



# Computer based careers guidance

**Use Prospects Planner to find out:**

**Use Prospects Planner to create:**

- What is Prospects Planner
- Who can use it?
- What can it do for me?
- Should I do any preparation first?
- Which route?
- Is it easy to use?
- What do I need to do after using it?

- What you are good at and what will interest and motivate you
- The relationship between your personal profiles and occupational profiles
- Your chances of getting into your target occupations
- The skills required by occupations on your target list
- Ways of using your personal experience to provide evidence of these skills
- Your own personal work-related profiles
- A list of matching occupations
- Effective applications and CVs

**This guide is to introduce you to the system and suggest how you can use it to your best advantage.**

## WHAT IS Prospects Planner

It is a simple to use computer guidance program carefully designed to help you generate ideas, investigate them and plan your strategy. It is a more sophisticated example of the type of system you may have encountered at school or college, with a program which includes an occupational database of over 400 graduate-level occupations which have been investigated in depth and analysed for particular factors. Using **Prospects Planner** gives you access to information in a systematic way so you can plan your career choice realistically.

## WHO CAN USE Prospects Planner?

**Prospects Planner** can be used at any stage of your career planning. It can be used to help you assess your chances of entering the occupation of your choice, and then provides hints and advice on completing application forms or preparing CV's. The advice given later in '**Selecting a Route**' should be read carefully so you can get the most out of the system. **Prospects Planner** is suitable for undergraduates at any stage in their career thinking, graduates and postgraduate students and members of staff.

NB. The Careers Service has a range of other computer based self-help programmes. More information is available in the **Careers Information Computer Room** or the brochure, Computer Based Careers Guidance and Information. If you have any doubts about using the system please ask for help.

## WHAT CAN Prospects Planner DO FOR ME?

**Prospects Planner** does not set out to tell you what to do. Instead it helps you explore the following key aspects of career planning in a systematic way with you always in control. These are :

- Finding Out About Yourself
- Finding Out About and Assessing Occupations
- Taking Actions

You can use **Prospects Planner** to explore any or all of these aspects, at your own pace, but don't expect to do everything at a single sitting!

## SHOULD I DO ANY PREPARATION BEFORE USING Prospects Planner

You may find it helpful to have a copy of the **questions** you are asked to consider when using **Prospects Planner** to enable you to think about your responses beforehand.

Feel free to talk to an adviser in the careers library about how you might use Prospect Planner in order that you get as much as possible out of the system.

## SELECTING A ROUTE

There are four routes into **Prospects Planner**. The one you choose will depend on your individual needs. All routes allow you to work through to the end of the system.

There are frequent opportunities throughout the system for "taking a break" and returning to the program at a later stage.

### ROUTE 1

## **- if you have thought little about careers and have few ideas as yet**

This is the most comprehensive route and is recommended for those at the early stages of career planning. It helps you to generate career ideas by considering in detail the factors about yourself that will most influence your career choice.

## **ROUTE 2**

### **- if you know what you want from a job but have few career ideas**

If you are already fairly clear about what you are looking for in a career, this route lets you use your knowledge and ideas about yourself to define your key needs and attributes quickly. You can then use these as the basis for generating career ideas and finding out more about them.

NB Route 2 can still help you if you are extremely vague about your preferences but at least have a few ideas about some of your likes and dislikes. At a later stage you may choose to select Route 1 for a more comprehensive approach to career planning.

## **ROUTE 3**

### **- if you want to explore your existing career ideas in detail**

This route does not involve the computer in suggesting career ideas to you. You select occupations to investigate in more detail and compare with each other.

## **ROUTE 4**

### **- if you want some career ideas and want to plan your applications**

This route is useful if you have narrowed down your career choices and want to assess your chances of success and to plan how to approach application forms and CV construction.

Route 4 is the shortest route when used alone, but it is extremely valuable when you reach the applications and interview stage. It helps you provide evidence of individual skills and personal qualities.

If you are unsure which route is most appropriate for you, start with Route 1, as this is the most comprehensive of the four, or seek advice from a member of staff.

## **IS IT EASY TO USE?**

Yes, but it is worth remembering a few points to help you make the most of Prospects Planner.

You can access **Prospects Planner** from any PC on the university network **OR** from one of the PCs available in the Careers Service. You can use the program more than once to ensure you get the most out of it and your data will be stored and password protected for 12 months. Whichever method of access you choose, it is important that you stick to it.

If you choose to gain access via the university network you will need to click on the Start button followed by Applications. PCs available in the Careers Service display an icon for **Prospects Planner** on the desktop.

A new feature of the system is a **notepad facility** which allows you to make your own notes as you use the system, which can be saved until you next use the program.

Your data will be stored and password protected on the system for 12 months.

You are strongly recommended to make use of the **Local Information Screens** to help link in your use of **Prospects Planner** with other Careers Service facilities. There are 2 other levels of help available. Firstly **Help** which offers practical advice on using the system, and secondly, **Tell me More** for useful strategies on getting the most out of **Prospects Planner**.

## **AFTER USING Prospects Planner**

Remember to print out your profile and job lists for future reference, although when re-entering the system this is an option presented to you.

Keep a note of your user-name and password so you can return to the system to review and perhaps revise your choices. You may want to try out other routes.

Please regard **Prospects Planner** as one of the many facilities within the Careers Service. You will benefit from the program if used in conjunction with other information, and careers events taking place during the course of the year.

Try and explore any occupations of potential interest in greater detail via the Careers Library and Reception area. Some suggestions are :

- **Directions** - University Career Service Website.
- Careers Information Booklets, copies to take away in Reception
- Rainbow booklets, eg "Finding out Jobs, Employers and Vacancies" also available on our **Directions** Website
- "Careers Service Guide"
- Blue occupation files, held in the **Careers Library**:
- List of reference books (including many occupational titles) held in the **Careers Library**

- **PROSPECTS** web site
- "Computer Based Careers Guidance and Information", another source of help, eg Odyssey for details of a wider range of occupations.

An adviser will be pleased to discuss the results of your session(s) and any further action to be taken. Do come and see us if you feel dissatisfied with the outcome, particularly if your listing of job titles does not include specific occupations in which you are particularly interested. Arrange to see an adviser via our system in the Careers Library (interviews bookable on the day)

Finally; **Prospects Planner** is an interactive learning system which will require some commitment and interest. It may not suit every user. The Careers Service can suggest other options.

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<http://www.shef.ac.uk/careers/prospects/prospect.html#pro> (05/10/2004)


## ANEXO VI.VIII. VISITA VIRTUAL POR EL CESOF.


# DECIDE TU FUTURO menú de acceso directo...

- RESULTADOS ACADÉMICOS
- CUESTIONARIO 1: habilidades
- CUESTIONARIO 2: aficiones
- CUESTIONARIO 3: intereses
- CUESTIONARIO 4: autodiagnóstico
- RESULTADOS
- DOCUMENTACIÓN


Para pasar de pantalla haz clic sobre una opción del menú.  
Pulsa menú para volver al menú principal. Haz clic sobre EMPEZAR para borrar todos los datos y comenzar de nuevo. Pulsa SALIR para terminar.

  
**SALIR**

  
**Fichero**

  
**créditos**

  
**Usuario**

  
**EMPEZAR**

Pantalla inicial del programa CESOF

### Resultados académicos.

Marca con una cruz (X) el cuadro correspondiente a la nota obtenida en cada materia y curso que se te indican.

Notas :

- LENGUA 1(\*): Lengua propia de la Comunidad Autónoma, si es diferente del Castellano.
- En OP1 y OP2 pon la nota de las asignaturas optativas que has elegido.

RESULTADOS ACADÉMICOS																						
	CURSOS DE LA E.S.O.																					
	2º	3º	4º	2º	3º	4º	2º	3º	4º	2º	3º	4º	2º	3º	4º	2º	3º	4º	2º	3º	4º	
SOBRESAL.																						
NOTABLE																						
BIEN																						
SUFICIENTE																						
INSUFICIENTE																						
	LENGUA 1 (*)	CASTELLANO		LENGUA EXTRANJERA	MATEMÁTICAS		SOCIALES G. e H.		CC. NATURALES		PLÁSTICA VISUAL	TECNOLOGÍA	OP1	MÚSICA		OP2						

  
**borrar**

  
**MENÚ**

Rejilla de resultados académicos



# HABILIDADES

## CUESTIONARIO N°1

parte 2

Ns	cuestiones	1	2	3	4
21	Hacer actividades deportivas al aire libre.				
22	Idear o inventar cosas nuevas.				
23	Leer textos de cierta dificultad y comprenderlos.				
24	Llevar a cabo actividades físicas para estar en forma.				
25	Llevar a cabo las tareas propias de una casa.				
26	Llevar una contabilidad clara de mis gastos.				
27	Manipular, montar y desmontar aparatos y máquinas sencillas.				
28	Ordenar materiales.				
29	Organizar actividades para que las realicen los demás.				
30	Participar en actividades deportivas de grupo.				
31	Pensar rápidamente para solucionar mis problemas.				
32	Pintar cuadros.				
33	Presentar mis trabajos de forma impecable.				
34	Prever con todo detalle lo que voy a hacer.				
35	Realizar actividades deportivas de verdadero riesgo.				
36	Realizar actividades deportivas que exijan gran precisión.				
37	Realizar actividades deportivas que no exijan pertenecer a un equipo.				
38	Realizar actividades que requieran gran esfuerzo físico.				
39	Reflexionar sobre los grandes problemas de la vida e intentar comprenderlos.				
40	Realizar pequeños arreglos y chapuzas del hogar.				

**C.E.S.O.F.**

siguiente ►►

*Ejemplo de pantalla del Cuestionario 1: Habilidades*



# AFICIONES

## CUESTIONARIO N°2

parte 1

Ns	cuestiones	1	2	3	4
1	Aplicar conocimientos y operaciones matemáticas en la resolución de los problemas.				
2	Aportar soluciones nuevas a las situaciones de la vida.				
3	Aprender y practicar danza o baile.				
4	Arreglar máquinas y aparatos sencillos.				
5	Arreglar pequeños aparatos o útiles caseros.				
6	Asumir las decisiones del coordinador o jefe de equipo.				
7	Atender los problemas de la gente para ayudarla.				
8	Trabajar en un almacén, ordenando materiales.				
9	Conocer gente nueva.				
10	Coleccionar cosas.				
11	Controlar de manera constante mis gastos e ingresos.				
12	Controlar y exigir que se cumplan las actividades de grupo que yo he planificado.				
13	Coordinar un grupo de trabajo.				
14	Cuidar meticulosamente mi aspecto personal (aseo, vestido).				
15	Encontrar la mejor respuesta a los problemas y situaciones de la vida.				
16	Dedicar parte de mi tiempo a escribir pequeñas historias.				
17	Dedicar parte de mi tiempo a participar en actividades deportivas de grupo.				
18	Dedicar parte de mi tiempo a actividades deportivas que exigen gran precisión.				
19	Dedicar parte de mi tiempo a actividades al aire libre (montañismo, pasear, etc).				
20	Dedicar parte de mi tiempo a tareas del hogar.				

**C.E.S.O.F.**

siguiente ►►

*Ejemplo de pantalla del Cuestionario 2: Aficiones*



# INTERESES

## CUESTIONARIO N°3 parte 1

Ns	cuestiones	1	2	3	4
1	Me gustaría trabajar en algo relacionado con los montajes eléctricos.				
2	Me gustaría trabajar en algo relacionado con la sanidad, curar a los enfermos...				
3	Me gustaría trabajar como profesor en la universidad.				
4	Me gustaría trabajar organizando publicaciones de libros, de prensa.				
5	Me gustaría trabajar en un taller de automóviles.				
6	Me gustaría trabajar organizando tareas o actividades para la gente.				
7	Me gustaría trabajar en algo relacionado con las fuerzas armadas.				
8	Me gustaría trabajar en un banco o en algo relacionado con las finanzas.				
9	Me gustaría trabajar en algo relacionado con el cine o la televisión.				
10	Me gustaría trabajar como escritor o haciendo guiones para radio, cine o TV.				
11	Me gustaría trabajar como vendedor o dependiente.				
12	Prefiero trabajar en tareas que impliquen relacionarme con la gente.				
13	Me gustaría trabajar en las fuerzas armadas conduciendo vehículos, camiones, etc.				
14	Me gustaría trabajar en un vivero de plantas.				
15	Me gustaría trabajar en organización de empresas.				
16	Me gustaría trabajar en algo relacionado con la cría de animales.				
17	Me gustaría trabajar en la restauración de obras de arte.				
18	Me gustaría trabajar como contable.				
19	Me gustaría ser funcionario de ayuntamiento o de la administración general.				
20	Me gustaría trabajar en la construcción de aparatos o máquinas difíciles/complejas.				

**C.E.S.O.F.**

siguiente ►►

*Ejemplo de pantalla del Cuestionario 3: Intereses*



# DEL PROCESO DE APRENDIZAJE

## AUTODIAGNÓSTICO

### CUESTIONARIO N°4 parte 2

Ns	cuestiones	1	2	3	4
21	Para poder concentrarme, evito ruidos molestos (radio, televisión, otros ruidos).				
22	Preparo mis trabajos y exámenes con tiempo suficiente.				
23	Sé que con trabajo y esfuerzo puedo lograr lo que me proponga.				
24	Respeto rigurosamente mi horario y plan de estudio.				
25	Sé cómo sentarme y cómo ha de ser la luz más adecuada para evitar el cansancio.				
26	Sé concentrarme, cuando estudio o realizo mis deberes o cuando estoy en clase.				
27	Cuando leo los temas de estudio, intento comprender las ideas y los conceptos.				
28	Sé pedir ayuda cuando no comprendo algo o no sé realizar un trabajo.				
29	Preparo todos mis trabajos, incluso los de las asignaturas que menos me gustan.				
30	Sé que estudiar y esforzarse siempre sirve aunque sea difícil encontrar trabajo.				
31	Sé subrayar lo más importante de cada tema.				
32	Siempre que pongo más interés, mi rendimiento es mucho mayor.				
33	Soy constante en mi estudio.				
34	Tengo un plan de trabajo escrito con buena distribución de tiempo por asignatura.				
35	Todos los días estudio, al menos, dos horas además de las clases.				
36	Valoro adecuadamente el esfuerzo y el compromiso personal para mi formación.				
37	Voy teniendo las ideas bastante claras de lo que quiero ser dentro de unos años.				
38	Después de leer un tema y comprenderlo hago anotaciones y preparo esquemas-resumen.				
39	Comienzo a estudiar relajado y concentrado exactamente en lo que voy a hacer.				
40	Oriento mi trabajo de acuerdo con lo que me he propuesto en la vida.				

**C.E.S.O.F.**

siguiente ►►

*Ejemplo de pantalla del Cuestionario 4: Autodiagnóstico*





# DOCUMENTACIÓN

	TECNOLÓGICO	NATURALEZA Y SALUD	HUMANIDADES SOCIAL	ARTÍSTICO
BACHILLERATOS	Bachillerato tecnológico	Bachillerato de las CC. de la naturaleza y la salud	Bachillerato de humanidades y CC. sociales	Bachillerato artístico
CICLOS FORMATIVOS	Ciclos formativos del ámbito tecnológico	Ciclos formativos del ámbito de la naturaleza y salud	Ciclos formativos del ámbito de humanidades y CC. sociales	Ciclos formativos del ámbito artístico
PROGRAMAS DE GARANTÍA SOCIAL	Programas de garantía social del ámbito tecnológico	Programas de garantía social del ámbito de la naturaleza y salud	Programas de garantía social del ámbito de humanidades y CC. sociales	Programas de garantía social del ámbito artístico
MUNDO LABORAL	Actividades del mundo laboral relacionadas con el ámbito tecnológico	Actividades del mundo laboral relacionadas con el ámbito de la naturaleza y salud	Actividades del mundo laboral relacionadas con el ámbito humanidades y CC. sociales	Actividades del mundo laboral relacionadas con el ámbito artístico

*Vinculaciones de los bachilleratos con los estudios universitarios.*

( ) MENÚ



# DOCUMENTACIÓN

## BACHILLERATO CIENCIAS DE LA NATURALEZA Y DE LA SALUD

**PLAN DE ESTUDIOS**  
*ASIGNATURAS Y HORARIO SEMANAL*

Las asignaturas de los nuevos Bachilleratos se agrupan en comunes, de modalidad y optativas. Son asignaturas obligatorias las comunes a todas las modalidades y las propias de cada modalidad.

Las asignaturas optativas son diferentes según la modalidad. No obstante, se podrá elegir también como optativa una asignatura propia de la modalidad que se estudie y que no corresponda a la opción que se haya elegido, así como una asignatura propia de otra modalidad que imparte el centro, diferente de la que se curse.

El Bachillerato consta de dos cursos de duración:

**Primer curso:**

Los alumnos habrán de cursar las cinco materias comunes, tres materias de modalidad y una optativa. La optativa habrá de ser elegida de entre el grupo de optativas. No obstante, siempre que las posibilidades organizativas de los centros lo permitan, se podrá elegir como optativa una materia de modalidad de otro bachillerato. Las materias de otra modalidad que puedan elegir los alumnos serán siempre de las modalidades que el centro tenga autorizadas.

Ámbito anterior

Ámbito siguiente

Opción anterior

( ) MENÚ

Opción siguiente

*Ejemplos de pantallas del apartado “Documentación”*

# RESULTADOS

**MIS RESULTADOS ESCOLARES SON:**

**Buenos**

**MI PROCESO DE APRENDIZAJE ES:**

**Muy Alto**

*mi primera opción es:*

**Bachillerato**

*mi segunda opción es:*

**Ciclo Formativo**

ámbitos	tecnológico	cc. de la natur. y salud	humanidades sociales	artístico
HABILIDAD	manipulativa	cognitiva	cognitiva	artística
	organizativa	deportiva	social	cognitiva
	administrativa	social	administrativa	manipulativa
	cognitiva	manipulativa		
AFICIÓN	realista	intelectual	intelectual	intelectual
	intelectual	emprendedor	social	artística
	convencional	convencional	emprendedor	emprendedor
		deportiva	convencional	
	social			
INTERÉS PROFESIONAL	administrativo eco.	agropecuaria	humanidades/ social	artística
	científico-tec	trabajo indep.	trabajo indep.	trabajo indep.
	agropecuaria	salud	orden público	
	trabajo indep.	humanid/ social	administrativo eco.	
orden público				
TOTALES	<b>5</b>	<b>8</b>	<b>5</b>	<b>1</b>

siguiente >>

*Ejemplo de pantalla de “Resultados”*

## ANEXO VI.IX. VISITA VIRTUAL POR EL ORIENTA 2002.

Programa de Orientación - Departamento de Orientación

**Carreras**

Lugares - Nota de Corte

Requisitos - Perfil

Salidas y Perspectivas

Asignaturas - Plan de Estudios

Pasarelas entre Carreras

Imprimir Carrera elegida

Seleccionar otra Carrera

Retroceder

**Administrac. y Direc. de Empresas (L)**

LUGAR	Notas de Corte
ALCALA DE HENARES U.	5,5
ALACANT U. - Sant Vicent Raspeig	5,4
ALMERIA U.	5,0
BARCELONA UNIVERSITAT	6,3
AUTONOMA U. (Barcelona-Bellaterra)	6,2
OBERTA DE CATALUNYA U.	-
POMPEU FABRA U. Barcelona	7,6
RAMON LLULL U. Barcelona (Privada)	-
INTERNACIONAL DE CATALUNYA (Priva)	-
BURGOS U.	5,0
CADIZ U.	5,0
CANTABRIA U. - Santander	5,9
CASTILLA LA MANCHA U. - Albacete	5,0
Ciudad Real (U. CAST. LA M.)	5,2
Cuenca (U. CAST. LA M.)	5,0
Toledo (U. CAST. LA M.)	5,0
CATOLICA DE AVILA U. (Privada)	-
CORDOBA U. y Belmez	5,0
DEUSTO UNIVERSIDAD (Privada)	-
M. HERNANDEZ U. (Elche, Altea, S. Juan)	5,1

Selección de Carreras:

**AYUDA**

Ojea los datos de la carrera y luego puedes imprimirlos si deseas en la opción de imprimir.

Programa de Orientación - Departamento de Orientación

Anticuario

Arte Dramático

**Auxiliar de vuelo**

Canto

Ciencias del Seguro

Cine y audiovisuales

Conservación y Restauración

Criminología

Danza

Dirección de Empresas

Diseño

Diseño y Moda

Encuestador

**Asignaturas - Plan de Estudios**

- LUGARES

Islas Baleares, Las Palmas de Gran Canaria, Madrid, Sevilla, etc.

Centro de Nuevas Profesiones.

- REQUISITOS

COU, Bachillerato

Realizar pruebas de aptitud

Superar un examen de idiomas

- TITULACION

Titulos privados, organizados por las diferentes compañías.

- PLAN DE ESTUDIOS

Duración: uno o dos años

Hostelería

Legislación aeronáutica

Medicina

Psicología

Meteorología

Clases de micrófono

Instrucción artístico-turística

Prácticas de salvamento y Socorri

**AYUDA**

Selecciona una carrera de la lista.

Ejemplos de pantallas del apartado "Información" para Bachillerato

### Consejo Orientación

Introduce tus cualidades

En Letras tengo más de 5,5  
Y también tengo más de 6,5 - en Letras  
Y también tengo más de 7,5 - en Letras  
En Ciencias (Mates, Fís.) tengo más de 5,5  
Y también tengo más de 6,5 - en Ciencias  
Y también tengo más de 7,5 - en Ciencias  
Se me dan bien las Matemáticas  
Se me da bien la Física o la Química  
Se me dan bien las Cienc. Natu. o Biología  
Se me dan bien los Idiomas  
Se me da bien el Dibujo Técnico  
Muy bueno/a en una asignatura artística  
Razono o reflexiono con facilidad  
Razono y opero bien con números  
Facilidad de expresión por escrito  
Facilidad de expresión hablando

Ver resultados

### AYUDA



Selecciona tus CUALIDADES con el ratón y cambiará el color.



Si te equivocas pulsa de nuevo el ratón.  
Hay muchas pantallas.  
Pincha Ver resultados cuando acabes.

### Consejo Orientación

Introduce tus gustos

Estudiar la psicología de las personas  
Ocuparse de enfermos  
Investigar protección del medio ambiente  
Dibujar o pintar  
Hacer documentales y reportajes  
Corregir los defectos de pronunciación  
Trabajar en una embajada  
Defender a alguien en un juicio  
Dirigir sección de ventas de una empresa  
Enseñar  
Ensayar productos en un laboratorio  
Curar animales enfermos  
Descubrir nuevas fuentes de energía  
Hacer cine como director/a  
Dirigir juegos o debates en radio o TV  
Defender los derechos de un cliente

Ver resultados

### AYUDA



Selecciona tus INTERESES con el ratón y cambiará el color.



Si te equivocas pulsa de nuevo el ratón.  
Hay muchas pantallas.  
Pincha Ver resultados cuando acabes.

Programa de Orientación - Departamento de Orientación

### Consejo Orientación

Media de los dos - IMPRIMIR

### AYUDA

Estas son tus puntuaciones medias. Si no estás muy de acuerdo repite y matiza más tu selección.

Pulsa el botón imprimir los resultados, o acabar.

#### RESULTADOS - MEDIA DE LOS DOS

Cien.de la Educación Trabajo Social	6.0
Ciencias de la Salud	5.6
Humanidades: Geogr. Hist. etc	4.8
Económicas y Empresariales	4.6
Derecho y Administración	4.5
Ingenierías Técnicas (3 años)	4.4
Ingenierías Superiores (5 años)	4.1
Filologías	4.0
Cien. de la Información Relac. Públ	3.7
Ciencias: Biología, Física, etc	3.5
Agroalimentario	3.3
Artístico	1.6

Imprime    Guardar resultados en disco    Acabar

Ejemplo de resultados globales de del apartado “Consejo orientador” para Bachillerato

Programa de Orientación - Departamento de Orientación

### Cuestionarios

### AYUDA

Con el ratón cambia los carteles: Sufic. Bien..  
 Pon las notas de este curso o del anterior.  
 Cuando acabes pincha en Ver Resultados

Cuestionarios	Carteles	Not
Media de tus notas en Lengua	Suficiente	*
Media de tus notas en Mates	Bien	*
Media de tus notas en Idiomas	Suficiente	*
Media de tus notas en Geografía - Historia	Suficiente	*
Media en Ciencias Naturales: Física - Química	Bien	*
Media en C. Naturales: Biología y Geología	Bien	*
Media de tus notas en Educación Plástica	Suficiente	*
Media de tus notas en Tecnología	Bien	*
Estudio 5 o 6 días a la semana	a menudo	**
Hago los deberes y también estudio	a menudo	**
Cumplo lo que me había propuesto		
Estudio unas dos horas al día		
Tengo buena memoria		
Me concentro con facilidad		
Repaso y completo mis apuntes		
Procuró llevar todo al día		
Soy bastante organizado, metódico		

Ver Resultados    Acabar

Ejemplo de pantalla del cuestionario “Bachillerato o F.P. de G.M.”

Elige una familia. Y luego pincha un título a la izquierda.

**FAMILIAS - TITULOS**

- < ACTIVIDADES AGRARIAS
- < ACTIVIDADES FISICAS Y DEPORTIVAS
- < ACTIVIDADES MARITIMO PESQUERAS
- < ADMINISTRACION
- < ARTES GRAFICAS
- < COMERCIO Y MARKETING
- < COMUNICACION, IMAGEN Y SONIDO
- < EDIFICACION Y OBRA CIVIL
- < ELECTRICIDAD Y ELECTRONICA
- < FABRICACION MECANICA
- < HOSTELERIA Y TURISMO
- < IMAGEN PERSONAL
- < INDUSTRIAS ALIMENTARIAS
- < MADERA Y MUEBLE
- < MANTENI.Y SERVICIOS A LA PRODUCCION

**Buceo de media profundidad**

Máquinas e instalaciones del buque  
Operaciones de cultivo acuícola  
Pesca y transporte marítimo

Podré trabajar como... en...

Soldador subacuático, en obras hidráulicas  
Reportajes gráficos, filmación bajo el agua  
En explosivos, tomador de muestras, ensayos..

Si te haces un lío con los títulos, pulsa aquí. Retroceder

## Formación Profesional Grado Medio

Ejemplo de pantalla de información del apartado "F.P. de G.M."

Programa de Orientación - Departamento de Orientación

### Itinerarios

	Artes	Humanidades	Cienc. Sociales	Ciencias Ingeni. Salud	Tecnología	Forma Pro	
Carreras							Imprime Carreras y F.P. Selectividad
2 Bachi							
1 Bachi							
ESO 4º							

**Itinerarios**

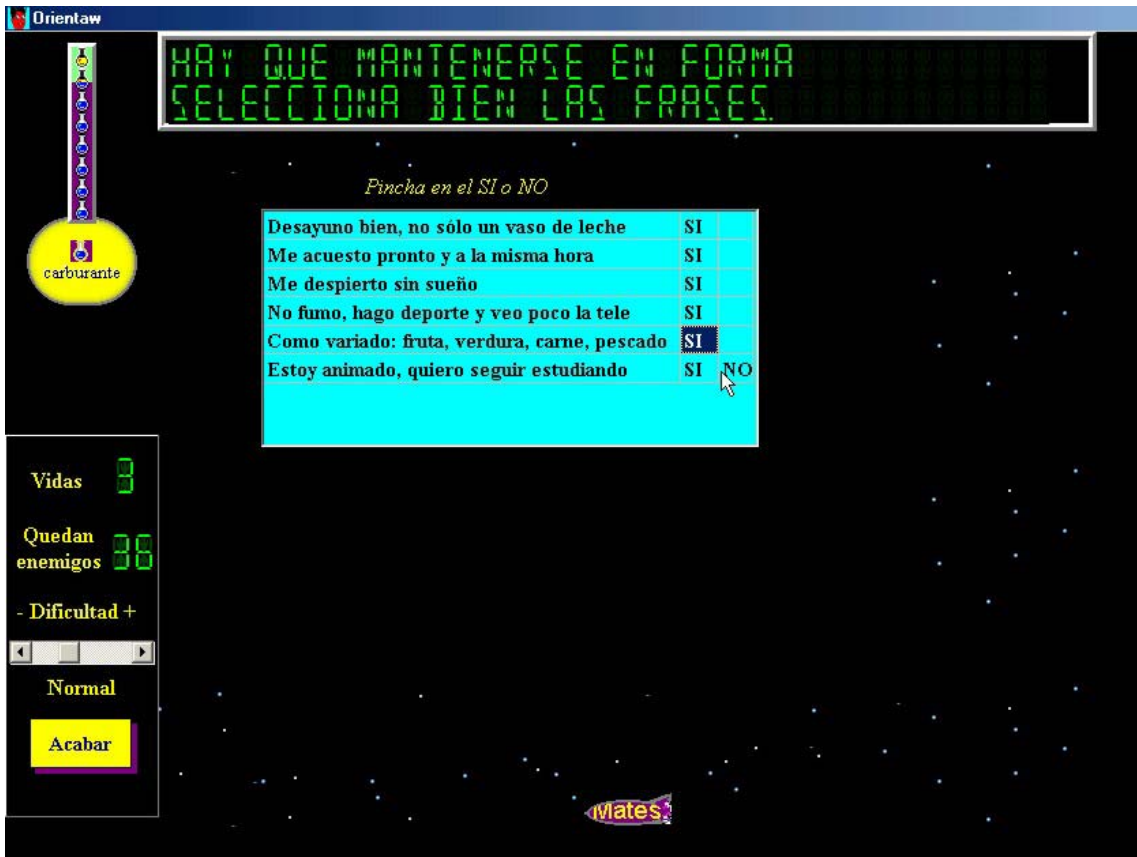
**Retroceder**

**Viaje Itinerarios**

**AYUDA**

Ya puedes ir pulsando todos los botones y flechas que te interesan. Luego podrás hacer un viaje espacial por los itinerarios: es el botón viaje.

Captura de pantalla del apartado "Itinerarios" para ESO



Ejemplos de pantallas del “Bachillerato espacial”

## CUESTIONARIO EVALUACIÓN SAVI-2000 (Rivas, 2000)



**ESTUDIANTE:** .....

**Fecha:** .....

Como usuario que has utilizado el SAVI-2000, este cuestionario trata de evaluar las características del sistema informático de asesoramiento vocacional. Responde a todas las cuestiones, tu información permitirá mejorar el SAVI-2000.

### I) EVALUACIÓN GLOBAL DEL SISTEMA: SAVI-2000

En el cuadro siguiente, evalúa el funcionamiento general del sistema en los apartados que figuran como **CONTENIDO DE EVALUACION** y **CARACTERÍSTICAS**. Utiliza la escala: **A: Muy Alta o Mucha; B: Alta o Bastante; C: Poca o Escasa; D: Nada o Nula**, según el sentido de la característica a evaluar. **RODEA LA RESPUESTA.**

<i>CONTENIDO DE EVALUACIÓN</i>	<i>CARACTERÍSTICA</i>	<i>RESPUESTA</i>			
		<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
<i>DISEÑO GRÁFICO DE LAS PANTALLAS</i>	ATRACTIVO ESTÉTICO	A	B	C	D
<i>DISEÑO DEL ENTORNO INTERACTIVO</i>	VARIADO SUGERENTE	A	B	C	D
<i>INSTRUCCIONES de funcionamiento del sistema</i>	FACILIDAD	A	B	C	D
<i>INSTRUCCIONES de aplicación de las pruebas</i>	COMPRESIBILIDAD	A	B	C	D
<i>INSTRUCCIONES para continuar trabajando</i>	FACILIDAD	A	B	C	D
<i>CONTENIDO PSICOLÓGICO, presentación</i>	COMPRESIBILIDAD	A	B	C	D
<i>CONTENIDO PSICOLÓGICO, explicación</i>	UTILIDAD para el asesoramiento	A	B	C	D
<i>FORMATO para dar las respuestas</i>	FACILIDAD	A	B	C	D
<i>CONTENIDO PSICOLÓGICO, textos escritos</i>	COMPRESIBILIDAD	A	B	C	D
<i>CONTENIDO PSICOLÓGICO, aprendizaje</i>	UTILIDAD para el asesoramiento	A	B	C	D
<i>RESULTADOS en cada fase, gráficos y datos</i>	COMPRESIBILIDAD	A	B	C	D
<i>RESULTADOS: mensajes que los interpretan</i>	ADECUACIÓN A MI CASO	A	B	C	D
<i>RESULTADO FINALES: Toma de Decisión GV</i>	AYUDA para mi asesoramiento	A	B	C	D
<i>RESULTADOS IMPRESOS</i>	CANTIDAD/CALIDAD	A	B	C	D
<i>ITINERARIO, de estudios</i>	UTILIDAD para el asesoramiento	A	B	C	D
<i>PLAN VOCACIONAL</i>	UTILIDAD para el asesoramiento	A	B	C	D
<i>Palabras rojas de ampliación, despleables</i>	Grado de UTILIZACIÓN	A	B	C	D
<i>Gráficos o textos de ampliación despleables</i>	Grado de UTILIZACIÓN	A	B	C	D
<i>Mensajes de Control de respuestas</i>	UTILIDAD para el asesoramiento	A	B	C	D
<i>Icono en pantalla: "MÁS DATOS"</i>	Grado de UTILIZACIÓN	A	B	C	D
<i>Ocion en pantalla: "DATOS ORIENTADOR"</i>	Grado de UTILIZACIÓN	A	B	C	D
<i>BOTÓN: AYUDA (audio y video)</i>	Grado de UTILIZACIÓN	A	B	C	D
<i>BOTÓN: RUTA</i>	Grado de UTILIZACIÓN	A	B	C	D
<i>BOTÓN: SABER MÁS</i>	Grado de UTILIZACIÓN	A	B	C	D
<i>BOTÓN: INFORMACIÓN VOCACIONAL</i>	Grado de UTILIZACIÓN	A	B	C	D
<i>BOTÓN MÚSICA</i>	Grado de UTILIZACIÓN	A	B	C	D



## II) EVALUACIÓN DE LAS FASES Y PARTES DEL SAVI-2000

### Primero: Cumplimentar las celdillas:

SESI (Sesiones empleadas 1°. 2°. 3°...etc)

T: Tiempo en minutos empleados en cada fase

### Segundo: TRABAJO EN EL SAVI-2000

En cada una de las fases y sus correspondientes pruebas o instrumentos que forman el **SAVI-2000**, evalúa el **DISEÑO** gráfico es interactivo; el **CONTENIDO** psicológico y vocacional de los textos; las instrucciones y forma de dar las respuestas en la **AUTOAPLICACIÓN** y la interpretación de los **RESULTADOS** presentados en forma de mensajes, datos o gráficos.

### Aplicar las escalas siguientes, rodeando las respuestas correspondientes:

**DISEÑO:** A) Excelente, B) Bueno, C) Regular, y D) Deficiente

**CONTENIDO:** A) Muy atractivo, B) Interesante, C) Aburrido y D) Confuso

**AUTOAPLICACIÓN:** A) Muy sencilla, B) Sencilla, C) Compleja y D) Muy difícil

**RESULTADOS:** A) Muy comprensibles, B) Comprensibles, C) Oscuros, D) Incomprensibles

TRABAJO DE ASESORAMIENTO EN EL SAVI-2000																			
FASE VOCACIONAL	sesi	T	DISEÑO				CONTENIDO				APLICACIÓN				RESULTADOS				
I. DV: Intereses DV: Preferencias RESULTADOS			A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
			A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
			A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
II. Cognición: RV			A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
III Motivaciones: REX			A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
IV Indecisión Vocacional:IDV			A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
V Capacidades: DVI Capacidades: DVII Capacidades: RHI Capacidades: Rdeductiv. Capacidades: Memoria INTERPRETACIÓN			A	B	C	D	A	B	C	D	A	B	C	D					
			A	B	C	D	A	B	C	D	A	B	C	D					
			A	B	C	D	A	B	C	D	A	B	C	D					
			A	B	C	D	A	B	C	D	A	B	C	D					
			A	B	C	D	A	B	C	D	A	B	C	D					
			A	B	C	D											A	B	C
VI Cult/Conoc: Científicos Cult/Conoc: Humanísticos INTERPRETACIÓN			A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
			A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
			A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
VII TOMA DECISIONES: GV Plan Vocacional			A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
			A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
INFORMACIÓN VOCACIONAL			A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
SABER MÁS			A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
AYUDA			A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	

### OBSERVACIONES:

.....

## ANEXO VI.XI. LISTADO DE REFERENCIAS SOBRE EL PAPEL DEL ORDENADOR EN EL ASESORAMIENTO VOCACIONAL.

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(Sampson, Sankofa-Amammere y Reardon, 1998)

Esta bibliografía contiene citas relacionadas con el diseño y uso de sistemas CACG en un contexto multicultural. La idea es promover un mayor conocimiento de los problemas socio-económicos, culturales, filosóficos, teóricos y prácticos relacionados con el multiculturalismo y mejorar la calidad de la teoría, investigación, práctica y política pública asociada con el servicio de planificación de la carrera con la ayuda del ordenador en poblaciones multiculturales diversas. Los autores de esta bibliografía reconocen y afirman que la cultura puede influir en qué clientes consideran tener un problema, cómo ellos lo expresan, a quién buscan para que los ayude y las estrategias del tratamiento que ellos prefieren. El diseño, distribución y evaluación de los servicios de asesoramiento son todos, de manera directa o indirecta, influenciados por valores culturales y tradiciones.

En la revisión de Sampson, Sankofa-Amammere y Reardon (1998), sólo unas pocas citas tratan específicamente del diseño y uso de sistemas CACG en un contexto multicultural, incluyéndose primero citas más generales relacionadas con la influencia de los problemas multiculturales en el desarrollo del asesoramiento y la planificación de la carrera, que pueden tener su peso sobre el diseño y uso de sistemas CACG. Aquí sólo vamos a relacionar aquellas que tratan específicamente con sistemas CACG.

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Esta bibliografía incluye investigaciones sobre el impacto de uno o más sistemas CACG en varias poblaciones. Integra citas de evaluación y de investigación de cada sistema CACG. La

intención es proporcionar una fuente comprensiva de investigación y evaluación de estos sistemas. Es necesario, sin embargo, precisar que es peligroso hacer generalizaciones sobre la equivalencia de versiones diferentes de un mismo sistema CACG, pues, en la mayoría, se han ido produciendo numerosos y sustanciales cambios con el paso del tiempo, ya que no sería lógico retener características de una versión que no eran eficaces, en versiones revisadas.

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## BIBLIOGRAFÍA SOBRE SISTEMAS CONCRETOS

La bibliografía se organiza de la siguiente forma: sistemas, investigación y teoría, informes de investigación y evaluación, descripciones de los programas y materiales de soporte. El primer punto (sistemas) identifica versiones actuales de cada uno de los CACG. Investigación y teoría incluye la teoría y la investigación que ha orientado el desarrollo de los sistemas. Los informes de investigación y evaluación incluyen investigaciones de los efectos de la aplicación de cada sistema en diversas poblaciones. Las descripciones del programa incluyen informes del uso dentro de diversas organizaciones. Los materiales de apoyo incluyen materiales impresos o basados en el vídeo, para profesionales y usuarios individuales, que se diseñan para mejorar la eficacia de cada uno de los sistemas.

## CHOICES

(Sampson, Reardon y Rudd, 1998)

La bibliografía sobre el sistema Choices contiene referencias a los siguientes CACGS:

Career Futures

Choices

Choices CT (for Adults in Career Transitions)

Choices Jr

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## DISCOVER

(Sampson, Reardon y Rudd, 2000)

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CareerNet

DISCOVER (Mainframe Version)

DISCOVER II

DISCOVER for Micros

DISCOVER for Schools

DISCOVER for Adult Learners

DISCOVER for Organizations

DISCOVER for Colleges and Adults

DISCOVER for High Schools

DISCOVER for Junior High and Middle Schools

DISCOVER MULTIMEDIA

DISCOVER (DOS Version)

DISCOVER (Windows Version)

DISCOVER (CD-I Version)

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VISIONS

VISIONS PLUS

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## SIGI PLUS y SIGI

(Sampson, Reardon y Rudd, 1998)

La bibliografía sobre los sistemas SIGI PLUS y SIGI contiene referencias a los siguientes

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