



# JOPSY – or how you find the job of your dream

HEIKE ANGERER u. MARTINA AICHER | APRIL 2019

## EDUCATION MATTERS

**Many Questions arise along the personal educational journey especially in the age from 13 to 19**

- What kind of school am I interested in?
- Does it suit me, my interests and capabilities?
- Should I continue school or apply for an apprenticeship?

**Bildungsnavi was implemented to support students to find their educational paths**

- Telefon Hotline for students, parents and teachers
- Personal counselling and guidance - support students to find out their strengths, weaknesses, interests, skills and abilities
- Easy accessible counselling – youth centres, tutoring institutions, educational fairs

## WHY JOPSY

**Students need guidance for orientation in the educational jungle and to make well informed choices on their education and occupation**

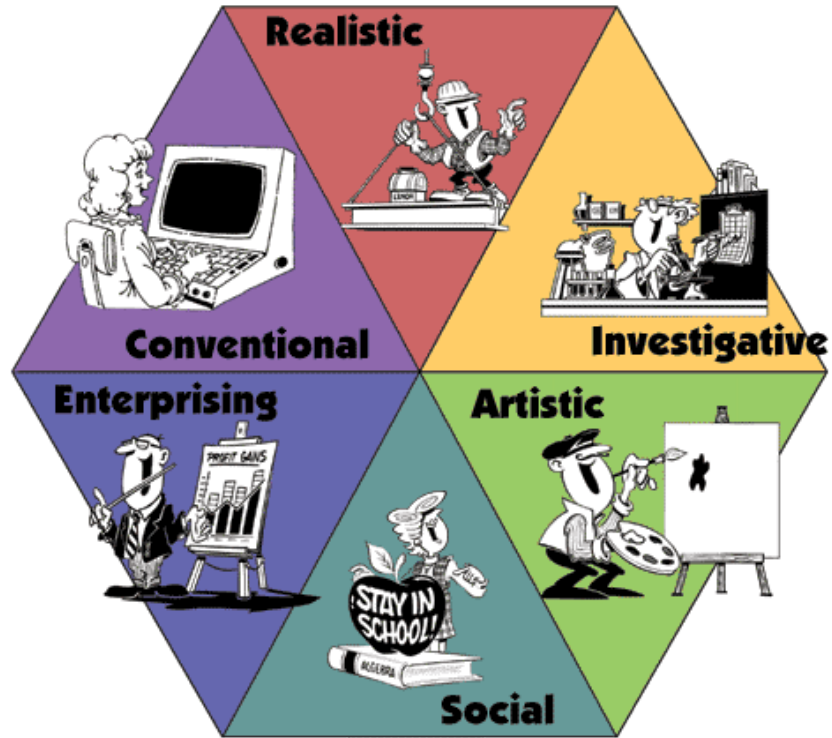
**JOPSY – play on the words „job“ and „psychology“**

- provides vocational guidance for pupils aged 13 till graduating from highschool
- developed especially for young students, mainly use their smartphones for quick research
- provides easy access, picture based (60 pictures related to occupation)
- motivates students to deal with vocational training and career ideas in the first place
- is done in about 5 minutes

## JOPSY AND THE SCIENTIF MODEL IT IS BASED ON

- Jopsy is based on the well known **RIASEC** model by **John Holland**
- combines usability with scientificity
- the basic premise was that one's occupational preferences were an expression of underlying character
- Holland established six general types: Realistic (Doers), Investigative (Thinkers), Artistic (Creators), Social (Helpers), Enterprising (Persuaders), and Conventional (Organizers)
- there is no pure representative of one type, they are all correlated to each other

# RIASEC MODELL <https://psyfan.wordpress.com/tag/riasec/>



## HOW TO USE JOPSY?

- Picture based (60 pictures), subtitled e.g. woodmaker, researching, carry out experiments, wide range of possible jobs 758
- Students define their interests by using the low and high button
- By using the wiping function they get to the next page
- As a result you get the three main types of interest
- When clicking on the particular type of interests you get a more detailed description
- On the basis of the results a range of appropriate jobs are suggested

# THE SIX GENERAL TYPES

## Realistic Type - R

- preference for activities that involve the clearly regulated manipulation of tools or machines.
- **Vocational activities** e.g: doing handicrafts, cultivating, sawing, carpentering, clearing out, concreting and breeding.

## Investigative Type – I

- preference for activities that involve the observation or systematic and creative investigation of physical, biological or cultural phenomena;
- the aim is to understand and control these phenomena.
- **Vocational activities** e.g: decoding, searching, inventing, observing, evaluating, analyzing

## Artistic Type - A

- people with artistic interests prefer ambiguous, free and unsystematic activities involving the production of art forms or art products
- don't need clearly prestructured and schematized activities.
- they prefer activities such as: performing, composing, photographing, painting (artistic), singing, dancing, designing, filming or making music

## Social Type - S

- Preference for activities in which they work with other people
- pass on information or achieve a therapeutic effect.
- **Vocational activities** : instructing, schooling, encouraging, supervising, training, caring, informing, teaching, educating

## Enterprising Type - E

- preference for activities in which they work with or train other people in order to achieve an organization's goals or make a profit.
- **Vocational activities**: selling, advertising, renting, negotiating, presenting (e.g. a product) and moderating.

## Conventional Type - C

- People with conventional interests prefer activities that are clearly structured and ordered;
- **Vocational activities**: auditing activities, administering, archiving, registering, documenting, coding and calculating

## GUESSING JOBS:

ON THE BASIS OF THE RESULTS, GUESS WHAT I AM DOING....

**BILJANA:** 62% SOCIAL; 84% CONVENTIONAL; 65% ENTERPRISING





## GUESSING JOBS:

ON THE BASIS OF THE RESULTS, GUESS WHAT I AM DOING....

**FELIX:** 77% CONVENTIONAL, 98% ENTERPRISING 83% ARTISTIC



## SOLUTION OF THE RIDDLE 😊

### FELIX, 23:

- is working in the general administration at the Chamber of Labour
- he has completed an apprenticeship as a library assistant
- he is politically engaged and was school speaker, elected four times
- additionally he completed vocational A-levels and is going to study political science at University

### BILJANA, 16:

- she is currently doing an apprenticeship as an office clerk at the Chamber of Labour
- Loves accounting, filing and arranging and structured working

## REVIEWS OF STUDENTS REGARDING JOPSY

Felix:

- Jopsy is very easy to handle and mostly self-explanatory
- the interface is user friendly; the result is not limited to suggesting a single job or group of jobs
- it is rather showing the **diverse interests**, that particularly a young person has
- provides information about potential jobs and helps generating a first outlook for a direction

Biljana:

- the app is really cool & interesting
- not only text is available, but also pictures
- sometimes you don't know what to do after school as a teenager, so I really recommend to use Jopsy to find out more about your interests and job possibilities

## BENEFIT OF THE TOOL AND FINAL REMARKS

- Jopsy is easy accessible and free
- There's a wide range of possibilities to use it during lessons / in the classroom: e.g. to start a conversation with students about their skills and career plans, to get them thinking about interests...
- As a basis for students to do a more profound research (e.g. into educational and job offers in the region...)
- Jopsy may also be used by career counsellors – either by their clients in preparation for the meeting or during counselling hours