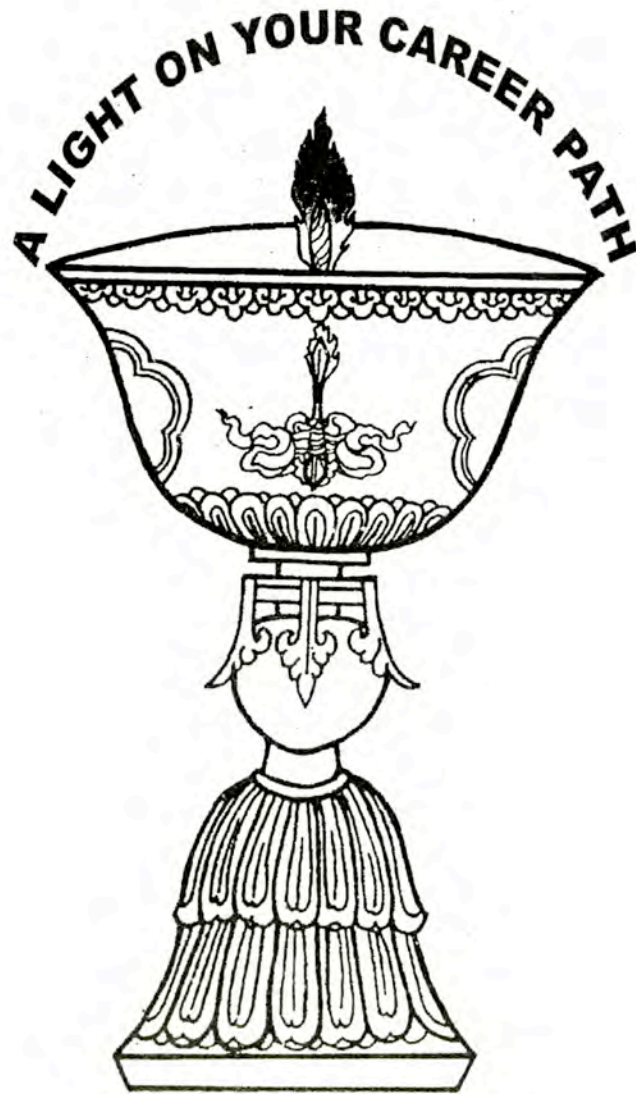


A LIGHT ON YOUR CAREER PATH



CAREER PORTFOLIO



WORKBOOK

Career Education and Counselling Division
Department of Youth and Sport
MINISTRY OF EDUCATION

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FOREWORD

In an endeavour to fulfil the aspiration of our beloved King, the Youth Guidance and Counselling Division of the Education Department was established to provide a systematic and comprehensive career education and counselling programme in the schools beginning 1996. The YGCD has incorporated the school-based career education programme in the schools and the teacher training institutes; and developed three volumes of “A light on your career path” as resource materials for the career education focal teachers.

With the rapid development and increased enrolment in the schools, competition for jobs is evident, especially with the increasing number of students leaving school at different levels in pursuit of career opportunities. Our students encounter challenges such as changes in the job opportunities and the changing nature of the world of work. Therefore, it is imperative that our students make informed career choices.

In order to facilitate in our students the capability to make better informed and realistic career choices, a multi-sectoral task force visited all the higher secondary and middle secondary schools holding career education and counselling workshops from 3rd September to 24th November 2001.

During the workshop it was noticed that most of the students were not aware of the importance of developing a career portfolio though it was one of the basic requirements in career education programme in schools. The concept of developing a career portfolio was not understood very well, thus students did not realize the importance of it.

A career portfolio is considered as a very useful “tool” to be used during the job searching process as it not only provides information about themselves to the employer but also gives them an opportunity to explore and prepare for jobs during the career decision-making process. Employers and post secondary schools may want to see more than a high school certificate or a transcript of marks. The portfolio will tell them what they need to know.

It will also engage students in some activities to prepare them for the ever-changing world of work. Therefore, YGCD initiated the development of a career portfolio workbook to assist the students in their career path.

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This career portfolio workbook is designed to help students to identify their job options before they leave school. Once they have identified their three job options then they are expected to do research on the three job options. It will provide students with an opportunity to design and record a career and educational plan.

Our warmest wishes for your success during your adventure of choosing your career in the years to come.

Sagay Ngedup
Minister
Ministry of Health and Education

INTRODUCTION

“CHOOSING A CAREER” can be an adventure!!!!!!

The exercises in this workbook will take you through an adventure while helping you when you are choosing a job. Probably you have thought about what you want to do to earn a living many times in the past. Decision-making is one of the most difficult task especially while choosing a career.

To enable you in your career planning, you need to consider first your interests, skills, values and personal qualities. Further you will also need to explore occupations and opportunities to help you in your career-decision making process.

Volume I of “A light on your Career Path” attempts to enable students to understand themselves better through a series of exploratory exercises and activities. Volume II of the “A light on your Career Path” is more focused on orienting students towards the world of work and training. Subsequently, Volume III includes both the essential information for teachers as well as numerous activities for use with students on career exploration, career development and job application skills.

Before you begin to work on this workbook you are expected to have gone through some of the exercises in the “A light on your career path” Vol.I, Vol. II and Vol.III.

The main objective of this workbook is to help you identify THREE job options that would appeal to you and carry out researches to get more information and ideas on these jobs. It is also to make you aware of the importance of looking ahead to the future and encouraging you to accept individual responsibility for your life. This workbook has a series of exercises on self-assessment which would help you to identify job options that are most appropriate for you.

This workbook should also guide you towards the development of your career portfolio by knowing more about yourself and the job you would like to pursue.

The content of the workbook is divided into four parts, each part complements the other and should not be taken into isolation.

1. Self-reflection: To encourage students to do some reflection on themselves and become aware of their thoughts, skills, values, interests and personal qualities
2. Career exploration: To help students explore some jobs that might appeal to them and conduct job researches on their job options
3. Examining career readiness: To help students examine whether the job option they have considered really appeals to them or not
4. Self-assessment: To help students do self-analysis and be more specific in relation their job options

We hope you will find these exercises the most rewarding journey you have ever experienced.

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My Resume: (To be filled by very student)

Personal Information

Name: _____

Date of birth: _____

Citizen ID No: _____

Telephone No: _____

Postal address: _____

Permanent address: _____

Educational details:

School name: _____

Class: _____

Year of completion: _____

Subjects studied: _____

Subject (s) I am good at: _____



work experience

Work experience within school

Types of responsibility	Year	Experienced gained	Signature
1.			
2.			
3.			
4.			
5.			

Work experience outside school

Types of responsibility	Year	Experienced gained	Signature
1.			
2.			
3.			
4.			

Personal details

Interest	Hobbies	I am good at	Any outstanding achievement
1.			
2.			
3.			
4.			
5.			

Reference 1

Name: _____

Address: _____

Telephone no. _____

Reference 2

Name: _____

Address: _____

Telephone no. _____

Unit One: Self Reflection

1.1 Where am I now?

Before you move on through the activities, stop and reflect for a moment by filling in this worksheet by yourself.

Complete the statements with words that reflect where you are now.

I am worried about

This year I am taking these subjects

I have got some ideas about

I thought I'd like to be a

but I am having trouble deciding

but I don't know what the entry requirements are



My parents want me to be

1.2 What are my interests?

Interests are what I like. You know what music you like to listen to, what food you like to eat, and what games you like to play.

Examples:

sports
gardening

music
fishing

talking to people
golfing

Exercise 1: Tick Yes / No against each of the statement you think is appropriate to you.

My interests	Yes	No
1. I like to fix things.....	<input type="checkbox"/>	<input type="checkbox"/>
2. I like to draw pictures.....	<input type="checkbox"/>	<input type="checkbox"/>
3. I like to do things with my hands.....	<input type="checkbox"/>	<input type="checkbox"/>
4. I like to operate machines and equipment	<input type="checkbox"/>	<input type="checkbox"/>
5. I like photography	<input type="checkbox"/>	<input type="checkbox"/>
6. I like to teach adults	<input type="checkbox"/>	<input type="checkbox"/>
7. I like to teach children	<input type="checkbox"/>	<input type="checkbox"/>
8. I like to help people with their problems	<input type="checkbox"/>	<input type="checkbox"/>
9. I like to bookkeeping	<input type="checkbox"/>	<input type="checkbox"/>
10. I like accounts... ..	<input type="checkbox"/>	<input type="checkbox"/>

My main five interests are: Complete the following sentences by writing what your five main interests are:

1. I like to.....
2. I like to
3. I like to
4. I like to.....
5. I like to.....

1.3 What are my values?

Things that I strongly believe in are called values. What are some of your personal values? What is important to you? Remember, these are your values and not your parents', nor of your teachers' or your friends'.

Examples:

being happy
being healthy

helping others
having friends

being independent
using money carefully

Exercise 2: Tick Yes / No against each of the statement you think is appropriate to you.

My values	Yes	No
1. I value learning new things.....	<input type="checkbox"/>	<input type="checkbox"/>
2. I value growing personally	<input type="checkbox"/>	<input type="checkbox"/>
3. I value having a steady job.....	<input type="checkbox"/>	<input type="checkbox"/>
4. I value knowing exactly what to do.....	<input type="checkbox"/>	<input type="checkbox"/>
5. I value doing physical work.....	<input type="checkbox"/>	<input type="checkbox"/>
6. I value having a chance for advancement (higher job or more pay)	<input type="checkbox"/>	<input type="checkbox"/>
7. I value doing a job well.....	<input type="checkbox"/>	<input type="checkbox"/>
8. I value making decisions together with other people.....	<input type="checkbox"/>	<input type="checkbox"/>
9. I value being creative: to come up with new things or new ideas.....	<input type="checkbox"/>	<input type="checkbox"/>
10. I value having a challenging job.....	<input type="checkbox"/>	<input type="checkbox"/>
My main five values are: Complete the following sentences by writing what your five main values are		
1. I value.....		
2. I value.....		
3. I value.....		
4. I value.....		
5. I value.....		

1.4 What are my personal qualities?

Personal qualities are **who I am and how I act.**

Examples:

energetic
organized

shy
risk-taking

easy-going
self-confident

Exercise 3: Tick Yes / No against each of the statement you think is appropriate to you

My personal quality	Yes	No
1. I am organized.....	<input type="checkbox"/>	<input type="checkbox"/>
2. I need to see a finished job at the end of the day.....	<input type="checkbox"/>	<input type="checkbox"/>
3. I put lots of energy into work	<input type="checkbox"/>	<input type="checkbox"/>
4. I work at a slow pace.....	<input type="checkbox"/>	<input type="checkbox"/>
5. I am creative.....	<input type="checkbox"/>	<input type="checkbox"/>
6. I think a problem through before I make a decision.....	<input type="checkbox"/>	<input type="checkbox"/>
7. I go by my feelings when I make a decision.....	<input type="checkbox"/>	<input type="checkbox"/>
8. I don't mind taking risk.....	<input type="checkbox"/>	<input type="checkbox"/>
9. I am ambitious.....	<input type="checkbox"/>	<input type="checkbox"/>
10. I am a leader.....	<input type="checkbox"/>	<input type="checkbox"/>

My five main personal qualities are: Complete the following sentences by writing what are your five main personal qualities

1. I.....
2. I.....
3. I.....
4. I.....
5. I.....

1.5 What are my skills?

Skills are things you have learned to do.

Examples:

driving
filing

typing
listening

cooking
woodworking

Exercise 4: Tick Yes / No against each of the statement you think is appropriate to you.

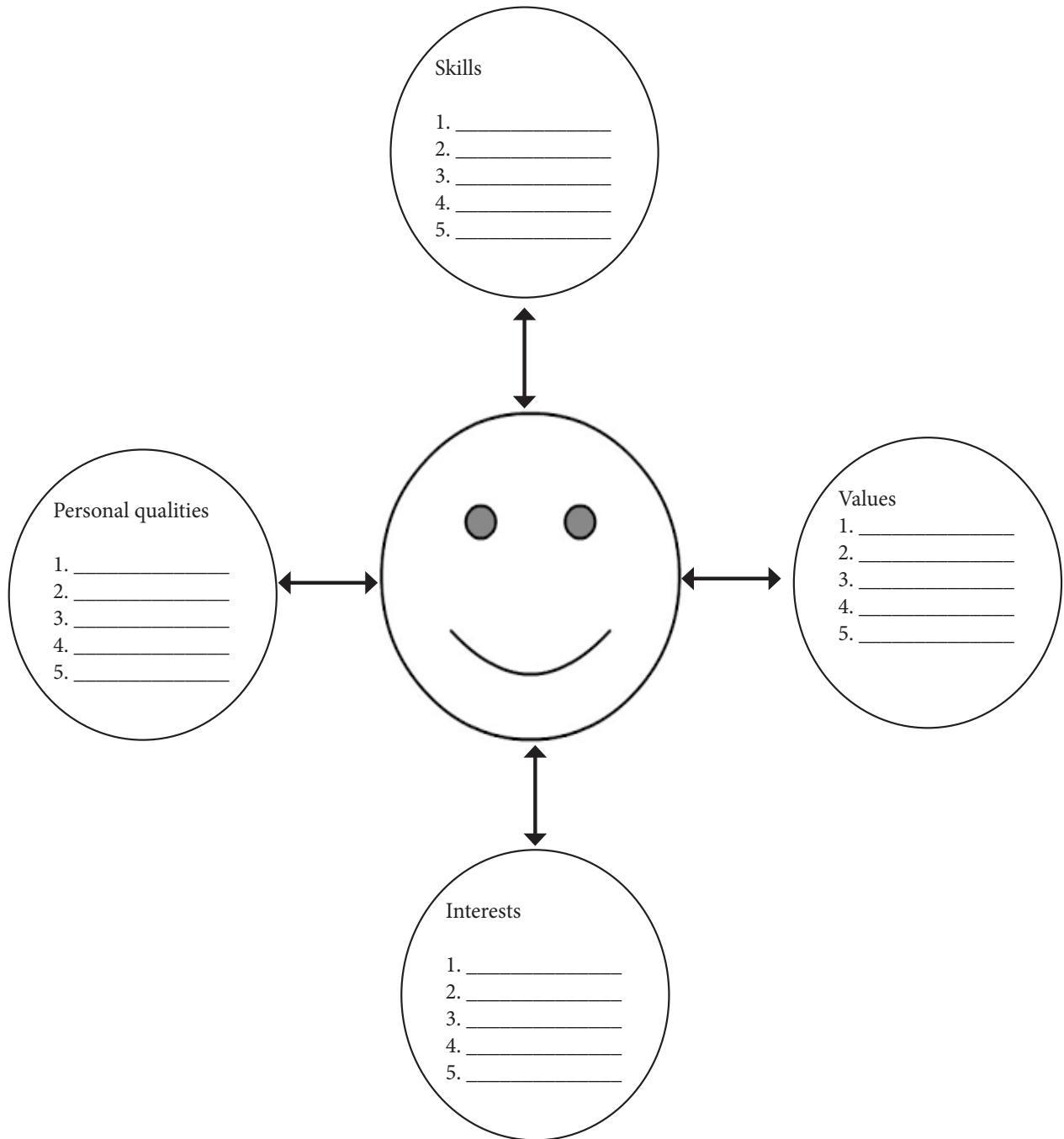
My skills	Yes	No
1. I can make a budget.....	<input type="checkbox"/>	<input type="checkbox"/>
2. I can help people who are upset.....	<input type="checkbox"/>	<input type="checkbox"/>
3. I can work as a team.....	<input type="checkbox"/>	<input type="checkbox"/>
4. I can stay calm in an emergency.....	<input type="checkbox"/>	<input type="checkbox"/>
5. I can lift heavy objects.....	<input type="checkbox"/>	<input type="checkbox"/>
6. I can organize people.....	<input type="checkbox"/>	<input type="checkbox"/>
7. I can fix car engines.....	<input type="checkbox"/>	<input type="checkbox"/>
8. I can fix small appliances.....	<input type="checkbox"/>	<input type="checkbox"/>
9. I can care for small children.....	<input type="checkbox"/>	<input type="checkbox"/>
10. I can use a computer	<input type="checkbox"/>	<input type="checkbox"/>

My five main skills are: Complete the following sentences by writing what are your five main skills.

1. I can
2. I can
3. I can
4. I can
5. I can

1.6 My five main skills, interest, values and personal qualities are:

Exercise 5: Fill in your skills, values, interests and personal qualities and write a summary of how you see yourself now.



Summary of me

- 1. I am
- 2. I am.....
- 3. I am
- 4. I am

Unit Two: Career Exploration

2.1 What types of occupations are out there for me?

You have learned many things about yourself. Now you need to learn about the world of work. What kinds of occupations are out there?

Let's find out!

Exercise 6

Occupational group	work involves	deal with
1. Manual, practical 2. Crafts, trades	doing physical work working with your hands working with machines	trades
3. Scientific, technical	working with ideas	ideas
4. Creative	expressing ourselves in work	
5. Social, helping	helping others	people
6. Business	managing others	
7. Information management	working with data working with details	data

Note: You will need to refer to exercise 6 for more information to complete exercise no.7.

2.2 Identifying jobs according to my level of interest

Exercise 7: Tick the ones that best describes your level of interest in each category and identify some jobs according to your level of interest. Refer to exercise 6 for more information to complete this exercise no 7.

A. People	Very interested	Interested	Not interested	Identify jobs
1. Social helping				
2. Business				
B. Trades				
1. Manual, Practical				
2. Crafts, trades				
C. Ideas				
1. Creative				
2. Scientific, technical				
D. Data				
1. Information Management				

2.3 What type of career suits me?

Put a tick next to the ones that sound like fun to you, even if you have never tried them before.

Use tools	A
Figure out a problem	B
Give directions	C
Standing for captainship	D
Plan events	E
Sing on a stage	F
Fix a car	A
Learn about diseases	B
Interview people	C
Save money	D
Make lists	E
Take pictures	F
Drive a bus	A
Play chess	B
Go to a dance	C
Follow rules	E
Design clothes	F
Explore a forest	A
Program a computer	B
Run a jumble sale	C
Organize meetings	D
Keep a diary	E
Dance on stage	F
Go fishing	A
Visit a science museum	B
Care for sick people	C
Fill in a chart	E
Play an instrument	F
Repair a bike	A
Solve puzzles	B
Meet new people	C
Speak your opinion	D
Be on time	E
Be different	F
Paint a room	A
Study the human body	B
Teach a friend	C
Be team captain	D
Make videos	F
Build a fence	A
Studying population	B
Write letters	C
Attend National Assembly sessions	D
Take good messages	E

Draw pictures	F
Build models	A
Study planets	B
Join a club	C
Argue your points	D
Visit an art gallery	F
Sleep in a tent	A
Do science projects	B
Make people laugh	C
Sell things	D
Make your room neat	E
Write stories	F
Assembling a stereo	A
Use a calculator	B
Make a speech	C
Start a club	D
Look up information	A
Read a road map	B
Entertain guests	C
Work in groups	E
Write about feelings	F
Take care of animals	A
Use microscope	B
Appear on TV	D
Collect things	E
Compose music	F
Cook at a picnic	A
Do math problems	B
Give first aid	C
Talk about politics	D
Play on a team	E
Arrange flowers	F
Target shooting	A
Read science fictions	B
Settle an argument	C
Study law	D
Arranging clothes in the cupboard	E
Direct a play	F
Plant a garden	A
Take apart a frog	B
Read stories to kids	C
Take risks	D
Put things in order	E

Count your score and answer the questions that follow:

Count the number of ticks against the As, Bs, Cs, Ds, Es, Fs and put the number in the corresponding spaces

A..... B..... C..... D..... E..... F.....

A Category

If you scored high in the A category you might enjoy a career that lets you use your body energy. Many people in this love to be outside in the fresh air. They like to build and fix things. They enjoy working with tools and machines.

gardener	repairperson	aircraft pilot	carpenter
construction manager	landscape architect	animal care	plumber
painter/mechanic	conservation scientist	farmer	labourer
carpet installer	driver	fire fighter	roofer
auto repairer	laboratory technician	electronics repairer	jeweler

B Category

If you scored high in the B category you might enjoy a career that challenges your mind. People in this group are curious about new ideas. They like to figure out their own problems. They do well in science.

scientist	optometrist	biologist	electrical engineer
veterinarian	dental hygienist	chemist	economist
dietician	geologist	civil engineer	agricultural scientist
computer engineer	psychologist	pharmacist	market researcher
physical therapist	nuclear medical technologist		

C Category

If you have scored high in C category, you might enjoy a career that lets you work closely with people. People in this category are usually very friendly. They are patient and good at explaining things. They become wonderful helpers and teachers.

homemaker	interviewer	teacher	recreation leader
nurse	personnel manager	social worker	counselor
athletic trainer	supervisor	occupational therapist	flight attendant
credit clerk	religious worker	travel clerk	food worker
child care worker	data processing manager	receptionist	psychiatric aide

D Category

If you have scored high in D category, you might enjoy a career that lets you become a leader. People in this group are good at getting their point across to others. They have lots of confidence and enjoy being in charge of things.

real estate broker	hotel manager	business executive	insurance agent
salesperson	lawyer	public official	college faculty
educational administrator	loan officer	buyer	advertising manager
financial sales person	recreation manager	judge	labour manager

E Category

If you have scored high on E category, you might enjoy a career that lets you keep things organized. People in this group are neat and careful. They are good at following rules. They enjoy being part of a team, and working well with others.

postal worker	auditor	police officer	secretary
legal assistant	analyst	bookkeeper	accountant
clerk	planner	cashier	investigator
librarian	inspector	bank teller	medical assistant
air traffic controller			

F Category

If you have scored high on F category, you might enjoy a career that lets you use your imagination. People in this group are independent and original. With talent, many do well in music and art. Other jobs also need creative thinkers.

chef	musician	dancer	architect
writer	printer	cosmetologist	visual artist
reporter	actor	advertiser	director
photographer	choreographer	hairstylist	newscaster

2.4 My job options

1. In which of the above-mentioned categories do you have the highest score?

Answer.....

2. List down all the jobs corresponding to this category in the space provided below

.....

.....

.....

.....

.....

.....

.....

.....

.....

3. From the above list of jobs, prioritize at least three job options, which you think do match with your personal interests, values, skills and aptitudes.

Your 1st option

Your 2nd option

Your 3rd option

2.5 Researching my THREE job options

Activity 1

Please refer to the THREE jobs that you have prioritized for yourself and write a few lines about the following aspects of those jobs. Remember you should have conducted job research on each of the options you have identified to answer the following:

I. Job title (My 1st priority)

1. Job descriptions

- a.....
- b.
- c.
- d.

2. Job place / environment

- a.
- b.
- c.
- d.
- e.

3. Entry requirements

- a.
- b.
- c.

4. Which of my values, skills, interest and personal qualities would be noticeably important in this job?

- a.
- b.
-
- c.
- d.

5. Which of my weaknesses would make it difficult for me to succeed in this job?

- a.
- b.
- c.
- d.

7. Advantages of this type of job?

- a.
- b.
- c.
- d.
- e.

8. Disadvantages of this type of job?

- a.
- b.
- c.
- d.
- e.

9. Possible outcomes if I pursue this job

i. Advancement/promotion

- a.
- b.
- c.
- d.

ii. Movement into other related jobs?

- a.
- b.
- c.
- d.

iii. Short term satisfaction? Long term satisfaction?

- a.
- b.
- c.
- d.

10. Considering your interest, skills, values and personal qualities you have identified about yourself, which one of the question 9 part iii do you think would be fulfilled by this job?

- a.
- b.
- c.
- d.
- e.
- f.

11. Any other comments:

- a.
- b.
- c.
- d.
- e.

Activity 2

II. Job title (My 2nd priority)

1. Job descriptions

- a.
- b.
- c.
- d.

2. Job place / environment

- a.
- b.
- c.
- d.
- e.

3. Entry requirements

- a.
- b.
- c.

4. Which of my skills, values, interests and personal qualities would be noticeably important in this job?

- a.
- b.
- c.
- d.

5. Which of my weaknesses would make it difficult for me to succeed in this job?

- a.
- b.
- c.
- d.

7. Advantages of this type of job?

- a.
- b.
- c.
- d.
- e.

8. Disadvantages of this type of job?

- a.
- b.
- c.
- d.
- e.

9. Possible outcomes if I pursue this job

i. Advancement/promotion

- a.
- b.
- c.
- d.

ii. Movement into other related jobs?

- a.
- b.
- c.
- d.

iii. Short term satisfaction? Long term satisfaction?

- a.
- b.
- c.
- d.

10. Considering your interest, skills, values and personal qualities you have identified about yourself, which one of the question 9 part iii would be fulfilled by this job

- a.
- b.
- c.
- d.
- e.
- f.

11. Any other comments:

- a.
- b.
- c.
- d.
- e.

Activity 3

III. Job title (My 3rd priority).....

1. Job descriptions

- a.....
- b.
- c.
- d.

2. Job place / environment

- a.....
- b.
- c.
- d.
- e.

3. Entry requirements

- a.
- b.
- c.

4. Which of my skills, values, interest and personal qualities would be noticeably important in this job?

- a.
- b.
- c.
- d.

5. Which of my weaknesses would make it difficult for me to succeed in this job?

- a.
- b.
- c.
- d.

7. Advantages of this type of job?

- a.
- b.
- c.
- d.
- e.

8. Disadvantages of this type of job?

- a.
- b.
- c.
- d.
- e.

9. Possible outcomes if I pursue this job

i. Advancement/promotion

- a.
- b.
- c.
- d.

ii. Movement into other related jobs?

- a.
- b.
- c.
- d.

iii. Short term satisfaction? Long term satisfaction?

- a.
- b.
- c.
- d.

10. Considering your interest, skills, values and personal qualities you have identified about yourself, which one of the question 9 part iii would be fulfilled by this job

- a.
- b.
- c.
- d.
- e.
- f.

11. Any other comments:

- a.
- b.
- c.
- d.
- e.

Unit Three: Examining my job readiness

The following activity relates to the job you researched. Repeat this activity with the THREE job options you have identified.

3.1. The job I researched is 1. _____

Place an X in front of each description which explains job characteristics which appeal to you and O in front of each description which explains job characteristics of the job you researched. Some places will have both X and O and some may be blank.

- | | |
|---|---|
| <input type="checkbox"/> high salary | <input type="checkbox"/> having respect in the community |
| <input type="checkbox"/> middle salary | <input type="checkbox"/> having good fringe benefits |
| <input type="checkbox"/> low income | <input type="checkbox"/> producing a product |
| <input type="checkbox"/> pleasant working conditions | <input type="checkbox"/> performing a service |
| <input type="checkbox"/> staying clean | <input type="checkbox"/> doing work that requires a large amount of reading & writing |
| <input type="checkbox"/> getting dirty | <input type="checkbox"/> working mainly in the city |
| <input type="checkbox"/> working in a factory | <input type="checkbox"/> being able to make decisions in the job |
| <input type="checkbox"/> working in a store | <input type="checkbox"/> working with chance for advancement |
| <input type="checkbox"/> working in an office | <input type="checkbox"/> working in a declining career area |
| <input type="checkbox"/> working in a safe place | <input type="checkbox"/> no high school diploma required |
| <input type="checkbox"/> working outside | <input type="checkbox"/> technical education required |
| <input type="checkbox"/> working in the same location all day | <input type="checkbox"/> on-the-job training offered |
| <input type="checkbox"/> working mainly in a rural setting | <input type="checkbox"/> apprenticeships offered |
| <input type="checkbox"/> travel as a part of job | <input type="checkbox"/> a license required |
| <input type="checkbox"/> doing the same task each day | <input type="checkbox"/> basic math skills required |
| <input type="checkbox"/> following orders | <input type="checkbox"/> advanced math skill required |
| <input type="checkbox"/> doing different task each day | <input type="checkbox"/> helping people |
| <input type="checkbox"/> being own boss | <input type="checkbox"/> competing with others |
| <input type="checkbox"/> working for someone else | <input type="checkbox"/> supervising others |
| <input type="checkbox"/> mainly mental, rather than physical work | <input type="checkbox"/> influencing others |
| <input type="checkbox"/> working with details | <input type="checkbox"/> working in an expanding career area |
| <input type="checkbox"/> working with things | <input type="checkbox"/> social skills required |
| <input type="checkbox"/> working with other people | <input type="checkbox"/> listening skills required |
| <input type="checkbox"/> working alone | <input type="checkbox"/> following directions required |
| <input type="checkbox"/> planning own work | <input type="checkbox"/> basic writing skills required |
| <input type="checkbox"/> doing work that provides chance to be creative | <input type="checkbox"/> memory skills required |
| <input type="checkbox"/> having a high level of responsibility | <input type="checkbox"/> good manners required |
| <input type="checkbox"/> being able to spend lots of time with family | <input type="checkbox"/> good grooming required |
| <input type="checkbox"/> working a seasonal job | <input type="checkbox"/> college degree required |
| <input type="checkbox"/> having ample time for vacations | <input type="checkbox"/> typing skills required |
| <input type="checkbox"/> working short hours | <input type="checkbox"/> special skills required |

Look closely at your responses. If there are both “Xs” and “Os” in front of the job characteristics, the job you are considering should appeal to you.

If many of the “Xs” and “Os” are not in the same places, you should consider a different job.

3.2. The job I researched is 2. _____

Place an X in front of each description which explains job characteristics which appeal to you and O in front of each description which explains job characteristics of the job you researched. Some places will have both X and O and some may be blank.

- | | |
|--|--|
| _____ high salary | _____ having respect in the community |
| _____ middle salary | _____ having good fringe benefits |
| _____ low income | _____ producing a product |
| _____ pleasant working conditions | _____ performing a service |
| _____ staying clean | _____ doing work that requires a large amount of reading & writing |
| _____ getting dirty | _____ working mainly in the city |
| _____ working in a factory | _____ being able to make decisions in the job |
| _____ working in a store | _____ working with chance for advancement |
| _____ working in an office | _____ working in a declining career area |
| _____ working in a safe place | _____ no high school diploma required |
| _____ working outside | _____ technical education required |
| _____ working in the same location all day | _____ on-the-job training offered |
| _____ working mainly in a rural setting | _____ apprenticeships offered |
| _____ travel as a part of job | _____ a license required |
| _____ doing the same task each day | _____ basic math skills required |
| _____ following orders | _____ advanced math skill required |
| _____ doing different task each day | _____ helping people |
| _____ being own boss | _____ competing with others |
| _____ working for someone else | _____ supervising others |
| _____ mainly mental, rather than physical work | _____ influencing others |
| _____ working with details | _____ working in an expanding career area |
| _____ working with things | _____ social skills required |
| _____ working with other people | _____ listening skills required |
| _____ working alone | _____ following directions required |
| _____ planning own work | _____ basic writing skills required |
| _____ doing work that provides chance to be creative | _____ memory skills required |
| _____ having a high level of responsibility | _____ good manners required |
| _____ being able to spend lots of time with family | _____ good grooming required |
| _____ working a seasonal job | _____ college degree required |
| _____ having ample time for vacations | _____ typing skills required |
| _____ working short hours | _____ special skills required |

Look closely at your responses. If there are both "Xs" and "Os" in front of the job characteristics, the job you are considering should appeal to you.

If many of the "Xs" and "Os" are not in the same places, you should consider a different job.

3.3. The job I researched is 3. _____

Place an X in front of each description which explains job characteristics which appeal to you and O in front of each description which explains job characteristics of the job you researched. Some places will have both X and O and some may be blank.

- | | |
|---|---|
| <input type="checkbox"/> high salary | <input type="checkbox"/> having respect in the community |
| <input type="checkbox"/> middle salary | <input type="checkbox"/> having good fringe benefits |
| <input type="checkbox"/> low income | <input type="checkbox"/> producing a product |
| <input type="checkbox"/> pleasant working conditions | <input type="checkbox"/> performing a service |
| <input type="checkbox"/> staying clean | <input type="checkbox"/> doing work that requires a large amount of reading & writing |
| <input type="checkbox"/> getting dirty | <input type="checkbox"/> working mainly in the city |
| <input type="checkbox"/> working in a factory | <input type="checkbox"/> being able to make decisions in the job |
| <input type="checkbox"/> working in a store | <input type="checkbox"/> working with chance for advancement |
| <input type="checkbox"/> working in an office | <input type="checkbox"/> working in a declining career area |
| <input type="checkbox"/> working in a safe place | <input type="checkbox"/> no high school diploma required |
| <input type="checkbox"/> working outside | <input type="checkbox"/> technical education required |
| <input type="checkbox"/> working in the same location all day | <input type="checkbox"/> on-the-job training offered |
| <input type="checkbox"/> working mainly in a rural setting | <input type="checkbox"/> apprenticeships offered |
| <input type="checkbox"/> travel as a part of job | <input type="checkbox"/> a license required |
| <input type="checkbox"/> doing the same task each day | <input type="checkbox"/> basic math skills required |
| <input type="checkbox"/> following orders | <input type="checkbox"/> advanced math skill required |
| <input type="checkbox"/> doing different task each day | <input type="checkbox"/> helping people |
| <input type="checkbox"/> being own boss | <input type="checkbox"/> competing with others |
| <input type="checkbox"/> working for someone else | <input type="checkbox"/> supervising others |
| <input type="checkbox"/> mainly mental, rather than physical work | <input type="checkbox"/> influencing others |
| <input type="checkbox"/> working with details | <input type="checkbox"/> working in an expanding career area |
| <input type="checkbox"/> working with things | <input type="checkbox"/> social skills required |
| <input type="checkbox"/> working with other people | <input type="checkbox"/> listening skills required |
| <input type="checkbox"/> working alone | <input type="checkbox"/> following directions required |
| <input type="checkbox"/> planning own work | <input type="checkbox"/> basic writing skills required |
| <input type="checkbox"/> doing work that provides chance to be creative | <input type="checkbox"/> memory skills required |
| <input type="checkbox"/> having a high level of responsibility | <input type="checkbox"/> good manners required |
| <input type="checkbox"/> being able to spend lots of time with family | <input type="checkbox"/> good grooming required |
| <input type="checkbox"/> working a seasonal job | <input type="checkbox"/> college degree required |
| <input type="checkbox"/> having ample time for vacations | <input type="checkbox"/> typing skills required |
| <input type="checkbox"/> working short hours | <input type="checkbox"/> special skills required |

Look closely at your responses. If there are both “Xs” and “Os” in front of the job characteristics, the job you are considering should appeal to you.

If many of the “Xs” and “Os” are not in the same places, you should consider a different job.

Unit Four: Self-assessment

In the previous exercises you have identified some of your main skills, values, interests and personal qualities. You have also identified THREE job options and conducted job search on your THREE job options. Now you may need to do some reflection on each of the job options and relate it to your skills, values, interests and personal qualities. So take a few minutes and complete the following:

Exercise 1

JOB OPTION I: _____

A. Requirements:

- a. Subjects _____
- b. Qualification _____
- c. Course _____
- d. No. of years _____
- e. Criteria _____

B. Which of the following need improvement or attention to suit job option 1.

- | | |
|--------------------------------|---------------------|
| a. Skills required by this job | Area of improvement |
| i. _____ | i. _____ |
| ii. _____ | ii. _____ |
| iii. _____ | iii. _____ |
| b. Values required by this job | Area of improvement |
| i. _____ | i. _____ |
| ii. _____ | ii. _____ |
| iii. _____ | iii. _____ |

c. Interests required by this job

- i. _____
- ii. _____
- iii. _____

Area of improvement

- i. _____
- ii. _____
- iii. _____

d.. Personal qualities required by this job

- i. _____
- ii. _____
- iii. _____

Area of improvement

- i. _____
- ii. _____
- iii. _____

C. Other related jobs I could consider: *list down THREE related jobs you could consider*

- i. _____
- ii. _____
- iii. _____

D. List some of the sources / people from where you could get information on jobs

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____
- vi. _____

Exercise 2

JOB OPTION II: _____

A. Requirements:

a. Subjects _____

b. Qualification _____

c. Course _____

d. No. of years _____

e. Criteria _____

B. Which of the following need improvement or attention to suit job option II.

a. Skills required by this job

Area of improvement

i. _____

i. _____

ii. _____

ii. _____

iii. _____

iii. _____

b. Values required by this job

Area of improvement

i. _____

i. _____

ii. _____

ii. _____

iii. _____

iii. _____

c. Interests required by this job

Area of improvement

i. _____

i. _____

ii. _____

ii. _____

iii. _____

iii. _____

d.. Personal qualities required by this job

Area of improvement

i. _____

i. _____

ii. _____

ii. _____

iii. _____

iii. _____

C. Other related jobs I could consider: *list down THREE related jobs you could consider*

i. _____

ii. _____

iii. _____

D. List some of the sources / people from where you could get information on jobs

i. _____

ii. _____

iii. _____

iv. _____

v. _____

vi. _____

Exercise 3

JOB OPTION III: _____

A. Requirements:

a. Subjects _____

b. Qualification _____

c. Course _____

d. No. of years _____

e. Criteria _____

B. Which of the following need improvement or attention to suit job option III?

a. Skills required by this job

Area of improvement

i. _____

i. _____

ii. _____

ii. _____

iii. _____

iii. _____

b. Values required by this job

Area of improvement

i. _____

i. _____

ii. _____

ii. _____

iii. _____

iii. _____

c. Interests required by this job

Area of improvement

i. _____

i. _____

ii. _____

ii. _____

iii. _____

iii. _____

d.. Personal qualities required by this job

Area of improvement

i. _____

i. _____

ii. _____

ii. _____

iii. _____

iii. _____

C. Other related jobs I could consider: *list down THREE related jobs you could consider*

i. _____

ii. _____

iii. _____

D. List some of the sources / people from where you could get information on jobs

i. _____

ii. _____

iii. _____

iv. _____

v. _____

vi. _____

Summary

The very act of organizing your portfolio brings clarity to your career direction. This process requires self-reflection and analysis. When you sequence your samples in your portfolio, you begin thinking more broadly about your collection of talents. You think more deeply about who you are. The material will show what makes you different from the other applicants for a particular position. A well-prepared portfolio provides “evidence” to the reviewer of your accomplishments, skills and abilities; it documents the scope and quality of your experience and training. A portfolio is designed to do one thing - to support you as you market yourself!

The following documents are normally required for job Interviews:

- ☐ Academic transcript / Mark sheets
- ☐ National identity card
- ☐ Security clearance
- ☐ School leaving certificate
- ☐ Character certificates
- ☐ Merit certificate
- ☐ Medical certificate
- ☐ Passport sized photographs [at least two]

These documents are part of your Career Portfolio. . . .
Keep them in a clean folder . . .
Have them ready for any interviews.

Checked and signed by:

Principal

Class Teacher

Career Focal Teacher