

**MANUAL  
'ANTIFRAGILITY  
IN  
CAREER GUIDANCE'**

**July 2024**



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## PREFACE

This document has been developed within the framework of the Erasmus+ project titled 'Innovative European Career Guidance.'

It is an unplanned outcome that emerged during the workload of another project result specifically assigned to the Spanish partner, the Employment Agency of Madrid: a Training Module focused on the concept of antifragility in career guidance.

The concept of antifragility originates from the pioneering ideas of Nassim Nicholas Taleb. Unlike traditional notions of resilience—which emphasise merely enduring challenges—antifragility involves leveraging adversity to foster growth and innovation. As we navigate a landscape marked by technological disruptions, economic fluctuations, and shifting societal norms, the antifragile mindset equips individuals with the tools necessary to adapt and flourish. This approach encourages professionals to view challenges as opportunities for learning and development rather than obstacles to be avoided. By cultivating an antifragile career strategy, individuals can enhance their adaptability, creativity, and overall effectiveness in the workplace.

Due to the complexities involved in developing training content for such a challenging topic, the Spanish staff engaged in intensive research and study, thanks in large part to the invaluable contributions of Antonio Pastor. The result is a manual that provides an overview of the concept of antifragility in career guidance, along with a questionnaire designed to evaluate personal antifragility. This questionnaire will be introduced and utilised in piloting activities by the Employment Agency in Madrid. It is also supported by practical materials such as a scoring scale, a table for collecting results, and a detailed interpretation guide.

The project consortium is pleased to present this manual to a broader audience and is eager to gather feedback and opinions to enhance and update it in future versions.

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## 1. INTRODUCTION TO THE CONCEPT OF ANTIFRAGILITY IN CAREER GUIDANCE

Antifragility is a concept introduced by Nassim Nicholas Taleb that refers to systems, entities or individuals that benefit from disorder, uncertainty or stress. Antifragility exists in all aspects of the social and natural world that undergo significant changes over time.

This conceptual framework acquires special relevance in the context of the profound transformation driven by globalisation, technological innovation and the digitalisation of the economy. The interaction of these factors has created an increasingly interdependent world which has introduced disruptive changes of an unpredictable nature in all areas of our lives, both personally and collectively.

In recent years, the term **VUCA** has gained recognition to define this new reality. This term is an acronym that brings together a set of four properties:

- **Volatility:** Refers to a continuously changing, unstable, and unpredictable environment where events occur at an enormous speed.
- **Uncertainty:** Inability to predict the future and our actions and decisions in response to the course of events, even with high levels of knowledge.
- **Complexity:** Complex systems are made up of a large number of highly interconnected and interacting parts, which makes it extremely difficult to understand and manage the context and identify clear cause-and-effect relationships.
- **Ambiguity:** It manifests itself as the absence of clarity to understand the relationships and influences between the elements that are present in the environment, which leads us to interpret a given situation in a vague, incomplete, diffuse or even contradictory way.

Dealing with the VUCA dynamic requires perceiving, evaluating, reflecting, making sense of, and permanently monitoring the external and internal environment.

Some experts think that the term VUCA is beginning to become obsolete, especially after the great health crisis precipitated by the pandemic and its countless ramifications. As a possible successor to the VUCA environment, a new term, **BANI**, emerges: Brittle, Anxious, Non-linear, and Incomprehensible.

As its creator, Jamais Casio, indicates in his article Facing the Ages of Chaos, "we are in an era of intense chaos, which almost violently rejects the structure", so VUCA is no longer sufficient. "We need a framework that makes sense not only of today's world but also of its consequences. Such a framing would allow us to illustrate the scale of the disruptions and the chaos underway and to consider what kind of responses would be helpful. Ideally, it would serve as a platform to explore new adaptive strategies."

BANI is substantially different from VUCA because it defines a reality of chaos and confusion that goes beyond the instability and uncertainty that VUCA referred to. More than describing the environment, what BANI seeks is to give meaning to a world in constant change; that is, not what happens outside but how it affects me and makes me face a more complex context

than the one described by VUCA.

VUCA and BANI propose simplified representations of reality developed with the aim of better understanding the context in which we live, but they are not mutually exclusive. In fact, we may be living in a BANI scenario within a wider VUCA environment.

VUCA would be better suited to describe situations where change is rapid, unpredictable and difficult to understand. The COVID-19 pandemic is a clear example of a VUCA scenario. BANI would be more pertinent to describe situations in which change is deeper, systemic and has a significant emotional impact. The climate crisis is an example of a BANI scenario.

VUCA focuses on the characteristics of the external environment. BANI focuses on how the environment affects people and organisations. VUCA is a useful framework for understanding rapid and unpredictable change. BANI is a useful framework for understanding deep and systemic change.

Both terms describe a highly unpredictable environment in which the search for absolute stability can paralyse decision-making and compromise the development of long-term projects. Success in a VUCA or BANI world involves adaptability, flexibility, constant training, improved management skills, creative thinking, and the ability to act even when one is not fully informed and cannot rely on previous experience.

These same elements have also become catalysts for a profound transformation in the current labour market. Careers do not follow predictable trajectories, as they are influenced by complex and unpredictable factors. In recent years, the digital revolution, automation, the growth of platforms or temporary, casual jobs (Gig Economy), disintermediation and the vertical disintegration of many companies have led to the disappearance of jobs, as well as a change in the type of jobs offered by companies and the professional skills needed to perform them. This context requires a new mindset and new leadership based on an exploratory approach, openness to unexpected opportunities and the ability to adapt professional options in response to changes and challenges in the job market.

In this ever-evolving professional landscape, adopting the principles of antifragility can be a transformative approach. By choosing strategies that prioritise adaptability, continuous improvement and genuine relationships, professionals can better navigate the unpredictable, build resilience and thrive in an environment that rewards growth, innovation, and the ability to evolve in the face of challenges.

The process of digitalisation in all sectors of the economy requires professionals with training in a variety of disciplines, hybrid profiles inspired by a dynamic and non-linear vision of professional development, capable of combining traditional and technological professions.

This paper aims to identify and introduce key ideas and concepts related to antifragility to incorporate them into a training program for a new generation of European career counsellors, which can help people adapt to the challenges of the changing labour market and improve their career path through continuous learning, skills acquisition, upgrading, retraining and the support of transition processes.

The program addresses the key dimensions in the field of career guidance: complexity and

uncertainty, adaptability and flexibility, capacity for reflection and analysis, and autonomy in decision-making, as well as strategies for adapting and managing the professional career as a dynamic process in an ever-changing work environment.

Currently, the ability to learn and adapt to this new reality is the most essential job skill. According to the World Economic Forum's "Future of Jobs Report 2023", more than 85% of the jobs of the future have not yet been invented and more than half of those that we know today will be gone in the next thirty years.

The post-pandemic labour market has become more flexible and dynamic and presents opportunities to make individual or collective transitions to new professional fields. The decisive element in a world that has become "VUCA" is to stay consistently informed about the evolution of the labour market and to continue developing new skills. In addition, employability is increasingly related to skills that are not acquired in the framework of formal education.

Labour shortages in many sectors also encourage labour mobility, the need for continuous training and more frequent career changes.

The reconversion of careers already affects almost one in two workers (48%) in the EU. Many of these people have already considered, started or transitioned to new careers. Career transitions have also been precipitated as a result of the pandemic, which has forced companies to quickly adapt to remote work environments and significant and unpredictable economic changes.

[The Training Modules](#) developed in the framework of the project 'Innovative European Career Guidance' address the preparation of future career counsellors in antifragility, mindset building, ikigai (the "raison d'être" of a person, what gives it meaning and makes it worth existing), advice and strategies for career planning and pedagogical approaches to career guidance based on competence intelligence, continuous learning of technical and personal skills and the recycling and improvement of skills, especially with regards to digital skills.

The concept of skills intelligence emerged in the first decade of the twenty-first century and refers to the ability to identify, acquire and apply the skills that are in demand today and that will be decisive in the future labour market, including:

- The qualifications are currently in demand in the labour market.
- Future labour market trends, demands and challenges
- The expectancy of the most demanded competencies.
- How to address skills shortages and imbalances.
- The tailoring of available education and training to provide relevant educational and career guidance and advice.
- The a need to be persevering and repetitive.
- The importance of identifying gaps to be filled and skills to be developed in the context of career guidance that help job seekers take advantage of new opportunities.

The areas in which intelligence has an impact on skills include:



- Adapting to ever-changing demand
- Promoting innovation and creativity
- Preparing for the future

Interpersonal skills (soft skills) such as empathy, communication, teamwork and self-knowledge will be transversal in the vast majority of professions and will have a growing relevance in the work environment and the employment search, but also in the construction of social capital based on networks of contacts.

The most in-demand technical skills (hard skills) will be those related to the digitalisation of processes and technological advances, especially:

- Technological expertise and the use of digital tools and skills (software, computer applications, etc.)
- Design, programming and monitoring of applied technologies.

The need for continuous learning also encourages reskilling and upskilling as fundamental tools to strengthen personal responsibility and active participation in career planning and development.

Effective planning, a goal-oriented mindset, curiosity, seeking new educational opportunities, tenacity, adaptability, positivity and a willingness to take risks are essential attributes for people embarking on relocation processes. Connectivity, financial planning, and a healthy work-life balance will also play a role in career success.

The post-pandemic world has brought with it profound changes that pose new challenges to career counsellors. Both the labour market and society have been affected by these changes. Today's job market requires unique knowledge and favours people who are flexible, self-directed, willing to work in teams, who learn quickly and who share a common vision.

The new generation of workers will be distinguished by:

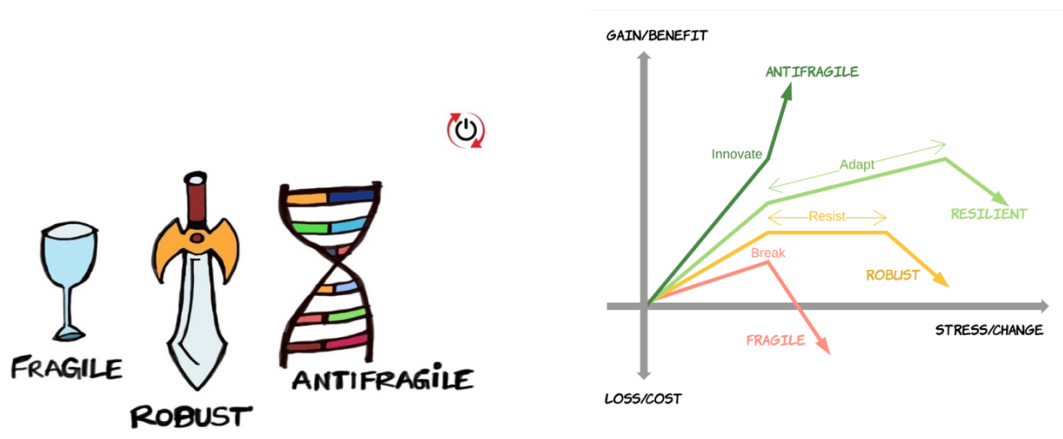
- A multidisciplinary experience
- The digital transformation of professions
- Greater autonomy in the performance of their work
- Specialisation in one's area of competence
- The development of project and collaborative work
- Globalisation will involve working in different territories and cultural environments.

## **2. THE CONCEPT OF ANTIFRAGILITY. THE SPECTRUM OF TALEB'S TRIAD**

As we have mentioned, antifragility is the ability to benefit from chaos, uncertainty, randomness and chance. More technically, Taleb defines antifragility as a nonlinear response to the complexity of a world that turns unpredictable by the increasing difficulty of establishing clear cause-and-effect relationships.

The two key components of antifragility are information and direct experience that interact reciprocally in a feedback loop where the learning capacity is built from direct experience, and the information acquired allows for more coherent and adaptive responses.

According to Taleb's Triad, at one extreme stands the fragile (that which breaks when struck), in the centre, the robust (what withstands the blow) and at the opposite extreme, the antifragile (what improves when struck). Antifragility refers to the potential of a system, organisation or individual to not only resist and survive changes and disturbances in the environment but to improve and grow from them. The antifragile mindset can be applied to many aspects of life, from personal health and well-being to career or business success.



Source: <https://restarthr.com/uncategorized/ricominciareinunmondofragile/>

Source: [https://www.researchgate.net/figure/Antifragility-with-Resilient-Robust-and-Fragile\\_fig1\\_372198951](https://www.researchgate.net/figure/Antifragility-with-Resilient-Robust-and-Fragile_fig1_372198951)

**The Fragile Mindset** is highly vulnerable to stress, hardships and uncertainty. These fragile types of people tend to avoid novelty and challenges that might take them out of their comfort zone as much as possible. Their fear of failure often paralyzes them because worry about the consequences of their actions has a disabling effect. They find it difficult to recover from setbacks and tend to experience them as personal failures, which prevents them from seeing in those events the opportunities to learn and grow. They are also usually characterised by having a poor sense of humour.

Taleb, with his non-predictive view of the world, describes the fragile as a "naïve rationalist" who thinks that what he does not see does not exist (or that what he does not understand does not exist) and who expects things to happen as they have always happened, a person who bases his plans on previous statistics, who confuses the absence of proof with the proof of absence and who thinks: "If it never happened, it will never happen." From this point of view, any action he takes usually causes unexpected consequences and generally negative ones.

Another common characteristic of a fragilist, which makes him even more dangerous, is that he has nothing at stake. That is, he does not suffer directly the consequences of his decisions (e.g., politicians or bankers). Taleb is very sensitive to this asymmetry – in this case, the relationship between the decision-maker and the one who bears the consequences – and to the role of ethical aspects. From his point of view, because of its impact on society, an ethical

life means assuming responsibility for the risks and actions that they take.

Overprotection and over-control also increase fragility. This is evident in the case of parents or schoolteachers who overprotect students from real life and end up causing them harm to the future of our world. They make them more vulnerable if and when they evade responsibility for their actions and the learning derived from their firsthand experience.

**The Robust Mindset** defines people who remain stable and unwavering in the face of stressful, volatile, or uncertain situations and are also able to maintain concentration, composure, and constant productivity, regardless of the environment or circumstances.

These people may not necessarily become stronger or better in the face of adversity, but they can withstand it without being greatly affected. They may even seem to come out of complicated situations unscathed, however, when the build-up of tension grows, even if events go unnoticed, they can break unexpectedly.

**The Antifragile Mentality** becomes stronger and more resilient in the face of stress and setbacks that come its way. Resilient individuals survive. Antifragile individuals not only do not destroy themselves and remain whole but are strengthened by adversity, which, for Taleb, represents a qualitative change from mere survival to thriving ("what does not kill you makes you stronger").

Antifragility is inherent in all natural and complex systems that have survived over time. Therefore, depriving those systems of volatility, randomness, and stressors is not necessarily a good thing and can be downright harmful. Without stressors, complex systems weaken and even die. Something that has survived for a long time probably serves a purpose that our eyes and our logic do not see.

People with this type of mindset look at every "failure" or "mistake" as an opportunity for learning and growth. The "antifragile" accepts uncertainty and chance and does not necessarily need to understand what is happening to act because he can act and act well.

It is much more practical to pay attention to the fragility of an organisation (or any system) than to focus on calculating the probability of occurrence of events, particularly those that are difficult or impossible to predict. Detecting and reducing fragility is a good place to start.

The antifragile perseveres in the search for new experiences, takes calculated risks, is open to incorporating new knowledge and adapts his or her behaviours and beliefs based on the experience gained. Adversity becomes a driving force for growth. The antifragile can choose the better option, while the fragile has no choice at all.

In short, facing uncertain and challenging situations allows us to learn, grow and develop in a meaningful way, both at a vital and professional level.

"Adversity reveals genius." – Horatio.

### 3. TALEB'S CORE IDEAS

- Antifragility is that characteristic of systems and individuals that allows them to benefit from volatility, disorder and uncertainty.
- Antifragile systems are strengthened and benefited by:
  - Stress and stress-generating impacts
  - Mistakes and their positive management
  - Over-reaction in response to a perceived injury. But only if we react to real information and not to "noise."
- The antifragility of a system as a whole is based on the fragility of its parts.
- Competition, as a stressor, improves the quality of a system and increases its antifragility.
- Evolution requires that some individuals die for the fittest to survive. When systems are built organically, what Taleb calls "spontaneous order", they acquire antifragility at the expense of the fragility of some of its members.
- Antifragility at one level of a system may require the sacrifice of a lower level. That is why it is necessary to create systems in which the fall of one does not drag down the others.
- Randomness and uncertainty are not bad, as they help create antifragility. (for example, the self-employed are more antifragile than salaried workers because they have learned to manage uncertainty more efficiently)
- We must not be afraid of variability..., we must promote it.
- It is better to focus on reducing the unfavourable than increasing the favourable.
- It behoves us to generate an increase in possible options without being interested in the average but in the number of favourable results within those possible options.

### 4. THE FOUNDATION OF ANTIFRAGILITY

**A review of the essential features on which antifragility is built that are relevant to career guidance**

**Proactive approach:** Proactivity is instrumental towards building Antifragility. Taleb emphasises the primacy of action and the value of one's own experience over thought. There is a big difference between doing and thinking. Thinkers hate uncertainty, get trapped in the story and always try to understand the logic of things. We have an innate tendency to have a soft spot for theories, but theories come and go. What remains is the experience. Antifragile doers embrace uncertainty, use narrative for motivation but do not get caught up in the story, and know that the rational thing to do is to compare two outcomes and choose the better option.

"We don't put theories into practice. We create theories from practice. The theory is born from the remedy, not the other way around. We have not gotten to where we are today

because of policymakers, but because of the hunger for risks and mistakes of certain kinds of people whom we must encourage, protect and respect."

**Antifragility entails a process of permanent evolution.** Inconstancy is something that is natural in life and business. Antifragile systems are not static but are constantly evolving.

If we eliminate all risks and challenges in our personal or professional lives, we will not have the opportunity to grow and improve. Removing volatility also reduces our ability to adapt and respond effectively to changes in the environment.

"It's your reaction to adversity, not adversity itself, that determines how your life story will unfold." - Dieter F. Uchtdorf.

"The apparent peace of mind that comfort brings often hides invisible risks." Comfort compromises our adaptive capacity. Antifragility involves stepping out of our comfort zone, diversifying interests and actively exploring new opportunities.

**Excessive control generates weakness.** The irony of the thought control process is that the more energy you focus on trying to control your ideas, the more they control you. Taleb uses the term "fragilist" to describe an individual devoted to planning.

"You control only your effort, not the results." – Epictetus

"The more we value things that are out of our control, the less control we have." - Epictetus

**The myth of planning.** It is a myth that planning "per se" primarily helps individuals or corporations because the world has become too complex and unpredictable (...) What survives arises from the interaction between adaptability and some environmental conditions. The success rate in forecasting rare important events in politics and economics is not that it is close to zero, it is that it is zero. "The more data you have about a phenomenon, the less you will understand what is happening."

"Sanity does not depend on statistics." - George Orwell

**The tension that arises from the sense of danger, which sharpens our senses, leads to positive results.** Studies show that fewer pedestrians die from crossing the road where they shouldn't than from zebra crossings or that removing traffic signals increases safety.

**Difficulty is what awakens genius.** The excess energy that is released by overreacting to a setback, such as overcompensation, is precisely what triggers innovation. Innovations always happen as a result of a need. "Necessity is the mother of invention."

"A gem cannot be polished without friction, nor a man perfected without trials." – Seneca.

**The antifragile mindset values learning and collaboration over competition.** This means focusing not only on individual success but also on collective well-being to build resilient social systems capable of adapting quickly to unexpected changes. When we focus solely on our own individual success and turn away from the common good, we are creating a fragile and vulnerable society.

**The Ability to learn from mistakes.** Those who make mistakes and learn from them are more likely to make better decisions than those who never made mistakes or who only give their opinion on the mistakes of others. Error is a source of experience. Avoiding small mistakes – those that allow us to improve and make us more antifragile – makes the large ones more serious.

"There is no accident, however unfortunate, from which skillful men do not profit." - François La Rochefoucauld.

**Ethics and personal responsibility.** The ability to "risk one's own skin" as the willingness to make – and learn – from mistakes means exposing oneself to the consequences of one's words or actions. An ethical life is about taking responsibility for the risks we assume. No life is ethical if it is stripped of personal risks. Ethical "optionality" encourages people to adjust their beliefs to their actions rather than their actions to their beliefs.

"All the war propaganda, all the screaming and lying and hatred, invariably comes from people who are not fighting." - George Orwell.

**The Reduction of disadvantages and the preservation of advantages** is the essence of antifragility. The antifragile always selects the best option. The fragile have no choice. Nature knows how to select.

"If it's not right, don't do it, if it's not true, don't say it." - Marcus Aurelius.

**The "via negativa"** in relation to antifragility refers to an approach based on eliminating those things that weaken us or make us fragile. It means identifying and avoiding actions, situations or systems that can cause harm or vulnerability, thus allowing us to strengthen ourselves and be more resilient in the face of challenges. It is a simplification and protection approach that seeks to reduce exposure to unnecessary risks and eliminate weaknesses that could potentially affect us. Sometimes, doing nothing is the right thing to do. Letting your back heal on its own or stopping work for a while is the best way to find the right solutions.

According to Taleb, our greatest strength is not being affected by other people, events or circumstances. Fragility is something that should be avoided, as any small disturbance can cause irreparable damage.

Sometimes, it is easier to describe something by saying what it is NOT rather than what it IS. Similarly, sometimes, it is better to leave things out. As Steve Jobs said, "People think focus means saying yes to the thing you've got to focus on. But that's not what it means at all. It means saying no to the 100 other good things that there are..."I'm actually as proud of the things we haven't done as the things I have done. Innovation is saying no to 1,000 things."

"We can be proud of what we have done, but we should be much more proud of what we have not done. That pride is yet to be invented." - Emil Cioran.

In practice, great professionals act negatively. "Chess grandmasters usually win because they try hard not to lose. Religions mainly involve a series of prohibitions. Learning about life consists of knowing what to avoid. Many times, people would benefit more from having

things removed from their lives than from adding even more products and procedures" (e.g., eliminating drugs or junk food, fasting).

**The need to unlearn.** Knowledge grows by subtraction much more than by addition since what we know today may be proven wrong in the future, but what we know to be wrong cannot be proven correct later.

"Just because there's no evidence of something or you don't realise it, it doesn't mean it doesn't exist or it is not happening."

**Develop anti-education.** Focus on those things that are important to you. "It's good to have a minimal education but not to focus on school." The only way to learn something is to be self-taught. High-dose education selects those who don't know how to handle uncertainty, kills your creativity, reduces your knowledge, makes you focus on what matters to others and is useless because it doesn't give you an advantage over others. "What I learn on my own, I still remember"

"I've never let my studies interfere with my education." - Mark Twain

"Specific knowledge is found in pursuing your genuine curiosity and passion." - Naval Ravikant

**Hope, being the cornerstone of resilience, is built on trust,** and it plays a crucial role in the development of antifragility at the personal and business level. By relying on our adaptive skills and abilities, we feel more confident to take risks, learn from failures and explore new opportunities. In addition, trust in our colleagues and work teams fosters collaboration, the exchange of ideas and decentralized decision-making; essential elements for building an antifragile organization.

**Information and Self-regulation.** In general, growth and speed are vectors of fragility and time is volatility, however, **information is antifragile par excellence.** Complex systems benefit from a certain level of stress, this is how information is communicated to the components of the system. Thanks to information in the form of feedback, individuals and organizations can better self-regulate and develop more efficient adaptation strategies.

Antifragility is not just an abstract theory, but a path, a process that requires daily discipline and a mindset open to change.

## 5. ANTIFRAGILITY VS RESILIENCE

Antifragility is qualitatively different from resilience. Resilience has to do with remaining strong but fundamentally unchanged in the face of stress or recovering a previous state after a negative shock. On the contrary, for the antifragile, stress becomes a means, a means through which transformation takes place instead of representing something to be endured. Although resilience and antifragility have distinct characteristics, they are not necessarily opposing concepts. They exist and are compatible in a continuum along with fragility.

## 6. QUESTIONS SUGGESTED BY TALEB

- Are you willing to step out of your comfort zone and take calculated risks in pursuit of personal growth?
- How do you react to changes and disruptive situations?
- Do you feel overwhelmed and fearful of them, do you try to avoid them, or do you see them as opportunities to learn and grow?
- How do you relate to failure, setbacks and mistakes?
- Do you see them as opportunities to learn and improve, or do you avoid them and get discouraged by them? Are you open to continuous learning and seek to acquire new skills and knowledge constantly?
- Do you build and maintain strong relationships based on trust and collaboration? Do you lean on others and share knowledge to grow together?

### Clues to explore fragility:

- **Impact:** Does this decision/action imply short-term results (without weighing the long-term impacts in depth)?
- **Responsibility:** Will the person responsible for the decision-making avoid (totally or mostly) future consequences?
- **Opportunity:** Is there pressure (external or internal) to make a decision?

## 7. SOME EXAMPLES OF ANTIFRAGILITY ILLUSTRATED BY TALEB

- Antifragility is most easily found in nature and biological systems. Mechanical things are simply NOT antifragile. They do not improve with the passage of time or the action of stressors, nor do they learn from their mistakes, unlike organic things.
- Many people are resilient and strong, but one problem that this type of people display is that they do not grow or learn.
- A crisis is nothing more than the reorganization of the allocation of the existing scarce resources, a restructuring of the productive chains, a natural selection of its agents and obviously a purification of the system.
- The modern world introduces a lot of noisy data into our lives, which can cause too much intervention in a classic case of iatrogenesis. Iatrogenia refers to unwanted and unintended harm to the patient's health, caused or provoked as an inevitable and unpredictable side effect of a legitimate medical treatment intended to cure or improve the patient's condition. Often, it's best to ignore the noise and let time take care of the problem. Iatrogenesis occurs when this lack of vision of the side effects in



each decision is added to the lack of incentives or stimuli not to commit them. The fragilist is not risking his skin when making a decision. Iatrogenesis is caused by an excess of interventionism.

- The human immune system is antifragile, as it gets stronger when exposed to different types of viruses and bacteria and other stressors.
- Companies that have a decentralized and flexible structure are more antifragile than those that have a rigid and centralized hierarchy.
- When overprotective parents and schoolteachers protect students from real life, they cause harm to them and to the future of our world.
- If our muscles do not suffer impact, they deteriorate and become flaccid. If a person spends a month in bed, their muscles atrophy.
- The phenomenon of antibiotic resistance. Misuse of antibiotics can cause changes in some bacteria or allow resistant bacteria to grow. These changes strengthen the bacteria, causing most or all antibiotics to stop working against them and not kill them. This is called antibiotic resistance. The resistant bacteria continue to grow and multiply, making infections more difficult to treat.
- Minimize the chance of a single investment ruining you completely.
- Never ask your doctor what you should do, ask him what he would do if he were in your place. You'll be surprised at the difference.

## 8. KEYS TO DEVELOPING ANTIFRAGILITY IN CAREER GUIDANCE

### Recommendations for the development of Antifragility in Career Guidance:

In the context of career guidance and vocational training, the following recommendations can support the development of an antifragile approach and mindset to help individuals become actively engaged in their career planning:

- **Practice self-reflection:** Self-knowledge, or "I know who I am," involves self-reflection and understanding of one's personality, interests, strengths and weaknesses, as well as values. It also means staying curious about oneself over time.

Knowing the academic and work environments that fit your personality and interests (congruence) allows you to make better professional and educational decisions, which translate into better performance, satisfaction, and higher wages. Congruent choices reinforce professional well-being, the element that most influences general well-being, according to Gallup.

Self-awareness and mindfulness can play an important role in counseling processes to help clients critically examine their behavior and thinking and reflect on their decisions and actions, so that counselors can support them in meeting challenges, adapting to changes, and taking advantage of opportunities that are appropriate to their unique

personal abilities and interests.

"It's difficult to find happiness within yourself, but it's impossible to find it anywhere else." – Schopenhauer

"Knowing the things that make you miserable is already a kind of happiness." - François La Rochefocault

Self-knowledge strengthens the sense of identity and allows you to develop strategic thinking committed to a coherent action plan.

According to Taleb, "Strategic thinkers are able to take into consideration all the parameters that affect their actions. They plan ahead to minimize the risk of failure and achieve a great result in everything they do. They embrace chaos and use it as a ladder."

- **Develop strategic thinking.** A strategy is a plan that guides actions and decisions towards achieving specific objectives. In counselling processes, this involves:
  - Determining actions needed to achieve their goals.
  - Assessing the personal skills and competencies to be put into play.
  - Coordinating and managing the resources to execute the actions.
  - Evaluating the risks and benefits of decisions made based on objectives.

Strategic thinkers are characterized by the following traits:

- They possess critical thinking: they question everything.
  - They interpret by gathering a lot of information before developing a point of view.
  - They develop processes, using automation as a tool to reduce time-consuming activities.
  - They align by engaging with the appropriate people.
  - They learn from their mistakes.
- **Identify the challenges and obstacles that arise in one's life and career.** By understanding these challenges and to be able to overcome them and learn from them, clients can begin to develop more effective strategies. Sample questions:
    - When I am immersed in a problem, can I identify what the aspects are that are holding me back?
    - When I am convinced of something, do I go my own way, even if without the approval of others?

"Most of what we do and say is not essential. Always ask yourself, is this necessary?" - Marcus Aurelius

- **Avoid complacency:** Stay alert and avoid falling into complacency with your current achievements. Actively seek opportunities for professional development and growth.
- **Set realistic and achievable goals** that are also challenging and therefore involve learning, which reinforces an antifragile mindset.

Strategic planning and thinking are closely related to proactivity. Most strategic thinkers are people who come very close to what we call antifragile.

- **Engage in strategic simplification. The simpler, the better.**

Some examples of the use of this principle in career guidance could include:

- Identify and eliminate what does not help achieve a goal.
  - Eliminate activities that are not productive, are excessive, or lead to a negative state of mind (e.g., excessive use of social media).
  - Identify potential risk scenarios, possible errors or errors in judgment and develop appropriate mitigation strategies.
  - Consider whether strengths are being overused and adjust accordingly.
  - Identify maladaptive behaviors and develop more effective responses (e.g., perfectionism).
- **Identify your competitive advantages:** Evaluate your strengths and find your professional niche. Focus on areas where your skills match market demands to take advantage of your unique qualities.
  - **TAKE ACTION, Try new things. Assume some calculated risks and step out of your comfort zone.**
  - **Execute with determination:** Develop a strong work ethic and commitment to effective execution. Cultivate a "push" mindset: the willingness to go above and beyond to get results.

"Long is the road of teaching through theories; brief and effective through practice". - Seneca

- **Incorporate improvisation.** It may seem counterintuitive at first, however, making space for improvisation will allow you to remember that at some point you may leave your house aimlessly and do unplanned things. Just walk around and see what the day has to offer.
- **Get out of your comfort zone,** tackle new challenges and learn how to manage the stress and anxiety that may arise in uncertain situations.
- **Face uncertainty with courage:** Accept that uncertainty is inevitable and look for ways to adapt and grow from it. Embracing uncertainty involves acknowledging the limitations of our ability to predict and control all the events that can affect our lives.

Instead of resisting and fearing the unknown, we can adopt an attitude of openness and curiosity towards the unexpected challenges and changes that come our way. In the end, it's about recognizing that uncertainty is not something to be avoided, but a fertile ground for creativity, innovation and discovery.

"An individual's intelligence is measured by the amount of uncertainty they are able to endure." - Kant

- **Look for exposure to risk.** Get involved in difficult or challenging activities. Adversity makes you grow. Lack of resources stimulates your ingenuity.

Take calculated risks, as this allows you to learn from mistakes and improve in the future. Develop a healthy risk tolerance: Assess risks appropriately and balance potential rewards with potential risks. Don't be afraid to make risky decisions, when necessary, but be aware of the limits and potential negative impacts and look for opportunities where the benefits outweigh the perceived risks. Constantly challenge yourself to step out of your comfort zone; every challenge is raw material for greater achievements.

"We don't dare to do many things because they are difficult, but they are difficult because we do not dare to do them." - Seneca

- **Embrace experimentation to enable discovery.** Be proactive and look for innovative ways to solve the difficulties you may encounter. You can start by exposing yourself to small, controlled challenges that briefly take you out of your comfort zone, such as:
  - Undertaking a project that you have been postponing.
  - Venturing into a new activity that appeals to you, even if you are not sure of success.
  - Pushing yourself to overcome some small fear that is limiting you.

The need to expose oneself to risk has long been recognized as an important precursor to learning and development and is a well-established approach to promoting personal growth in applied psychology.

For example, the most effective way to help people overcome phobic anxiety is to expose them to a perceived risk, while overriding the instinct to move away from the anxiety-producing entity (Spiegler, 2015). Antifragility encourages the elimination of forms of overprotection that appear to confer safety, comfort and progress but present obstacles to adequate exposure to risk.

Examples of the use of this principle in career guidance:

- Identify and engage with risks that are appropriate for growth and development.
- Eliminate maladaptive forms of overprotection, including "play it safe" behaviors, reassurance seeking and staying with what is familiar.

- Identify situations that are usually avoided and develop a gradual approach to dealing with them.
  - Doing the opposite of what an aversive internal state indicates to be the right response (e.g., staying home rather than running away from an anxiety-provoking situation).
  - Explore how a client may choose to act in a way that is consistent with their core values, which will involve having to deal with a variety of internal (thoughts, feelings, and sensations) and external (interpersonal, environmental) issues.
- **Become a self-taught individual.** Get actively involved in your own education, both formal and informal. Focus on your genuine passions.
  - **Develop the ability to learn from mistakes through trial and error:** Instead of seeing mistakes as failures, an antifragile mindset sees them as opportunities. This means taking calculated risks and being willing to make mistakes in order to grow and improve.

Pursuing antifragility entails the recognition that errors are inevitable. “Maximize trial and error – by mastering the error part.”

- **Antifragility is achieved through exposure to variability which facilitates making small, focal errors that enable learning and adaptation.**

Examples of the use of this principle for career guidance are the following:

- Working with clients to identify rigid and overly demanding standards. This is particularly relevant to clients with perfectionist tendencies.
  - Helping clients differentiate between small mistakes (involving low-consequence risks, which are to be welcomed) and large mistakes (involving high-consequence risks, which are to be avoided).
  - Explore how certain mistakes or negative experiences have helped us to reinforce certain virtues or abilities.
  - Identify the appropriate error types in the client's environment that could enable optimal learning.
  - Reframe client perspectives so that they learn to expect and allow fluctuations in performance.
  - Encourage movement into areas that are not immediately within the client's skill set.
- **Be prepared for extreme and unexpected situations (Black Swans),** such as natural disasters or economic crises. This implies having financial reserves and resources available to deal with these situations.

- **Diversify resources and always have options** so as not to be overexposed if a variable changes that at the moment seems constant. You always want to have options.

"No matter how bleak or threatening a situation may seem, it doesn't belong to us entirely. It cannot take away our freedom to respond, our power to act." - Ryder Carroll

Some examples of the use of this principle in career guidance are the following:

- Learning new skills and seeking knowledge outside the traditional realm of the client experience.
  - The creation of new networks that transcend silos and establish new connections.
  - Participation in projects that are not immediately related to the client's direct interest, line of work or main activity.
  - The search for opportunities to develop side businesses or turn hobbies into a source of income.
  - The pursuit of diverse interests and relationships in multiple areas of life's domains, such as health and fitness, financial management, social life and hobbies.
- **Optionality, having options, refers to the ability to choose between different lines of action to make decisions based on changing circumstances or new information.** Options are what make you antifragile and allow you to make the best decision at all times, benefiting from the positive side of uncertainty and reducing exposure to the damage of the negative side. Thanks to the options we will be better prepared for the future, we will gain freedom and we will depend less on luck.

No one can predict the future. Therefore, when it comes to professional careers, it is not advisable to lock ourselves into a single path that forces us to go back on our training or work experience. For example, with regards to your career options, think about whether a computer or robot can do that job. If so, it will probably happen and, if you're locked into that path, you'll have to change.

Making proper use of options does not require great intellect or education, only rationality.

- **Go through life as a "flaneur"**, someone who, unlike the tourist who follows a rigid plan, makes opportunistic decisions on the fly and can change their itinerary or destination for taking in new things based on the information obtained.
- **Be flexible:** An antifragile mindset is able to adapt quickly to changes or unpredictable situations and adjust their course when necessary. This requires an open mind and a willingness to let go of plans and strategies that no longer work. Adaptability can be strengthened through regular exposure to new challenges and responsibilities. Embrace change by proactively seeking out opportunities that allow you to explore

your limits and gain new experience.

"Only change is eternal, perpetual, immortal." Schopenhauer

"Loss is but change, and change is nature's delight." Marcus Aurelius

- **Develop a mindset of continuous learning.** Focus more on learning and developing solutions than on apparent difficulties. The fundamental thing is to always have options. Constantly maintain a thirst for knowledge and look for opportunities to learn and grow in all areas relevant to your professional and personal life. Read books, attend conferences, participate in courses and be open to new experiences and perspectives. This allows us to be prepared for future challenges and gives us the ability to take advantage of emerging opportunities.

"It is impossible for a man to learn what he thinks he already knows." – Epictetus

Career counsellors can help clients shift their focus from achieving long-term results to gaining short-term experience and learning. This means that clients focus on learning from each experience, rather than simply getting positive results.

Learning is a process. Direct your efforts to not lose sight of all the learning and opportunities that may arise as a result of any setback. Enjoy the journey without losing sight of the longed-for vision of the future. Consider that there are no failures, simply information, essays that will help you perfect the process that will lead you to achieve your goal.

"Circumstances do not make a man, they only reveal him." – Epictetus

"Fear can turn into prudence. Suffering can become information. Mistakes can be great beginnings and desire must be reversed into a compromise." – Seneca

So, from now on, judge with benevolence your efforts to achieve your goals. Look at them with curiosity and bring out the best in them. "Imagine a baby who is learning to walk, would you see failed attempts to stand up or crawl before adopting an upright position as failures?"

- **Reduce negativity - Practice "the via negativa".** This principle involves knowing what the worst possible scenarios are and preparing to reduce risks as much as possible.

The practice of the "negative pathway" in relation to antifragility refers to an approach based on eliminating those things that weaken us or make us fragile, rather than constantly looking for new strategies or solutions. It means identifying and avoiding actions, situations or systems that may cause harm or vulnerability. It is a simplification and protection approach that seeks to reduce exposure to unnecessary risks and eliminate weaknesses that could affect us. As Ennius wrote, "The good is mostly in the absence of bad".

According to Taleb, "the first step toward antifragility is to minimize the number the first." And the best place to start is in your social environment. "Stop associating with

people who want to impose negativity on your life. We've all been in situations where we've encountered people who can offer us less than we expect."

- **Build resilience:** Resilience translates to the ability to bounce back quickly from setbacks, adapt to changing circumstances and move forward with determination. Counselors can help clients see challenges as opportunities to grow.
- **Allow small amounts of stress into your life as a strategy for building resilience.** The ability to work well under stress and to build effective response repertoires is not achieved by leading a life devoid of pressure, but by actively engaging in experiences that put us to the test. Finally, there is evidence of antifragility in psychological states such as post-traumatic growth (Joseph, 2004), in which a positive transformation occurs in response to a traumatic event.

"The obstacle is the path." - Marcus Aurelius

Try to introduce pressure and stress into your life intentionally. By this we don't mean the long-term stress that consumes your life and distracts you from your main goal, but the kind of stress that releases the right hormones so that your body and mind can activate the antifragility within them. Typical examples may be:

- Set short-term personal deadlines on things you want to achieve.
  - Participate in competitive games with friends.
  - Take a cold shower from time to time.
  - Practice competitive sports, in teams or individually.
  - Practice martial arts.
- **Cultivate self-confidence as a path to self-efficacy.** Self-efficacy, or "I know I can adapt," refers to a person's belief in their ability to act and succeed in diverse situations. It's more than trust or "fake it till you make it." In the context of professional development, it's an acknowledgment that one is capable of making "good bets", safe career decisions with the best information you can possibly gather.

Likewise, confidence in our own creativity compels us to embrace challenges and uncertainty with courage and optimism, seeking innovative solutions and using each experience as an opportunity for learning and growth.

Student self-efficacy can be positively or negatively influenced by a number of factors, including classroom and on-the-job experiences, interaction with faculty and advisors, counseling and social support. Professional development programs can foster self-efficacy through skill-building opportunities, experiential learning, mentoring and feedback.

- **Engage in collaborative relationships:** Make meaningful connections with other professionals and look for opportunities to collaborate and learn from them. Build quality professional networks based on empathy, mutual trust, support and the exchange of ideas. Leverage the skills and knowledge of others to strengthen your



own antifragility and participate in communities or projects that foster teamwork and synergy.

- **Accrue social capital.** Participate in any project that benefits a group, community or organization and explore to what extent the antifragile capacity can help improve the working conditions of the collective or positively affect the professional or family group, to put that experience at the service of the collective or a cause beyond purely personal needs.
- **Lastly, cultivate a mindset of continuous growth** as, in the absence of stimuli, even antifragile systems weaken and become more rigid and less efficient. This mindset can be reinforced with the following recommendations:
  - **Accept challenges as opportunities to go beyond your limits.** Adversity becomes a catalyst for personal development when we perceive it as an opportunity to test ourselves and strengthen our resilience.
  - **Avoid hyper-specialization and dogmatism.** It is good to be firm in your beliefs and your desire to cultivate mastery. However, do not lose sight of the fact that in times of high complexity we need different types of knowledge to get ahead and thrive.
  - **Be predisposed to looking at the world with a learner's mind and challenge your own assumptions.** Question everything that you consider to be an absolute truth. Give yourself the opportunity to learn new skills and go beyond what you thought possible for you up to know. The goal of this practice is for you to realize that you have the ability to learn new things and that your skills are not fixed. You can always incorporate something new, gain new knowledge and transform yourself.
  - **Identify and prioritize your core competencies over job positions.** Invest in versatile skills that transcend specific functions, ensuring adaptability in a changing job market.
  - **Continuous upskilling.** Focus on honing the core competencies of your professional sector and adopt a lifelong learning mindset to stay ahead of industry trends.
  - **Let go of external results and focus on internal virtues.** Self-recognition teaches us to prioritize virtues such as wisdom, courage, patience and compassion, allowing us to develop inner strength and resilience in the face of adverse situations or events.
  - **Practice gratitude and acceptance.** By cultivating gratitude for what we have and accepting life's uncertainties, we develop resilience against dissatisfaction and anxiety.
  - **Learn to regulate your emotions.** There are no emotions that are absolutely "good" or "bad." Identify the negative emotions that have a limiting effect and those that allow you to meet challenges with confidence.

- **Engage in practices or activities that inspire you** and look for opportunities to express your creative ability.

## 9. CONCLUSION

These recommendations may guide the structuring of training and guidance strategies to support career development and labor insertion, but as yet this program is still in an experimental phase and more research is needed to fully validate it and assess its efficacy in the context of European public employment services and the labor market as a whole.

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## **ANTIFRAGILITY QUESTIONNAIRE**

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### **PEDAGOGY AND PSYCHOLOGY FOR CAREER COUNSELING**

**Personal Antifragility Questionnaire: THE FORM**

## PERSONAL ANTIFRAGILITY QUESTIONNAIRE

This is a personal assessment questionnaire intended to evaluate different abilities that are valuable for life and career planning. It is not about being right or wrong. You can be honest in your answers as the main objective of this questionnaire is to provide you with proper guidance and training to support your professional development.

For the following statements, score yourself between 1 and 5 depending of your level of agreement with each one of them. Please, place an X in the corresponding box.

**1 – \_No Agreement / 2 – \_Low Agreement / 3 – \_Moderate Agreement /  
4 – \_Fair Agreement / 5 – \_Strong Agreement**

SCORE:.....		N	L	M	F	S
1	I am confident that I can learn to do almost anything I want if I set my mind to it					
2	I actively seek ways to continue growing personally and professionally					
3	I am willing to explore different jobs and sectors in my professional career					
4	I am able to find creative solutions to unexpected challenges					
5	I regularly spend time thinking about my personal and professional goals					
6	I am open to critically examining my own behaviours and beliefs					
7	I cultivate and maintain mutually beneficial relationships in my work and life					
8	I commit to a goal even if it requires some sacrifice in my life					
9	I feel confident about my life and my future					
10	I feel able to handle stressful situations without losing my temper					
11	I am open to constructive criticism as an opportunity to improve					
12	I am willing to take reasonable risks when I recognize a new opportunity					
13	When an unexpected change occurs, I see it as an opportunity to experience something new					
14	I am motivated to explore new ideas and approaches even if I am not familiar with them					
15	My work is compatible with my values					
16	I carefully analyse different perspectives and sources of information when approaching a problem					
17	I do not take into consideration how my actions and words will affect other people					
18	My actions match my words					
19	I believe I have an inner source of strength to draw on when everything seems to go wrong					
20	I have the ability to laugh at myself					
21	I see negative events as a temporary setback that I can overcome					
22	I act in anticipation of problems rather than waiting for them to occur					
23	I take on challenges that require learning new skills					
24	I am willing to explore unconventional ways of solving problems					
25	I try to focus on what is up to me rather than what is beyond my control					
26	I can differentiate between facts and opinions					

27	I ask for advice or help from others when confronted with a difficult situation					
28	I do not like to leave important things to the last minute					
29	I believe that I can deal with almost any situation life throws at me					
30	I make decisions taking into account my emotional needs					
31	When I have a setback or failure, I look for the lesson learned and move on					
32	I do not persevere in my efforts if the results are not immediate					
33	I am open to changing my mind when more compelling arguments are presented					
34	I find it stimulating to face unexpected situations and trust my intuition					
35	Everything I do is a choice, even not choosing					
36	I usually try to find the root of a problem before looking for a solution					
37	I strive to understand the feelings and ideas of others					
38	I do not see myself as primarily responsible for my own success					
39	I am not confident that I will find job opportunities that align with my skills and goals					
40	I can find reasons for gratitude even in the face of adversity					
41	I am willing to go out of my routine to learn something new					
42	I have the ability to find solutions on the go					
43	I trust my ability to find alternative ways to achieve my goals					
44	I am able to think outside the box and challenge conventional wisdom					
45	I accept myself as I am although I know that I can improve in many ways					
46	I do not need other people's recognition to make my own decisions					
47	I look for opportunities to contribute to the success of the team, even if it is not directly my responsibility					
48	I assume the consequences of my decisions and actions					
49	I trust my ability to get ahead regardless of any external circumstances					
50	I feel I can express my emotions with authenticity					
51	I normally look for opportunities to improve my skills and knowledge					
52	I am able to keep effective performance even under pressure					
53	Drastic or unpredictable changes do impair personal growth and professional development					
54	Experimentation is an essential part of the learning process					
55	I prefer to be myself in all situations, without pretending to be someone I am not					
56	Too much control can generate weakness					
57	I delegate when someone else can handle a task					
58	I take responsibility for my mistakes					
59	I am capable of efficiently planning my tasks and responsibilities					
60	I am capable of staying calm under pressure					
61	I believe that every experience, positive or negative, is a learning opportunity					
62	I am willing to take on challenges even when I am not sure of the outcome					
63	I cannot easily handle unexpected changes in my plans					
64	Innovative solutions cannot result from improvisation					

65	I feel more comfortable being true to my values and beliefs, even if they differ from those of others					
66	I am not willing to challenge my assumptions and judgements					
67	I feel appreciated and supported by my personal and professional environment					
68	I value my ability to handle difficult situations effectively					
69	I can express my opinions regardless of if they are controversial					
70	I am able to regulate my emotions and stay focused					
71	I focus on learning from each experience, rather than simply getting positive results					
72	When faced with a new way of doing things, I persist until I succeed					
73	I am flexible and can adapt to changing circumstances without much trouble					
74	Curiosity and a thirst for knowledge are fundamental to one's own development					
75	I have no difficulty finding solutions to problems					
76	Excessive planning does not necessarily lead to the desired outcome					
77	I can put myself in other people's shoes before forming an opinion					
78	I own my own decisions					
79	I believe I have a purpose in life					
80	I am aware of how my emotions influence my reactions					
81	I am not able to learn from myself as much as from others					
82	I give my best even when I don't like a particular job					
83	I can change my mind and adjust my plans when necessary					
84	It is better to organize one's work activities methodically to avoid improvisation					
85	I do not find meaning in the daily activities I perform					
86	I carefully assess information before forming an opinion or making important decisions					
87	I do not value my teammates' contributions as much as my own					
88	I act in a way that is consistent with my core values					
89	When I set a goal, I am sure that I will achieve it					
90	I am not able to handle multiple tasks and responsibilities without feeling overwhelmed					
91	I try to learn through direct experience as much as I can					
92	I am actively involved in a civic / professional organization or a volunteering project					
93	I accept situations for what they are and try to give my best					
94	Lack of resources stimulates your ingenuity					
95	I have a clear idea of what I aspire to achieve in my life and work					
96	I try to identify possible risk scenarios, potential failures or errors in judgment that are relevant to the task at hand					
97	I value diversity and respect cultural differences and opinions					
98	Those who make mistakes and learn from them are more likely to make better decisions than those who never made mistakes					
99	I think I have the talent to persuade and influence other people					
100	I am able to recover quickly from emotional setbacks at work					

## **ANTIFRAGILITY QUESTIONNAIRE**

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### **PEDAGOGY AND PSYCHOLOGY FOR CAREER COUNSELING**

**Personal Antifragility Questionnaire: SCORING SCALES**

## SCORING SCALES

### ANTIFRAGILITY QUESTIONNAIRE SCORING SCALES

Below you will find the scoring scales to determine the results of the respondents in relation to each of the categories of competences and related attributes that are being evaluated by the Antifragility Questionnaire. Bear in mind that the statements highlighted in red have an inverse scoring scale.

By segmenting respondents based on their scores, you can tailor your career guidance and development programs to meet their specific needs. Low score respondents may need foundational support to build some specific skills, medium score respondents can benefit from additional support and opportunities to engage in activities that develop their skills, and high score respondents should be given advanced opportunities to further improve their unique capabilities and eventually take on leadership roles oriented towards sharing their valuable experience to help others.

The statements are scored from 1 to 5 depending on the level of agreement of the respondents with each one of them.

**1 – \_No Agreement / 2 – \_Low Agreement / 3 – \_Moderate Agreement /  
4 – \_Fair Agreement / 5 – \_Strong Agreement**



ANTIFRAGILITY QUESTIONNAIRE							
TABLE OF RESULTS							
No	A	CONTINUOUS LEARNING MENTALITY / ABILITY TO LEARN FROM MISTAKES AND ONE'S OWN EXPERIENCE	N	L	M	F	S
1	A1	I am confident that I can learn to do almost anything I want if I set my mind to it	1	2	3	4	5
11	A2	I am open to constructive criticism as an opportunity to improve	1	2	3	4	5
21	A3	I see negative events as a temporary setback that I can overcome	1	2	3	4	5
31	A4	When I have a setback or failure, I look for the lesson learned and move on	1	2	3	4	5
41	A5	I am willing to go out of my routine to learn something new	1	2	3	4	5
51	A6	I normally look for opportunities to improve my skills and knowledge	1	3	3	4	5
61	A7	I believe that every experience, positive or negative, is a learning opportunity	1	2	3	4	5
71	A8	I focus on learning from each experience, rather than simply getting positive results	1	2	3	4	5
81	A9	I am not able to learn from myself as much as from others	5	4	3	2	1
91	A10	I try to learn through direct experience as much as I can	1	2	3	4	5
No	B	PROACTIVITY / PERSONAL INITIATIVE / PERSEVERANCE / DISCIPLINE / DETERMINATION / ABILITY TO TAKE RISKS AND MEET CHALLENGES / COURAGE / SELF-ORGANIZATION / RESISTANCE TO VICTIMIZATION	N	L	M	F	S
2	B1	I actively seek ways to continue growing personally and professionally	1	2	3	4	5
12	B2	I am willing to take reasonable risks when I recognize a new opportunity	1	2	3	4	5
22	B3	I act in anticipation of problems rather than waiting for them to occur	1	2	3	4	5
32	B4	I do not persevere in my efforts if the results are not immediate	5	4	3	2	1
42	B5	I have the ability to find solutions on the go	1	2	3	4	5
52	B6	I am able to keep effective performance even under pressure	1	2	3	4	5
62	B7	I am willing to take on challenges even when I am not sure of the outcome	1	2	3	4	5
72	B8	When faced with a new way of doing things, I persist until I succeed	1	2	3	4	5
82	B9	I give my best even when I don't like a particular job	1	2	3	4	5
92	B10	I am actively involved in a civic / professional organization or a volunteering project	1	2	3	4	5
No	C	ADAPTABILITY & FLEXIBILITY / OPENNESS TO CHANGE / TOLERANCE TO UNCERTAINTY AND STRESS / CAPACITY FOR ACCEPTANCE	N	L	M	F	S
3	C1	I am willing to explore different jobs and sectors in my professional career	1	2	3	4	5
13	C2	When an unexpected change occurs, I see it as an opportunity to experience something new	1	2	3	4	5
23	C3	I take on challenges that require learning new skills	1	2	3	4	5
33	C4	I am open to changing my mind when more compelling arguments are presented	1	2	3	4	5
43	C5	I trust my ability to find alternative ways to achieve my goals	1	2	3	4	5
53	C6	Drastic or unpredictable changes do impair personal growth and professional development	5	4	3	2	1
63	C7	I cannot easily handle unexpected changes in my plans	5	4	3	2	1
73	C8	I am flexible and can adapt to changing circumstances without much trouble	1	2	3	4	5
83	C9	I can change my mind and adjust my plans when necessary	1	2	3	4	5
93	C10	I accept situations for what they are and try to give my best	1	2	3	4	5
No	D	CREATIVITY / CURIOSITY / INTUITION / ORIGINALITY / CAPACITY FOR EXPERIMENTATION & INNOVATION / IMPROVISATION / SEARCH FOR NEW EXPERIENCES	N	L	M	F	S
4	D1	I am able to find creative solutions to unexpected challenges	1	2	3	4	5
14	D2	I am motivated to explore new ideas and approaches even if I am not familiar with them	1	2	3	4	5
24	D3	I am willing to explore unconventional ways of solving problems	1	2	3	4	5
34	D4	I find it stimulating to face unexpected situations and trust my intuition	1	2	3	4	5
44	D5	I am able to think outside the box and challenge conventional wisdom	1	2	3	4	5
54	D6	Experimentation is an essential part of the learning process	1	2	3	4	5
64	D7	Innovative solutions cannot result from improvisation	5	4	3	2	1
74	D8	Curiosity and a thirst for knowledge are fundamental to one's own development	1	2	3	4	5
84	D9	It is better to organize one's work activities methodically to avoid improvisation	5	4	3	2	1

94	D10	Lack of resources stimulates your ingenuity	1	2	3	4	5
No	<b>E</b>	<b>SELF-REFLECTION &amp; SELF-AWARENESS / AUTHENTICITY / SELF-ACCEPTANCE</b>	N	L	M	F	S
5	E1	I regularly spend time thinking about my personal and professional goals	1	2	3	4	5
15	E2	My work is compatible with my values	1	2	3	4	5
25	E3	I try to focus on what is up to me rather than what is beyond my control	1	2	3	4	5
35	E4	Everything I do is a choice, even not choosing	1	2	3	4	5
45	E5	I accept myself as I am although I know that I can improve in many ways	1	2	3	4	5
55	E6	I prefer to be myself in all situations, without pretending to be someone I am not	1	2	3	4	5
65	E7	I feel more comfortable being true to my values and beliefs, even if they differ from those of others	1	2	3	4	5
75	E8	I have no difficulty finding solutions to problems	1	2	3	4	5
85	E9	I do not find meaning in the daily activities I perform	5	4	3	2	1
95	E10	I have a clear idea of what I aspire to achieve in my life and work	1	2	3	4	5
No	<b>F</b>	<b>CRITICAL THINKING</b>	N	L	M	F	S
6	F1	I am open to critically examining my own behaviours and beliefs	1	2	3	4	5
16	F2	I carefully analyse different perspectives and sources of information when approaching a problem	1	2	3	4	5
26	F3	I can differentiate between facts and opinions	1	2	3	4	5
36	F4	I usually try to find the root of a problem before looking for a solution	1	2	3	4	5
46	F5	I do not need other people's recognition to make my own decisions	1	2	3	4	5
56	F6	Too much control can generate weakness	1	2	3	4	5
66	F7	I am not willing to challenge my assumptions and judgements	5	4	3	2	1
76	F8	Excessive planning does not necessarily lead to the desired outcome	1	2	3	4	5
86	F9	I carefully assess information before forming an opinion or making important decisions	1	2	3	4	5
96	F10	I try to identify possible risk scenarios, potential failures or errors in judgment that are relevant to the task at hand	1	2	3	4	5
No	<b>G</b>	<b>EMPATHY &amp; ABILITY TO CULTIVATE COLLABORATIVE RELATIONSHIPS / ABILITY TO WORK AS A TEAM AND DELEGATE / RESPECT FOR DIVERSITY</b>	N	L	M	F	S
7	G1	I cultivate and maintain mutually beneficial relationships in my work and life	1	2	3	4	5
17	G2	I do not take into consideration how my actions and words will affect other people	5	4	3	2	1
27	G3	I ask for advice or help from others when confronted with a difficult situation	1	2	3	4	5
37	G4	I strive to understand the feelings and ideas of others	1	2	3	4	5
47	G5	I look for opportunities to contribute to the success of the team, even if it is not directly my responsibility	1	2	3	4	5
57	G6	I delegate when someone else can handle a task	1	2	3	4	5
67	G7	I feel appreciated and supported by my personal and professional environment	1	2	3	4	5
77	G8	I can put myself in other people's shoes before forming an opinion	1	2	3	4	5
87	G9	I do not value my teammates' contributions as much as my own	5	4	3	2	1
94	D10	Lack of resources stimulates your ingenuity	1	2	3	4	5
No	<b>H</b>	<b>RESPONSIBILITY &amp; ACCOUNTABILITY / COMMITMENT TO ONE'S OWN DECISIONS / INTEGRITY</b>	N	L	M	F	S
8	H1	I commit to a goal even if it requires some sacrifice in my life	1	2	3	4	5
18	H2	My actions match my words	1	2	3	4	5
28	H3	I do not like to leave important things to the last minute	1	2	3	4	5
38	H4	I do not see myself as primarily responsible for my own success	5	4	3	2	1
48	H5	I assume the consequences of my decisions and actions	1	2	3	4	5
58	H6	I take responsibility for my mistakes	1	2	3	4	5
68	H7	I value my ability to handle difficult situations effectively	1	2	3	4	5
78	H8	I own my own decisions	1	2	3	4	5
88	H9	I act in a way that is consistent with my core values	1	2	3	4	5
98	H10	Those who make mistakes and learn from them are more likely to make better decisions than those who never made mistakes	1	2	3	4	5
No	<b>I</b>	<b>CONFIDENCE / REALISTIC OPTIMISM / HOPE</b>	N	L	M	F	S
9	I1	I feel confident about my life and my future	1	2	3	4	5
19	I2	I believe I have an inner source of strength to draw on when everything seems to go wrong	1	2	3	4	5
29	I3	I believe that I can deal with almost any situation life throws at me	1	2	3	4	5
39	I4	I am not confident that I will find job opportunities that align with my	5	4	3	2	1

		<b>skills and goals</b>					
49	I5	I trust my ability to get ahead regardless of any external circumstances	1	2	3	4	5
59	I6	I am capable of efficiently planning my tasks and responsibilities	1	2	3	4	5
69	I7	I can express my opinions regardless of if they are controversial	1	2	3	4	5
79	I8	I believe I have a purpose in life	1	2	3	4	5
89	I9	When I set a goal, I am sure that I will achieve it	1	2	3	4	5
99	I10	I think I have the talent to persuade and influence other people	1	2	3	4	5
No	J	<b>EMOTIONAL REGULATION</b>	N	L	M	F	S
10	J1	I feel able to handle stressful situations without losing my temper	1	2	3	4	5
20	J2	I have the ability to laugh at myself	1	2	3	4	5
30	J3	I make decisions taking into account my emotional needs	1	2	3	4	5
40	J4	I can find reasons for gratitude even in the face of adversity	1	2	3	4	5
50	J5	I feel I can express my emotions with authenticity	1	2	3	4	5
60	J6	I am capable of staying calm under pressure	1	2	3	4	5
70	J7	I am able to regulate my emotions and stay focused	1	2	3	4	5
80	J8	I am aware of how my emotions influence my reactions	1	2	3	4	5
90	J9	I am not able to handle multiple tasks and responsibilities without feeling overwhelmed	5	4	3	2	1
100	J10	I am able to recover quickly from emotional setbacks at work	1	2	3	4	5

## **ANTIFRAGILITY QUESTIONNAIRE**

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### **PEDAGOGY AND PSYCHOLOGY FOR CAREER COUNSELING**

#### **Personal Antifragility Questionnaire: TABLE OF RESULTS**

## TABLE OF RESULTS

### TABLE OF RESULTS OF THE ANTIFRAGILITY QUESTIONNAIRE

Below you will find the table of results to gather the final scores of the respondents in relation to the categories of competences and related attributes that are being evaluated by the Antifragility Questionnaire. Bear in mind that the statements highlighted in red have an inverse scoring scale.

By segmenting respondents based on their scores, you can tailor your career guidance and development programs to meet their specific needs. Low score respondents may need foundational support to build some specific skills, medium score respondents can benefit from additional support and opportunities to engage in activities that develop their skills, and high score respondents should be given advanced opportunities to further improve their unique capabilities and eventually take on leadership roles oriented towards sharing their valuable experience to help others.

The statements are scored from 1 to 5 depending on the level of agreement of the respondents with each one of them.

**1 – \_No Agreement / 2 – \_Low Agreement / 3 – \_Moderate Agreement /  
4 – \_Fair Agreement / 5 – \_Strong Agreement**

ANTIFRAGILITY QUESTIONNAIRE							
TABLE OF RESULTS							
No	A	CONTINUOUS LEARNING MENTALITY / ABILITY TO LEARN FROM MISTAKES AND ONE'S OWN EXPERIENCE	N	L	M	F	S
1	A1	I am confident that I can learn to do almost anything I want if I set my mind to it					
11	A2	I am open to constructive criticism as an opportunity to improve					
21	A3	I see negative events as a temporary setback that I can overcome					
31	A4	When I have a setback or failure, I look for the lesson learned and move on					
41	A5	I am willing to go out of my routine to learn something new					
51	A6	I normally look for opportunities to improve my skills and knowledge					
61	A7	I believe that every experience, positive or negative, is a learning opportunity					
71	A8	I focus on learning from each experience, rather than simply getting positive results					
81	A9	I am not able to learn from myself as much as from others					
91	A10	I try to learn through direct experience as much as I can					
SUBTOTAL							
No	B	PROACTIVITY / PERSONAL INITIATIVE / PERSEVERANCE / DISCIPLINE / DETERMINATION / ABILITY TO TAKE RISKS AND MEET CHALLENGES / COURAGE / SELF-ORGANIZATION / RESISTANCE TO VICTIMIZATION	N	L	M	F	S
2	B1	I actively seek ways to continue growing personally and professionally					
12	B2	I am willing to take reasonable risks when I recognize a new opportunity					
22	B3	I act in anticipation of problems rather than waiting for them to occur					
32	B4	I do not persevere in my efforts if the results are not immediate					
42	B5	I have the ability to find solutions on the go					
52	B6	I am able to keep effective performance even under pressure					
62	B7	I am willing to take on challenges even when I am not sure of the outcome					
72	B8	When faced with a new way of doing things, I persist until I succeed					
82	B9	I give my best even when I don't like a particular job					
92	B10	I am actively involved in a civic / professional organization or a volunteering project					
SUBTOTAL							
No	C	ADAPTABILITY & FLEXIBILITY / OPENNESS TO CHANGE / TOLERANCE TO UNCERTAINTY AND STRESS / CAPACITY FOR ACCEPTANCE	N	L	M	F	S
3	C1	I am willing to explore different jobs and sectors in my professional career					
13	C2	When an unexpected change occurs, I see it as an opportunity to experience something new					
23	C3	I take on challenges that require learning new skills					
33	C4	I am open to changing my mind when more compelling arguments are presented					
43	C5	I trust my ability to find alternative ways to achieve my goals					
53	C6	Drastic or unpredictable changes do impair personal growth and professional development					
63	C7	I cannot easily handle unexpected changes in my plans					
73	C8	I am flexible and can adapt to changing circumstances without much trouble					
83	C9	I can change my mind and adjust my plans when necessary					
93	C10	I accept situations for what they are and try to give my best					
SUBTOTAL							
No	D	CREATIVITY / CURIOSITY / INTUITION / ORIGINALITY / CAPACITY FOR EXPERIMENTATION & INNOVATION / IMPROVISATION / SEARCH FOR NEW EXPERIENCES	N	L	M	F	S
4	D1	I am able to find creative solutions to unexpected challenges					
14	D2	I am motivated to explore new ideas and approaches even if I am not familiar with them					
24	D3	I am willing to explore unconventional ways of solving problems					
34	D4	I find it stimulating to face unexpected situations and trust my intuition					
44	D5	I am able to think outside the box and challenge conventional wisdom					
54	D6	Experimentation is an essential part of the learning process					
64	D7	Innovative solutions cannot result from improvisation					

74	D8	Curiosity and a thirst for knowledge are fundamental to one's own development						
84	D9	<b>It is better to organize one's work activities methodically to avoid improvisation</b>						
94	D10	Lack of resources stimulates your ingenuity						
<b>SUBTOTAL</b>								
No	E	<b>SELF-REFLECTION &amp; SELF-AWARENESS / AUTHENTICITY / SELF-ACCEPTANCE</b>	N	L	M	F	S	
5	E1	I regularly spend time thinking about my personal and professional goals						
15	E2	My work is compatible with my values						
25	E3	I try to focus on what is up to me rather than what is beyond my control						
35	E4	Everything I do is a choice, even not choosing						
45	E5	I accept myself as I am although I know that I can improve in many ways						
55	E6	I prefer to be myself in all situations, without pretending to be someone I am not						
65	E7	I feel more comfortable being true to my values and beliefs, even if they differ from those of others						
75	E8	I have no difficulty finding solutions to problems						
85	E9	<b>I do not find meaning in the daily activities I perform</b>						
95	E10	I have a clear idea of what I aspire to achieve in my life and work						
<b>SUBTOTAL</b>								
No	F	<b>CRITICAL THINKING</b>	N	L	M	F	S	
6	F1	I am open to critically examining my own behaviours and beliefs						
16	F2	I carefully analyse different perspectives and sources of information when approaching a problem						
26	F3	I can differentiate between facts and opinions						
36	F4	I usually try to find the root of a problem before looking for a solution						
46	F5	I do not need other people's recognition to make my own decisions						
56	F6	Too much control can generate weakness						
66	F7	<b>I am not willing to challenge my assumptions and judgements</b>						
76	F8	Excessive planning does not necessarily lead to the desired outcome						
86	F9	I carefully assess information before forming an opinion or making important decisions						
96	F10	I try to identify possible risk scenarios, potential failures or errors in judgment that are relevant to the task at hand						
<b>SUBTOTAL</b>								
No	G	<b>EMPATHY &amp; ABILITY TO CULTIVATE COLLABORATIVE RELATIONSHIPS / ABILITY TO WORK AS A TEAM AND DELEGATE / RESPECT FOR DIVERSITY</b>	N	L	M	F	S	
7	G1	I cultivate and maintain mutually beneficial relationships in my work and life						
17	G2	<b>I do not take into consideration how my actions and words will affect other people</b>						
27	G3	I ask for advice or help from others when confronted with a difficult situation						
37	G4	I strive to understand the feelings and ideas of others						
47	G5	I look for opportunities to contribute to the success of the team, even if it is not directly my responsibility						
57	G6	I delegate when someone else can handle a task						
67	G7	I feel appreciated and supported by my personal and professional environment						
77	G8	I can put myself in other people's shoes before forming an opinion						
87	G9	<b>I do not value my teammates' contributions as much as my own</b>						
94	D10	Lack of resources stimulates your ingenuity						
<b>SUBTOTAL</b>								
No	H	<b>RESPONSIBILITY &amp; ACCOUNTABILITY / COMMITMENT TO ONE'S OWN DECISIONS / INTEGRITY</b>	N	L	M	F	S	
8	H1	I commit to a goal even if it requires some sacrifice in my life						
18	H2	My actions match my words						
28	H3	I do not like to leave important things to the last minute						
38	H4	<b>I do not see myself as primarily responsible for my own success</b>						
48	H5	I assume the consequences of my decisions and actions						
58	H6	I take responsibility for my mistakes						
68	H7	I value my ability to handle difficult situations effectively						
78	H8	I own my own decisions						
88	H9	I act in a way that is consistent with my core values						
98	H10	Those who make mistakes and learn from them are more likely to make						

		better decisions than those who never made mistakes						
<b>SUBTOTAL</b>								
<b>No</b>	<b>I</b>	<b>CONFIDENCE / REALISTIC OPTIMISM / HOPE</b>	<b>N</b>	<b>L</b>	<b>M</b>	<b>F</b>	<b>S</b>	
9	I1	I feel confident about my life and my future						
19	I2	I believe I have an inner source of strength to draw on when everything seems to go wrong						
29	I3	I believe that I can deal with almost any situation life throws at me						
39	I4	I am not confident that I will find job opportunities that align with my skills and goals						
49	I5	I trust my ability to get ahead regardless of any external circumstances						
59	I6	I am capable of efficiently planning my tasks and responsibilities						
69	I7	I can express my opinions regardless of if they are controversial						
79	I8	I believe I have a purpose in life						
89	I9	When I set a goal, I am sure that I will achieve it						
99	I10	I think I have the talent to persuade and influence other people						
<b>SUBTOTAL</b>								
<b>No</b>	<b>J</b>	<b>EMOTIONAL REGULATION</b>	<b>N</b>	<b>L</b>	<b>M</b>	<b>F</b>	<b>S</b>	
10	J1	I feel able to handle stressful situations without losing my temper						
20	J2	I have the ability to laugh at myself						
30	J3	I make decisions taking into account my emotional needs						
40	J4	I can find reasons for gratitude even in the face of adversity						
50	J5	I feel I can express my emotions with authenticity						
60	J6	I am capable of staying calm under pressure						
70	J7	I am able to regulate my emotions and stay focused						
80	J8	I am aware of how my emotions influence my reactions						
90	J9	I am not able to handle multiple tasks and responsibilities without feeling overwhelmed						
100	J10	I am able to recover quickly from emotional setbacks at work						
<b>SUBTOTAL</b>								



## **ANTIFRAGILITY QUESTIONNAIRE**

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### **PEDAGOGY AND PSYCHOLOGY FOR CAREER COUNSELING**

**Personal Antifragility Questionnaire: INTERPRETATION OF RESULTS**

## INTERPRETATION OF RESULTS OF THE ANTIFRAGILITY QUESTIONNAIRE

This structured interpretation provides a clear understanding of how respondents' skills contribute to their antifragility, along with actionable insights for personal and professional development based on the results.

By segmenting respondents based on their scores, you can tailor your career guidance and development programs to meet their specific needs. Low score respondents may need foundational support to build some specific skills, medium score respondents can benefit from additional support and opportunities to engage in activities that develop their skills, and high score respondents should be given advanced opportunities to further improve their unique capabilities and eventually take on leadership roles oriented towards sharing their valuable experience to help others.

### A - CONTINUOUS LEARNING MENTALITY / ABILITY TO LEARN FROM MISTAKES AND ONE'S OWN EXPERIENCE

#### Interpretation of Results

##### Low Score Respondents (Scores 10-23)

###### Interpretation: Low Antifragility

- **Characteristics:** Individuals in this segment may exhibit a fixed mindset, showing limited confidence in their ability to learn new skills or adapt to challenges. They are likely to take criticism personally and may view setbacks as insurmountable obstacles rather than opportunities for learning and growth. They stick to conventional wisdom and may lack competence or motivation to engage more fully in their own learning process.
- **Implications:** This mindset can significantly hinder career development and adaptability in an ever-changing work environment. Such individuals struggle to bounce back from failures or negative events and are reluctant to go out of their routine to learn something new or take risks that could lead to valuable learning experiences.
- **Recommendations:**
  - o Provide training on resilience, stress management, and constructive feedback.
  - o Introduce incremental learning opportunities and gradual exposure to new challenges.
  - o Foster a supportive environment where mistakes and setbacks are reframed as learning opportunities and encourage the development of a growth mindset.

##### Medium Score Respondents (Scores 24-36)

###### Interpretation: Medium Antifragility

- **Characteristics:** Respondents in this range demonstrate ability for growth, however they also possess fixed mindset traits. They may recognize the importance of learning from experiences but still struggle to fully embrace challenges or criticism. While they have moderate confidence in their ability to learn new skills and are somewhat willing to step out of their comfort zones, they may not consistently seek out new learning opportunities due to lack of interest or discipline.
- **Implications:** These individuals have the potential to develop greater antifragility but need encouragement and support to fully embrace a continuous learning mentality. They can view setbacks as challenges but may not be able to extract lessons from them effectively or to apply in practice the knowledge gained from their own experience.
- **Recommendations:**

- Provide access to professional development programs that focus on skill enhancement and learning from their own experiences.
- Encourage open dialogue and constructive feedback to help individuals see criticism as a tool for growth.
- Highlight success stories of individuals who have successfully learned from their mistakes to inspire and motivate this group.
- Promote a culture of continuous improvement and innovation.

### High Score Respondents (Scores 37-50)

#### **Interpretation: High Antifragility**

- **Characteristics:** Individuals in this segment exhibit a strong continuous learning mentality and a robust ability to learn from their direct experience. They are confident in their capacity to learn and grow, view criticism as constructive and experience setbacks as valuable learning opportunities. They are internally driven, question conventional wisdom and never lack motivation to seek out opportunities to enhance their skills and knowledge rather than simply getting positive results.
- **Implications:** These individuals are well-equipped to adapt and thrive in uncertain and dynamic environments. Their proactive approach to learning is genuinely antifragile and empowers them to adapt effectively to challenges and capitalize on new opportunities.
- **Recommendations:**
  - Encourage these individuals to take on leadership roles, innovation activities or mentoring positions where they can share their knowledge and experiences with others.
  - Provide them with challenging projects or advanced training that will further enhance their skills and contribute to their professional growth.
  - Acknowledge and reward their efforts and successes in learning and adapting in the workplace, to reinforce their antifragile mindset.

### **B - PROACTIVITY / PERSONAL INITIATIVE / PERSEVERANCE / DISCIPLINE / DETERMINATION / ABILITY TO TAKE RISKS AND MEET CHALLENGES / COURAGE / SELF-ORGANIZATION / RESISTANCE TO VICTIMIZATION**

#### **Interpretation of Results**

### 1. Low Score Respondents (Scores 10-23)

#### **Interpretation: Low Antifragility**

- **Characteristics:** Individuals in this segment may exhibit a passive approach to their personal and professional development. They tend to avoid taking risks and prefer to react to problems rather than anticipate them. This group may struggle with maintaining effective performance under pressure, often feeling overwhelmed by challenges. They tend to procrastinate. They also have difficulty deciding the proper course of action, rarely persevere when there are no immediate results and fail to give their best effort in disliked tasks.
- **Implications:** This mindset can significantly limit career growth and adaptability in a dynamic work environment. Such individuals show low personal initiative and may be prone to victimization, feeling powerless in the face of challenges and external circumstances.
- **Recommendations:**
  - Encourage setting small, achievable goals to build confidence.
  - Implement training programs focused on building proactivity, risk assessment, problem-solving and decision-making skills.

- Encourage involvement in community or professional activities to build engagement and collaboration.
- Reflect on situations where improvisation or persistence led to positive results.

## 2. Medium Score Respondents (Scores 24-36)

### **Interpretation: Medium Antifragility**

- **Characteristics:** Respondents in this range show a mix of proactive and reactive tendencies. They are able to take initiative and persevere at times but may become discouraged by the lack of short-term results. While they are willing to take reasonable risks and face challenges, they may lack discipline or courage when outcomes are uncertain. They may be unclear about which actions should be prioritized and possibly show some resistance to change but can overcome it with proper support.
- **Implications:** These individuals have the potential to develop greater antifragility but may need encouragement and support to consistently take the proper course of action. They can confront challenges but may not always do so with confidence or determination.
- **Recommendations:**
  - Provide mentoring to help individuals set clear, achievable goals and develop action plans to pursue them.
  - Recognize and reward perseverance and disciplined efforts.
  - Provide training to practice risk-taking in a controlled environment.
  - Promote further involvement in community and professional activities to strengthen initiative and collaboration.

## 3. High Score Respondents (Scores 37-50)

### **Interpretation: High Antifragility**

- **Characteristics:** Respondents in this segment exhibit a strong proactive mindset and demonstrate high levels of initiative and perseverance, regardless of immediate results. These individuals actively seek personal and professional growth and excel in self-organization and problem-solving. They perceive themselves as active agents of their own future. This group is also more likely to engage in civic organizations or professional networks.
- **Implications:** These individuals are well-equipped to thrive in uncertain and dynamic environments. Their proactive approach and determination allow them to effectively adapt to challenges, take calculated risks and maintain effective performance under pressure.
- **Recommendations:**
  - Encourage these individuals to take on leadership roles or mentoring positions where they can share their knowledge and experiences with others.
  - Provide them with challenging projects or advanced training that will further enhance their skills and contribute to their professional growth.
  - Acknowledge and reward their contributions and successes in fostering a proactive and antifragile culture in the workplace.

## C - ADAPTABILITY & FLEXIBILITY / OPENNESS TO CHANGE / TOLERANCE TO UNCERTAINTY AND STRESS / CAPACITY FOR ACCEPTANCE

### Interpretation of Results

#### 1. Low Score Respondents (Scores 10-23)

##### Interpretation: Low Antifragility

- **Characteristics:** Individuals in this segment may exhibit a strong resistance to change and are less likely to see unexpected changes as opportunities for growth. They rarely explore different jobs or sectors other than the ones they are familiar with and are reluctant to change their mind, even when presented with compelling arguments, when conditions change or something no longer works as expected. This group also tends to avoid challenges that require learning new skills or adapting to new situations.
- **Implications:** This mindset can significantly hinder personal and professional development. Such individuals stick to their routines, find it difficult to adapt to dynamic environments and may be more prone to stress and anxiety when confronted with change or uncertainty.
- **Recommendations:**
  - o Address areas of professional or personal life where changes may be desirable and set plans to gradually move to the desired outcome.
  - o Introduce incremental changes and gradual exposure to new experiences to build confidence and adaptability over time.
  - o Provide stress management training, when necessary.
  - o Encourage involvement in creative activities that align with the interests of the respondent.

#### 2. Medium Score Respondents (Scores 24-36)

##### Interpretation: Medium Antifragility

- **Characteristics:** Respondents in this range show a mix of adaptability and resistance to change. They can be open to new experiences and challenges but may still feel uncertain when faced with significant or drastic changes. They can become involve in different jobs or sectors outside their professional competencies and are willing to change their mind when presented with compelling arguments.
- **Implications:** These individuals have the potential to develop greater capacity for adaptation but may need encouragement and support to fully embrace change and uncertainty. They can adapt to challenges, but may still struggle with finding alternative ways of doing things and their responses may vary based on the context and their comfort level.
- **Recommendations:**
  - o Promote a culture of continuous improvement and innovation.
  - o Recognize and reward efforts that embrace change and new ideas.
  - o Create support networks where individuals can share experiences and strategies for navigating change and managing career transitions.

#### 3. High Score Respondents (Scores 37-50)

##### Interpretation: High Antifragility

- **Characteristics:** Individuals in this segment consistently demonstrate adaptability, flexibility and openness to change. They actively seek opportunities for personal and professional growth and view unexpected changes as chances to perfect their skills and experience new things. This group is characterized by their capacity to accept challenges and their ability to manage stress and uncertainty effectively. They show great versatility and are capable of dealing with different work activities and job sectors.
- **Implications:** These individuals are well-equipped to thrive in uncertain and dynamic environments. Their proactive approach and flexibility allow them to adapt successfully

to challenges and take advantage of new opportunities.

- **Recommendations:**
  - o Encourage these individuals to take on leadership roles or mentoring positions where they can share their adaptability skills and experiences with others.
  - o Recognize and reward efforts to embrace change and new ideas.
  - o Support involvement in high-impact projects and initiatives that require unique adaptability skills.

## **D - CREATIVITY / CURIOSITY / INTUITION / ORIGINALITY / CAPACITY FOR EXPERIMENTATION & INNOVATION / IMPROVISATION / SEARCH FOR NEW EXPERIENCES**

### **Interpretation of Results**

#### **1. Low Score Respondents (Scores 10-23)**

##### **Interpretation: Low Antifragility**

- **Characteristics:** Individuals in this segment tend to exhibit a strong preference for routine and familiarity over experimentation and innovation, showing limited creativity and curiosity. This group may struggle to find innovative solutions to unexpected challenges and rely more heavily on established methods than their own intuition. They stick to conventional wisdom and rarely seek personal and professional growth opportunities outside the boundaries of their comfort zone.
- **Implications:** This mindset can significantly hinder personal and professional growth, making it difficult for these individuals to adapt to change and thrive in dynamic environments. Their reluctance to experiment or trust their intuition may lead to missed opportunities for learning and development.
- **Recommendations:**
  - o Encourage participation in workshops or activities that promote creative thinking and exploration of new ideas.
  - o Support initiatives where individuals feel safe to take some risks and experiment without fear of failure.
  - o Identify habitual behaviors that may hinder the expression of creative potential.
  - o Engage in group activities oriented towards creative practices.

#### **2. Medium Score Respondents (Scores 24-36)**

##### **Interpretation: Medium Antifragility**

- **Characteristics:** Respondents in this range exhibit a mix of creativity and caution. They are open to seeking new experiences, finding creative solutions and trusting their intuition, but may still feel uneasy when faced with unfamiliar situations. While they recognize the value of experimentation and improvisation leading to innovative solutions, they do not consistently apply these skills in their work and may not pursue personal and professional growth opportunities outside the scope of their previous experience.
- **Implications:** These individuals have the potential to develop greater antifragility but may need encouragement and support to fully embrace creativity and innovation. They can adapt to challenges but may require additional motivation to step outside their comfort zones.
- **Recommendations:**
  - o Encourage collaboration with colleagues on projects that require brainstorming and creative input, fostering a culture of innovation.
  - o Acknowledge and reward instances where individuals successfully apply innovative solutions that incentivize creativity and experimentation, reinforcing the value of these skills.

- Address situations in personal or professional life that may benefit from innovative solutions.
- Encourage more frequent and proactive participation in creative activities.
- Promote a mentality of continuous improvement and innovation.

### 3. High Score Respondents (Scores 37-50)

#### **Interpretation: High Antifragility**

- **Characteristics:** Individuals in this segment exhibit a strong capacity for creativity and innovation. They are highly curious, enjoy learning and have a strong thirst for knowledge. They actively seek new experiences and are comfortable exploring unfamiliar ideas and approaches. This group is characterized by their ability to trust their intuition, find creative solutions to unexpected challenges and their willingness to experiment.
- **Implications:** These individuals are well-equipped to thrive in uncertain and dynamic environments. They can balance good organization skills with a readiness to improvise when needed. Their proactive approach to creativity and innovation empowers them to adapt effectively to challenges. In addition they should be given advanced opportunities and the ability to capitalize on them to further develop their antifragility and leadership capabilities in creative and innovative endeavors.
- **Recommendations:**
  - Encourage these individuals to take on leadership roles or mentoring positions where they can share their creative insights and experiences with others.
  - Provide them with high-impact projects that require innovative thinking and problem-solving, further enhancing their skills and contributions.
  - Recognize and reward their creativity, curiosity, and initiative.

## **E - SELF-REFLECTION & SELF-AWARENESS / AUTHENTICITY / SELF-ACCEPTANCE**

### **Interpretation of Results**

#### 1. Low Score Respondents (Scores 10-23)

##### **Interpretation: Low Antifragility**

- **Characteristics:** Respondents in this segment exhibit low antifragility as they may struggle with self-awareness, self-acceptance and genuine interests. They do not regularly engage in reflecting about their personal goals and motivations and their work may feel misaligned with their values. This group may also find it challenging to accept themselves as they are and often feel pressure to conform to external expectations rather than being true to themselves. They are more focused on short term results than the long term consequences of their decisions. These individuals may also have a hard time finding meaning in their daily activities and lack a clear vision of their aspirations.
- **Implications:** This mindset can significantly hinder personal growth and adaptability in dynamic environments. Such individuals focus on aspects beyond their control rather than what they can influence themselves, feel overwhelmed by challenges and have a limited capacity to draw valuable lessons from their own experience. They also tend to perceive many of their actions as forced rather than chosen.
- **Recommendations:**
  - Provide counseling to help clarify personal and professional aspirations.
  - Pair them with mentors who can guide them in exploring their values and aligning their work with their personal values.
  - Support the development of focus on controllable aspects of life.

#### 2. Medium Score Respondents (Scores 24-36)

### Interpretation: Medium Antifragility

- **Characteristics:** Respondents in this range demonstrate some level of self-awareness about their true interests and motivations as they try to keep them in balance with external expectations and demands. They can engage in reflecting on their personal and professional goals but may not consistently act in alignment with them. While they can recognize their choices and their impact, they may still feel unclear about how to improve or adapt in challenging situations. This group shows some awareness of the consequences of their decisions and try to engage in activities that are meaningful to them.
- **Implications:** These individuals have the potential to develop greater antifragility but may need encouragement and support to deepen their self-reflection and commitment to authenticity. They can overcome challenges but may require additional motivation to learn from their experience, gain confidence in themselves and fully embrace their values and aspirations.
- **Recommendations:**
  - o Provide mentoring for self-reflection and goal-setting to help individuals clarify their aspirations and align their actions with their values more consistently.
  - o Help them develop a deeper awareness of the consequences of their choices and set an action plan in accordance with those gained insights.
  - o Promote involvement in activities focused on creativity and self-exploration such as creative writing, mindfulness practice, acting, painting or spending time in nature, among others.

### 3. High Score Respondents (Scores 37-50)

#### Interpretation: High Antifragility

- **Characteristics:** Respondents in this segment exhibit a strong capacity for self-reflection and self-awareness. They regularly reflect about their personal and professional goals and motivations and their choices align closely with their aspirations. These individuals focus on what they can control but also what should be avoided and do not experience the urge to conform to external expectations or demands. They are comfortable being themselves, find meaning in their daily activities and have a clear sense of purpose in their lives.
- **Implications:** These individuals are well-equipped to thrive in uncertain and dynamic environments. They feel comfortable being true to their values and beliefs, even when they differ from others and have a deep awareness of the consequences of their choices. They are also competent problem solvers and have the capacity to manage stress and deal with challenges effectively.
- **Recommendations:**
  - o Encourage these individuals to take on leadership roles or mentoring positions where they can share their insights and experiences with others.
  - o Provide them with opportunities for advanced personal and professional development, such as mentoring or specialized training that aligns with their interests.
  - o Acknowledge their contributions to fostering a culture of self-awareness and authenticity within a particular organization or work group.

## F - CRITICAL THINKING

### Interpretation of Results

#### 1. Low Score Respondents (Scores 10-23)

#### Interpretation: Low Antifragility



- **Characteristics:** Respondents in this segment exhibit scant critical thinking. They may struggle with critically examining their own behaviors and beliefs or challenging their assumptions. These individuals have a limited capability of seeking and analyzing diverse perspectives or sources of information, and may not be able to identify risk scenarios or potential errors to be avoided when approaching a problem. They tend to stick to conventional wisdom and may fail to differentiate between opinions and facts. They may resort to excessive control and planning but they still make poor decision makers, which can compromise their professional development.
- **Implications:** This mindset can significantly hinder personal growth and adaptability in complex and dynamic environments. Such individuals may depend on other people's recognition to make their own decisions. They lack analytical skills and are prone to making hasty decisions based on incomplete or biased information.
- **Recommendations:**
  - o Implement training focused on developing their critical thinking, including analyzing arguments, evaluating evidence, and identifying cognitive biases.
  - o Encourage engagement with diverse viewpoints through structured discussions, reading assignments, or cross-functional team projects.
  - o Introduce structured decision-making frameworks that prompt individuals to consider multiple perspectives and potential outcomes before reaching conclusions.

## 2. Medium Score Respondents (Scores 24-36)

### **Interpretation: Medium Antifragility**

- **Characteristics:** Respondents in this range demonstrate some critical thinking capacity but may not consistently exercise it. This group is willing to critically examine their own behaviors and beliefs and seek out different perspectives and sources of information. However, their efforts may lack consistency or depth. They understand that excessive planning and control do not always lead to desired outcomes. While they recognize the importance of carefully assessing information and getting to the roots of problems to prevent potential risks or failures, they may not always follow through in practice.
- **Implications:** These individuals can navigate some complex situations but may need encouragement and support to sharpen their critical thinking capabilities. They have the potential to go beyond conventional wisdom, to more fully develop their analytical skills and significantly improve their decision making and problem solving abilities.
- **Recommendations:**
  - o Engage individuals in analyzing real-world case studies that require the application of critical thinking capabilities to complex problems.
  - o Facilitate peer review sessions where individuals can practice giving and receiving constructive feedback on their thinking and processes.
  - o Encourage regular reflection on decision-making processes, including identifying areas where critical thinking could have been applied more effectively.
  - o Promote a mindset that focuses on getting to the roots of problems before seeking solutions.

## 3. High Score Respondents (Scores 37-50)

### **Interpretation: High Antifragility**

- **Characteristics:** Individuals in this segment consistently demonstrate strong critical thinking capabilities. They are open to critically examining their own beliefs and behaviors, actively seek diverse perspectives, and carefully assess different sources

of information before making decisions. This group is characterized by their ability to challenge conventional wisdom, differentiate between facts and opinions, identify root causes of problems, and develop efficient prevention strategies to avoid unnecessary risks and potential weaknesses that could affect them. They understand the importance of flexibility and adaptability over excessive control and planning and they do not need other people's recognition to make their own decisions

**Implications:** These individuals are well-equipped to thrive in uncertain and complex environments. Their critical thinking and analytical skills allow them to adapt effectively to challenges, make well-informed decisions and identify opportunities for innovation and improvement.

– **Recommendations:**

- Encourage these individuals to take on leadership roles or mentoring positions where they can share their critical thinking capabilities and experiences with others.
- Provide opportunities for these individuals to tackle complex, multifaceted problems that require high-level critical thinking and strategic analysis.
- Involve these individuals in cross-functional projects or task forces where their critical thinking capabilities can be applied to organizational challenges.

## **G - EMPATHY & ABILITY TO CULTIVATE COLLABORATIVE RELATIONSHIPS / ABILITY TO WORK AS A TEAM AND DELEGATE / RESPECT FOR DIVERSITY**

### **Interpretation of Results**

#### **1. Low Score Respondents (Scores 10-23)**

##### **Interpretation: Low Antifragility**

- **Characteristics:** Respondents in this segment may struggle with empathy and building collaborative relationships. They are more likely to ignore how their actions affect others and they avoid asking for help or advice when needed. These individuals may feel unsupported and unacknowledged in their personal and professional environment. This group tends to have difficulty understanding the feelings and ideas of others, may not actively contribute to team success and fail to delegate tasks effectively.
- **Implications:** This mindset can limit personal and professional growth, as well as the ability to deal with challenges effectively. Such individuals rarely value teammates' contributions as much as their own. They may also feel isolated and unsupported, making it harder for them to adapt to changing circumstances or work demands.
- **Recommendations:**
  - Implement mentoring or training sessions focused on developing empathy and communication skills, active listening and emotional intelligence.
  - Encourage participation in team-building exercises, social events or programs that help build supportive relationships.
  - Provide regular feedback to help these individuals identify areas for improvement in their collaborative skills. Recognize and reward efforts to understand and take into consideration the perspectives of others. Foster a supportive environment that values and respects diversity.

#### **2. Medium Score Respondents (Scores 24-36)**

##### **Interpretation: Medium Antifragility**

- **Characteristics:** Respondents in this range display a fair level of empathy. They can demonstrate some collaborative skills and cultivate supportive relationships but may not consistently apply them. They are to some extent aware of how their actions affect

others and ask for help when needed, but their efforts may be sporadic or limited in scope. While they can recognize the value of other peoples' work, they may not always actively contribute their best efforts to the group or delegate tasks effectively.

- **Implications:** These individuals have the potential to develop greater antifragility but may need encouragement and support to strengthen their collaborative skills. They can deal with challenges but may require additional motivation to better understand the feelings and ideas of others, to value diversity and to work effectively as part of a team.
- **Recommendations:**
  - o Facilitate peer support groups where individuals can share experiences, strategies and best practices for building collaborative relationships.
  - o Offer training on diversity, inclusion and cultural competence to help individuals appreciate and leverage the strengths of diverse teams.
  - o Pair these individuals with mentors who can guide them in developing their teamwork skills and help them deal with challenging interpersonal situations.
  - o Recognize and reward consistent contributions to team success and understanding the perspectives of others.

### 3. High Score Respondents (Scores 37-50)

#### **Interpretation: High Antifragility**

- **Characteristics:** Individuals in this segment exhibit strong collaborative skills and a deep respect for diversity. They cultivate and maintain mutually beneficial relationships, consider the impact of their actions on others and actively seek help or advice when needed. This group is characterized by their ability to understand the feelings and ideas of others, delegate tasks effectively, and actively contribute to team success. They also value the contributions of others to the team and feel supported and respected in their personal and professional environments.
- **Implications:** These individuals are well-equipped to thrive in uncertain and dynamic environments. Their empathy and ability to build supportive relationships enable them to adapt effectively to challenges, leverage the strengths of diverse teams, and navigate difficult situations with empathy and respect for others.
- **Recommendations:**
  - o Encourage these individuals to take on leadership roles or mentoring positions where they can share their collaborative skills and experiences with others.
  - o Provide opportunities for these individuals to develop high impact projects involving collaborative capabilities, lead workshops on teamwork or mentor others in developing their relational skills.
  - o Acknowledge their contributions to fostering a culture of empathy, collaboration and respect for diversity within the organization or group.

## H - RESPONSIBILITY & ACCOUNTABILITY / COMMITMENT TO ONE'S OWN DECISIONS / INTEGRITY

### Interpretation of Results

#### 1. Low Score Respondents (Scores 10-23)

##### Interpretation: Low Antifragility

- **Characteristics:** Individuals in this segment may struggle with taking responsibility for their decisions and actions. They rarely commit to goals that require some personal sacrifice, fail to match their actions with their words and tend to procrastinate on important tasks or leave them to the last minute. This group may not see themselves as primarily responsible for their own success and may avoid assuming the consequences of their choices.
- **Implications:** This mindset can limit personal growth and responsibility in the face of challenges. Such individuals have a hard time taking important decisions or managing difficult situations effectively. They tend to blame external factors for their failures and may not learn from their mistakes, making it harder for them to adapt and improve over time.
- **Recommendations:**
  - Provide training to improve personal accountability, including goal-setting, time management and taking ownership of their own decisions.
  - Pair these individuals with mentors who can guide them in learning from their mistakes and taking responsibility for their actions. Recognize and reward efforts in meeting their commitments.
  - Provide regular feedback to help these individuals identify areas for personal and professional improvement and develop strategies for growth.

#### 2. Medium Score Respondents (Scores 24-36)

##### Interpretation: Medium Antifragility

- **Characteristics:** Respondents in this range demonstrate a fair sense of accountability, try to align their actions with their words and act in a way that is consistent with their values, even if that requires some sacrifice on their part. They are willing to commit to their decisions and take responsibility for their mistakes, but their efforts may lack continuity in time or be limited in scope. While this group can recognize the importance of personal responsibility and effective decision-making, they may fail to live up to their expectations or draw valuable lessons from their own experiences.
- **Implications:** These individuals have the potential to develop a greater sense of responsibility but may need encouragement and support to better identify their priorities, manage time more efficiently, avoid procrastination on important tasks and gain a deeper understanding of the consequences of their choices in order to manage difficult situations more effectively and become more responsible for their own success.
- **Recommendations:**
  - Facilitate training to help individuals clarify their priorities, make informed decisions and track their progress.
  - Provide regular mentoring and feedback to help these individuals determine the type of responsibilities that are manageable for them and develop strategies for their implementation.
  - Recognize and reward consistent efforts to manage difficult situations and improve time management skills.

### 3. High Score Respondents (Scores 37-50)

#### **Interpretation: High Antifragility**

- **Characteristics:** Individuals in this segment demonstrate a strong sense of accountability and personal integrity. They commit to their goals, even when they require some sacrifice on their part, align their actions to their words, and take full responsibility for their decisions and mistakes. This group is characterized by their ability to manage difficult situations effectively, learn from their experiences, and maintain a strong sense of ownership over their choices. They also show sound time management skills and are responsible decision makers.
- **Implications:** These individuals are well-equipped to thrive in uncertain and dynamic environments. Their sense of accountability and commitment to integrity allow them to adapt effectively to challenges, learn from their failures, and maintain a strong sense of agency in their personal and professional lives.
- **Recommendations:**
  - o Encourage these individuals to take on leadership roles or mentoring positions where they can share their accountability skills and experiences with others.
  - o Provide opportunities for these individuals to get involved in challenging projects or initiatives that require strong time management skills and a high level of accountability.
  - o Acknowledge and reward their contributions to fostering a culture of accountability and integrity within the organization.

## **I - CONFIDENCE / REALISTIC OPTIMISM / HOPE**

### **Interpretation of Results**

#### 1. Low Score Respondents (Scores 10-23)

##### **Interpretation: Low Antifragility**

- **Characteristics:** Respondents in this segment exhibit low confidence and optimism about their future. They are not driven by a strong sense of purpose in their lives. This group may lack trust in their own skills or their ability to positively influence other people and tend to rely heavily on external validation for decision-making. These individuals are prone to having difficulty expressing controversial opinions, planning their responsibilities or finding jobs aligned with their interests and skills. They may also feel insecure about their ability to set and achieve clear goals and handle life's difficult situations, which can lead to feelings of a lack of personal power.
- **Implications:** This mindset can significantly hinder personal growth and resilience. Such individuals may avoid taking risks or pursuing meaningful interests and opportunities, leading to stagnation and an inability to adapt to changing environments.
- **Recommendations:**
  - o Implement workshops focused on building self-confidence, resilience, and a proactive mindset. Activities could include goal-setting, planning, communication and decision making skills.
  - o Create opportunities for small wins to build confidence and reinforce the belief in their ability to overcome their perceived limitations.
  - o Encourage self-reflection exercises to help recognize inner strengths and genuine motivations.

#### 2. Medium Score Respondents (Scores 24-36)

##### **Interpretation: Medium Antifragility**

- **Characteristics:** Respondents in this range demonstrate some level of confidence and optimism about their life and their future. These individuals try to leverage their personal strengths to positively influence other people, set goals that are meaningful

to them and balance internal and external validation for decision-making. They aspire to find job opportunities that align with their skills and may feel hopeful about the future but might still be prone to having doubts about their ability to follow clear action plans and to cope with major life's challenges or unexpected changes.

- **Implications:** These individuals have the potential to develop greater self-confidence and a more optimistic outlook about their future but may need encouragement and support to find a deeper sense of purpose and to take more proactive steps towards the pursuit of their goals.
- **Recommendations:**
  - o Facilitate regular sessions for self-reflection, planning and goal-setting, helping individuals gain confidence, recognize their strengths and clarify their aspirations.
  - o Create support networks where individuals can share experiences, celebrate successes, and encourage each other in their personal and professional journeys.
  - o Develop and perfect communication skills.

### 3. High Score Respondents (Scores 37-50)

#### **Interpretation: High Antifragility**

- **Characteristics:** Individuals in this segment demonstrate strong confidence, optimism and hope. They feel assured about their future and believe in their ability to handle whatever situation life throws at them. This group is characterized by their proactive approach, inner strength, and trust in their capacity to find job opportunities that align with their skills and goals. They are able to efficiently plan tasks and responsibilities and strongly trust their ability to succeed regardless of external circumstances. They rely primarily on internal validation for decision-making and feel a strong sense of purpose. They are confident in their ability to express their opinions, influence others positively and achieve their personal and professional goals.
- **Implications:** These individuals are well-equipped to thrive in uncertain and dynamic environments. Their confidence and optimistic outlook position them to adapt effectively to challenges as they are able to learn from their own experiences, pursue new opportunities with determination, and reach their full potential.
- **Recommendations:**
  - o Encourage these individuals to take on leadership roles or mentoring positions where they can foster a supportive community, sharing their insights and experiences with others.
  - o Provide opportunities for advanced training or high impact projects that challenge them to further develop their skills to their full potential,
  - o Acknowledge and incentivize their contributions to promoting a culture of realistic optimism and commitment within the organization.

## **J - EMOTIONAL REGULATION**

### **Interpretation of Results**

#### 1. Low Score Respondents (Scores 10-23)

##### **Interpretation: Low Antifragility**

- **Characteristics:** Respondents in this segment exhibit a limited ability to regulate their emotions effectively. This group is likely to be unaware of how their emotions influence their reactions and fail to consider their emotional needs when making decisions. They struggle to maintain a positive outlook, to remain calm under pressure, and to recover from emotional setbacks in the workplace. They may also have a hard time expressing their emotions with authenticity and managing multiple tasks or responsibilities without

- feeling overwhelmed. These individuals also tend to lack a sense of humor.
- **Implications:** This mindset can hinder personal growth and resilience, making it difficult for these individuals to confidently cope with challenges and recover from setbacks. Their inability to effectively manage their emotions may lead to increased stress, lack of adaptability and conflict in both personal and professional contexts.
  - **Recommendations:**
    - o Implement training focused on emotional regulation strategies, including stress management techniques, mindfulness practices, and conflict resolution skills.
    - o Provide access to coaching or counseling services to help individuals develop better coping mechanisms and improve their emotional awareness.
    - o Encourage regular self-reflection practices, such as journaling, to help individuals identify their emotional triggers and responses.

## 2. Medium Score Respondents (Scores 24-36)

### **Interpretation: Medium Antifragility**

- **Characteristics:** Respondents in this range demonstrate some capacity to regulate their emotions. This group tries to better understand how their emotions influence their reactions. They are able to take on different tasks and responsibilities and handle stress to some extent, but might still struggle with expressing their emotions with authenticity or maintaining a positive outlook when dealing with difficult situations. While they can find reasons for gratitude and stay calm under pressure, they may not always prioritize their emotional needs when making decisions or quickly recover from emotional setbacks.
- **Implications:** These individuals have the potential to develop greater emotional awareness but may need encouragement and support to fully recognize their emotional needs, learn to better regulate their reactions and cope with stress more effectively.
- **Recommendations:**
  - o Facilitate training focused on enhancing emotional intelligence, including skills for constructively expressing emotions and managing stress.
  - o Create peer support networks where individuals can share experiences and strategies for improving emotional regulation and resilience.
  - o Provide regular feedback and opportunities for self-reflection to help individuals address their emotional needs, recognize their progress, and identify areas for improvement.

## 3. High Score Respondents (Scores 37-50)

### **Interpretation: High Antifragility**

- **Characteristics:** Respondents in this segment demonstrate strong emotional intelligence. These individuals possess high self-awareness of how their own emotions influence their reactions. They feel capable of handling stressful situations without losing their temper, maintaining their sense of humor, and even laughing at themselves in difficult circumstances. This group is characterized by their ability to express their emotions with authenticity, to make decisions that take into account their emotional needs, and to maintain a sense of gratitude even in the face of adversity. They are able to manage multiple tasks without feeling overwhelmed, recover quickly from emotional setbacks, and remain calm under pressure.
- **Implications:** These individuals are well-equipped to thrive in uncertain and dynamic environments. Their emotional self-awareness allows them to effectively adapt to challenges and changes in the environment, to stay focused, and to maintain positive relationships with others.
- **Recommendations:**
  - o Encourage these individuals to take on leadership roles or mentoring positions

where they can share their emotional regulation and stress management experiences with others.

- Provide opportunities for advanced training in emotional intelligence for high performance positions to further perfect their skills.
- Acknowledge their contributions to fostering a culture of emotional awareness and antifragility within the organization.



# Antifragility

