

ProfilPASS



know your strengths | plan your future

ProfilPASS

The **ProfilPASS** was developed by the German Institute for Adult Education - Leibniz Centre for Lifelong Learning (DIE) and the Institute for Developmental and Structural Research (ies). It was funded by the German Federal Ministry of Education and Research and the European Union.

DIE

ies



Bundesministerium
für Bildung
und Forschung

Within the EU-Leonardo project “Knowing Interests –showing skills” the **ProfilPASS** was adapted to the needs of the participating countries Bosnia and Herzegovina, France, Ireland, Slovenia and Spain.



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Defoin

Introduction

My Life –
An Overview

My Activities –
A Documentation

My Competences –
A Review

My Objectives and
the Next Steps

Gathering Proof



This is a personal document and belongs to

Name

Address

Phone

Fax

Email

Started on

Continued on

Continued on

Continued on

My Advisor

Address

Phone

Email



Process

The process of a [ProfilPASS](#) consultation may be different from case to case, depending on the objectives you have. The consultation will, however, always include the following points:

- First of all, you will be informed about the reasons behind working with the [ProfilPASS](#).
- You will get to know the individual steps of the [ProfilPASS](#).
- You will start with clarifying your own objectives and what you expect to gain from the consultation.
- You will agree with your advisor regarding which tasks will be your responsibility to complete, and which will be the responsibility of your advisor.
- You and your advisor will agree on the overall time frame
- You will agree on deadlines.
- At the end of the process, you will have a final meeting with your advisor, where you will discuss your results and additional targets.



Introduction

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ProfilPASS

Showcasing your competences and pinpointing your current position

I can do more than I thought

Everyone is talking about 'Life-Long Learning'. People continuously develop new skills and new competences no matter what private or professional activity they engage in.

Certificates are provided for school work, apprenticeships, and professional activities, in which skills and knowledge are documented and assessed. Other activities for example, managing a football team, being a member of a credit union may not have any documentation.

It is quite possible that you don't even know yourself, how much you have already learned. If you are curious to find out more about where your competences lie, then you should take some time to work your way through the [ProfilPASS](#).

My strengths - my objectives

Finding out more about your own skills and competences will give you a better awareness of your personal strengths and weaknesses.

Knowing your strengths and weaknesses will help you

- plan your professional development
- prepare for employee reviews and personal development meetings
- prepare you for (re-)entering professional life
- make decisions regarding your professional or personal (re-)orientation
- plan future learning ventures, i.e. courses, training.

The [ProfilPASS](#) will also offer valuable help in the creation of your CV.

At the back of the [ProfilPASS](#), you can collect reports and certificates, and any other forms of proof or certifications.

A voyage of self-discovery

Working with the **ProfilPASS** means an intensive examination of your own personality, your own actions and skills.

You should therefore give yourself plenty of time to work through the individual areas of activity. Don't try to fill out the entire **ProfilPASS** in a few hours or even a day. If you find the whole task a bit daunting, just get started somewhere in the middle of one of the areas of activity. You don't have to fill out every single thing!

And don't forget to take a break from the **ProfilPASS** from time to time. But if you want to work through the entire **ProfilPASS**, make sure to reserve a weekend or a couple of evenings for the task.

Consider as part of your planning that you may wish to talk to your advisor, or may want to discuss the odd issue with relatives or friends. Even though the process of discovering one's own skills and competences is a very private matter, it may be helpful to talk about individual steps or results with others.

Working with the **ProfilPASS** is like a 'timeout' from everyday routine. If you do decide to take the plunge, you will be embarking on a voyage of discovery - destination: you. At its end, you will have come a lot closer to your own answers for "Where am I now?" and "Where am I going?".

We hope you will enjoy this journey of self-discovery!

Working with the **ProfilPASS** will provide you with a picture of your current competences and skills. It may be interesting to revisit it after a year or two to add all you have accomplished and learned in the meantime.

The **ProfilPASS** is not meant to be shared with others. It is your very own, very personal document, and you alone decide whether or not you wish to show it to someone else.

The **ProfilPASS** consists of several sections for you to work through either alone or with the help of an advisor.

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My Life – An Overview

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My Life – An Overview

The **ProfilPASS** will encourage you to examine every area of activity both at work and also outside of work during the course of your life from the standpoint of what you have learned.

First of all, you will have to list the various - and from today's point of view important - places and areas in which you were active. An honorary post like a shop steward may be just as important as your occupation or hobby. The overview on the next page is designed to help you to put your thoughts in order. The chronological order is of no importance.

It could also be that some of the areas of activity do not apply to you at all. Don't let their presence confuse you. The only important thing is what you do or have done in the past.

If during the course of your work with the **ProfilPASS** you happen to think of something else you forgot about before, you can simply add it later.

The **ProfilPASS** offers a number of examples, in which various people are introduced and demonstrate how the fields can be filled out.

Important Areas of Activity in My Life

School

In secondary school:

Class president

Drama club

Professional Education

Apprenticeship as 'Bakery assistant'

Apprenticeship 'Office

Communication'

Participation in an 'Ideas

Competition'

Home and Family

Organising a 4-person

household

Carrying out DIY repairs

at home

Trade Union Activity, Volunteer Work

Private Nursing Care Service

Enrolment in further education

'Familiarity and Distance in

Care"

Hobbies and Interests

Hiking

Organising and playing network

games

Cooking for friends

My
Life

Professional Life, Work Experience Placements, Jobs

Bakery

Call centre (part-time)

Commercial activity in a

software company

Extraordinary Circumstances

1.5 years of unemployment

Political and Civic Commitment, Honorary Posts

Important Areas of Activity in My Life

School

Professional Education

Home and Family

**Trade Union Activity,
Volunteer Work**

Hobbies and Interests

**My
Life**

**Professional Life, Work
Experience Placements, Jobs**

Extraordinary Circumstances

**Political and Civic Commitment,
Honorary Posts**



Important Areas of Activity in My Life

School

Professional Education

Home and Family

**Trade Union Activity,
Volunteer Work**

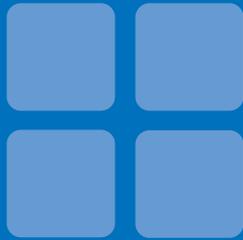
Hobbies and Interests

**My
Life**

**Professional Life, Work
Experience Placements, Jobs**

Extraordinary Circumstances

Political and Civic Commitment



My Activities – A Documentation

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My Activities - A Documentation

Do you know your skills?

Having had a look at your areas of activity in the previous section, it may surprise you to see all the things you have been active in.

We will now examine each of these fields more closely and work on details. You will find that you have used a lot of different skills, and have learned a number of new ones.

In this section, we will find out all the things you know and can do.

You choose!

The **ProfilPASS** guides you through the steps of editing each of your areas of activity. But you can also go about it completely differently:

Select the area of activity you are most interested in.

You set the priorities in this process!

Remember: the chronological sequence of activities doesn't matter. You will also not have to write down every single thing you have done in this area. You are in charge: Put together all important activities and events in the table „Important areas of activity in my life“.

Work aids are provided for the following areas of activity:

- Hobbies and Interests
- Home and Family
- School
- Professional Education
- Trade Union Activity, Volunteer Work
- Professional Life, Work Experience Placements, Jobs
- Political and Civic Commitment/ Honorary Post
- Extraordinary circumstances

You are in charge!

It may not always be easy to assign activities to a specific area of your life.

If it feels right, then you can list the same activity for two areas. Or you decide in which context it had more importance, and add it into that area.

If you feel that one of the areas of activity does not apply to you, you should not dismiss it offhand. Have another think about it. We often do a lot more than we are actually aware of. In any case: You decide which areas of activity you want to work on, and how intensively you wish to concentrate on them.

The process is the same each time:

Step ① Identify

This is where you identify important stages, events, and activities in your life. You should also look at the reasons why you did what you did.

[Help on how to fill out](#) the information is provided in each area of activity.

Step ② Describe

Step ③ Extract

Step ④ Evaluate

For the steps 2, 3, and 4, a removable [Information Sheet](#) has been provided, which you can use while you fill out each of these steps.



1 Identify the activity you wish to examine in more detail at this point.

2 Describe

Go into more detail to describe your activities, e.g. voluntary work. Imagine yourself in a specific situation of your life.

What exactly did you do?
What were the steps needed to do it?

Make a list of each of the activities.
The following wording will help you along:

*"I have ..."
"I did ..." or
"I participated in ..."*

It may be helpful to have a look at the example first. It demonstrates, how many activities are involved in a seemingly simple task.

3 Extract

Have another close look at the activities you have identified.

Now go ahead and reword your sentences. Begin each statement with

*"I can ..."
"I am able to ..."
"I know how to ..."
"I have learned ..."*

and don't forget to add in as much detail as possible, **how** you do the things you can and know.

In order to find out what special qualities (e.g. practical, enduring) you have, take a look at the exercise "My Qualities" on page 15.

These examples will also offer some hints.

All these are skills you have! This step has helped you extract them!

4 Evaluate

Select the skills which you find most important, and assess their value. Before you do so, please read the descriptions for the four levels of importance below carefully. Then decide for each skill, which statement it matches most closely.

Use these levels of importance:

Level A I can do this with the help of a second person or with written instructions.

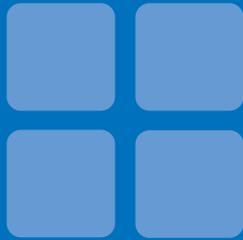
Level B I can do this without the help of a second person or written instructions, i.e. independently.

Level C1 I can do this independently, and also in other areas of activity.

Level C2 I can do this independently, and also in other areas of activity, and I am able to show or explain it to others.

If you rate a skill at Level C1 or C2, you should also add the context in which this skill is used (e.g. at work and your voluntary work).

It may be helpful to discuss your skills and also your assessments with others (friends, family).



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Interests

Home and Family

School

Professional Education

Trade Union Activity and
Volunteer Work

Professional Life,
Work Experience
Placements, Jobs

Political and Civic
Commitment/
Honorary Posts

Extraordinary
Circumstances





Hobbies and Interests

Before you get started: **How important are your hobbies and interests?**

Step ① Identify

The area of activity encompassing hobbies and interests spans your entire lifetime. It therefore doesn't matter at all, when you pursued your hobbies and interests - whether as a child or adult, during your time at school, in your professional life or later.

Please identify all activities you enjoy in your leisure time that are important to you. Whether you build model air planes in the den, run marathons, play in a band, or are member in a club - everything can be important. It may not always be easy to decide, which activity belongs into which area. Decide in which area the activity is more important to you.

Please list your hobbies and interests here. If you have participated in special activities, have experienced special events, or have received an award, that information should also be listed here.

Hobbies and Interests

Special Activities, Events, Awards

Stephen M.,
39 years old,
builds model
air planes.

How did you become interested in your hobby or hobbies?
Where does your interest come from?
What is it that interests you most about it and why?

I was given a model air plane as a present when I was little. Later I started building my own. I really enjoy the dexterity involved and I have gathered a lot of knowledge in the area of model air planes.

I am particularly interested in the technology aspect and enjoy flying model planes.

I am also interested in documentaries and reports on the topic of air planes and aviation. I really like watching football matches on TV, and I play online football manager games.

Did you take one or more courses for your hobbies or interests?
What were these courses and why were you interested in participating?

Title

Reason

Some years ago: starter course "Model Construction" at the adult education centre

I wanted to learn new techniques, get ideas, and get to know other model builders; today, my contacts are mainly via fairs and the internet.



**How did you become interested in your hobby or hobbies?
Where does your interest come from?
What is it that interests you most about it and why?**

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If you see an opportunity to have someone else attest to your activities please do so, and attach the reference at the back of the **ProfilPASS**.

**Did you take one or more courses for your hobbies or interests?
What were these courses and why were you interested in participating?**

Title	Reason
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1 Identify *Model air plane construction*

2 Describe

What individual things did I do?
How did I go about it?

I have acquired a basic knowledge on the topics of aerodynamics and electronics.
I construct and repair my own model air planes.
To do so, I have to read construction plans and cut out and assemble small parts with dexterity.
I order individual components from dealers or via the internet. To do so, I have to know about a variety of materials and be able to calculate the required amounts exactly. I have recently started designing my own models.
At air shows or trade fairs, I explain to others the function of model air planes and the important points in model flying. I also put a lot of effort into working with young people on behalf of our club, and try to interest more young people in the topic.
I periodically post my experiences with various materials and adhesives I use for construction in model air plane forums.

3 Extract

What am I able to do?
What have I learned?
And how do I do it?

I can read construction plans and implement them almost faultlessly.
I can visualise graphics three-dimensionally.
I have the necessary dexterity to work with fine materials.
I am familiar with a number of materials and know about their effect on the plane during flight.
I can calculate the exact amount of material needed.
I have learned to express myself on a particular topic in such a way that others understand what I am explaining.
I can hold my own in expert discussions.
I can interest others in the topic.
I can write interesting specialist articles on the topic of model air plane construction.

4 Evaluate

In what other contexts have you used these skills?

Level		C1	C2
A	B		
		x	<i>In my job</i>
x			
		x	<i>In my job</i>
		x	
		x	<i>In my job</i>
		x	<i>Among friends</i>
		x	

① Identify

② Describe

What individual things did I do?
How did I go about it?

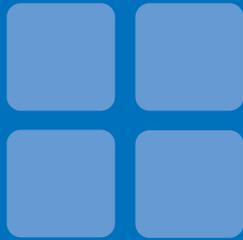
③ Extract

What am I able to do?
What have I learned?
And how do I do it?

④ Evaluate

In what other contexts have you used these skills?

Level
A | B | C1 | C2



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Hobbies and
Interests

Home and Family

School

Professional Education

Trade Union Activity and
Volunteer Work

Professional Life,
Work Experience
Placements, Jobs

Political and Civic
Commitment/
Honorary Posts

Extraordinary
Circumstances





Home and Family

Before you get started: How much time do you spend on housekeeping each week?
How much time do you spend with your family and/or friends?

Step ① Identify

Housework and family related tasks are a special area of activity. The focus lies on managing everyday life: The care and catering for children, household, partnerships, etc. needs planning and organisation.

The area of activity "Home and Family" includes times of exclusive home and family activities, and times when you took care of your own household or that of others in addition to your professional occupation. Think of the most formative time in your life. If you have taken long-term responsibility for family members or friends, who don't live in your household, these activities should also be listed here.

Home and family are fields of learning that are often underestimated, even though skills are used here, which have an effect on our actions in other areas as well.

Think about the following first, before you begin filling out:

How many people (including yourself) live or lived in your household during the time you are referring to?

How many adults?

How many children?

Did you take care of the garden and/or pets?

Who carries or carried the main responsibility for household and family?

Bernard D., 46 years old, father of two, unemployed for the past six months, has taken over the household and care for the family.

Particularly interesting tasks or topics

Reasons for your interest

Shopping for the family	Originally, I wanted to help my wife; now
	I enjoy the challenge to shop for good
Maintaining the family budget	products with a small budget.
DIY repairs at home	It is interesting to see, what exactly we are
	actually spending money on, and to look for
	possibilities where we can save.
	At the moment, I cannot afford craftsmen,
	and it is a great feeling when I build or
	repair something myself.

**Did you take any courses relating to your household or family activity?
What were these courses and why were you interested in participating?**

Title	Reason
Information event hosted by the consumer advice centre "Healthy and Cheap – Tips for Food Shopping"	Although we don't have much money at the moment, I still want to buy good quality food.

1 Identify *Running a household*

2 Describe

What individual things did I do?
How did I go about it?

I manage the household and organise the family.

I do the scheduling, clean, cook,

and remind others of appointments and duties.

I create the shopping list. I think about where to buy which items, and plan my shopping trip accordingly.

I maintain a budget book.

I carry out minor installation jobs. I recently replaced a water tap and repaired a leak under the bathtub. I read a

self-help book beforehand, so I would know what to look out for and how to proceed.

3 Extract

What am I able to do?
What have I learned?
And how do I do it?

I have learned to manage my time for homework very well.

I am now learning to multi-task.

I can cook simple dishes without creating a war zone in the kitchen.

I have a good overview of all my appointments and can remember them without much effort.

I can create a shopping plan, in which various requirements are considered (quality, price, travel distance).

I am able to systematically record and evaluate income and expenditure.

I know where to get and how to apply useful information.

I can then put into practice

the theoretical information gathered

I can carry out minor installation jobs successfully.

4 Evaluate

In what other contexts have you used these skills?

Level		C1	C2
A	B		
	X		
X			
X			
		X	In professional life
	X		
		X	During the planning and course of the family holiday (holiday fund)
		X	In my hobbies and in professional life
		X	As above
	X		

① Identify

② Describe

What individual things did I do?
How did I go about it?

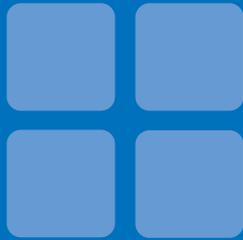
③ Extract

What am I able to do?
What have I learned?
And how do I do it?

④ Evaluate

In what other contexts have you used these skills?

Level
A | B | C1 | C2



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Honorary Posts

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Circumstances



School

Before you get started: What are your feelings today, when looking back at your time at school?
Are these good memories or not?

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.....

Step ① Identify

The area of activity “School” encompasses your entire time at school until your final certificate, and includes catching up on certificates later in life by way of second chance education.

Please identify important milestones and events during your school career. If you attended school abroad, you should also note the country.

Schools	When? (from - until)	Type of Certificate
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Are there subjects and fields in which you were particularly interested while you were at school, or that still interest you? Which were or are these, and why?

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Did you take extracurricular courses while you were at school (e.g. tutoring, language course, music lessons, cooking lessons)? What were these courses and why were you interested in participating?

Title

Reason

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If you received a certificate for participation, attach it at the back of your [ProfilPASS](#).



Activity	School? (keyword)	When? (from - until)	Time spent (days/hours per week)
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I helped with the layout of the graduation magazine.	Secondary School	March – May 2000	3 hours per week
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I was a member of the work group 'Artistic Design'.	Secondary School	1998–2000	2 hours per week
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1 Identify *Helped design final year magazine*

2 Describe

What individual things did I do?
How did I go about it?

I helped on the layout of the final year magazine:

I corrected texts,

I layouted texts in an editor

program on the computer,

created the page layout on the PC.

I agreed with my classmates on

who would take on which tasks.

I thought about the type of editorials students at our school would be interested in reading.

3 Extract

What am I able to do?
What have I learned?
And how do I do it?

I have a good feeling for language and am therefore able to correct and edit texts.

I have learned designing.

I can create a simple yet attractive layout on the PC.

I am able to manage my time well.

I enjoy working on a problem as part of a team.

If I know the target group well, I am able to judge its needs appropriately.

4 Evaluate

Level
A B C1 C2
In what other contexts have you used these skills?

x
In letters to government bodies

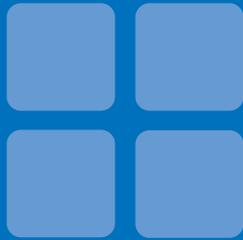
x
In the work group 'Artistic Design'

x
In presentations during my education

x
In the household

x
In the sports club

x
In the sports club



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Professional Education

Before you get started: Looking back, how do you feel about the time of your professional education? Were there or are there experiences, which are important in terms of the rest of your life?

Step ① Identify

The area of activity 'Professional Education' encompasses practical training at a company, as well as education received at a vocational school or college.

Please identify important milestones and events during your professional education. If your professional education took place completely or in part abroad, you should also note the country.

Professional Education	When? (from - until)	Type of Certificate (e.g. in-house training)	Where? (institution)
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Are there activities and fields in which you were particularly interested during your professional education, or that still interest you today? Which were or are these, and why?

I was always enthusiastic about mathematics and technical drawing. I find it exciting to see how calculations and drawings are transformed into actual machines and devices.

Ernie S., 55 years old, single father, completed a toolmaker training, subsequently studied machine engineering at the Engineering College Dublin; he lost his job as design engineer and retrained as a construction engineer.

Did you take any subject-related courses during the time of your professional education? What were these courses and why were you interested in participating?

Title	Reason
<i>AutoCAD for Advanced Users</i>	<i>We only received a short introduction during the course of our studies, but were later required to be able to work with it well.</i>
<i>German for Beginners</i>	<i>I learned French in school. Today, everyone is expected to know at least one other major European language.</i>
<i>How does the Social System work?</i>	<i>Informational event hosted by my insurance carrier. I felt that I didn't know enough.</i>



Are there activities and fields in which you were particularly interested during your professional education, or that still interest you today? Which were or are these, and why?

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Did you take any subject-related course during the time of your professional education? What were these courses and why were you interested in participating?

Title	Reason
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If you received a certificate, attach it at the back of your ProfilPASS.

Activity	Facility? (keyword)	When? (from - until)	Time spent (days/hours per week)
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<i>Member of the scouts</i>		<i>Until 1975</i>	<i>On average 2 hours/week</i>
<i>Singing in the college choir</i>		<i>1972–1975</i>	<i>1.5 hours/week</i>
<i>Moved house for retraining</i>		<i>1994</i>	<i>2 months in total</i>
<i>Student spokesperson at my school</i>	<i>University of</i>	<i>1994–1997</i>	<i>2 to 3 hours/week</i>
	<i>Applied Sciences</i>		

1 Identify *Moving house*

2 Describe

What individual things did I do?
How did I go about it?

*I organised our move.
I created a schedule for it,
and requested cost estimates from moving companies.
Since the estimates seemed high, I also requested
prices from car rental companies and compared costs.
As a result I decided in favour of the cheaper option of
renting a moving van.
I asked friends and acquaintances for help.
Once I had enlisted enough help, I negotiated with the
rental company and hired the moving van.
I instructed all my helpers during the move.*

3 Extract

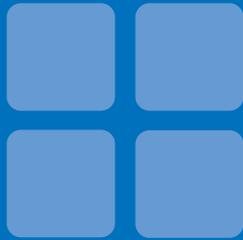
What am I able to do?
What have I learned?
And how do I do it?

*I can ...
... create a schedule,
... request a cost estimate and assess my financial
possibilities correctly,
... compare prices and budget well with the means
available to me,
... ask people for help, who are close to me,
... conduct friendly negotiations, but am able to stand
my ground where necessary,
... plan the timing of processes exactly,
... delegate tasks,*

4 Evaluate

In what other contexts have you
used these skills?

Level		C1	C2
A	B		
	x		<i>My daily task in order to juggle family and job/professional education</i>
		x	<i>I have to do that anyway, as my financial means are limited</i>
		x	<i>I have to do that anyway, as my financial means are limited</i>
x			
x			
		x	<i>At work</i>
		x	<i>At work</i>



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Profil**PASS**

Hobbies and
Interests

Home and Family

School

Professional Education

Trade Union Activity and
Volunteer Work

Professional Life,
Work Experience
Placements, Jobs

Political and Civic
Commitment/
Honorary Posts

Extraordinary
Circumstances





Trade Union Activity and Volunteer Work

Before you get started: Looking back, what are your feelings about your time as a participant on a trade union training course or as part of a group of volunteers? What did you personally get out of that time?

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Step ① Identify

The area of activity “Trade Union Activity and Volunteer Work” can be taken up at any time in your life. Many people join trade unions in their workplace and benefit from the educational and training services available to members and activists.

Many young men and women do volunteer work before embarking on their professional careers. They work in hospitals, care homes, or child care facilities, or work towards conserving the environment - quite often abroad. They often use the time to decide on their professional future. If you have spent time abroad, you should also note the country.

Type of Service

(trade union activity or volunteer work)

When?

(from - until)

Where?

(base/facility)

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



Are there any activities and/or topics that are or have been of particular interest to you during your trade union activity or while volunteering? Which were or are these, and why?

Matthew A., 25 years old, worked as a volunteer with the Samaritans; he worked as a driver for disabled people.

It was interesting to drive a group of young people to and from work each day for a year, as we got to know each other quite well. I have always found it interesting to find solutions for problems, for example if the access route to a building was not wheelchair accessible.

A group of disabled people from France visited our city for a week, and they had quite a cultural program to go through. Dealing with a completely different mentality was fascinating for me, and just for that experience I didn't mind being a volunteer driver - even in the middle of the night.

Did you take any courses as a member of a trade union or while volunteering? What were these courses and why were you interested in participating?

Title

Reason

At the start of my voluntary work, I participated in a four-week seminar.

I learned a lot about the various types of disability (physical, mental, and psychological). It was very interesting and I benefited from that knowledge in my dealings with disabled people.



Are there any activities, experiences or encounters that are or have been of particular interest as part of your trade union activity or volunteer work? Which were or are these, and why?

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Did you take any courses as a member of a trade union or while volunteering?
What were these courses and why were you interested in participating?

Title	Reason
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If you received a certificate, attach it at the back of your **ProfilPASS**.



Trade Union Activity or Volunteer Work

Tasks, Duties, Projects

Volunteer Work

Door-to-door transport for physically disabled people

(those in a wheel chair or ambulatory): ensuring best possible

approach for boarding or loading, securing of wheel chairs,

finding the most direct route, adjusting driving style to the

passenger's needs, offering help to leave the vehicle and enter

the building at the destination.



1 Identify *Assisting people with physical disabilities*

2 Describe

What individual things did I do?
How did I go about it?

*I planned the most favourable route for each trip.
I maintained a driver's logbook.
I had to deal with a variety of very different, and also quite difficult people.*

3 Extract

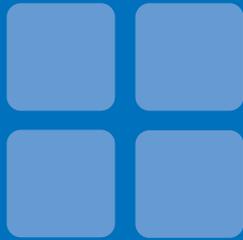
What am I able to do?
What have I learned?
And how do I do it?

*I can read city/road maps, and grasp very quickly, what route to take to get from A to B.
I have learned to document my trips carefully.
I have learned to be and always remain friendly.
I am able to deflect other people's bad moods. My sense of humour is a great help.
I have learned to cater to the various needs and requirements of individuals with tact and finesse.
I have become familiar with the relevant problems posed by various disabilities, and can act accordingly.*

4 Evaluate

Level
A B C1 C2
In what other contexts have you used these skills?

x
On holiday, when planning travel routes or when I tell others, what way they must travel
x
At my student job on the phone with customers
x
Among friends



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Hobbies and Interests

Home and Family

School

Professional Education

Trade Union Activity and Volunteer Work

**Professional Life,
Work Experience
Placements, Jobs**

Political and Civic
Commitment/
Honorary Posts

Extraordinary
Circumstances





Are there any activities and/or topics that have been of particular interest to you or that still interest you?

Which were or are these, and why?

Was there some aspect of your work experience placements, jobs or maybe in a workshop that you particularly enjoyed or had fun with?

Bridget B., 32, mother of a two-and-a-half year old daughter; was previously employed as a payroll accountant in a mid-sized company; would like to get back to her professional life.

I am a certified payroll accountant, but I particularly enjoy other activities in the office, for example organising appointments, preparing for events and ensuring their smooth implementation.

Did you take any further training or professional development courses relating to your professional life? These include courses organised by your employer or workshop, work management courses, or courses offered by a further education provider, which you chose to improve your professional skills. What were these courses and why were you interested in participating?

Title	Reason
<i>MS Office for Administrative Personnel (Advanced Users)</i>	<i>So that I would be up to date with office software, and would not have any problems getting up to speed in a new office environment.</i>
<i>French Language Course at the Adult Education Centre</i>	<i>The company I was working for had clients in France and I wanted to be able to express myself properly.</i>



Are there any activities and/or topics that are or have been of particular interest in your professional life?
Which were or are these, and why?

Was there some aspect of your work experience placements, jobs or maybe in a workshop that you particularly enjoyed or had fun with?

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Did you take any further training or professional development courses relating to your professional life?
These include courses organised by your employer or workshop, work management courses, or courses offered by a further education provider, which you chose to improve your professional skills.
What were these courses and why were you interested in participating?

Title

Reason

Title	Reason
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If you received a certificate, attach it at the back of your ProfilPASS.



**Working Life, Unemployment,
Work Experience Placements, Jobs**

Tasks, Duties, Projects

Payroll accounting for a company

Payroll accounting

Office management

Salary accounting

Checking work time accounts

Managing employee files

Preparing events

Parental leave

Planning re-entry into professional life

Organising child care



1 Identify I organised an event.

2 Describe

What individual things did I do?
How did I go about it?

For this purpose I have
... determined the necessary size of the function room,
... what kind of equipment was needed,
... researched space and catering providers,
... requested quotes,
... compared prices and quality,
... viewed facilities,
... planned catering,
... held phone negotiations with providers and booked the space and catering needed.
... selected and procured the right type of decorations.

3 Extract

What am I able to do?
What have I learned?
And how do I do it?

I can
... judge the space required for specific purposes or for a specific number of people
... and what equipment will be needed
... quickly assess the type of ambiance a room should have for a specific event.
When I see an empty room, I can visualise the kind of decoration needed to create a positive atmosphere.
I can determine key criteria and do research accordingly to request quotes.
I can compare prices of different offers, weigh up the pros and cons, and justify the reasons for my decisions.
I can plan catering in accordance with an event.
I have learned to negotiate successfully under time constraint.

4 Evaluate

Level
A B C1 C2
In what other contexts have you used these skills?

x For the organisation of my niece's wedding
" "
" "
" "
x While searching for possible areas for professional implementation
x When planning a holiday
x For festivities at home or a community party
x While shopping, when I negotiated prices for expensive items

Please also think about the experiences you have gained during your time of unemployment.



① Identify

② Describe

What individual things did I do?
How did I go about it?

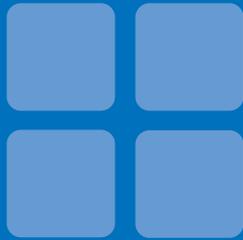
③ Extract

What am I able to do?
What have I learned?
And how do I do it?

④ Evaluate

In what other contexts have you used these skills?

Level
A | B | C1 | C2



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Profil**PASS**

Hobbies and
Interests

Home and Family

School

Professional Education

Trade Union Activity and
Volunteer Work

Professional Life,
Work Experience
Placements, Jobs

Political and Civic
Commitment/
Honorary Posts

Extraordinary
Circumstances





Are there any activities and/or topics that are or have been of particular interest to you with regards to your political and/or social commitment, or your honorary post? Which were or are these, and why?

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Did you take any courses while performing your political or social commitment or honorary post, which helped further your activities?
What were these courses and why were you interested in participating?

Title

Reason

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If you see an opportunity to have someone else attest to your activities please do so (some blank forms are provided at the end of the [ProfilPASS](#))!



1 Identify *Youth work within a club*

2 Describe

What individual things did I do?
How did I go about it?

*I have ...
... planned and implemented my own concept
for working with adolescents,
... instructed teenagers how to start a protective hedge,
... explained to them how to handle tools,
... devised rules for our cooperation with them,
... created building instructions,
... provided help in its implementation,
... worked with them,
... motivated young people to do something for
the environment and have explained the importance
of nature for humanity.*

3 Extract

What am I able to do?
What have I learned?
And how do I do it?

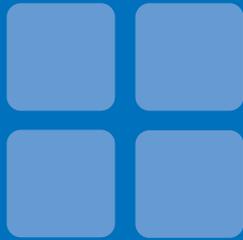
*I can ...
... think of steps necessary to encourage young people
to do practical work with nature,
... handle tools and am able to instruct others.
I have learned to agree on rules as a group.
I can ...
... draw up simple building instructions in such a way that
others can understand and implement them,
... recognise, when others need help and provide that
help,
... take on nature teaching projects with much
imagination, and implement these with young people,
... can instil enthusiasm in others for topics that I am
interested in.*

4 Evaluate

In what other contexts have you
used these skills?

Level		C1	C2
A	B		
		x	<i>In my circle of family and friends</i>
			<i>When I do housework or crafting at home,</i>
		x	<i>I offer help and explanations to my and other children</i>
	x		
	x		
		x	<i>Children, friends, colleagues</i>
		x	<i>In my family</i>
		x	<i>Among friends</i>

Think about the tasks
and duties you have
taken on, and in which
projects you have
participated.



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Profil**PASS**

Hobbies and
Interests

Home and Family

School

Professional Education

Trade Union Activity and
Volunteer Work

Professional Life,
Work Experience
Placements, Jobs

Political and Civic
Commitment/
Honorary Posts

Extraordinary
Circumstances





Extraordinary Circumstances

Before you get started: Would you say that you have experienced particularly formative events or times in your life? What comes to mind first?

Step ① Identify

Have you experienced particularly formative situations or times in your life? Times of extreme insecurity, like unemployment or separation, times of deep sorrow due to the loss of a loved one, times of great joy like the birth of a child, or any other times that have caused an impact or significant change in your life?

Extraordinary circumstances like these lead to reflection, re-evaluation, or processing, which in turn may cause us to change our behaviour or our views. Please list these special situations in your life.

The **ProfilPASS** is your very own, very personal document, and you alone decide whether or not you wish to show it to someone else.

Extraordinary Circumstances

Was there something in particular in that situation or time, which left an impression on you or you needed to deal with?

I often think that the economic crisis changed everything: in terms of my private life, finances and my professional life. It was a very formative event in my life.

Emma T., 48 years old, grew up in Dublin; she was working in the building industry, and became unemployed. She has participated in a variety of measures to find new employment.

Did you take any courses during that time to help you deal with the situation? What were these courses and why were you interested in participating?

Title	Reason
Telephone Training (Employment Office)	The course was a mandatory requirement of the Employment Office.
Application Training (Employment Office)	Participation was mandatory, but it brought no results.
Writing Employment Applications Successfully	I wanted to know how to write a good application letter.
Customer Service (Employment Office)	This was also a mandatory requirement of the Employment Office.



Was there something in particular in that situation or time, that left a lasting impression on you or you needed to deal with?

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Did you take any courses during that time to help you deal with the situation?
What were these courses and why were you interested in participating?

Title

Reason

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If you see an opportunity to have someone else attest to your activities please do so, and attach the reference at the back of the [ProfilPASS](#).

1 Identify *economic crisis*

2 Describe

What individual things did I do?
How did I go about it?

*The economic crisis meant for me:
I had to find my way in completely new and strange conditions.
I had to reorganise my daily life because there is hardly any outside support and because everybody now has to look after themselves and their families on their own.
I keep looking for work.
I have to deal with the fact that my skills are no longer sought after.
I have experienced a lot of uncertainty.*

3 Extract

What am I able to do?
What have I learned?
And how do I do it?

*I can ...
... deal with new conditions,
... adjust to new circumstances, recognise, evaluate and do what is necessary,
... help myself and find a practical solution.
I am beginning to learn not to give up in the face of failure.
I confront reality, and try to find alternatives.
I have learned that many things will remain uncertain, and can now deal with that fact.*

4 Evaluate

In what other contexts have you used these skills?

There have been a number of radical changes in my life I had to cope with in the past years. New challenges continue to crop up in terms of ... my professional life ... the organisation of daily life ... The organisation of daily life, looking for work ... my professional life, in my family

Level		C1	C2
A	B		
		x	
		x	
		x	
	x		
		x	
	x		

Think about what you did to deal with your situation. It is of no importance, whether you did it on purpose or not, consciously or unconsciously.



My Competences – A Review

- ▶ Introduction
- * My Life –
An Overview
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- 💡 My Competences –
A Review
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the Next Steps
- 📄 Gathering Proof



My Competences – A Review

In the previous section you defined and specified all your skills. At this point, they are still associated with an individual area of activity. It is now time to gain an overview. You will notice that there are certain skills that keep cropping up time and time again.

This section will help you find out about what you like doing best, what you do well, and where there might still be room for improvement. In the end you will recognise some skills as your particular strengths.

Let us first look at those skills that you can apply to other or similar situations with or without help from others - in other words: the skills, which you have rated as level A and Level B.

Please copy those skills from the areas of activity to the table on the next page. It may help to pull out the page and use it alongside each area of activity in sequence.

Even if you have already noted down a particular skill, please write it down again!



Areas of Activity/
Areas of Learning

Level A

Level B

Hobbies and Interests

Planting and caring for a vegetable patch !

Reading and implementing operating manuals

Home and Family

Cooking simple dishes

Multi-tasking

Creating shopping lists ! X

School

Working with text editor software ! X

Professional Education

Working with a particular computer program X

Asking others for help and support

Trade Union Activity,
Volunteer Work

Documenting tasks

Professional Life, Work
Experience Placements, Jobs

Creating address databases ! X

Requesting quotes

Political and Civic
Commitment/Honorary Post

Working in a team to create common rules

Extraordinary Circumstances

Not giving up in the face of failure

Areas of Activity/ Areas of Learning	Level A	Level B
Hobbies and Interests
Home and Family
School
Professional Education
Trade Union Activity, Volunteer Work
Professional Life, Work Experience Placements, Jobs
Political and Civic Commitment/Honorary Post
Extraordinary Circumstances

Use an obvious symbol to specify in the table:

! This is what I like doing very much. **X** This skill appears more than once. **○** This is what I would like to improve on.

Date



Now copy all those skills from all areas of activity that you have rated at Level C1 and Level C2. These are the skills, which you have mastered in this and also another context, and which you may also be able to explain and demonstrate. Because of their broad area of application, these types of skills are also called competences.

Have a look at your self-assessment in the various areas of activity, and list your competences in the following table. The sequence of competences and their affiliation to individual areas of activity are of no consequence here. If competences appear more than once, you only have to list them once.

Level C1	Level C2
<i>I have a good eye for colours, shapes, and composition, and for graphic design. !</i>	<i>I can express myself about a specialist topic in such a way as to make myself understood. !</i>
<i>I can manage my work efficiently with the help of work schedules.</i>	<i>I can carry out targeted research for specific information, and am able to evaluate the results.</i>
<i>I can budget the money available to me very well.</i>	<i>I have good spatial perception, which allows me to understand city or road maps, as well as construction manuals with ease.</i>
<i>I stay friendly and calm in stressful situations.</i>	<i>I can enthuse about particular topics, and I am able to inspire and motivate others. !</i>
<i>I have a good feel for language, can compose texts and letters, and edit them in terms of style. !</i>	<i>I am good with my hands and work well with particular tools, and am able to explain their handling to others.</i>
<i>I can plan catering for many people.</i>	
<i>I can plan and implement events for young people. !</i>	
<i>I can find alternative solutions for a problem. !</i>	

Your special competences can be assigned to specific areas of competence. If you want to fill out your European CV (europass), and also in other circumstances, when you wish to apply somewhere, it may be useful to know, which competences belong to which area of competence. This step may also prove useful when filling out your certification of competence.

Please read the following description and think about which of your special competences you wish to assign to which area of competence

Areas of Competence	Their Meaning
Social Competences	refer to living and working with other people.
Organisational Competences	refer to the coordination and management of personnel, projects, and budgets at work, in non-profit activities, housework, etc.
Professional Competences	refer to specialist knowledge, skills and skill sets.
Methodical Competences	refer to the handling of specialist knowledge and work equipment.
Technical Competences	refers to the ability to work with specific tools, devices, and machines, etc. (except computers), or in a specialist field.
ICT Skills	ICT is information and communication technology. Skills in this area refer to the handling of text editor software and other applications, database research, familiarity with the internet, and highly qualified skills, e.g. programming, etc.
Linguistic Competences	for example Russian or French, etc.
Artistic Competences	for example in the areas of music, creative writing, design.
Other Competences	any other, previously not mentioned competences in sports or other hobbies.

If you now go ahead and assign your special competences to the relevant areas of competence, you will have a comprehensive overview in front of you.

Naturally, not everyone has special competences in all areas. Don't be alarmed if one or many fields remain empty!

There also is no right or wrong when it comes to assigning these competences. It is entirely up to you, which competence you assign to which area!

Have a look at the example on page 82.



Area of Competence

My Competences

Social Competences

I stay friendly and calm in stressful situations.

I can enthuse about particular topics, and I am able to inspire and motivate others. !

Organisational Competences

I can plan catering for many people.

I can manage my work efficiently with the help of work schedules.

I can budget the money available to me very well.

Professional Competences

Methodical Competences

I can plan and implement events for young people. !

I can express myself about a specialist topic in such a way as to make myself understood. !

I can carry out targeted research for specific information, and am able to evaluate the results. I can find alternative solutions for a problem. !

Technical Competences

I have good spatial perception, which allows me to understand city or road maps, as well as construction manuals with ease.

I am good with my hands and work well with particular tools, and am able to explain their handling to others.

ICT Skills

Linguistic Competences

I have a good feel for language and am able to correct and edit texts. !

Artistic Competences

I have a good eye for colours, shapes, and composition, and for graphic design. !

Other Competences



Area of Competence	My Competences
Social Competences	
Organisational Competences	
Professional Competences	
Methodical Competences	
Technical Competences	
ICT Skills	
Linguistic Competences	
Artistic Competences	
Other Competences	

Specify in the table: I particularly enjoy using these competences.



*Expressing myself
on a specialist topic
in a way others can
understand.*

*Getting others interested
in topics that
interest me.*

*Creating attractive designs
with my eye for colours and shapes.*

*Finding
alternative solutions
for a problem.*

*Composing texts and
editing them stylistically.*

*Planning events and
taking responsibility for their
execution.*

Now start copying the competences you have marked on page 83. You will be able to see all the competences you like using most at a glance.

And since people do well the things they enjoy doing, you can now say:

**These competences
are my particular strengths**

On page 86 you will find a sample of the **ProfilPASS** Certification of Competence. Your advisor will fill it out with your help. You will then have proof of your work with the **ProfilPASS** and of your special competences.

```
graph TD; A[ ] --- B[ ]; A --- C[ ]; B --- D[ ]; B --- E[ ]; C --- F[ ]; C --- G[ ]; D --- H[ ]; E --- I[ ]; H --- J[ ]
```



ProfilPASS Certification of Competence



Mr./Ms.

born

residing at

has in the time from

until

undergone the competence review with the **ProfilPASS**.

He/she has determined the following competences within the scope of an advisor-supported self-assessment process.



Advising institution (stamp)

Advisor (signature)

The **ProfilPASS** is a tool for self-exploration and systematic mapping of individual skills and competences in the process of life-long learning with professional advisor support. In addition to the visualisation of learning processes, it primarily serves as an aid for individual reflection with regards to a person's private and professional path in life.

The **ProfilPASS** was developed by the German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE) and the Institute for Developmental and Structural Research (ies). It was funded by the German Federal Ministry of Education and Research and the European Union. For more information please visit www.profilpass.eu.



My Objectives and the Next Steps

-  Introduction
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-  My Activities –
A Documentation
-  My Competences –
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-  Gathering Proof



My Objectives and the Next Steps to Take

You now know your skills and special competences.

The question is, what you will do with these results, and how you will use them for your future plans. Which competences will you expand on, which skills will you continue to develop, what interests will you pursue, and which weaknesses will you try and balance out?

For that exact purpose, you will start planning a realistic goal for yourself in the following section and the next steps you need to take to reach your goal.

But here is the big question:

- What are you passionate about?
- Is there a topic you are particularly interested in?
- Is there some activity you absolutely love doing?
- Do you have a particular wish?

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If you already have a specific goal in mind, then please continue on page 92.

First of all, let's simply have a look at your interests. In order to do so, you will recapitulate your previously listed interests here.

This collection may reinforce what you already know. But it may also help to point out some interests that you have more or less neglected to date. Or you may discover interests you would like to use professionally in future.

Copy the interests you have listed in the various areas of activity. Ask yourself whether or not the topic is still of interest to you today, or might interest you again, and what it really is that inspires you about it.

Which activities or topics are you particularly interested in?

What is it that inspires you?

DIY repairs at home

I enjoy working with my hands, and it saves money I would have to spend on a handyman.

Surfing in the internet to find information about topics of current importance to me, e.g. holidays,

I want to be informed, and want to be able to work with new technologies.

Nordic walking, cinema programme

Playing strategy games on the computer

I find it relaxing and I enjoy the endless variety of game situations.

Learning a new language

I would like to be able to communicate with people from other countries, and not have to use my hands and feet to make myself understood at work or on holidays.

Formulating objectives

The following step is designed to help you develop a better understanding of your objectives, and to further define any rough ideas you may have at this point. Afterwards you will formulate a specific and realistic objective for yourself.

Have another look at the overviews in the previous section, and in particular at your special competences. Don't, however, forget about all the other skills and competences you listed. Can you recognise an overall direction? Are you able to derive private or professional objectives from it?

The individual combination of your skills and competences in conjunction with your interests may help you visualise a specific goal. Write your special competences into the first column, and add skills and other competences that you like using. Write your interests into the line at the top.

Now go through the grid and match up each of your competences with an interest. Think about which of these connections seems interesting, what you would enjoy doing, or what new areas of application your interests lead to.

On the next page, write down everything that comes to mind without thinking about it. Should any of the connections not make any sense to you, then simply skip over them.

Afterwards, have another look at everything you have written, formulate objectives and write these down on page 93.

Strengths and skills you enjoy using	Interests		
	<i>DIY repairs at home</i>	<i>Online surfing/gathering/evaluating information</i>	<i>Learning foreign languages</i>
<i>Organising work</i>	<i>All around the home – your emergency handyman</i>		
<i>Dealing with people</i>			<i>Speaking French fluently (work and holiday)</i>
<i>Comparing ideas and selecting the best solution</i>		<i>Favourite: Working in the documentation department of a large company or library, where specialist research needs to be carried out</i>	

Formulating an objective

It is now time to develop a specific objective from your goal.

Your goal might be:

"My goal is to find work or a training position in the field ..."

"My next goal is to commit myself socially."

"It is my goal to return to professional life."

"I would like to improve my skills in ..."

"I want to further educate myself on the topic of ..."

Also consider your skills listed on page 77, and in particular those which you have marked as wanting to expand on.

Put your goal into words. If you have several, make sure to write down the most important one first.

I would like to improve my French language skills.

Please describe your most important goal in two or three sentences.

I would like to improve my French language skills to the point where I will be able to speak with foreign colleagues in

simple situations with ease, and where I am able to understand specialist terminology.

I would also like to be able to speak about general topics on holiday.



Put your goal into words. If you have several, make sure to write down the most important one first.

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Please describe your most important goal in two or three sentences.

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Always remember that a goal must be formulated positively. The point is to document what you want, and not what you don't want.



Yes



No

1. Will I be able to reach my goal under my own steam and with the means available to me?

I really must take a French language course and also work on it intensively at home. First of all, I must decide, whether business or conversational French is more important to me. Both cannot be done in one course. I decide in favour of "Business French"



Yes



No

2. Do I already have a specific idea what it will be like when I have reached my goal?

I receive phone calls from foreign clients and am able to reply. All French correspondence is assigned to me.



Yes



No

3. Am I aware of the repercussions on me and my environment?

I will have to go to French classes once a week in the evening for three hours. On these evenings I will not have time for my family. My husband or my mother will have to take care of the children. I will also need at least 2 to 3 hours on the weekend for studying.



Yes



No

4. Am I aware of the time it will take to reach my goal?

Within half a year, I will have learned basic specialist vocabulary, and will be able to express myself in simple conversation. In a year's time, I will be able to understand specialist conversations as well.

If you were able to answer all of the key questions with "Yes", and also found answers for the supplemental questions, then you are ready to write down your specific goal.

In one year, I want to be able to speak and correspond confidently with business clients.



Use the following questions as help. If you cannot answer two or more questions with "Yes", then reformulate your objective until your answer is "Yes". Please also provide short answers for the supplemental questions.

Yes
 No

1. Will I be able to reach my goal under my own steam and with the means available to me?

Your objective must not overly dependent on others or specific conditions, as this could make them unreachable.
 What can you do to help it along? What must you do to reach your objective?

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Yes
 No

2. Do I already have a specific idea what it will be like when I have reached my goal?

What will your life then be like?

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Yes
 No

3. Am I aware of the repercussions on me and my environment?

What changes will occur for you, for your family, for your free time, your circle of friends, sports, school, etc.?

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Yes
 No

4. Am I aware of the time it will take to reach my goal?

Please write it down.

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.....

If you were able to answer all of the key questions with "Yes", and also found answers for the supplemental questions, then you are ready to write down your specific goal.

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People who support me and whose help I need to reach my goal

My husband and my mother

Objects, equipment, and financial means I need to reach my goal

Course fee, dictionary, language CD

Obstacles I have to overcome to reach my goal

Ensuring that the children are cared for if my husband has to work late and I am visiting my language course

Situations, processes that will change if I want to reach my goal

I will need a few hours to myself on the weekends for study. I will not be available for my family one night a week.

People that are affected by my goal

*My mother, who may have to help out with child care;
my husband, who will have to look after the children while I am studying;
the children, because I will have less time for them*

Framework conditions

You have now defined a specific goal for the near future.

In order for you to be able to reach this goal, it is very important that you set a specific date on which you will see the result.

You may need help from other people to reach your goal, or a sudden obstacle may appear.

Visualise your goal exactly, and think about what could change along the way, what aid you might need, and who would be affected by it.

People who support me and whose help I need to reach my goal

(e.g. partner, neighbour)

Objects, equipment, and financial means I need to reach my goal

(e.g. car, books, application folders, a loan)

Obstacles I have to overcome to reach my goal

(e.g. child care, moving house)

Situations, processes that will change if I want to reach my goal

(e.g. distance to the workplace, time for family and friends, time for hobbies)

People that are affected by my goal

(e.g. life partner, fellow sports team members)

Next month

What exactly?

By when?

<i>Collect information about language courses from various teaching institutions</i>	<i>Next Week</i>
<i>Selecting and booking a suitable course</i>	<i>End of the month</i>

Within the next three months

What exactly?

By when?

<i>Start language course</i>	<i>At the latest in three months</i>
<i>Buy dictionary</i>	<i>When I have the confirmation for a language course</i>

The next steps

You will now specify each individual step until you have reached your goal. You should understand the overviews as a “work contract with yourself”. Write down as precisely as possible, what you want to do to reach your goal.

Don't forget to mention all the other areas of your life that will be affected by these changes (page 97).

While searching for the right education offering, you should also look for information, advice and guidance services in your area.

Next month

What exactly?

By when?

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Within the next three months

What exactly?

By when?

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Within the next six months

What exactly?

By when?

<i>Studying French vocabulary and grammar</i>	<i>For the duration of the course</i>

In one year

What exactly?

By when?

<i>Doing constant course work until I have become reasonably good</i>	<i>Check my progress after a year</i>
<i>Fill out the European Language Passport</i>	<i>Once a year</i>

Further down the line

What exactly?

By when?

<i>Maybe apply for an educational leave</i>	<i>Earliest after a year</i>
<i>Gather information about the certifications offered by the Alliance Française.</i>	<i>In about one and a half years</i>
<i>Begin with test preparations if the right test is offered.</i>	



Within the next six months

What exactly?

By when?

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In one year

What exactly?

By when?

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Further down the line

What exactly?

By when?

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Gathering Proof

- ▶ Introduction
- * My Life –
An Overview
- My Activities –
A Documentation
- 💡 My Competences –
A Review
- 🎯 My Objectives and
the Next Steps
- 📄 Gathering Proof



Gathering Proof

You have worked through the [ProfilPASS](#) and have found skills and competences that you have learned outside of any officially regulated lessons or legally controlled professional training. The following section will offer hints about how you can provide proof of your activities, the skills you learned, or competences you achieved. If these are important for a new employment, then you can append them to your job application. Personnel managers will see that you are for example willing to learn, or to help others.

This is where you should collect and keep your proof! Use transparent document pockets.

ProfilPASS and Other Certifications

The **ProfilPASS** provided you with the opportunity to get to know your special strengths. The **ProfilPASS** Certification of Competence verifies that you have filled out the **ProfilPASS** successfully, and have found specific competences in doing so.

The **ProfilPASS** Certification of Competence is therefore the first document you can add to the end of these pages. Were you able to determine competences in any other way? If you were given a reference or report, you can add it here as well.

Attestations for Activities

You have found out in the **ProfilPASS** that voluntary work is an important source for personal development. You should try to have these activities attested. They are important documents, especially if your activities are described in detail and maybe even assessed. The same applies if you are providing home care for family members, or work in child care. Right after these pages, you will find some copy forms, on which you can have your voluntary work or tasks attested.

Proof of Attendance

A proof of attendance might also be a useful document. If you have participated in a further education event you will generally receive a certificate. The document will state at the very least your presence, the topic, duration and venue of the event. The content and purpose of the event, and your own performance should also be listed on the certificate.

Some further education events end with examinations, like language courses or further education measures. Certificates should also be added here (e.g. the European Computer Driving License - ECDL).

Own Proof

The results of your own work are proof of your activities and interests. You may have to submit e.g. a portfolio of your work when applying for an artistic job. These can be in written, image or object form.

Some examples:

written	graphic	object
Essay	Diagram	Design
Commentary	Photograph	Sculpture
News Article	Website	Film
Report	Screenplay	Video Installation
Journal	Painted Picture	Model
Description	Slide	
Sketch	Graphic	

Create a directory of your own work that you append here.

An alphabetical list would be best.

Reports

Your performance and behaviour was assessed in reports from your very first day at school. Of particular importance are final reports received as a result of exams, or diplomas. Having earned a diploma usually entails the right to attend a higher level educational institution. If you left school without a diploma, you will still have received a school leaving certificate.

You will receive an employer reference when you move to another workplace or company.

A basic reference will state the type, duration, and activities your job entailed.

A more detailed reference will also elaborate on your behaviour and performance.

Please remember: References can include statements that at first glance seem positive but which may point towards weaknesses or express criticism. Make sure to know the meaning of each statement.

Examination certificates are proof of the successful completion of your professional or university training or further education, which you receive in addition to your exam report. .

Bringing Order into Reports and other Documents

If you put your reports and documents in order, it will be easier to find them at a later stage. There are two options:

Order by Date

You can sort your documents by the date of certification.

The last report received may often be the most important. We therefore recommend putting the most recent documents to the front, and organising the rest in descending date order. This method will quickly give you an overview of your educational path. You will also see quickly, whether or not you are missing any reports or certificates.

Sorting by Type of Document

You can also sort reports and certificates according to their type. Similar documents are grouped together, e.g. first all diplomas, then all final reports, etc. You may want to use dividers for a clearer overview.

europass

The **europass** is designed to facilitate employee mobility across the European Union.

It contains the following elements:

- The **europass CV** is a form with which a clear and concise CV is created.
- The **europass Mobility** documents periods spent in foreign countries during professional education, university studies and in employment. It lists the various activities performed and the knowledge achieved.
- The **Europass Language Passport** allows you to assess your own foreign language skills. You can list any language courses attended, examinations taken and outline your linguistic experiences.
- The **europass** Diploma Supplement is used primarily as proof of third level education diplomas. It will list the specific content of your studies, and the final report is added.
- The **europass** Report Supplement contains explanations for various professional diplomas.

For more information about the **europass** please visit
<http://europass.cedefop.europa.eu/en/home>

Attestation of Honorary, Voluntary, and Non-Profit Activities



ProfilPASS

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Name/First Name

.....
Street/No.

.....
City/Postcode

.....
Phone/Fax

has provided volunteer work for us.

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Activity

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Time Period

Work Load Full time Part time - approx. hours per week
 Occasional work - approx. days | hours per week | month | year

Activities, Duties

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Institution

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City, Date, Signature, Stamp

Imprint

Layout

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