evaluate



That was the last station on your journey of self-discovery. This station showed: Every experience in life brings us one step further. We are always developing new competencies. Doesn't that feel good?



Now I Know What I Can Do



Now I Know What I Can Do

You have now reached the end of your **journey of discovery**. This journey through your life has showed you what you already know, what you are good at and what you enjoy doing.

Thanks to your journey of self-discovery, you now know what your competencies are. You have learned a lot in life – in your free time, your home and your family and neighbourhood; during your school days, your vocational training and your studies; through your work, career and qualifications; through living in a foreign country and through the good and hard times you have experienced.

At this station, we will summarise the competencies from your experience stations and evaluate them. Fill out the table in the next section. Complete the following three steps:

Step 1: Turn back to each of the experience stations. At the end of each station, you wrote a summary called "What I Know I Can Do". In Step 3 ("Extract"), you listed your competencies from each of the experience stations.

Step 2: Copy the competencies from each of the stations on your journey into the table.

Step 3: Use the following symbols to mark your competencies.



This is what I particularly like doing



This competency is present in several situations and more than one station in my life.

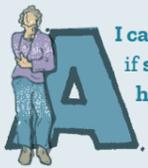


This is what I would like to improve on.

You will then see at a glance: These are my competencies, this is what I like to do, and this is what I'm particularly good at.



Yasemin has already begun to fill out the table:

	 I can do it if someone helps me.	 I can do it alone in a certain situation.	 I can do it alone in different situations.
Home, Neighbours and Family	Organising parties ○		Doing housework ✗
School, Professional Education and Studies		Helping people from other countries to get settled here !	Explain things !
Work, Job and Further Education	Writing invoices ○		Empathising with others ! ✗



See how Yasemin has filled out her table. It's easy!

Competencies are things that you are particularly good at. You have collected them in your experience stations. In Step 3 ("Extract"), you listed your competencies from each of the experience stations.

Just write
bullet points.

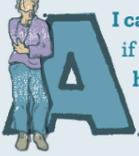


Your competencies from your journey of self-discovery.

Step 1: Write the competencies from the experience stations on your journey of self-discovery in the table.

Step 3: Evaluate your competencies. Use these symbols to mark your different competencies:

- !** This is what I particularly like doing.
- X** This competency is present in several situations and more than one station in my life.
- O** This is what I would like to improve on.

	 A I can do it if someone helps me.	 B I can do it alone in a certain situation.	 C I can do it alone in different situations.
Interests, Pleasure and Free Time			
Home, Neighbours and Family			
School, Professional Education and Studies			
Work, Job and Further Education			
My Life in a new Country			
Good Times, Hard Times			

My Competencies – An Overview

Create a new list. It includes

- ! all activities that you are particularly good at,
- X all competencies that are present multiple times,
- O everything you would like to improve.

Turn back to page 50/51. Look at the table. Write all of the competencies with the symbols !, X or O in the new list:

! _____

! _____

! _____

! _____

X _____

X _____

X _____

X _____

O _____

O _____

O _____

O _____

Congratulations! If you have filled out this list, you have successfully created an overview of your competencies. Now you know what you are already very good at. And you also know what you would like to improve. You have achieved an important goal on your journey of self-discovery.



My Goals



The Path to Your Goal

You have journeyed through many experience stations. The journey has shown you what you know and what you can do. This stop on the journey is all about your goals. What to do:

Step 1: Write what you are good at and what interests you in the table on page 56.

Step 2: Check: How can you combine your competencies and interests to reach your goals?

Marita and Harald have started filling out the table.



There must be things that you enjoy doing and things that you can do very well. Can you combine both?



I have learned: I am good at explaining things and have a lot of patience. Thanks to my previous job, I am good with numbers. My dream: I would like to work with children. I can combine both if I teach or look after children.

Interests/competencies	Working with children	Imparting knowledge	...
Explaining things		Helping with homework	
Interacting with children	Looking after children		
Maths	Teaching maths	Maths tutoring	



Turn back to pages 5 and 6. Here you wrote down your personal qualities. Which qualities can you combine with your competencies and interests? How can you use your personal qualities to achieve your goals?

Interests/competencies	Health	Gardening	...
Research	Knowledge about illnesses, healthcare options, treatment methods, remedies for getting well	Finding plants that suit the soil type	
Caring for old people	Sharing knowledge, healthy eating, giving medications, washing, feeding and dressing		
Organising workflows	Structuring daily schedules	Creating a garden	



I have learned: I am very good at working with old people and I know a lot about illnesses. I can combine both if I care for old people.

How I Will Achieve My Goals

Now you know exactly what your goals are. Now check: What do you need to achieve your goals? These questions will help you find out.

What I need to learn to achieve my goals:

1. _____
2. _____
3. _____

I need the following objects and materials to achieve my goals:

- Textbooks
- Application folders**
- Application photos**
- Computer
- Printer
- Translations of my certificates
- Further education
- ...
- ...
- ...

Application folder:
Folders or sleeves of paper or plastic, in which you keep or file your application documents

Application photo:
A small portrait photo that you send to an employer with your cover letter and certificates when you apply for a job



“ If I want to work as a care assistant for the elderly, I need further education to learn more about health and medicine.

I need to overcome the following challenges to achieve my goals:

- Childcare
- Moving
- Language exam**
- ...
- ...

Do I need help from others to achieve my goals?

- Yes No

These people can help me achieve my goals:

- My family
- My friends _____
- The counsellor at the Employment Agency
- An employee from the company where I want to work
- ...

What will change if I achieve my goals:

- My daily routine
- My time for sports and friends
- I will meet new people
- I will make new friends
- I will earn my own money
- I will be financially **independent**
- I will be happier
- ...
- ...

Independent:
To be self-reliant; not to need any help from others



Do you know what job you want to do? Then find a person who is already doing it. Ask them to tell you about their working day, what they have learned, what tasks they have to do, and what they need to know and be able to do in order to do their job.



It's great to achieve your goals. But it's also good to know what will change in your life as a result. We are happy to change our lives for important goals.



The Next Steps to Achieve My Goals

To achieve your goals, you should take one step at a time. Plan what you are going to do and when. Write the individual steps in these lists.

My next steps

What I will do in the next week:

How much time I will need:

What I will do in the next four weeks:

How much time I will need:

What I will do in the next three months:

How much time I will need:

What I will do in the next six months:

How much time I will need:

What I will do in the next year:

How much time I will need:

How I Can Show What I Can Do



How I Can Show What I Can Do

Now you know what you can do, and your goals. Now you need to convince **employers** with your application. Every application has three parts:

1. Your CV.

2. A letter to the company.

This is called a **cover letter**.

3. Proof of your qualifications.

Reports, references and certificates.

Reports, references and certificates show what you have learned and achieved. Your competencies show what you can do well. Both are important to employers.

This section will explain how you can stand out by showing what you know and are able to do.



Don't have proof of all your qualifications? It's not a big problem. In this case, your CV and cover letter are the most important parts of your application.



Turn to the next few pages. There you will find examples of CVs.

My CV: Summarising My Qualifications, Knowledge and Skills

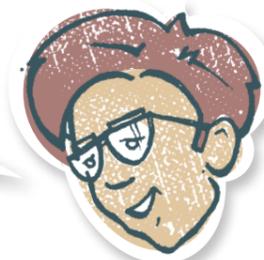
Your CV lists the important events in your life: school, vocational training, studies, career and further education. Use a table as your format. This will make your CV easy to read and understand.

There are many different options for the **structure**. Most applicants write their name, address and date of birth first. Then they list the events in reverse **chronological** order. This means: You should start with your most recent work, then your studies, then your vocational training, and then your school.

Write your CV in different formats: You need a CV that you can print and send by post. You also need a digital CV.

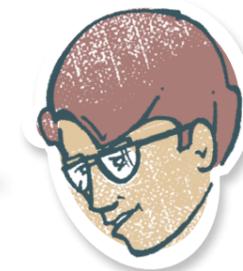
Use guides to help you write your CV. For example, the Europass. The Europass will help you show your qualifications and competencies. It's easy: Go to <https://europass.cedefop.europa.eu/>. Enter the details of your CV. At the end, you will get a professional PDF file. You can save it, send it by email, or print it and send it by post. A professional CV improves your chances of getting a job.

Europass lets you apply to jobs all over Europe. The Europass CV is free. 100 million people throughout Europe have already used it. You can fill it out online at <https://europass.cedefop.europa.eu/>.





This is an example of a CV. Every CV looks different, of course. Just like every person has a different path through life. That's why your CV will be as unique as your life story.



On your CV, you can also list competencies that are important to you and that you need in your job.

For example, Yasemin is good at approaching and speaking to people, as well as giving advice. So, an open manner, **sociability** and **advising skills** are all **communicative competencies** that she has.



Personal information

Yasemin Mussafia
 Grand Street 12
 12345 Berlin
 Tel.: 01234/5678919
 E-Mail: Yasemin_Mussafia@web.de
 Date of Birth: 27.8.1992

Professional experience

2010-2015 Assistant and saleswoman
 Bookshop in Kabul

Education

1998-2010 Primary school and high school in Kabul, Afghanistan
 Qualification: School-leaving certificate

Sprachen

Persian (nativ)
 German: C1
 English: B2

Communicative competencies

open manner, **sociability**, **excellent communication skills**,
excellent advising skills

Date *28.02.2018 / BERLIN*

Yasemin Mussafia

Yasemin Mussafia

Some people write under each event what they did specifically in that job. For example, Yasemin could write:
Advising customers, sales, ordering books.

What a Europass CV Looks Like



You can enter your CV details in a form online at www.europass.info. You will then get a professional digital CV.

You can add your competencies to the Europass CV. Thanks to your journey of discovery with the ProfilPASS, you know what you are particularly good at.

europass Curriculum vitae

PERSONAL INFORMATION John SMITH
 Sample Street 4, 41747 Viersen (Germany)
 (+49) XXX XXX XXX (+49) XXX XXX XXX
 Sample@xxx.de

PREFERRED JOB Social care worker

WORK EXPERIENCE

01/09/2006–02/05/2007 **Volunteer work at retirement home**
 German Red Cross
 Sample Street 987, 50126 Bergheim (Germany)
 • Help with personal hygiene, eating and dressing/undressing
 • Engaging and interacting with patients
 • Changing dressings, applying creams
 • Moving bed-bound patients
 Business or sector care

EDUCATION AND TRAINING

13/08/2000–25/06/2006 **High school leaving certificate**
 Clara-Schumann-Gymnasium Dülken
 Sample Street 9, 41751 Viersen (Germany)
 • German
 • Educational sciences

04/08/2007–14/07/2010 **State-Recognised Social Care Worker**
 Hephata Vocational College Foundation
 Sample Street 36, 41238 Viersen (Germany)
 Assisting and caring for people with disabilities in the areas of housing, work, education and leisure:
 • Organising and carrying out therapeutic activities
 • Advising family members
 • Supporting people with disabilities in all life circumstances

PERSONAL SKILLS

Mother tongue(s) German

Foreign language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
English	B2	C1	B2	B2	B2
French	B1	B1	B1	A2	B1

Do you have special language skills? Then combine the Europass CV with the Europass Language Passport. The Europass Language Passport will help you to evaluate your language skills. If you have a university degree, the Europass Diploma Supplement will help you describe your degree course.



Your Cover Letter: Showing Your Competencies

Thanks to your journey of self-discovery with the ProfilPASS, you know what you are particularly good at. On your CV, you primarily show your qualifications. In your cover letter, you show your competencies.

The cover letter is the letter that you send to the company you are applying to, along with your CV and certificates. Your letter should say:

- Why you want to work for that company
- Why you want that particular job
- What qualifications you have for that job
- What competencies you have for that job

Try to connect your competencies to your experiences. Marita's example will show you how it works.

Marita is applying for a job as a tutor. On her CV, she writes:



I know how children learn and I'm good at explaining things, as I have helped all my own children with their homework. I went over the curriculum and helped them revise for tests. All three children have very good grades at school.

The letter is short. One or two pages at most is enough. On the next few pages, we will tell you about cover letters.



For every application, you should write a new letter, because every company and every job is different. By the way: Euro-pass can also help you write a professional cover letter.



Yasemin is applying to work in a bookshop. She wants to train as a bookseller.

In the form of:
in a certain structure
or format



Harald wants to do an internship in an old people's home. He wants to do this so he can learn more about working there. He also hopes that doing an internship will help him find a permanent job.

Yasemin Mussafia · Grand Street 12 · 12345 Berlin
Tel.: 01234/5678919 · E-Mail: Yasemin_Mussafia@web.de

Bookshop Schneider
Ms. Tanja Schneider
Spree-Blick 104
12345 Berlin

Berlin · 28.02.2018

Dear Ms. Schneider,

Ever since my childhood, I have loved reading. That's why I studied literature. I want to inspire people to read books. This is why I want to become a bookseller and am applying for a **vocational training position** at your business.

I want to do my vocational training in your bookshop because you specialise in English literature and children's books. I particularly enjoy reading English books. I love children's books as well, because I used them to learn German.

My biggest strength is working with people. In Kabul, I worked in my family's bookshop for five years. I advised customers and recommended books to them. That's how I know: I am good at understanding and advising people.

Thanks to my time working at the bookshop, I know how to order books. I also helped to write invoices.

I would be very pleased to be invited for a job interview.

Yours sincerely

Yasemin Mussafia



Change your cover letter to suit each different company and each different position. This is important. It is a way to show that you have done your research. This gives you credibility.

Harald Schmitter | Grubenwinkel 7 | 45141 Essen
Tel.: 098/7654321 | E-Mail: Harald_Kow@posteo.de

City Park Retirement Home
Mr. Patrick Becker
City Park 4-8
45140 Essen

Essen · 20.05.2018

Dear Mr. Becker,

It was by caring for my mother-in-law that I learned that a job as a care assistant for the elderly would be perfectly suited to my competencies and skills. That's why I would like to apply for a job as a carer, initially **in the form** of an internship.

I attended various courses at a health insurance provider so that I could provide care for my mother-in-law full-time. There I learned the basics of **medical care**. I am interested in medicine, so I read many textbooks and spoke with doctors. This taught me about healthcare and providing care for the elderly. My practical work and my mother-in-law's satisfaction showed me: I am good at interacting with and caring for old people.

To learn even more, I registered for a further training course. I am attending these evening classes now. During the day, I would very much like to continue working in care. I chose your **retirement home** because it has a good **reputation**, and I have read and heard nothing but good things about your **facility**.

I would be happy to meet you for an interview in person.

Yours sincerely

Harald Schmitter

H. SCHMITTER



A job interview is all about your competencies. There you have time to present your strengths in more detail. You should definitely make the most of this opportunity!



Did you know that you have a right to receive an **employment reference**? You can ask your employer to write you a reference.

Proof of My Qualifications

Reports, **certifications** and **certificates** are valuable **proof**. They show what you have achieved, your skills, and sometimes also your personal qualities. That's why they are important for your application.

Whether it's a school certificate, exam certificates, degree certificates, employment references or certificates of attendance: Bring together all available proof of your qualifications. With them, you can show what you have learned, done and achieved.

Sort the reports, certificates and references. First, sort by the type of document: Place all employment references together, all school certificates, all certificates of attendance, etc. Then sort each type by date. When doing so, place the most recent document at the top, and the oldest at the bottom.

Certificate:

Certification of a passed exam

Certification:

Proof, written confirmation

Proof:

Written evidence or documentation



When you have completed all the steps of the ProfilPASS, you will receive a ProfilPASS certificate of competency. This is an important document: It confirms that you have systematically and successfully determined your competencies. Speak to your ProfilPASS counsellor and ask for the ProfilPASS certificate of competency.

Your Little ProfilPASS Dictionary



Your Little ProfilPASS Dictionary

120 words with “simple” explanations to help you understand the ProfilPASS more easily

The little ProfilPASS dictionary explains all the words you need to know and understand to be able to use the ProfilPASS. You will also find words that will help you when you are applying for a **job**.

1. **Ability:** Being able to do something; having the skills for something
2. **Able to take criticism:** To be accepting of negative feedback about you
3. **Abstract thinking:** Thinking in systematic and theoretical ways
4. **Advising skills:** The ability to help other people with advice and suggestions
5. **Analytical:** Critically examining and analysing of things
6. **Application folder:** Folders or sleeves of paper or plastic, in which you keep or file your application documents
7. **Application photo:** A small portrait photo that you send to an employer with your cover letter and certificates when you apply for a job
8. **Arts and crafts (a):** Making or repairing things with your hands
9. **Arts and crafts (b):** Making objects by hand; knitting, sewing, crocheting or pottery are typical arts and crafts activities
10. **Assertive:** Able to communicate and stand up for your own interests.
11. **Assistant:** Someone who has not done any special training in their profession
12. **Bookshop:** A shop where books are sold
13. **Care assistant for the elderly:** A professional who provides care for old people
14. **Certificate:** Certification of a passed exam
15. **Certification:** Proof, written confirmation
16. **Chronological:** In order of time
17. **Class:** course; seminar
18. **Communication skills:** The ability to speak with others
19. **Communicative:** To enjoy speaking with others

20. **Competency:** ability; strength; when you can do something well, you have competency in it
21. **Counselling:** Talking to an expert to get help with an issue, also: Counselling session
22. **Cover letter:** The letter sent with a job application; a job application should include a CV, certificates and a cover letter
23. **Currency:** The type of money you can use to pay for things in a country
24. **Curriculum:** The topics that are taught at school
25. **Customs:** The habits and ways of doing things that are normal in a country
26. **CV:** A written overview of your education and career; a table with a list of dates when you were in school, vocational training and/or work
27. **Definitely:** In any case; absolutely
28. **Describe:** To write or say exactly what something or someone is like or looks like
29. **Diplomatic:** To handle something tactfully, cleverly and skilfully
30. **Discreet:** Tactful, reserved
31. **Doing housework:** Doing work in the home to keep it clean and tidy
32. **Employer:** The company who employs someone
33. **Employment reference:** Written confirmation from your employer about your work activities
34. **Enthusiastic:** Someone who takes joy in things; someone who is passionate about their interests
35. **Evaluate:** To judge the quality of a service or product
36. **Event:** Something that happens that is different; something that interrupts your day-to-day life
37. **(Operating) Experience:** The skills and competencies that you get when you do something many times; knowledge that you get from doing or experiencing something
38. **Experience/Adventure:** Something extraordinary that you take part in; an event that you are part of
39. **Experience station:** The place where you reflect on the competencies you have gained from doing something many times
40. **Expertise:** knowledge in a certain field; specialist insight in a field of knowledge or work
41. **Extract:** To pull out the key points from a set of information
42. **Facility:** A place or organisation; an old people's home is a facility where elderly people live
43. **Fresher:** Someone who is in their first semester of studying
44. **Fun:** enjoyment; a feeling of joy when doing something you like
45. **Further education:** Seminars or courses where you learn things for your work

46. **Goal:** A target you would like to reach
47. **Goal-orientated:** Someone whose actions are focused on achieving their goals
48. **Handyman:** Someone who works with their hands: electricians, bricklayers, decorators or carpenters are typical examples of handymen
49. **Help with homework:** Helping students to do the school work that they take home with them
50. **Homework:** the schoolwork that you do after school at home
51. **Identify:** To recognise or distinguish (especially something considered worthy of attention)
52. **Immigrant:** Someone who comes from another country to start a new life
53. **Independent:** To be self-reliant; not to need any help from others
54. **In the form of:** In a certain structure or format
55. **Internship:** Usually unpaid work for a short period, to get to know a job or company
56. **It's your turn:** You are the next person to do something
57. **Job:** a permanent position; employment at a company
58. **Journey of discovery:** A trip on which you learn something new
59. **Knowledge:** The things you know
60. **Language exam:** A test or examination where you demonstrate your language skills
61. **Level-headed:** Calm, thoughtful and rational
62. **Linguistically talented:** Someone who learns new languages quickly
63. **Look at:** View or examine
64. **Medical care:** Taking care of sick people
65. **Mother-in-law:** The mother of your husband or wife
66. **Old people's home:** A home for old people; a facility where old people live and receive care; also: retirement home or nursing home
67. **Overview:** A brief, summarised version of something; something that helps you see and understand links between things
68. **Permanent job:** A secure job with an employment contract
69. **Persistent:** Someone who keeps trying; steadfast; unwavering
70. **Persuasive:** To get someone to hold a certain opinion; to make a good impression and impress others
71. **Profession:** The work you are qualified to do, that you practise for a longer period of time and earn money with
72. **Professional:** When someone is very good at something; to do something at the level of an expert

73. **Pronounced:** When something is particularly strong or noticeable
74. **Proof:** Written evidence or documentation
75. **Qualification (a):** Completing school, university or vocational training; when you finish school, university or vocational training, you receive a qualification. Typical qualifications are the Abitur, a diploma or a Bachelor's degree.
76. **Qualification (b):** The knowledge and skills you need to work in a profession
77. **Quality:** A behaviour or a characteristic that is typical for a person; a trait that can be used to describe a person
78. **Reliable:** Someone you can rely on
79. **Report:** Proof or certification of an achievement
80. **Reputation:** Public image; what people think of you
81. **Reserved:** Someone who stays in the background; reserved people tend to be shy
82. **Resilient:** Able to keep going for a long time
83. **Retirement home:** A facility where old people live; also old people's home or nursing home
84. **Risk taker:** Someone who accepts the possibility of negative consequences in order to achieve their goals
85. **Route:** The path that you take to reach your goal
86. **School type:** The type of school; different school types in Germany include primary school (Grundschule), secondary general school (Hauptschule), intermediate school (Realschule) and grammar school (Gymnasium)
87. **Self-reliant:** Independent; being able to do something without help
88. **Skill:** The ability to do something
89. **Sociability:** To enjoy interacting with other people
90. **Social norms:** The behaviour that others expect from you
91. **Squeaking:** An unpleasant, high-pitched noise
92. **Station:** A stop, or section
93. **Strength:** An ability or competency; if you are good at something, it's a strength
94. **Structure:** organisation or system
95. **Students' union:** An organisation at university that represents the interests of students
96. **Support:** help
97. **Symbol:** a sign or icon that represents something
98. **Teaching:** To explain something to someone; to help someone learn a skill or gain new knowledge
99. **Test:** A written exam that pupils take in the various subjects at school
100. **Tidy:** Someone who likes to be clean and organised

101. **To be informed about:** To know about something
102. **To care for:** To look after someone
103. **To consider:** To think about something
104. **To copy:** To write out the same thing again in another place
105. **To determine:** To find out, discover or identify
106. **To gain:** To receive or get
107. **To identify:** To clearly understand what something is
108. **To jam** To become stuck; to stop moving
109. **To look after:** To help someone
110. **To organise:** To plan and prepare for something
111. **To provide care for:** To look after someone who is old, sick or helpless; to take care of an old, sick or helpless person
112. **To relate to:** To understand the thoughts and feelings of another person; to engage with something
113. **Training place:** Place or location for the training, also: Apprenticeship place
114. **Treatment:** therapy; medical care
115. **Treatment methods:** Ways to make an illness better
116. **Tutor:** A teacher who teaches outside of the school environment
117. **Tutoring:** After-school help for students to improve their grades
118. **Vocational training:** The time during which you learn a profession; also: Apprenticeship
119. **Workshop/place:** A room or building where manufacturing or handicrafts are carried on
120. **Workshop/education:** A practical seminar

Information about the ProfilPASS and SCOUT

ProfilPASS: Know Your Strengths – Use Your Strengths



The **ProfilPASS** is a biographical process that can be used to **identify** and document an individual's competencies. This means: The focus is on the individual's life and experience stations. By analysing these, users can identify what they are particularly good at and what their strengths are. There is a strong focus on informally acquired competencies, i.e. competencies that were developed independently of any formal education like school or university.

The aim of the ProfilPASS is to make users aware of their own competencies, so that they can use these to their advantage in their life planning and career development. Users are supported through the process by a **professional** counsellor. This is an elementary part of the ProfilPASS system.

The German Federal Ministry for Education and Research provided funding for the ProfilPASS in the scope of the joint project "Further education pass with certification of informal learning" as part of the pilot programme "Lifelong Learning". The ProfilPASS was developed and tested more than ten years ago by the "German Institute for Adult Education – Leibniz Centre for Lifelong Learning" and by the "Institute for Development Planning and Structural Research".

The tool is now established nationwide in Germany and is used by certified ProfilPASS counsellors. The ProfilPASS is integrated in a nationwide, active ProfilPASS network. This ensures its ongoing quality assurance and further development.

In addition, the ProfilPASS is now available in Bosnia-Herzegovina, France, Greece, Ireland, Slovenia and Spain and it had been translated into the native languages of these countries. There is also a version of the ProfilPASS for young people, which is available in German, English, French and Spanish, as well as this version – the ProfilPASS in Simple Language.

The ProfilPASS, the various translations and other additional materials can be downloaded free of charge at:

<http://www.profilpass.eu/download>



SCOUT – aSsessing Competences fOr fUTURE

The ProfilPASS in Simple Language was developed as part of the EU project SCOUT "aSsessing Competences fOr fUTURE", which was launched in October 2017. The project is aimed at counsellors in six European countries that work with new immigrants to boost their potential and their interest in developing their competencies.

The objective of SCOUT is to support the counsellors in their work and to improve the identification of competencies in new immigrants. For this reason, a toolkit was created to support the competence assessment of new immigrants. The tools can be used by counsellors during the counselling process. However, they can also be used independently by immigrants. The ProfilPASS in Simple Language forms the core of this **SCOUT toolkit**. In addition to the toolkit, a curriculum and a manual for counsellors are being developed as part of the project.

The project is being implemented by the "German Institute for Adult Education Leibniz Centre for Lifelong Learning" as the coordinating institution, in cooperation with partner organisations in Greece, Austria, Sweden, Slovenia and Spain. The products developed as part of the project and further information are available for free on the SCOUT home page:

<http://scout.profilpass-international.eu>



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www.zersetzer.com |||| ||| free graphics

The ProfilPASS in Simple Language is available
for free download at

<http://scout.profilpass-international.eu/download>

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ProfilPASS-Partner



diē

German Institute for
Adult Education

Leibniz Centre for
Lifelong Learning