

MODULE 1. GET TO KNOW YOURSELF



WORKSHOP SCENARIO

CAREER WORKSHOPS ***SELF-DISCOVERY/GET TO KNOW YOURSELF***



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1. INTRODUCTION



Duration:

6-8 teaching hours (depending on group size).



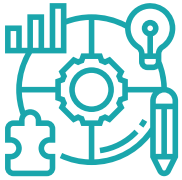
Target audience:

Group size for an average of 12 people of both sexes.

In today's rapidly changing world of work, a key element of career success is an in-depth knowledge of yourself. Understanding one's strengths, values, passions and career predispositions provides the foundation on which it is possible to build a realistic and tailored career development plan. This plan should address both short- and long-term career goals, enabling you to achieve satisfaction and fulfilment in your professional life.

This scenario is aimed at career counsellors focused on discovering and analysing these key aspects.

It is also possible to hold the workshop in a smaller group of at least 8 people depending on the premises or the size of the team. If there are more people in a group, the duration of the workshop will be longer than the minimum indicated, which is 6 didactic hours.



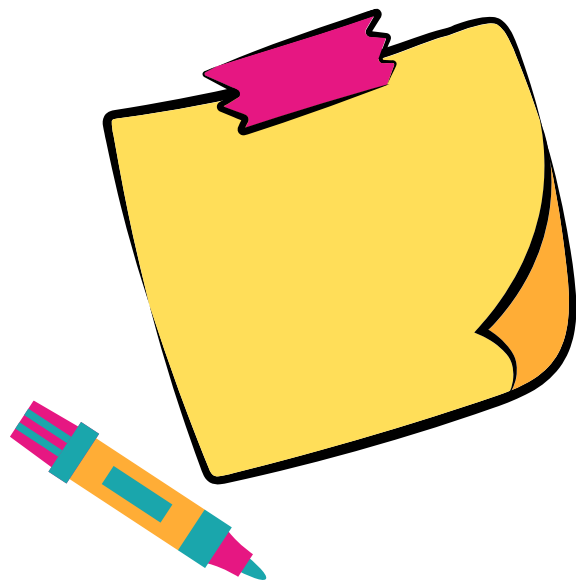
Suggested working methods:

- Brainstorming
- Active teaching methods: group work
- Active teaching methods: working in pairs
- Individual work
- Relaxation techniques
- Psycho-education
- Mini-lecture



Examples of materials required for the meeting:

- Worksheets
- Felt-tip pens
- Crayons
- Markers
- Post-it notes
- Flipchart
- A4 sheets of paper
- Pens
- Certificates
- Evaluation questionnaire





Purpose of the workshop:

The purpose of the workshop is to support participants in discovering and understanding their strengths, values, passions and career predispositions, enabling them to create a realistic and tailored career development plan.

The activities are designed to enable participants to:

- identify and reflect on their achievements and moments in which they felt particularly competent,
- identify and analyse the values that are most important to them in their professional life,
- discover passions and interests that can be used in their professional pathway,
- learn about their professional predispositions through various tests and questionnaires,
- learn a method of meditation and reflection on key life experiences that influence their career decisions,
- understand their needs and expectations in terms of their career,
- create a personalised career roadmap that takes into account both short- and long-term professional goals.

Through these activities, participants will be able to plan their career path more consciously and effectively, achieving satisfaction and fulfilment in their professional lives.



Mini-lecture:
(30 minutes)

Today's workshop aims to help you discover your strengths, values and professional passions. Let's start by understanding why this is so important.

“
Get to know yourself – These words of Socrates are the foundation of our journey. Contemporary psychological research shows that self-awareness is a key element of career success. Daniel Goleman, an expert on emotional intelligence, emphasises that understanding your emotions and strengths allows you to better manage your career and relationships at work.

“
Knowing your own values is another important aspect. As the Thomas Carlyle quote goes: *A man without a purpose is like a ship without a rudder*. Values are our compass, guiding us towards the goals that are most important to us. Research shows that working in line with our values leads to greater satisfaction and commitment.

“
Let's not forget about passions. Steve Jobs once said: *The Only Way To Do Great Work is to Love What You Do*. Passion is a source of motivation and energy. Research confirms that people who pursue their passions at work perform better and are happier.



Career aptitude is another piece of our puzzle. Each of us has unique talents and skills. Psychological tests, career counselling and coaching tools can help identify these predispositions. Knowing our natural talents allows us to better match jobs to our abilities.

“ Life experiences also play an important role. As the saying goes, which I am sure each of you is familiar with: ***What doesn't kill you makes you stronger***. Every experience, whether positive or negative, shapes and teaches us. Reflecting on these experiences allows us to better understand what our strengths are and where we can develop.

Understanding one's own needs and expectations is crucial to building a rewarding career. Contemporary theories of motivation, such as ***Deci's and Ryan's self-determination theory***, indicate that autonomy, competences and relationships are fundamental needs that need to be met in order for us to feel fulfilled at work.

“ Finally, creating a career roadmap allows you to plan for the future in an informed and realistic way. These plans should take into account both short- and long-term goals. As business people say: ***The road to success is always under construction***.

MODULE 1. GET TO KNOW YOURSELF
CAREER WORKSHOPS *SELF-DISCOVERY/*
GET TO KNOW YOURSELF



This workshop is an opportunity to gain a deeper understanding of yourself and your values. I invite you to actively participate and be open to new discoveries. Together we can lay the foundations for a rewarding and fulfilling career.





2. COURSE OF ACTION

1. Introduction to the topic of the workshop. – (5 minutes)
2. Presentation of the meeting programme
3. Introduction of the workshop trainer.

4. Welcome – (5 minutes)

- ✓ name, surname
- ✓ education
- ✓ professional experience
- ✓ interests

5. Group rules - (15 minutes)

The trainer distributes two pieces of post-it notes to the participants and asks them to write on one of them what we do and don't do during the workshop to ensure a pleasant and safe atmosphere. He/she gives participants 2 minutes for this task.

Example

What we do	What we don't do
We are kind to each other We respect each other We communicate breaks	We do not criticise each other We do not use mobile phones We do not judge others' statements

The educator collects the pieces of paper, reads them aloud, asks if everyone agrees with the rules presented. He/she sticks them in a visible place or asks one of the participants to do so.

The trainer then suggests writing your name on a second piece of paper and sticking it to a visible place on your chest.



Questions about what we expect from the workshop

Verification of expectations - (10 minutes)

The trainer distributes one sticky note to each participant and asks them to write down their expectations from the activity. He/she gives participants 3 minutes to do this. He/she then collects the cards, reads the questions/statements and discusses them.



Questions and answers

Motivation recognition session – (10 minutes)

Before the workshop, the trainer writes down 5 questions on the flipchart to help participants analyse their careers and understand their goals and motivations:

1. What do you currently do professionally?
2. What are your main career goals for the next 5 years?
3. What skills and experiences do you consider to be your greatest strengths?
4. What additional resources or support do you consider necessary to achieve your career goals?
5. What are your main motivations for working and what makes you feel professionally fulfilled?

He/she then asks each participant one by one to answer these questions within the group.

Asking these questions at the beginning of the workshop will help participants to better understand themselves and their career goals, which is crucial for further work on their development.

3. SUBSTANCE



TASK 1.

MY SUPERPOWERS AND CAREER GOALS

estimated time: 20 minutes

To start our workshop, I encourage everyone to do a short team-building exercise to get to know each other better and to introduce us to the topics of professional development and self-awareness. The exercise will take about 10 minutes and will be a great introduction to further practice.

The career advisor distributes a sheet of paper and a pen to each participant. He/she asks the participants to divide the sheet of paper in two, drawing a vertical line in the middle.

The advisor says:

- *On the left-hand side of the sheet, write down your "superpowers" - three qualities, skills or achievements of which you are particularly proud and which you consider to be your strengths.*
- *On the right-hand side of the sheet, write down three career goals you would like to achieve in the near future.*



MY SUPERPOWERS

1

2

3

The trainer then says:

Now each of you will have 1-2 minutes to introduce yourself to the group, using the information you have written down. Tell us your name, briefly talk about your "superpowers" and share one of your career goals.

Example:

Hi, I'm Anna. My superpowers are the ability to communicate effectively, solve problems and organise teamwork. My professional goal is to develop my competences in international project management.



Once all participants have finished introducing themselves, thank each other for sharing their strengths and goals. Note how diverse and inspiring our experiences and aspirations are.



Tips for the career advisor:

- Encourage participants to be open and honest, creating a friendly and supportive atmosphere.
- Be the first person to introduce yourself to set an example and reduce the tension of public speaking.
- Emphasise that this exercise is designed to integrate the group and to initiate reflection on one's strengths and career goals.



TASK 2.

RECOGNITION AND REFLECTION

estimated time: 20 minutes

This exercise is designed to help participants recognise and reflect on their achievements and moments when they felt particularly competent in order to better understand their strengths.



The trainer says to the group of participants:

This exercise will help you to recognise and reflect on your achievements and moments when you felt particularly competent. It is an important step in building self-awareness and confidence on your career path.

He/she asks participants to take an A4 sheet of paper and a pen and tells participants to reflect on their achievements over the last few years. These can be both professional and personal ones. It is important that these are moments when they felt particularly competent and proud of themselves.

He/she asks them to write down **three such achievements** on a piece of paper and to reflect on what skills, personality traits or knowledge enabled them to achieve these accomplishments and also asks them to write down this information next to each achievement.

He/she gives participants 7 minutes to complete this task.

THREE SUCH ACHIEVEMENTS

1

Achievement: *own website*
My skills: *Computer Graphics*
My personality traits: *scrupulousness, patience*

2

Achievement:
My skills:
My personality traits:

3

Achievement:
My skills:
My personality traits:

An icon showing a grey silhouette of a person standing next to a speech bubble containing three colored dots (yellow, green, red).

After 7 minutes, the counsellor asks the participants to form pairs and says:

Each person in the pair now has 3 minutes to share one of their achievements and describe a moment when they felt particularly competent. You have 4 minutes for this task.

He/she encourages conversation partners to highlight the skills and qualities that have helped them to succeed, and to emphasise these in the conversation.

After 4 minutes, the facilitator brings the participants back together in a large group and asks them about their reflections on the exercise.



For example:

- *who would like to share one of their achievements and what helped them to achieve it?*
- *have you discovered any common traits or skills that have been crucial to your successes?*



Hints for the career advisor

- thank participants for their commitment and openness.
- encourage them to further reflect on their achievements and competences after the workshop.
- remind them that understanding one's strengths is crucial to building a rewarding and successful career path.
- be ready to support participants who may have difficulty in recalling their achievements.
- provide a friendly and supportive atmosphere so that participants feel comfortable sharing their experiences.



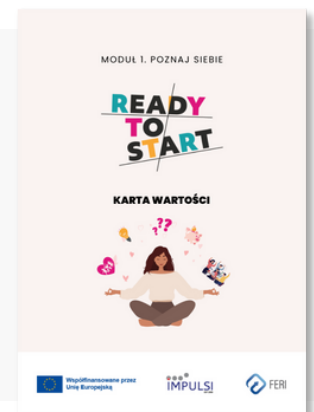
TASK 3.

IDENTIFICATION AND ANALYSIS OF PROFESSIONAL VALUES

estimated time: 20 minutes

Exercise to help participants identify and analyse the values that are most important to them in their professional life.

For the exercise, use the **VALUE SHEET** (appendix 1 to the scenario), whiteboard or flipchart, markers, A4 sheet of paper, pen.



The trainer explains to the group of participants the purpose of the exercise:

This exercise will help you to identify and understand the values that are most important to you in your professional life. These values are the basis of your professional decisions and actions.

He/she then distributes to each participant a list of values and an A4 sheet and pen. He/she tells the participants to look through the value cards and **choose three** that are most important to them in the context of their professional work.

Once they have chosen their values, the trainer asks them to write them down on a piece of paper and briefly justify why each value is important to them. He/she gives them **4 minutes** to do it.

After this time, the trainer divides the participants into **four groups of three**.

In the groups, participants are asked to share their chosen values and justifications. Each person has about **2 minutes** to present their values and what they mean to them. It can be based on examples from life. After all group members have introduced themselves, participants in the group compare their values and discuss what similarities and differences they have noticed.

The trainer brings all participants back together in one group. He/she asks if anyone would like to share their thoughts on the discussion.



Sample questions:

- *What values were most frequently mentioned?*
- *Were there any values that surprised you?*
- *What conclusions have you drawn from the analysis of your values?*



Hints for the career advisor

- Thank participants for their participation and commitment.
- Emphasise that knowledge of one's own values is crucial for a satisfying professional development that is in line with one's personal convictions.



- Encourage participants to further reflect on their values and their role in their daily work and long-term career paths.
- Ensure that all participants have an equal opportunity to speak in small groups.
- Encourage open and frank discussion, creating a friendly and supportive atmosphere.
- Be ready to support and clarify if needed, especially if someone is having difficulty choosing values.



TASK 4.

DISCOVERING PASSIONS AND INTERESTS

estimated time: 20 minutes

This exercise is designed to help participants discover passions and interests that can be used in their career paths.

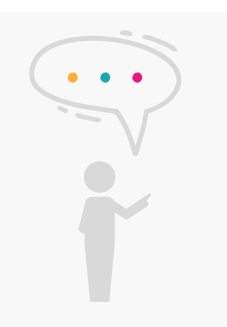


The trainer explains the purpose of the exercise by saying:

This exercise will help you discover passions and interests that can be used in your career path. Often our passions are the key to achieving career satisfaction and success.


He/she then hands out an A4 sheet of paper and a pen to each participant and asks them to think of **three things they find most fun and have most passion for in life**. These could be: hobbies, activities, projects they do in their spare time, or topics they are particularly interested in.

The trainer encourages participants to write these three things down on a piece of paper and briefly describe why they are important to them.



He/she then divides the participants into four groups of three and says:

In groups, each participant has 2 minutes to share their passions and interests and why they are important to them.



After each presentation, the other group members can ask questions or share their insights on how these passions can be used in a professional pathway.

After the time has elapsed, the trainer makes sure that each participant has been listened to, gathers all participants back into one group and asks if anyone would like to share their passions with the whole group and how they see the possibility of using them in their career.



Sample questions:

- *who would like to share one of their passions and how they see it being used in their work?*
- *have you noticed any common interests in your groups?"*
- *what new ideas for using your passions in your work emerged during the discussions?*

The trainer distributes coloured markers to the participants and asks them to draw or write their passions on cards in a creative way. They can use symbols, drawings, colours to represent their interests in an attractive way. He/she suggests that participants hang their work on a whiteboard or flipchart, creating a **wall of passions** that will serve as a source of inspiration for all.



Hints for the career advisor:

- thank participants for their commitment and openness.
- emphasise that discovering and understanding your passions is an important step in building a rewarding career
- encourage participants to further explore their passions and find ways to integrate them into their professional lives
- ensure that all participants have an equal opportunity to express themselves and share their passions
- encourage participants to be open and honest, creating a friendly and supportive atmosphere.
- be ready to support and motivate participants, especially if someone has difficulties in identifying their passions.



TASK 5.

CAREER APTITUDE TEST

estimated time: 20 minutes

This exercise will help participants understand their career predispositions and how they can influence their career choice.

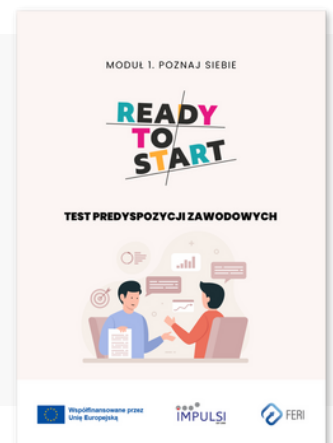
The trainer will have pre-printed short aptitude tests, or extracts thereof, which he will distribute to participants during the exercise.



He/she then explains the purpose of the exercise:

The exercise will help you to understand your career predispositions. Knowing your natural talents and preferences can significantly help you choose the right career path.

The trainer distributes to each participant printed short **Career Aptitude Tests** (attachment 2 of the scenario) and an A4 sheet and a pen.



He/she asks participants to fill in the tests individually, **focusing on honest answers**. After filling in the tests, participants should write down their results and give a short reflection on what these results might mean for their career path.

The trainer divides participants into **four groups of three**.

In groups, each participant has **1 minute** to present their test results and reflections on their career aptitudes. After each presentation, the other group members can ask questions or share their thoughts on how these aptitudes can be used in a career.

The facilitator gathers all participants back into one group. He/she asks if any of the participants would like to share their results and reflections with the whole group and how they see the possibility of using them in their careers.

Sample questions:

- *who would like to share their test results and reflections on career aptitude?*
- *have you noticed any common traits or predispositions in your groups?*
- *what new ideas for using one's predispositions at work emerged during the discussions?*

The presenter thanks the participants for their commitment and openness.



He/she emphasises that knowing one's professional predispositions is an important step in building a rewarding career. He/she Encourages participants to further explore their predispositions and look for ways to integrate them into their professional lives.



Hints for the career advisor

- ensure that all participants have an equal opportunity to express themselves and share their results.
- encourage participants to be open and honest, creating a friendly and supportive atmosphere.
- be ready to support and motivate participants, especially if someone has difficulties interpreting the test results.



TASK 6.

MEDITATION AND REFLECTION

estimated time: 20 minutes

The exercise is designed to help participants learn a method for meditating and reflecting on key life experiences that influence their career decisions.



The trainer tells the participants:

This exercise will help you learn a method for meditating and reflecting on key life experiences that influence your career decisions. Meditation is a tool that can help you to better understand yourself and your career goals.

The trainer asks participants to sit comfortably in their chairs and, if possible, dims the lights. He/she can put on relaxing background music.



The trainer says:

Close your eyes and focus on your breathing, take a breath in, hold it and exhale.

inhale, hold and exhale

inhale, hold and exhale

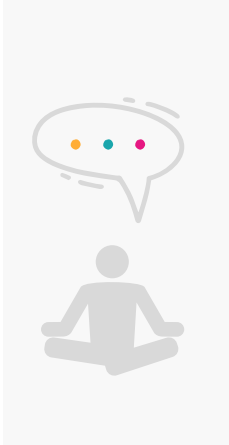
inhale, hold and exhale

Do it more and more slowly, at your own pace.

inhale, hold and exhale

inhale, hold and exhale

inhale, hold and exhale



Focus on your breathing.

Inhale slowly through the nose and exhale through the mouth.

With each breath, feel your body relaxing.

Now that you are relaxed, imagine a moment in your life that was crucial to you.

This may be the moment when you have made an important career decision, you have achieved something significant or experienced a challenge that has shaped you.

Try to recall as many details of that moment as possible.

What emotions did you feel at the time?

What was the most important to you?

What skills and personality traits have you used?"

inhale, hold and exhale

inhale, hold and exhale

inhale, hold and exhale

Let yourself be immersed in this memory.

Reflect on how this moment has affected your professional life and the decisions you make.

inhale, hold and exhale

inhale, hold and exhale

inhale, hold and exhale

Now open your eyes, stretch and sit comfortably.



After the meditation, the facilitator asks participants to take A4 sheets of paper and pens and write down their reflections on the meditation:

- what memory emerged during meditation?
- what emotions accompanied this memory?
- what skills and personality traits were crucial at that moment?
- how this experience has influenced your career decisions?

The trainer then divides participants into four groups of three. In groups, each participant has **1 minute** to share their reflections from the meditation.

The trainer encourages the groups to briefly discuss how these experiences have influenced their career decisions.

After the group exercise, the trainer gathers all participants back into one group. He/she thanks the participants for their participation and openness. He/she emphasises that meditation and reflection on key life experiences can be helpful tools to better understand themselves and their career goals. He/she encourages participants to practise meditation and reflection on a regular basis in order to better guide their career paths.



Hints for the career advisor:

- Ensure that all participants have an equal opportunity to speak and share their thoughts.
- Encourage them to be open and honest, creating a friendly and supportive atmosphere.
- Be ready to support participants, especially if someone has difficulties with relaxation or meditation.



TASK 7.

CAREER ROADMAP

estimated time: 20 minutes

This exercise is designed to help participants understand their needs and expectations in the context of a career and to create a personalised career roadmap that takes into account short and long-term career goals.



The trainer explains the purpose of the exercise:

This exercise will help you to understand your needs and expectations in terms of your career and to create a personalised career roadmap. This will enable you to plan your career path more consciously.

He/she gives each participant an A4 sheet of paper and a pen.
He/she asks participants to think about their needs and expectations in terms of their career. These could be needs related to development, remuneration, work-life balance, work culture, etc.
The trainer also asks participants to write down their needs and expectations on a piece of paper. He/she encourages them to be as specific and honest as possible in verifying their needs. They have **4 minutes** to do this.

The trainer then divides the participants into **three groups of four**.
In groups, each participant has **2 minutes** to present their needs and expectations.

The remaining **2 minutes** are for a short discussion and exchange of ideas and reflections on the needs and expectations presented.

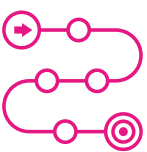
The next step is to distribute flipchart paper, coloured markers and other creative materials to the participants, these can be pictures, newspapers, etc.

The trainer asks participants to create a personalised career roadmap, taking into account their needs and expectations.

The map should include:



Short and long-term career goals: goals they would like to achieve in the next year and in the next 5-10 years.



Steps to achieve these goals: specific actions they need to take to achieve their goals (e.g. learning new skills, seeking mentors, changing jobs).



Resources and support: sources of support that can help them achieve their goals (e.g. training, networks, family, friends).

The trainer encourages participants to use colours and symbols to make the map as visual and inspiring as possible. Each participant has **15 minutes** for this task.

After the time is up, the trainer gathers all participants back into one group. He/she asks if anyone would like to share their career roadmaps and their reflections on how these maps could help them in planning their career future. He/she stresses that **career roadmaps are a dynamic tool and can be modified as careers develop and circumstances change.**



Hints for the career advisor

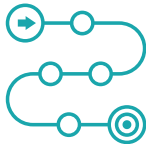
- Ensure that all participants have an equal opportunity to speak and share their thoughts.
- Encourage participants to be open and honest, creating a friendly and supportive atmosphere.
- Be ready to support participants, especially if someone is having difficulties defining their needs and expectations or creating a map.

Przykładowe elementy mapy drogowskazu kariery:

Short- and long-term professional goals



- Short-term: Completion of a specialist course, obtaining a promotion, establishing contact with a mentor.
- Long-term: Achieving a managerial position, starting your own company, gaining recognition in the industry.



Steps to Achieve Your Goals:

- Enrolment in courses and training.
- Developing professional networks.
- Participation in conferences and industry seminars



Resources and Support

- Mentoring and coaching.
- Support from family and friends.
- Access to professional literature and educational resources.

Through this exercise, participants will have a clear picture of their needs and expectations and a concrete action plan to help them achieve their professional goals.



CONCLUSION

estimated time: 10 minutes

By taking part in the workshop, participants had the opportunity to deepen their self-awareness, identifying strengths, values, passions and professional predispositions.

Each exercise was designed to gradually guide participants through a process of reflection on themselves and their experiences, allowing them to better understand their own needs and career expectations.

Participants started by reflecting on their achievements and moments when they felt particularly competent. This exercise enabled them to identify the key skills and personality traits that contributed to their successes. Participants then reflected on the values that are most important to them in their professional lives. Discussions in small groups allowed for an exchange of experiences and a comparison of differences and similarities in career priorities. In the next stage, the participants focused on identifying their passions and interests that could be used in their career path. By working in small groups, they had the opportunity to share their passions and reflect on the possibility of integrating them into their professional lives. Participants completed tests and questionnaires to help them understand their career aptitudes.



Group discussions allowed participants to share lessons learned and reflect on how these predispositions might influence their career choices. Guided meditation enabled participants to focus on key moments and life experiences that influenced their career decisions. Reflecting on these moments helped to better understand the impact of the past on current and future career choices.

Participants reflected on their needs and expectations in the context of their careers, which allowed them to create a personalised career roadmap. This map included short- and long-term career goals and the specific steps and resources needed to achieve them.

The workshop was an intense yet inspiring journey into one's self. Each participant had the opportunity to reflect on his or her experiences, values, passions and predispositions, laying the foundation for a personalised career path. As a result, participants gained greater clarity about their professional goals and the steps they need to take to achieve them. Meditation and reflection on key life moments enabled a deeper understanding of the impact of past experiences on current and future career decisions.

The workshop concluded with the creation of a career roadmap, which is a dynamic tool to support the further professional development of the participants.

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GET TO KNOW YOURSELF



I hope that these exercises will provide a solid basis for further work on yourself and your professional development.

Thank you all for your active participation and openness during today's class. I encourage you to continue reflecting and working on your career goals, and to take advantage of the support of the group and individual coaching sessions to successfully pursue your career path.

WORKSHOP SCENARIO



EVALUATION QUESTIONNAIRE SELF-DISCOVERY WORKSHOP



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EVALUATION QUESTIONNAIRE

Dear Participant,

We hope you found today's class interesting and that you were able to learn a lot of valuable things. We are keen to receive feedback from you, so we would be very grateful if you would take the time to complete the survey below.



the questionnaire is anonymous

1. How do you assess the overall quality of the programme?

- a. very low
- b. low
- c. medium
- d. high
- e. very high

2. To what extent has the programme met your expectations?

- a. not at all
- b. to a small extent
- c. to a medium extent
- d. to a large extent
- e. fully



3. How would you rate the usefulness of the materials and exercises used in the programme?

- a. completely useless
- b. not very useful
- c. moderately useful
- d. very useful
- e. extremely useful

4. To what extent has the programme helped you to understand and develop your professional aptitudes, values and passions?

- a. didn't help at all
- b. helped to a minor extent
- c. helped to a medium extent
- d. helped a lot
- e. helped completely

5. How would you rate the work of the programme presenter(s)?

- a. very low
- b. low
- c. medium
- d. high
- e. very high



6. What did you like the most about the programme?

7. What could be improved in future editions of the programme?

8. What other topics or issues would you like to see in future programmes?



Thank you for completing the questionnaire! Your feedback is very valuable to us.



CERTIFICATE OF COMPLETION

This certifies that

name and surname of the participant

Participated in the workshop entitled: *Self-discovery*

Project no

Institution/ Company _____

Trainer _____

Date _____

Location _____

signature





CAREER WORKSHOPS

SELF-DISCOVERY/GET TO KNOW YOURSELF

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