

*Vortrag:* **Mein individueller Weg in Praktikum, Ausbildung, Beruf**  
*Referent:* **Herr Mitschke, Bildungskordinator,  
Landratsamt Rhein-Neckar-Kreis**

## In three possible steps to an internship, apprenticeship or job

### 1. Recognising my potential – What is potential? How can I recognise it? What is a potential analysis (Potenzialanalyse)?

My **talents**, my **abilities and skills**, my **motivation** and my **interests** all make up my potential.

An analysis of potential can help to identify these talents, wishes and interests.

- But it does not tell you what the right job for you is.
- It does not force you in a particular direction.
- It helps you to find your future career path yourself.
- The results help you to figure out later what job is right for you.
- It motivates you and encourages you to take independent action.

My **decision-making skills** are examined:

**Personal:** Do I sometimes complete tasks on my own? Do I follow instructions? Do I like doing these things?

**Social:** How do I talk to others in a team? Do I enjoy working with other people? Can I express my opinion?

**Methodological:** Do I plan tasks in advance? How do I solve problems? Can I find new solutions?

**Basic vocational skills:** Do I work with precision? Can I use tools? How much paint do I need when I paint a door?

Strengths are particularly important. **What can I do particularly well?**

I talk to the people supporting me about the results and discuss my ideas for the future. These people give me information as to what they have observed about me.

**Together, we work out how my potentials can be developed further.**

## 2. Developing my skills – What is a skill? How can I recognise them? What is a competence analysis (Kompetenzanalyse)?

A **skill** is something that enables people to act successfully in a specific "area of responsibility".

**Skills** are divided into general, area-specific and job-specific skills.

**Qualifications** are the knowledge, skills and abilities that enable people in a profession to do tasks properly. They can be checked by means of tests. You get a reference or certificate.

**Competence analyses** focus on assigning a person to a training course or a job when their own personal potential is analysed. Such analyses are **geared to the demands of training and work**, not just the development of the person him or herself.

- **Requirement-oriented procedures:**  
Do I fit in with the professional field, the profession or the training institution or workplace?
- **Subject-oriented procedures:**  
How can I develop myself further so that I fit the requirements?

If you integrate these two perspectives, they can produce good and concrete results for the person by means of criteria-guided observations and assessment in action-oriented procedures:

- The way a person acts is observed in **work samples** and a person's competence level is assessed.
- Intelligence is determined using **measurement techniques** that validate the expert knowledge.
- **Questions are asked** about your way of thinking, wanting and doing things and documented.

One has to keep in mind that there are various interests in a competence analysis:

- Social interest says something about your employability.
- Employers would like to optimise HR management and the targeted selection and development of personnel.
- The person him or herself is interested in developing and promoting their skills and in improving their chances on the job market.

**But: I myself and my strengths are in the foreground and not the possible options in the world of work.**

### **3. Choosing a field of work**

#### **Internship: determining your suitability for a particular job:**

I take a closer look at a specific job.

This is often a way you can acquire first-hand information about the job. Self-awareness is encouraged, and there is counselling and advice that promotes personal development.

#### **Starting an apprenticeship: adapting my qualifications:**

I turn special abilities and skills into expertise in a specific profession. I go to vocational school and work on site in the company.

When I am being trained, I am assigned to performance groups, or grades are awarded, via the assessment of potential or internal personnel selection.

#### **Direct entry into the profession: recognition of qualifications, expertise and professional activities:**

I have qualifications that have been recognised and can start working in a profession. I can acquire additional knowledge and have it tested by means of exams.

This often happens through the recognition of expertise on the basis of certificates and self-reports.

#### **What is important in all three steps?**

I have to know what will happen.

I have to work well with the adviser.

I always request the same person for advice.

The focus is always on the positive, that is to say on what will be successful.

I look at what I can do.

I am interested in what works.