



# Version of Me 2.0

## Introduction

This module entitled “*Version of Me 2.0*” refers to the individual who is discovering the real *Version of Me 2.0*, that can be awesome in his/her own way and able to manifest greatness in pursuing a lifelong career. It is a transition from school to the curriculum exits that the learner will plan for the future job, that he/she will be productive and persistently sustain in the real world of work—that’s the real version of me 2.0.

In order to figure out how learners will work with Me 2.0, the learners should understand who they are and how they function well. This will be a great help to our learners to be aware and be guided on what they want to become, who they want to be, and know where to begin. What traits will learners possess that they can be proud of? No matter where the learners are or what moment they are in, let us take this module and learn things forward together.

**Time Allotment:** 120 minutes

## Materials

- paper
- ball pen
- something that represents “My Future Job”
- “My Future Job” and my list of Friends’ Future Jobs
- “My Hand Version 2.0” Transition Worksheet (back to back)
- “Version of Me 2.0” sheet (Feet)

## I. Objectives

At the end of the session, the learners are expected to:

1. identify the rights and responsibilities of the employees and employers;
2. determine the aspects considered in planning for life and career; and
3. relate the chosen career to the needs of the society.

## II. Motivation (15 minutes)

### Activity: Me and My Future Job

This activity will encourage the students to be motivated to pursue their future job that they want or dream about. In this activity, the students will learn more facts about their future jobs as they will be sharing from what they have learned from the assignments given to them in Module 4 and Module 5.

Directions:

1. Ask the class to find a partner (dyad).
2. Give Activity sheet no. 1 and have them write the name of their partner. (See Appendix 1.)
3. Each partner will introduce himself/herself; present his/her symbol; name what job represents his/her symbol; and what contribution to the society that job could give.
4. Learners will write the information in the worksheet then find another partner who will do the procedures in no. 3.
5. Learners will gather as many as he/she can within an allotted time of five minutes. He/She then will give his/her paper to the Teacher for validation.
6. The learner with the more names and information listed in the worksheet is the winner.

Synthesis:

Questions help clarify the situation. Questions put learners on the spot, where they have to think—and thinking is always a good thing for everybody. Questions help learners clarify their thoughts. Questions demand answers and require the situation to be thought through, to its logical conclusions.

With this process, the learner will be able to decide better about their career goals.

### **III. Main Activity** (20 minutes)

The main activity is based on the motivational activity and from the modules in Grade 10 and Grade 11. This activity focuses mainly on the process of transition of the learners from school to the four curriculum exits and where they will find themselves in the workplace that corresponds to their curriculum exit. This is taking into the hands of the learners the realities they have to face once they set into the real world of work. In the realm of work, learners will have to recognize work ethics and work values they have to imbibe, including improving their personality in order to succeed in whatever career they pursue.

#### **Rationale**

Our hands are very important parts of our body. The hands symbolize how an individual works. A lot of memories are found in our hands, just like a scar somewhere in the finger that reminds you of a time when you were chopping wood for fire, or helping your mother prepare for dinner. Or it may be a scar from heated oil that scratched your hand while frying fish. It may also be a callus on the hand that reminds you how hardworking you are, such as when you go farming, wash clothes, and do household chores for your family.

The brain serves as the master that the hand may follow (doer). This simply states that our hand acts what the brain commands; as both are working together. As such, an individual should have balance in work ethics and in work values in order to achieve success in life.

Procedure:

1. Each learner shall be provided with a piece of paper;
2. Learners observe their two hands and choose which hands represent him/her the most. Is it the right hand or the left hand?
3. On the bond paper, they trace the hand they chose;
4. Have learners draw symbols:

On the **SMALL FINGER**: Draw a symbol that represents your present track/strand/specialization (Grade 12).

Sample drawing for **Academic**: A nurse's cap because the learner wants to become a Nurse, a Stetoscope because the learner wants to become a Physician/Doctor.

Sample drawing for **TVL**: Hammer, Ladder, Bread, Cake and many more

On the **RING FINGER**: a symbol that represents your Job immersion.

Sample drawing for **Academic**: Drawing of a Hospital, Building, Bank, Orphanage Center, Accounting Firm, Shopping Mall and many more

Sample drawing for **TVL**: Electrical Store, Construction site, Bakery, Beauty House or Salon and many more

On the **MIDDLE FINGER**: draw a symbol that represents your career exit (Kolehiyo, Trabaho, Negosyo and Skills and Development Center).

Sample drawing for **Academic**: Drawing of a Business building, Bridges, Road and many more

Sample drawing for **TVL**: Academic: Drawing of a Hospital, Building, Bank

On the **POINT FINGER**: Draw a symbol that represents your future job.

Sample drawing for **Academic**: An injection for a nurse, a stetoscope for a Physician, high rise building for Engineering, Hospital, Bank Orphanage and many more

Sample drawing for **TVL**: Drawing of an Electrical Store, Construction site, Bakery, Beauty House or Salon and many more

On the **THUMB**: Draw a symbol of your contribution to the society in relation to your future job (success-like story).

Sample drawing of **Academic**: The heart and the family. Because the nurse helps by taking care and helps sustain the life of one sick individual in the family.

Sample drawing for **TVL**: Drawing of good food for a healthy life style by a chief cook

On the **PALM AREA**: Draw a symbol that represents your Career Motivational Goal; (strength and sustainability/holding on)

Sample drawing of **Academic**: Drawing of a heart that symbolizes life "as long as there is a heart beating...life must go on" by a Physician and Nurse.

Sample drawing for **TVL**: Drawing of a Go, Glow and Grow food that gives strength to an individual.

On the **WRIST AREA:** Draw a symbol that sustains you in the current track/strand/specialization (connection and sustainability strength and responsibility)

Sample drawing for **Academic:** Drawing of a Cross symbolizes “My Creator” that means... I am the Way, the Truth and the Life”...In the ups and downs of your life, you are sustained with prayers and keep on moving forward positively until success comes.

Sample drawing for **TVL:** Construction material/tools needed in the construction company, were there tools are very much valued the workers.

**Note to the Teacher:**

1. Group the learners into triad and let them share what they just made. Hve them do this for five minutes.
2. After the sharing, let the learners look at their drawings again and let them analyze how ready and equipped they are for their future job. Ask learners to fill up the information needed as they analyze their work. See another worksheet in the appendix: “My Hand Version 2.0 Activity.”

**Sample Activity Worksheet 2: Transition Work Sheet Analysis on Curriculum Exits “My Hand Version 2.0”**



### **Activity Worksheet 3: “My Hand Version 2.0”**

Directions: Do the activity by following the aforementioned procedures.



#### **Options (aspects) to consider:**

1. Will go to college if there will be a financial support.
2. Will go to work with NC2 as Electrical instillation.
3. Will make a business with electrical equipment.

#### **Right and responsibilities of my future chosen career:**

1. Designing and implementing cost-effective equipment modification to help improve safety and reliability (Ex. For Electrical Engineering).
2. \_\_\_\_\_
3. \_\_\_\_\_

#### **Rights and responsibilities of the employer (Engineering Company):**

1. Provide workplace free from serious recognized hazards and comply with standards, rules and regulations.
2. \_\_\_\_\_
3. \_\_\_\_\_

#### **Processing Questions:**

1. How did you find yourself in the chosen career in relation to the expected duties and responsibilities?
2. Being aware of your chosen career, name at least three you consider your work principles.
3. What/who do you think motivates you to pursue your career goal? Can you explain how?

**Note to the Teacher:**

Ask the learners to volunteer to answer the three questions and synthesize this to connect to the lecturette.

**Synthesis**

Senior high school is a transition period or passage from one stage to another until the learners reach their chosen career goal. There are important factors to consider in reaching the chosen career goal. One is by exposing oneself to the world of work in order to get a taste of what it takes to be working and to become workers. By exposing themselves to the real world of work through work immersion, learners slowly learn and develop within themselves the work principles and work values. As such, once they themselves are in the realm of real work, they would know the rules and become exemplars of other coworkers in terms of practice of work ethics and work values.

**Note to the Teacher:**

The definitions that follow are for the consumption of the teachers in preparation for the lecturette.

**Definitions of Terms**

**Conformity** is a type of social influence involving a change in belief or behavior in order to fit in a group.

**Motivation** is literally the desire to do things. It is the difference between waking up before dawn to pound the pavement and lazing around the house all day. It is the crucial element in setting and attaining goals—and research shows you can influence your own levels of motivation and self-control. So figure out what you want, power through the pain period, and start being who you want to be.

**Personal development** covers activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance the quality of life and contribute to the realization of dreams and aspirations.

**Personality development** is the relatively enduring pattern of thoughts, feelings, and behaviors that distinguish individuals from one another. The dominant view in the field of personality psychology today holds that personality emerges early and continues to change in meaningful ways throughout the lifespan.

**Expectancy theory** (or **expectancy theory of motivation**) proposes an individual will behave or act in a certain way because they are motivated to select a specific behavior over other behaviors due to what they expect the result of that selected behavior will be.

**Two-factor theory** (also known as **Herzberg's motivation-hygiene theory** and **dual-factor theory**) states that there are certain **factors** in the workplace that cause job satisfaction, while a separate set of **factors** cause dissatisfaction.

**Trait theory** (also called dispositional theory) is an approach to the study of human personality. **Trait** theorists are primarily interested in the measurement of **traits**, which can be defined as habitual patterns of behavior, thought, and emotion.

#### **Operational Definition:**

**Work ethics** is the guiding principle of correct working.

**Work values** is imbibing the guiding principle of correct working.

**Goal motivator** is a personal or hygiene motivation adopted from Herzberg's motivation theory.

**Return of Investment (ROI)** is the human capital with work ethics who became productive and efficient towards work.

#### **IV. Lecturette (30 minutes)**

*“A life that not lived for others is not a life.” – Mother Teresa*

The activity “My Hand Version 2.0” has something to do with the individual's life, the learner's future career. The symbolic hand interprets how the individual works. The realization of the learners chosen career with its work ethics, work values and personality that fits him/her to their career goal.

In the future workplace, it is important for the learner to know the duties and responsibilities of both employees and employers. (Refer to appendices 1 and 2.)

As the learner experiences education from the school, his interest is in future career progresses. According to Gestalt, (here and now theory) the experience of the learner has a strong influence that he could learn and develop his work ethics and work values in the process of learning specific knowledge and skills towards his chosen career. These are the factors that employers are looking for in an applicant (learner). Aside from the intellectual part of the learner, another important aspect to consider in the lifelong career planning is the personality of the learner.

The learner's personality is an asset not just in the future workplace, but in everyday living. Most if not all, employers highlight “pleasing personality” from an applicant. Personality is progressive and developmental. The personality of the learner has been recognized from Module 1 to Module 6. And as the modules progress, the learners' personality also improves as it is enhanced in every module. Whether the learner will decide to be employed, pursue college degree, make a business, or just stop moving forward to its career advancement, that learner has his own unique personality.

Personality Development essentially means enhancing and grooming one's outer and inner self to bring about a positive change to one's life. Each individual has a distinct persona that can be developed, polished and refined.

Improving personality and Image is a reproduction or a mental picture of you as seen as others. People react to you based on the way you present yourself, the way you look, speak and behave. If you act defensively, you invite attacks. If you act strong and confident, people will respond to you with respect and deference (Santos, 1984). Some Filipino men and women generally appear overly modest and shy. Instead of behaving assertively, they behave too submissively, they let the situation appear to be controlling them.

According to the study of Bencsik, et al., on the Relationship between Motivation and Personality type, is proven that there is a significant relationship between the known and accepted (attractive) goal of work its value and employee satisfaction. These relations are factors that reinforce intrinsic motivation.

It is significant to note that the determined aspects (factors) that the learners have considered in planning for life and career like the goal motivators of the learner has to be recognized since this factors that will lead him to his career success that could address to the need of the society or may lead him halt him from career advancement to meet the need of the society.

Here are some factors that made the learners what they are now: Where are they were from? Are they from city or from a small town? What were their past experiences, particularly in your family? The way they respond to people is a result of the way you respond to your family members-especially your parents in your formative years.

The learner in this module would recognize its motivators as intrinsic and extrinsic motivators in order to move forward to the next level and even to sustain their lifelong career goals. Intrinsic motivators are internal variables within the individual give rise to motivation and behavior. Example is the Maslow's hierarchy of needs theory.

According to Abraham Maslow's hierarchy of needs an individual first have to satisfy its basic Psychological needs (food, shelter and clothing) before the individual takes the second step with it is up to the next need level which is the Safety and Security, then the need of Belongingness (to love and to be loved), then the need of Esteem (Self-esteem) and the Self-actualization of which is the highest need of a person.

While a process motivator emphasizes the nature of the interaction between the individual and the environment. Examples of valued outcomes in the workplace include pay increases and bonuses, promotions, time off, new assignments, recognition, and many more.

Another external motivator to consider which focuses on environmental elements to explain behavior is the motivator itself. Motivators are more concerned with the actual job itself. For instance how interesting the work is and how much opportunity it gives for extra responsibility, recognition and promotion. According to Herzberg, hygiene factors are



factors which 'surround the job' rather than the job itself. For example a worker will only turn up to work if a business has provided a reasonable level of pay and safe working conditions but these factors will not make him work harder at his job once he is there.

To relate the chosen career to the needs of the society, the learner requires to process himself/herself to change and take the balance in order to fit in and address the need of the society.

The individual in the society is the learner who carries with him/her the factors that will in able him/her to fit to the needs of the society. The learner's factors are his/her work values, skills, knowledge, personal qualities, enhanced personality, work ethics and not limited to friendliness, approachable, genuineness, warmth and many more. An individual develops and functions within the environmental context.

It is also important to note that as the learners move forward to their career goals they need to recognize their own core work values and work ethics as well as recognizing other learners work values and work ethics to work harmoniously as one team (senior high school). The learners will encounter themselves in the same situation as they exit to work, to have a business, to college, to middle career job and even if they halt to advance their career. The learners have already learned how to cope and adjust themselves with the changing career environment.

The process of this module is for the learners' goal is to recognize one's knowledge, skills, qualities (personality), values (personal values) and work ethics is to get the desired career goal and to learn how to sustain in his/her desired curriculum exits to be able to address to the need of the community and to the society as well.

Module 5 mentioned about ROI (Return of Investment) of which is not limited to monetary investment. The individual learner with its work ethics and work values in the future workplace may sustain and even be promoted to a higher position. As the quote goes "As long as you've got passion, faith, and are willing to work hard, you can do anything and have anything you want in this world." – *Unknown*

It is important to note that, while learner's work values play an essential role in their career choice, they should not consider them in isolation. Learners may also look at their other traits including *personality type*, *interests*, and *aptitudes*. It is then when learners when I find themselves in a Better Jobs Fit equals better success and satisfaction that sustain them in the position (Frank Parson, 1908).

Version of Me 2.0 then is a process that the learner will become ready not just in the workplace but in everyday encounter. The learner then is ready to fit in himself to an organization. Consider the My Version 2.0 – will now be a marketable person to its lifelong career.

## Synthesis

"We are shaped by our thoughts; we become what we think. When the mind is pure, joy follows like shadow that never leaves." - Buddha

## V. Application (20 minutes)

### Activity: *Human Knot*

Objective: Untangle the Knot

**Lessons:** Responsibility, Accountability, Coordination, Sensitivity, Communication Skills, Critical Thinking; Solve Problems; Solve different kinds of non-familiar problems in both conventional and innovative ways; Contextual Learning; Flexibility; understand, negotiate and balance diverse views and beliefs to reach workable solutions (conflict management), particularly in multi-cultural environments

What to Do:

1. Have all 10 learners stand in a circle, facing inward.
2. Tell everyone to reach their right arm towards the center and grab someone else's hand. Make sure no one grabs the hand of the person right next to them.
3. Next, have everyone reach their left arm in and grab someone else's hand (they are now representing a human knot).
4. The learners are free to make their strategy on how to untangle their knot (it is expected that the group will not let go of once hand while untangling the knot but realizing each-others' hand just enough to turn around).
5. **Note:** To make the game more challenging, tell the learners not to talk while they are untangling the human knot.
6. The learners will do the activity in five minutes.

Processing Questions:

1. Relating to the chosen career, what have you learned from the activity?
2. What was your strategy behind that you were are to untangled the knot?
3. What difficulty have you encountered while your group was untying that human knot?
4. How were you able to cope with the difficulties in the process?
5. How will you relate this activity with your real life challenges?

### Synthesis:

In our everyday life, we often encounter unique personalities who can inspire our day or just make our day. The Knots symbolize our everyday life struggles. To make things easier for us to handle, it is suggested that we take our day one at a time, stay positive, and avoid toxic people if you think these people will just put you down.

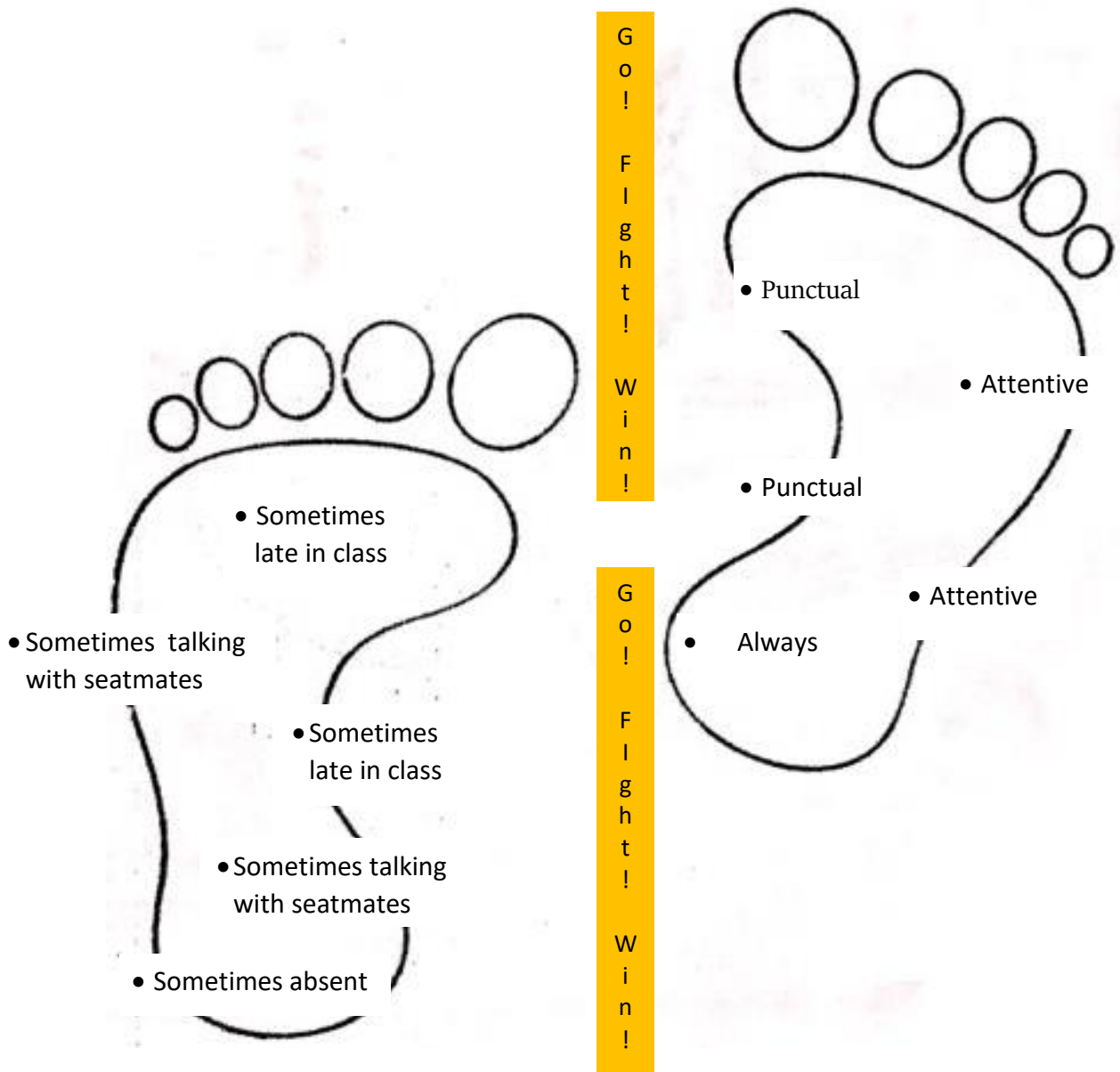
The choice is with you to take. Remember, life is wonderful when we live joyfully and harmoniously. By sharing our blessings with other people, success is in our reach.  
“Live life without fear, confront all obstacles and show them.”

## **VI. Reflection: Version of Me 2.0 – Progression Sheet** (15 minutes)

Directions:

1. Learners will have a worksheet of the My Version 2.0 (feet).
2. On the left foot, learners will list things (traits & values) about his/her old self that he/she needs to change to get ready for the chosen career.
3. On the middle between the left and right feet, the learner will write his/her motivational mantra to move on. Ex. “Go! Fight! Win!”
4. On the right, learners will list new traits and values to accept, embrace, and improve to get ready for the chosen career.

## Version of Me 2.0 – Progression Sample Sheet





## VII. Evaluation (20 minutes)

Directions: Situational Analysis

1. Group the class into five (5). Each group will be given a situation to analyze.
2. The group will be given 5 minutes to discuss and let them select a group representative to present their answer from the given situation.
3. Share the group's work to the plenary.

### Situation No. 1:

Mr. Blank is a policeman who witnessed a killing incident to a teenager who allegedly was involved about illegal drugs. In the court scenario, Mr. Blank labelled the child as illegal drug user without strong evidence.

1. Identify the work ethics and values of the policeman.
2. What could have been done by the policeman?

**Situation No. 2:**

A bridge was built with substandard materials. The civil engineer gave an estimated budget of 1.5 million to build the bridge but only P750,00.00 was spent for the materials. The other P750,000.00 was shared by the rest of the construction workers.

1. Identify the ethical issue in this situation.
2. What should be done?

**Situation No. 3:**

You are a friend of a newly hired accountant in a company XYZ who was offered with a bonus of 1 million and a trip to London for a vacation. But he could not present to the Board of Directors his findings on the discrepancy of the financial report at the company treasurer.

1. Identify the ethical issue in this situation.
2. What could have been done by the accountant?

**Situation No. 4:**

A good chief cook was known in your community. Because of his monetary needs, he closed a number of catering booking in just a week. He was successful and gained triple income better than when he was working in the hotel. But unfortunately, he got sick with tuberculosis. He got so depressed.

1. What work values can you identify in this situation?
2. How will you help/advise your good neighbor?

**Situation No. 5:**

In a restaurant, a costumer ordered a hot noodle soup. As the costumer was about to take the noodle soup, he found a hair together with the noodles. The costumer then called the waiter and told him about the hair. The waiter right away apologized about the incident and gave him another serve of hot noodle soup.

Identify the lesson learned in the situation.

**Synthesis:**

“The will to win, the desire to succeed, the urge to reach your full potential...these are the keys that will unlock the door to personal excellence. “ —Confucius

## Appendix 1

### Activity worksheet #1

#### “Me and My Future Job”

Name	Symbol	Future Job	Learner's contribution to the Society through his/her job.
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11. “ME”			

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LEARNER'S NAME

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TRACK/ STRAND/ SPECIALIZATION

### Activity worksheet #1

#### “Me and My Future Job”

Name	Symbol	Future Job	Learner's contribution to the Society through his/her job.
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11. “ME”			

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LEARNER'S NAME

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TRACK/ STRAND/ SPECIALIZATION

**Activity 1 – Academic Transition Work Sheet Analysis: Curriculum Exit - \_\_\_\_\_**

Name: \_\_\_\_\_ Future Job: \_\_\_\_\_

**Options to consider:**

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**Right and responsibilities of my future CHOSEN CAREER:**

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**Rights and Responsibilities of the employer:**

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**Duties and Responsibilities of the EMPLOYER:**

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**Options to consider:**

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**Right and responsibilities of my future CHOSEN CAREER:**

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**Rights and Responsibilities of the employer:**

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**Duties and Responsibilities of the EMPLOYER:**

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## Appendix 2

### Version of Me 2.0 – Progression Sheet



## **Appendix 3**

### **List of Work Ethics**

1. Reliability
2. Positive and helpful character
3. Good communicator
4. Altruistic and Goal Oriented

## Appendix 4

Reference for the Evaluation:

Use this checklist for a reference to identify and to get a better idea of what's important to you. It's divided into three categories related to intrinsic, extrinsic and lifestyle values.

### Intrinsic Values

These are the intangible rewards, those related to motivation and satisfaction at work on a daily basis. They provide the inner satisfaction and motivation that make people say, "I love getting up and going to work!"

1. Variety and change at work
2. Be an expert
3. Work on the frontiers of knowledge
4. Help others
5. Help society
6. Experience adventure/excitement
7. Take risks/have physical challenges
8. Feel respected for your work
9. Compete with others
10. Have lots of public contact
11. Influence others
12. Engage in precision work
13. Gain a sense of achievement
14. Opportunities to express your creativity
15. Work for a good cause

### Extrinsic Values

These are the tangible rewards or conditions you find at work, including the physical setting, job titles, benefits and earnings/earning potential. Extrinsic values often trap people into staying at jobs they don't like, saying: "I just can't give up my paycheck!" They are commonly called "golden handcuffs."

1. Have control/power/authority
2. Travel often
3. Be rewarded monetarily
4. Be an entrepreneur
5. Work as a team
6. Work in a fast-paced environment
7. Have regular work hours
8. Set your own hours/have flexibility

9. Be wealthy
10. Have prestige or social status
11. Have intellectual status
12. Have recognition through awards/honors/bonuses
13. Wear a uniform
14. Work in an aesthetically pleasing environment
15. Work on the edge, in a high-risk environment

## **Lifestyle Values**

These are the personal values associated with how and where you want to live, how you choose to spend your leisure time and how you feel about money.

1. Save money
2. Vacation at expensive resorts
3. Have access to educational/cultural opportunities
4. Live close to sports/recreational facilities
5. Be active in your community
6. Entertain at home
7. Be involved in politics
8. Live simply
9. Spend time with family
10. Live in a big city
11. Live abroad
12. Have time for spirituality/personal growth
13. Be a homeowner
14. Live in a rural setting
15. Have fun in your life and at work

## Appendix 5

### Positive Work Ethics

Work ethics can be defined as a set of values, which involves the right approach, attitude, precise behavior, respect for others and lively communication.

Basically, work ethics normalize what an employee would do in different situations in office premises.

The habit of following good work ethics is inherent - it comes from within. It involves our morality and other values, apart from what our parents have taught us.

Workers revealing good work ethics are considered suitable for better positions and more responsibilities. Hence, it becomes important to be honest, responsible and dependable.

### Positive Work Beliefs

**Honesty:** The old adage, "honesty is the best policy" is true today more than ever. Any job assigned to a person should be done with utmost honesty, without double-dealing, untruthful or larceny. Employee business ethics manuals from most scandalized corporations are likely to contain slogans touting its commitment to honesty and integrity at work.

**Integrity at Work:** Integrity implies strength and stability. It means taking the high road by practicing the highest business ethics standards. Representing integrity in the workplace shows wholeness and reliability in a person's character and in an organization. It shows that person have solid workplace behavior ethics that matter in the real world that promote positive work ethics.

**Dependability:** Those who are dependable are considered reliable as well. Hence, it is necessary to develop the quality of being a responsible person. This will, in turn, nurture brilliant results and set you as a good example for those around you.

**Responsibility:** Accusing others, claiming victimhood, or passing the buck may solve short-term crises, but refusal to take responsibility corrodes respect and unity in an organization. Ethical people take responsibility for their actions. Workplace stress issues are no excuse. Likewise, actions show the ability to be responsible both in the little and big things. Good work ethics show a deeper promise to personal responsibility.

**Trust:** There's no free drive to good work ethics. Trust is hard to earn and even harder to get back after you've lost it. Everyone who comes in contact with you or your company must have trust and confidence in how you do business ethics. Conflicts of interest in the workplace must not be on your detector display.

**Respect:** Respect is more than a feeling, but a demo of honor, value, and admiration for something or someone. We respect the laws, the people we work with, the company and its assets, and ourselves.

**Teamwork:** Always remember that you are a part of the team, no matter what role you play in it. Do what is not only good for you, but also, beneficial for the team as a whole. It is a business necessity to work openly and supportively in teams whether formal or informal. You need each other for effective problem solving in the work place.

**Efficiency:** Efficiency is vital for a person's own growth as well as the improvement of the company he is working with. It is very easy to spot inefficient employees, who waste a lot of time and resources. However, efficiency is still a hallmark of good workers.

**Quality:** Quality should be more than making the best product, but should extend to every aspect of your work. A person who recognizes quality and strives for it daily has a profound sense of self-respect, pride in accomplishment, and attentiveness that affects everything. From your memos to your presentations, everything you touch should communicate professionalism and quality. Don't let workplace stress issues rob you of striving for quality in everything you do.

**Modesty:** Humbleness and modesty are amongst the essential elements of good work ethics. Only a dupe is arrogant, while a wise person always shows behaviors of humility.

**Leadership:** A leader is out front providing an example that others will follow. Problem solving in the work place must be your first response. The real test of these values comes from the resulting action. It takes a concerted, company-wide effort, beyond inserting these words in an employee manual, to make it happen.

**Positive Work Habits:** Inculcate good working habits that will impress the people you are working with and your superiors as well. Coming to work late, dressing inappropriately and shuffling jobs are considered as signs of not following good work ethics.

**Initiative:** To be successful in whatever you do, it is vital to take initiatives on your part. Don't wait to be told what to do. If you are doing the right thing in an acceptable manner, do not hesitate to take initiatives.

**Positive Attitude:** Maintaining a positive attitude at work is very important to complete your tasks successfully. This is because your coworkers get affected by your trait and respond accordingly.

## Appendix 6

## Duties and Responsibilities of Employees and Employers

**Mechanical engineers** create solutions and solve problems, playing a central role in the design and implementation of moving parts in a range of industries

Mechanical engineers provide efficient solutions to the development of processes and products, ranging from small component designs to extremely large plant, machinery or vehicles.

They can work on all stages of a product, from research and development to design and manufacture, through to installation and final commissioning.

Most industries rely on a form of mechanical systems and mechanical engineering is thought to be one of the most diverse of all engineering disciplines. Due to this, there are employment opportunities in a range of sectors, including:

- aerospace
- automotive
- biomedical
- construction
- manufacturing
- power
- railway.

Mechanical engineers can be involved in the management of people, projects and resources, as well as the development and use of new materials and technologies.

### Responsibilities

Projects that mechanical engineers work on can vary significantly, from researching and developing medical products (such as mechanical hearts), to improving production processes in large oil refineries or designing services within buildings.

Across all sectors, your tasks generally include:

- designing and implementing cost-effective equipment modifications to help improve safety and reliability
- developing a project specification with colleagues, often including those from other engineering disciplines
- developing, testing and evaluating theoretical designs
- discussing and solving complex problems with manufacturing departments, sub-contractors, suppliers and customers
- making sure a product can be made reliably and will perform consistently in specified operating environments
- managing projects using engineering principles and techniques
- planning and designing new production processes
- producing details of specifications and outline designs
- recommending modifications following prototype test results
- using research, analytical, conceptual and planning skills, particularly mathematical modelling and computer-aided design



- considering the implications of issues such as cost, safety and time constraints
- working with other professionals, within and outside the engineering sector
- monitoring and commissioning plant and systems.

### **Working hours**

Working hours typically include regular extra hours, but not usually weekends or shifts. Self-employment and freelance work are possible for qualified engineers with a good track record and experience. Short-term contract or consulting work is also possible, often arranged through agencies.

### **Employers**

Mechanical engineers can find employment in a huge range of sectors; mechanical engineering has usually played a part in almost all the products and services we see around us. Employers of mechanical engineers include:

- aerospace and automotive industries
- the armed forces and the Ministry of Defence, e.g. the Defence Engineering and Science Group (DESG)
- construction and building services
- energy utilities, including nuclear
- engineering consultancies
- government agencies
- manufacturing industries
- medical engineering
- oil and gas industries, including petrochemical industries
- process industries, including pharmaceuticals, food and cosmetics
- the public sector, including the Civil Service, local authorities, hospitals and educational institutions
- research establishments, both academic and commercial
- sports engineering
- transport, including road and railways.

Recruitment agencies advertise vacancies and handle contract vacancies, particularly for experienced engineers.

### **Professional development**

It is possible to enter the engineering industry through a graduate training scheme. If you do this, you will complete a structured course of training, which usually involves working within a variety of disciplines.

It is likely that you will work towards gaining chartered engineer status (CEng), which is an internationally-recognised qualification awarded by the Engineering Council.

With CEng status you have higher earning potential and improved career prospects.

You will need to be a member of a professional institution so that you can apply through them for professional registration. Relevant bodies include:

- IET
- IMechE.

The process of becoming chartered is more straightforward if you have an accredited bachelors degree, along with a Masters or an accredited integrated MEng degree. To see which qualifications are accredited see the Engineering Council.

Some employers will offer opportunities to study for a part-time MSc in a relevant subject.

You will also need to demonstrate that you are working at a particular level and have the required professional competences and commitment.

Most large firms offer structured training and encourage continuing professional development (CPD). Usually, firms offer in-service training and short courses for specific needs. This may include placements in different departments to widen your experience.

Some employers are unable to provide broad training opportunities themselves, and it is worth checking what arrangements they have in place.

CPD can be aided by joining one of the professional bodies, such as IMechE or IET, which offer support through structured CPD programmes. They also run events, courses and conferences.

## **Career prospects**

Most careers in engineering lead to a senior position with responsibility for other staff or larger projects and budgets.

Gaining chartered status (CEng) is a significant help in career progression. It will be proof that you have met a UK and international standard of experience and knowledge in the engineering profession. More information is available at [Engineering Council - Chartered Engineer](#).

As companies operate in an increasingly international market, the European engineer (Eur Ing) status and additional language skills will become a distinct advantage if you wish to progress further in the profession.

All chartered engineers are eligible to apply for Eur Ing status. See [Engineering Council - European Engineer](#).

You may decide to develop additional skills, such as business or management, so that you can get involved with larger projects and take on greater responsibility.

Good commercial awareness is essential for career development, as well as developing people management skills, as it is likely you will be required to lead teams or manage projects.

You may be able to move into business functions, such as procurement, sales and marketing or human resources (HR). Once you have developed your technical skills, you can move into senior engineering posts, such as engineering director.

## Appendix 7

### Improving One's Personality

Early in life, one's personality is already revealed, however, experiences, education and situations modify them at such length. It can be improved by constantly evaluating checking on our behavior and accepting challenges and opportunities to modify a personality for the better.

#### Techniques to improve it:

1. Know yourself. Make an honest to goodness personality check.
2. Be willing to develop a strong desire to change for the better
3. Set a checklist of the good and bad or strong and weak points and make a plan on how you improve on the weak points. The plan must be made in a step by step basis.
4. Follow up and evaluate progress of planned implementation

#### Poise and Grooming

How you look can make a difference.... Not only regarding the way you feel inside about yourself, but also on your on – the job performance and in your interpersonal relationships.

Check your bearing and body movements. Rigid or relaxed the way you walk reflects how you feel:

- a tired shuffle
- a nervously hurried pacing
- a relaxed stroll
- a proud strut

Correct any negative mannerism like:

- Fidgeting with hair, jewelry, belt or belt buckle
- Twiddling thumbs
- Touching face
- Sniffing
- Scratching yourself
- Picking your teeth
- Foot tapping or foot rocking
- Clearing your throat or swallowing air

Wear appropriate clothes. The image you should project is one of your Responsibility, Respectability and Trust.

## **You and Your Wardrobe**

Your clothes/accessories should suit you according to:

Figure

Occasion/time/place

Climate

Budget

Lifestyle

Age.... And more

Especially at work, don't overdress. Clothes should not be so conspicuous as to distract attention from the business at hand.

### **ACCESSORIES:**

Jewelry – any piece of jewelry to be worn should be functional, or should add presence.

For women: use scarves to pick up simple designed outfits.

### **RULES FOR ACCESSORIES**

- For business dressing, moderation is the key.
- Your accessories should suit the occasion, age and personality of wearer.
- It is a right to mix real, fake and ethnic jewelry, provided the fake jewelry is not blatantly plastic.

“After you have clothes and accessories together, take a final glance at the mirror. If you have some doubts, take something off.”

Specifically: **Shoes**

- Invest on a good pair. If your feet hurt, your face will show it
- Shoe color should generally be darker than the color of your hemline.
- Strappy sandals open to toes and heels, extremely high heels are not appropriate for office use.
- Shoes can match your bag in color or texture but not both.
- White shoes look good only for casual worn with white skirts or white pants.
- Preferably made of leather. Condition of shoes should be satisfactory.

### **Wardrobe Turnoffs:**

- Underwear the wrong color for the clothing, so that it shows through
- A skirt with a slit worn with slip that shows through the split
- Bare feet in open-toed shoes in a business atmosphere
- Open-toed shoes with reinforced toe nylons
- High-heeled shoes in need of heel repair
- Buttons opened below the bust line
- An excessive amount of jewelry

- More than one ring per hand
- Clothing worn too tightly
- Strained or soiled clothing
- And overstuffed handbag
- Loose or missing buttons
- Visible underwear lines
- Bra straps that show
- Nylons with runs
- Uneven hemline

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