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ATTACHMENT 1 - Case Studies on the analysis of questionnaires results



Five Case Studies are presented below, based on questionnaires really completed by students (anonymized). Case Studies are intended to help you in doing an integrated analysis of results obtained by students at the three questionnaires., in order to find common elements, possible conflicts/contradictions and open questions to be discussed with each student.

Each Case Study is made of these sections:

- Results obtained at each of the 3 questionnaires
- Overall profile, with remarks on most relevant elements
- Elements of consistency and/or contradiction
- Professional implications
- Recommended questions

In each step of the analysis process, it is necessary to confront the results and reflections/insight emerged with available evidences about the student, and also to reflect on possible biases/prejudices incidence.

It is worth noting that there is no single, definitive way of interpreting results. These Case Studies are intended to suggest an approach to interpreting the results, in order to open up useful reflections on possible future career paths together with each student.

Here are some guidance pillars to bear in mind when analyzing questionnaires results:

- Questionnaires results are not the end point of the guidance process; they are rather inputs to start a discussion
- Questionnaires results inform not only and not necessarily on preferred occupations, but also on dimensions such as preferred form of employment, nature of organization, type of job tasks, work environment, etc.
- The expected outcome of a career guidance session is not always a decision of the student on his/her career
- Results' interpretation is influenced by bias and social/cultural influences in general: if not addressed, risks may outweigh the benefits



CASE STUDY 1

Analysing the results at the three tests carried out by S., the following characteristics emerge:

Professional interests:

Profile: IAR

S. shows a combination of preferences for Investigative (I), Artistic (A), and Realistic (R) professions. She shows a strong interest in learning and independence, as well as a deep creative and analytical sensibility. She finds satisfaction in following rules and concrete procedures and avoiding social and administrative activities. She is distinguished by her intelligence and sensitivity, as well as her ability to generate original ideas. The type that most resembles her is the Investigative (I), which emphasises an analytical and creative nature, enriched by deep thoughtfulness and reserve.

Universal values:

S.'s scores on both axes Self-enhancement (80%)/Self-transcendence (80%) and Openness to change (81%) / Conservation (73%) do not suggest clear value inclinations. Overall, moderately higher percentages are found for the values of Universalism, Motivation, Hedonism, Achievement, and Security. Less prioritised values seem to be Power and Tradition.

Character Strengths:

According to the VIA Survey, S. shows strengths such as Perspective, Humility, Creativity, Appreciation of Beauty and Excellence, and Curiosity. Her capacity for perspective enables her to understand situations from multiple angles and to guide others towards effective solutions. Her humility gives her a balanced self-confidence and a propensity for adaptation and constant improvement. S.'s creativity manifests itself through the generation of original and innovative ideas that are useful in tackling daily challenges. In addition, her appreciation for beauty and excellence translates into a sensitivity towards aesthetics and competence, driving her to strive for perfection in her endeavours. Finally, her curiosity drives her to explore new ideas and experiences, fuelling her constant quest for knowledge and personal growth.

Overall profile:

S. shows a combination of preferences for Investigative (I), Artistic (A), and Realistic (R) occupations, emphasising a wide range of interests and abilities. S. emerges as a person with creative and analytical sensibility, which manifests itself both in the interest in learning and independence, typical of people with Investigative (I) inclinations, and in the propensity for concreteness and manual dexterity, common to the Realistic profile. Her passion for creativity and culture, highlighted in the Artistic profile, adds a more expressive and innovative dimension to her working personality. Although she does not show clear inclinations towards universal values, S. demonstrates a considerable focus on values such as Universalism, Motivation, Hedonism, Achievement, and Security. This mixture of values reflects her eclectic nature and openness to change, characteristic of someone who is balanced between different needs and expectations. The strengths identified in the VIA Survey - Perspective, Humility, Creativity, Appreciation for beauty and excellence, and Curiosity - fit perfectly with the results of the professional interest tests. Her ability for perspective and humility makes her particularly suited to leadership roles that

require a broad vision and effective communication with the team. At the same time, her creativity and curiosity drive her to explore new solutions and innovative approaches.

Some remarks on the results:

From an initial consideration of S.'s results, some points would require further exploration for a deeper understanding.

S. emerges as a person endowed with great curiosity and creativity, qualities that can be invaluable while at school. Exploring how these qualities can be cultivated and applied in the academic environment could help stimulate S.'s interest and involvement in studying and learning.

While showing a certain focus on values such as universalism, motivation and hedonism, the lack of clear inclinations might indicate an opportunity to explore S.'s values in more depth and how they influence her professional and life choices.

No significant discrepancies seem to emerge between the results of the different tests, suggesting a certain consistency in the overall profile.

However, it might be useful to further explore how these characteristics manifest themselves in specific contexts, such as the school or work environment, to identify opportunities for personal growth and development. For example, it might be interesting to assess how S. can use her creativity and analytical skills to solve problems or tackle academic challenges. Furthermore, it might be useful to explore how S. can apply her perspective and ability to understand situations from multiple angles to collaborate effectively with others and achieve common goals.

Remarks regarding inconsistencies/contradictions between the results of the three tests:

When profiling S., several convergences between the results can be observed.

The RIASEC results indicate a strong inclination towards investigative, artistic and realistic activities. This is in line with her personal strengths, such as perspective, creativity, appreciation of beauty and excellence, and curiosity. In general, S.'s results indicate an interest in learning, creativity, and the search for meaning.

No particular inconsistencies seem to emerge from the results.

The universal values indicate a moderate priority for values such as universalism, motivation, hedonism, achievement, and security, the occupational interests show a preference for activities combining investigative, artistic, and realistic aspects. It might be interesting to explore how these occupational preferences are reflected in S.'s personal values and how they influence her future career choices.

The strengths highlighted in the VIA Survey are in line with universal values such as humility, creativity, appreciation of beauty and excellence, and curiosity; it might be interesting to further explore how these strengths influence S.'s values and vice versa. For example, how curiosity might guide her value priorities or how the appreciation of beauty and excellence might influence her life and career choices.



Professional implications:

Considering S.'s achievements, occupational implications could include tasks and jobs involving investigative, analytical, and creative activities.

Given her preference for investigative activities and analytical skills, S. could find employment as a biologist, chemist, physicist, laboratory technician and in general in scientific research environments. Her propensity for data analysis and the search for meaning could be enhanced in this context. S.'s analytical skills, together with her creativity, could make her suitable for roles such as programmer, analyst programmer or game developer in the IT field. Her predisposition towards concrete activities and desire for aesthetic research could find an outlet in the development of innovative and visually appealing solutions. She could also consider academic or research careers, where she could further her interests and contribute to the development of knowledge in areas such as biology, chemistry, computer science or other scientific fields. The combination of creative and analytical skills could make S. suitable for roles in the arts and culture sector, such as designer, illustrator or art critic. Her aesthetic sensitivity and desire for the pursuit of beauty could find expression in these areas.

Considering S.'s skills and preferences, she could find opportunities indifferent work contexts, such as private companies, research institutes, technology start-ups, and arts and cultural sectors. Her investigative, creative and analytical skills could be enhanced in roles related to research and development, technological innovation, artistic production or strategic planning. In any context, S. could contribute to the success of the organisation through her perspective, humility, creativity, appreciation for beauty and curiosity, and promoting innovation and progress.

Recommended questions:

Some useful questions for S. could be:

"Do you agree with the test results? If yes/no, why?"; "How do you envisage your future career path, and which sectors or roles interest you the most?"; "What challenges do you think might arise on the path to your ideal career?"; "What appeals to you most about a particular work context (e.g. corporate, academic, artistic) and why do you feel you can contribute in that context?"; "How do you envisage your future career path and which sectors or roles interest you the most?"; "How important is it for you the collaboration with the school mates? Why?"; "In which activities/domains do you find prevalent your "investigative" profile? Where, instead, you find prevalent your "artistic" profile? Following, which elements you find more relevant for your career?".

CASE STUDY 2

Analysing the results at the three tests carried out by C., the following characteristics emerge:

Professional interests:

Profile: SRE

The RIASEC test indicates a prevalent Social (S) profile, suggesting that C. is more likely to choose professions that involve meaningful interactions with people and caring activities. The presence also of Realistic (R) and Enterprising (E) type traits indicates a preference both for professions with social utility that allow her to make products with her own hands and for activities in which she can exert her influence towards the realisation of common goals.

Universal values:

C.'s value preferences lie predominantly along the Openness to change/Conservation axis, with an imbalance towards the Conservation pole (90%). The highest values refer to Conformity (92%), Achievement and Security (92-93%) and Self-direction (88%). This suggests a certain resistance to change and a strong propensity for Achievement. C. also shows a strong commitment to values such as Benevolence and Universalism, reflecting a deep consideration for the well-being of others and a tendency to promote social justice.

Character Strengths:

According to the VIA Survey, C. possesses strengths such as Courage, Love, Prudence, Appreciation of beauty and excellence, and Kindness. These traits can positively influence her interpersonal relationships and her ability to face challenges with determination and compassion.

Overall profile:

C. emerges as a person with a strong inclination towards Social work (S) and the welfare of others. C. also emerges as having Realistic (R) and Enterprising (E) traits, which makes her inclined towards concrete activities through which she can exert influence on others. Her profile is characterised by a combination of empathic, caring and leadership-oriented traits, which make her suitable for roles involving meaningful interactions with people and the promotion of individual and collective well-being. Her traits of Entrepreneurship are consistent with her prevailing values of Achievement and Self-direction, just as her Realistic traits are consistent with her high score in the values of Security and Conformity. C. emerges predominantly as a Social type, and in fact shows high scores in values such as Benevolence and Universalism, suggesting a propensity to care for others. The strengths that emerged, especially kindness, love, and courage, are consistent with this picture.

Some remarks on the results:

C. emerges as a person with a strong inclination towards social work and the welfare of others. Her RIASEC profile indicates a preference for professions that involve her interpersonal and empathic skills,



highlighting a natural inclination towards helping others and caring work. This is in line with her high values of Benevolence, Universalism and Kindness, which indicate a strong commitment to the welfare of others and the promotion of social justice. At the same time, C. seems to prefer environments and professions that offer and guarantee stability, security and predictability. The test results suggest some areas that might need further exploration. For example, the moderate score on motivation might indicate a need to examine more closely the sources of C.'s motivation and identify strategies to stimulate her commitment and involvement at work. In addition, it might be useful to explore the significance of her scores on Self-direction and Openness to Change to understand how these values influence his work preferences and flexibility in facing new challenges.

Remarks on consistencies/contradictions between the results of the three tests:

Although C. emerges predominantly as a Social type in the RIASEC test, her results on the PVQ indicate a lower score for Benevolence and a higher score for Self-direction. Similarly, the high score in Self-direction appears distant from the relevance for C. of values such as Tradition, Conformity and Security and the strength of Prudence. It would be useful to explore how she would reconcile these aspects in her career path.

Although the VIA Survey highlights strengths such as Kindness, a preference for leadership and success emerges in the RIASEC test. This discrepancy could indicate a challenge in balancing the desire to help others with personal ambition.

When returning the results to C., it is important to consider social expectations regarding certain careers or sectors. Her interest in social work could be enhanced in professions such as social work, teaching or work in the non-profit sector. C.'s social orientation could be complemented by her leadership skills and courage, enabling her to excel in roles involving the management of social groups or projects. Her kindness and humility could make her particularly suitable for professions related to social work or education.

However, it is essential to emphasise that her skills and passions can be applied in a wide range of professional contexts and that exploring different options can be beneficial in identifying the most rewarding path.

Professional implications:

Considering C.'s RIASEC profile (SRE), it is evident that she prefers activities that involve meaningful interactions with people and a strong commitment to promoting the well-being of others. This profile suggests that C. might excel in roles that require empathy, persuasion and leadership, where she can have a positive impact on the lives of others and guide them towards common goals.

For example, in sports-related professions as a coach or physical education teacher, C. could use her ability to relate to others and motivate them to reach their physical and mental potential. Even jobs in public safety, such as in the police, could enable her to use her skills of persuasion and leadership to ensure the safety and well-being of the community, values that are important to her.

Similarly, in the field of aesthetics, as a beautician or tattoo artist, C. could offer clients a cosy and reassuring environment, practising her empathy and generosity in caring for others.



The professions suggested for C. are based on her skills and characteristics as evidenced by her RIASEC profile, offering her job opportunities that enhance her desire to help others and promote social welfare.

In terms of professional implications, C. could find job satisfaction in a wide range of sectors and contexts. Given her strong inclination towards social work and the welfare of others, she might be particularly suited to roles in social work, teaching or counselling. For example, she could work as a social worker in a non-profit organisation dedicated to the protection of human rights or as a counsellor in a school to support students in their personal growth and development. Due to her empathic nature and her inclination to care for others, C. could also consider leadership roles in organisations that help people in vulnerable situations, such as the manager of a social work centre or coordinator of volunteer projects. Her kindness and commitment to social justice could find excellent expression in contexts that promote diversity and inclusion, such as international human rights organisations or government offices dedicated to social inclusion.

Considering her high score on the values of Conformity, Achievement, and Security, it might be important for C. to find a work environment that offers stability and opportunities for professional growth. She might be attracted to organisations with a corporate culture that is oriented towards valuing employees and recognising individual merit. Since C. also shows some versatility in her work preferences, she might be interested in exploring roles that allow her to make products with her hands or to work in more goal-oriented contexts. For example, she might consider a career in handicrafts or design, where she could put her ability to work with physical materials into practice.

Recommended Questions:

It might be useful to ask C. what motivates her most in pursuing a professional career and what past experiences have influenced her choices and aspirations. This could provide further insight into her motivations and enable her to identify opportunities that best suit her personal needs and goals.

Some possible questions to ask C. could be:

"The tests show a strong orientation towards social work and a strong drive for self-fulfillment, do you agree with these results? If yes/no, how come?"; "Values such as safety, conformity to rules, and respect for traditions emerge from the tests as relevant for you; do you agree with these results? How do you think they may influence your choices for the future?"; "C., given your strong orientation towards social work and caring for others, do you feel more fulfilled when you are at the centre of a group guiding and supporting people?" or do you prefer to have a more independent role and focus on individual support?"; "In what kind of situations, if you think back to your experiences (at school or in other extracurricular contexts) did you feel motivated? Can you give examples?"; "What kind of supporting activities do you prefer the most? What social aim you would like to pursue? (important to check possible contradiction with Conservative values)"; "How important it is for you to face clear tasks and procedures? How do you feel when faced with uncertain situations? Have you considered other professions (e.g. associated with Realistic profile)?"

Teachers are advised to ask open-ended questions, allowing the student to argue and talk about themselves. It may be useful to ask the student to relate concrete examples and experiences.

For more in-depth guidance on this, please refer to the Guidelines on the *Career Conversation* model.

CASE STUDY 3

Analysing the results at the three tests carried out by M., the following characteristics emerge:

Professional interests:

Profile: REI

M. shows a clear preference for the 'Realistic' (R) type according to the RIASEC test. This indicates a preference for practical occupations involving manual and mechanical skills, with a strong aptitude for following rules and making concrete products. M. also presents personality traits 'Enterprising' (E) and 'Investigative' (I), suggesting an interest in both leadership and in-depth analysis. The profile suggests that M. is described by others as a concrete, steady, decisive, and genuine person who prefers a practical approach to problem-solving.

Her analytical and leadership skills could make her suitable for roles that require an in-depth understanding of how machines and objects work, as well as the ability to solve problems and find solutions that bring benefits, including economic ones.

Universal Values:

M.'s value inclinations on the Openness to change/Conservation axis lie mainly along the Conservation pole (83%), suggesting a limited openness to change, whereas on the Self-enhancement/Self-transcendence axis, M. shows a greater inclination for Self-enhancement (77%), suggesting a priority in pursuing personal interests and self-fulfilment. An interest in Hedonism and Achievement also emerges, indicating a willingness to pursue individual goals and personal growth. Conformity and Security as predominant values for M. This suggests a tendency to comply with established social norms and to seek stability as an outcome of his choices.

Character Strengths:

According to the VIA Survey, M. displays significant strengths, including a Love of knowledge, Humility, Prudence, Honesty, and Gratitude. These traits can be valuable in the professional context, contributing to her ability to learn, objective evaluation of his skills, ability to reflect before acting, sincerity in relationships and gratitude towards others.

Overall Profile:

M. emerges with a strong inclination towards practical and concrete work, in line with her Realistic (R) profile according to the RIASEC test. This preference for practical and concrete activities is consistent with the values that emerged, where a tendency towards Conservation, security, and personal self-direction predominates. However, it is interesting to note that M. also shows traits such as 'Enterprising' (E) and 'Investigative' (I) according to the RIASEC, indicating an interest in both leadership and in-depth analysis.

This profile suggests that M. might find career satisfaction in roles that combine the practical, hands-on aspect of the job with opportunities for leadership and in-depth analysis. For example, she might excel in professions related to the direction or coordination of business technology sectors, where her analytical and leadership skills can be fully brought into play. In addition, she could find gratification in trading or repairing precision products, where she can put her practical skills into practice and contribute to the realisation of concrete goals.



Her strengths, such as a love of knowledge, prudence, and gratitude, may be valuable in the professional context, contributing to her ability to adapt and excel in a variety of roles and work environments. In addition, the combination of values reflects a willingness to pursue individual goals and personal growth, suggesting that M. may be motivated to seek opportunities that allow her to develop her skills and realise her full potential.

Some remarks on the results:

M. shows a clear preference for practical and concrete professions involving manual and mechanical skills. This kind of orientation might make her suitable for roles in the technology sector, such as IT consultant or precision products operator. Furthermore, her universal values, such as Tradition and Conformity, may make her a reliable and rule-abiding employee, suitable for structured and hierarchical working environments.

It is important to consider how M. can integrate her interests and values in the social and professional context. It might be useful for her to find a balance between her preference for concrete activities and the need to interact with others in a work context.

Remarks on consistencies/contradictions between the results of the three tests:

M. emerges as a realistic type in the RIASEC test, whereas the PVQ results show a moderate score for Conformity and a high score for self-direction. This discrepancy could generate a tension between the preference for practical work and the tendency towards self-direction and independence. M. might find it difficult to fully express her individuality in roles that mainly require technical and pragmatic skills. Moreover, her tendency towards self-direction might conflict with the need to follow strict procedures and directives in certain work contexts. It would be interesting to explore how M. would deal with this potential inconsistency in her career path.

Although M. shows a strong preference for traits such as humility and prudence in the VIA Survey, her results at RIASEC indicate a preference for leadership and success. This discrepancy might highlight a challenge in balancing modesty and reflection with the pursuit of power and professional success. It might be useful to explore how M. manages her desire for success with her tendency towards humility and prudence.

Professional implications:

M. also shows traits of the type 'Enterprising' (E) and 'Investigative' (I) according to RIASEC. This suggests that she might find satisfaction in roles that combine the practical, hands-on aspect of the job with opportunities for leadership and in-depth analysis. These could include positions such as technical specialist, technical operator or IT consultant.

For example, M. could excel in professions related to directing or coordinating business technology sectors, where she can apply her analytical skills to lead the team towards successful goals. In addition, roles as an IT consultant or programmer analyst could allow her to use her IT skills to develop innovative solutions.

Similarly, M. could find job satisfaction as a trader or repairer of precision products, where she can apply her technical skills to offer quality services and generate profits through the sale and repair of electronic instruments, for example.

Her universal values, such as tradition, Conformity, and Security, suggest a propensity to respect established social norms and to seek stability as an outcome of her choices. This could make her suitable for roles where reliability and compliance with rules are required, such as in structured and hierarchical societies.

In the employment context, she could find employment in a variety of sectors and types of companies. For example, she could work as an industrial automation technician in manufacturing companies, where her practical skills would be crucial for the installation and maintenance of industrial automation systems. Similarly, she could work as a data analyst at a consulting firm, where she could use her analytical skills to examine large amounts of data and identify significant trends for corporate clients. M. could find an ideal working environment in structured and organised contexts, such as large public companies, where her propensity for compliance and stability could be enhanced. Here, she could have roles that require reliability and compliance, such as in banking, administrative, or legal sectors.

Moreover, she could find satisfaction in creative and innovative fields, such as the IT or design industries, where she could express her resourcefulness and contribute to the realisation of innovative projects.

Recommended Questions:

Possible questions to explore the apparent discrepancies that emerged from M's results could be: "Do you agree with the results that emerged? If yes/no, why?" "In what kind of situations did you feel motivated when thinking about both school and extracurricular activities carried out so far?"; "Considering your preference for practical and concrete activities, do you feel stimulated by the possibility of finding creative and innovative solutions within structured and organised work contexts? Or would you prefer to explore roles that allow you to express your creativity and individuality more freely?"; "Given your strong orientation towards practical and concrete activities, how do you think you balance your tendency towards self-management and independence with the need to follow strict procedures and directives in certain work contexts?"

CASE STUDY 4

Analysing the results at the three tests carried out by D., the following characteristics emerge:

Professional interests:

Profile: CSA

D. shows a preference for Conventional professions (C) involving administrative and organisational activities. D. emerges as a precise, prudent, and conformist person, with a strong sense of order and methodicality. She also shows a predisposition towards the Social (S), with a natural inclination to help others and to work in a team. Her Artistic sensibility (A) emerges through her love of creativity and culture. Overall, D. could find satisfaction in roles that combine administrative aspects with opportunities for social interaction and creative expression, perhaps in organisational contexts that are structured but open to innovation and collaboration.



Universal Values:

D.'s value inclinations on the Openness to change/Conservation axis lie mainly along the Conservation pole (88%), suggesting a limited Openness to change, whereas on the Self-enhancement/Self-transcendence axis, D. shows a greater value preference towards the Self-transcendence pole, suggesting an interest in the well-being of others. Indeed, the percentages of the Benevolence (88%) and Universalism (89%) values are quite high. The values of Conformity (83%), Tradition (88%), Self-direction (92%), and Security (93%) emerge as particularly high. The lowest values are Stimulation (56%) and Power (61%).

Character Strengths:

The questionnaire shows that one of D.'s main strengths is Social Intelligence, which makes her able to adapt her behaviour to various contexts and understand the feelings of others. Equally high is her ability to judge, which makes her capable of making rational decisions and analysing situations objectively. D. emerges as an honest, genuine, and sincere person who maintains her integrity in every situation. Her Curiosity drives her to explore new experiences and acquire knowledge in challenging environments. Her passion for knowledge motivates her to constantly seek to learn and deepen her skills.

Overall profile:

D. shows a preference for conventional professions (C), with mainly administrative and organisational tasks. She emerges as a precise, cautious, and conformist-oriented person, but also shows a social disposition (S), with a strong desire to help others and work as part of a team. Her Artistic sensibility (A) is consistent with her strong point of love for creativity and culture. D. could find satisfaction in roles that combine administrative aspects with social interaction and creative expression, in organisational contexts that are structured but open to collaboration. Her social intelligence enables her to adapt and understand others, while her judgement makes her capable of rational decision-making. Her sincerity and passion for knowledge are her strengths, along with her curiosity that drives her to explore new experiences in challenging environments.

Some remarks on the results:

As it appears on initial reflection, some of D.'s findings would require further exploration. The high score on the benevolence and universalism assessment indicates a strong sense of altruism and a predisposition towards cooperation and solidarity. It would be interesting to examine how these values manifest themselves in her interactions with others and how they would influence her professional relationships.

Remarks on consistencies/contradictions between the results of the three tests:

In outlining D.'s profile, several elements emerge that converge between the results of the tests carried out.

The preference for conventional occupations (C) indicated in the RIASEC test and the interest in orderly and practical activities found in the VIA Survey test reveals a propensity towards roles that require a methodical and organised approach to work. In addition, the strong integrity and honesty found in the VIA Survey test align with the preference for values such as conformity and tradition, indicated in the PVQ test, suggesting consistency in maintaining behaviour congruent with personal values. Finally, the analytical and rational judgement skills shown in the VIA Survey test are in line with the preference for roles that require



an objective assessment of situations and the ability to make logical decisions, as indicated in the RIASEC test.

Some discrepancies also emerge when comparing the different tests. For example, while on the one hand, the RIASEC test indicates an interest in conventional occupations (C), the VIA Survey test highlights an ability to adapt and understand wider social dynamics, suggesting a potential ambivalence between a preference for order and a predisposition to interact in variable social contexts. This discrepancy could generate tensions in delineating the ideal career path for D., who seems to seek both stability and flexibility in a work context. Similarly, the conventional interest profile (C) is in possible contradiction with the artistic profile (A).

Moreover, her tendency towards self-direction, hence autonomy, may conflict with values such as safety and conformity, which instead express the need to follow rigid procedures and directives in work contexts.

Professional implications:

With a preference for conventional professions and a flair for administrative and organisational tasks, D. could excel as an administrative clerk, secretary, or assistant in offices, companies or educational establishments. Her ability to follow rules and procedures precisely would also make her suitable for administrative or technical support roles.

D. could find employment opportunities in the education and training sector, e.g. as a teacher of technical subjects or as a support teacher. Alternatively, she could move towards the IT sector, working as a programmer, IT expert, or employee in IT offices. In line with the artistic interest profile (A), a further area of employment could be in the fashion industry, where she could work as an assistant or production assistant.

D. could fit well in both public and private contexts, as long as they offer a structured and organised environment. Educational institutions, companies, government offices, or non-profit organisations could offer job opportunities in line with her preferences and skills. Given her inclination for conventional professions, D. might feel more comfortable in formal, hierarchical organisational contexts where she can follow clear procedures and work in a stable, orderly environment.

Recommended Questions:

Possible questions to explore the apparent discrepancies that emerged from D.'s results could be: "Do you agree with the results that emerged? If yes/no, why?" "In what kind of situations did you feel motivated when thinking about both school and extra-curricular activities you have done so far?"; "How do you feel about following rules and routines within the school environment? Do you feel comfortable or would you prefer to have more space to explore new ideas?"; "What motivates you most about learning new things and facing new challenges at school?"; "How do you feel about adapting to new tasks or situations within the school?"



CASE STUDY 5

Analysing the results at the three tests carried out by S., the following characteristics emerge:

Professional interests:

Profile: ASE

S. strongly prefers the 'Artistic' type (A), indicating a propensity towards occupations involving creativity, expression and originality. However, she also shows Social (S) and Enterprising (E) traits, suggesting flexibility in her work preferences and an openness to roles involving meaningful interactions with others. S. seems to prefer activities involving creativity and culture, showing originality and sensitivity. She is characterised by her empathy and helpfulness towards others, showing concern for the well-being of others. At the same time, she has a marked ambition and leadership ability, wishing to influence others and achieve success. She prefers to avoid mechanical, technical and scientific activities, seeking instead opportunities for creative and interpersonal expression. She is well suited to work contexts where she can lead and influence others or market her artistic creations.

Universal values:

S.'s value preferences lie mainly along the Self-enhancement (68%)/Self-transcendence (72%) axis. Scores on this axis are slightly higher than on the Openness to change/Conservation axis, suggesting no clear value inclinations. The results reflect an attitude towards genuineness, positivity and mutual respect. Her scores on Tradition and Universalism indicate modest regard for established social norms and a perspective more oriented towards individuality than interest in diversity and social justice.

Character Strengths:

According to the VIA Survey, S. highlights strengths such as Self-regulation, Humour, Honesty, Social intelligence and Kindness. These traits can positively contribute to her interpersonal relationships, emotional management and the creation of a collaborative and inclusive work environment.

Overall profile:

S. emerges as a person with a strong inclination towards artistic expression (A) and creativity, with strong interpersonal, empathic and caring skills towards others. This emerges not only through type A (Artistic) but also as type S (Social), consistent with her high scores in the Benevolence value (92%) in Schwartz's values questionnaire. Her original and sensitive nature finds expression in her inclinations towards artistic work and his focus on authenticity and humour in social interactions. One of S.'s strengths is humour, a characteristic often linked to creativity and the ability to handle stressful situations. These findings are further supported by the VIA data on Social Intelligence and Kindness. However, she also emerges as an Enterprising (E), showing a strong ability to influence others and leadership, in line with the high score at the Achievement value (92%).

The emerged value of Self-direction is consistent with her strength of Self-regulation, a quality related to the ability to keep impulses and emotions under control and to establish rules to follow to achieve a set



goal. These characteristics are consistent with an Enterprising type (E). Overall, S. seems to show strong artistic and empathic qualities but also a strong tendency towards leadership and self-fulfilment.

Some remarks on the results:

S. emerges as a person with a strong inclination towards artistic and creative work, as indicated by her RIASEC profile and VIA strengths.

Her love for creativity and culture is also reflected in her high values of kindness, self-regulation and humour, which suggest an open, empathetic personality who can face challenges lightly and positively. In some areas, results emerge that may require further exploration. The relatively low score on motivation and tradition might indicate a need to examine more closely the sources of S.'s motivation and her disposition to follow established social norms. Furthermore, the moderate score on universalism might suggest a need to explore more deeply her perspectives and values regarding diversity and social justice.

Remarks on consistencies/contradictions between the results of the three tests:

Despite the preference for the 'Artistic' type in the RIASEC test, the PVQ results indicate a relatively low score for hedonism and a higher score for achievement and security. This discrepancy could generate tension between the desire to explore one's creativity and the interest in personal success and security. It would be useful to explore how S. would reconcile these two aspects in her career path.

Although S. shows a strong preference for traits such as love and kindness in the VIA Survey, a preference for leadership and success emerges in the RIASEC test. This discrepancy could indicate a challenge in balancing the desire for meaningful relationships and helping others with personal ambition and professional success. Her artistic creativity and social intelligence would seem to give her the ability to adapt and collaborate with others. Her prudence and humour could add depth and authenticity to her work, enabling her to communicate with audiences effectively and engagingly.

It might be useful to explore how S. integrates her desire to collaborate with others with her interest in influencing and guiding others through a leadership role.

In returning the results to S., it is important to emphasise that her artistic and creative inclinations can be enhanced in a variety of work contexts, including roles in art, communication and design. Furthermore, it is essential to highlight that her empathetic approach and sense of humour can contribute to positive interpersonal relationships and promote a collaborative and inclusive working environment.

Professional implications:

Considering the test results, a possible career path for S. could be to work as an artist, writer, journalist, copywriter or in the field of web and digital communication. Her creative and sensitive nature could find expression in contexts that value originality and innovation, such as creative agencies, publishing or multimedia production. S. could find job satisfaction in organisations that promote diversity, inclusion and creative freedom, such as advertising agencies, design studios or companies in the entertainment and culture sector. Due to his inclinations towards autonomy and personal fulfilment, S. could find satisfaction in private or freelance-oriented job roles, where she can express her creativity and manage her work autonomously. In this context, she could find stimulation and personal fulfilment through the creation of



artistic works, creative projects or entrepreneurial activities that reflect her innovative spirit and originality. Considering her strong predisposition towards social work and caring for others, she could find a stimulating and rewarding environment by participating in third-sector projects with social inclusion aims. Regarding relationships with colleagues and the work environment, S. may prefer collaborative and inclusive contexts where she can share ideas and experiences with like-minded people and feel part of a cohesive community. She may appreciate open, creative, and flexible work environments where she can freely express her creativity and actively contribute to the realisation of shared goals.

Recommended questions:

It might be useful to ask S. how she sees herself in her ideal work context and what her long-term aspirations and goals are. This could provide further insight into her professional motivations and desires, helping her to outline a satisfying and meaningful career path.

Some possible questions to explore apparent discrepancies that emerged from S.'s test results could be: "The tests show a strong inclination towards artistic work and a commitment to values such as self-regulation and humility: Do you find yourself in these results? If yes/no, how come?"

"Do you feel more motivated when you can express your creativity independently or do you prefer to collaborate with others to achieve common goals? In what kind of situations, if you think back to your experiences (at school or in other extracurricular contexts) did you feel motivated? Can you give examples?"

Teachers are advised to ask open-ended questions, which give the student the opportunity to argue and talk about themselves. It may be useful to ask the student to relate concrete examples and experiences.

For more in-depth guidance on this, please refer to the Guidelines on the *Career Conversation* model.

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Thank You

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