



Level-Up

Moving to the Next Level of Building Your Career and Being Ready for Work

A career and work competencies programme for Transition Year students

Workbook



University College Dublin
Ireland's Global University



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Acknowledgements

Level-Up is a programme designed to support Transition Year students in developing their career and work competencies, and preparing for their work placements. The programme draws on the Career SKILLS framework¹, the work readiness competencies framework² and the notion of occupational calling³, and includes materials adapted from the Career LEAP (Local Employment Action Partnership) programme originally designed for 18 – 24-year olds⁴ and from the Professional Student Programme for Educational Resilience (PROSPER).⁵

Publication details

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Please reference this publication as:

Symonds, J.; Torsney, B.; Akkermans, J. & O'Sullivan, C. (2018). *Level-Up: Moving to the Next Level of Building Your Career and Being Ready for Work. A career and work competencies programme for Transition Year students*. UCD School of Education, University College Dublin.

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¹ Akkermans, J., Brenninkmeijer, V., Schaufeli, W. B., & Blonk, R. W. B. (2015). It's All About CareerSKILLS: Effectiveness of a Career Development Intervention for Young Employees. *Human Resource Management*, 54(4), 533-551. doi:10.1002/hrm.21633

² Symonds, J. E., & O'Sullivan, C. (2017). Educating young adults to be work-ready in Ireland and the United Kingdom: A review of programmes and outcomes. *Educational Review, Early view*. doi:10.1002/rev3.3099

³ Dik, B. J., & Duffy, R. D. (2009). Calling and vocation at work: definitions and prospects for research and practice. *The Counseling Psychologist*, 37(3), 424-450. doi:10.1177/0011000008316430

⁴ O'Sullivan, C.*; Symonds, J.* & Akkermans, J.* (2015). Career LEAP. Trainer Manual (200 pages) and Trainee Manual (80 pages). Licensed to Trinity College Dublin. *Joint first authors.

⁵ Symonds, J., Torsney, B. & Duffy, E. (2017). PROSPER: the professional student programme for educational resilience. School of Education, University College Dublin.



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Introduction

Identifying the skills and values that can help you build a satisfying career, communicating these effectively to others to find suitable work, and being able to work professionally and with enthusiasm, are important assets that you can develop through learning and practice. This programme introduces a set of career and work competencies that have been identified by educational and occupational psychologists, and by employers, as critical to this process of career development and employment. These competencies might not be new to you, as you will likely use many of them in your everyday life. However, by participating in Level-Up we expect that you will enhance these competencies within yourself, ideally leading to a deeper understanding of your career, and greater ability to find work and manage yourself effectively at school and in the workplace.

Level-Up methods

Level-Up uses methods of teaching and learning that have been identified through rigorous research as being successful in promoting change in young people's psychology and behaviour. These methods have been drawn from established career development, employability and resilience programmes including JOBS⁶, the School-to-Work Programme⁷, CareerSKILLS⁸, Career LEAP⁹ and PROSPER.¹⁰ The methods used in Level-Up include:

Evidence based content	All competencies in Level-Up have been studied extensively by research psychologists using scientific methods. In those studies, the Level-Up competencies were found to be important for people's career and work readiness.
Transferrable competencies	The career and work competencies in Level-Up are applicable to both classrooms and workplaces. We see career as a life-skill that takes place at school and afterwards, with students making subject choices now that add to their longer-term pathways. We also see work occurring in both (a) classrooms to prepare students for the Leaving Certification, and (b) employment settings.
Social-cognitive learning	A major way that we learn is by observing what is happening around us. For example, we look at what other people do,

⁶ Caplan, R. D., Vinokur, A. D., Price, R. H., & Van Ryn, M. (1989). Job seeking, reemployment, and mental health: A randomized field experiment in coping with job loss. *Journal of Applied Psychology*, 74(5), 759-769. doi:10.1037/0021-9010.74.5.759

⁷ Vuori, J., Koivisto, P., Mutanen, P., Jokisaari, M., & Salmela-Aro, K. (2008). Towards Working Life: Effects of an intervention on mental health and transition to post-basic education. *Journal of Vocational Behavior*, 72(1), 67-80. doi:http://dx.doi.org/10.1016/j.jvb.2007.10.003

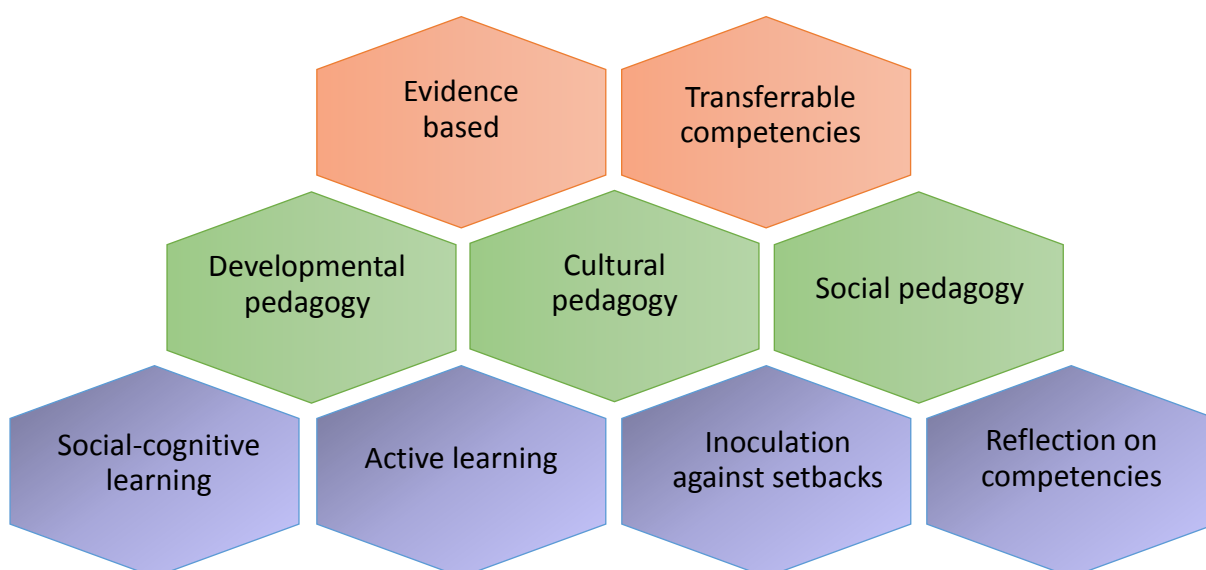
⁸ Akkermans, J., Brenninkmeijer, V., Schaufeli, W. B., & Blonk, R. W. B. (2015). It's All About CareerSKILLS: Effectiveness of a Career Development Intervention for Young Employees. *Human Resource Management*, 54(4), 533-551. doi:10.1002/hrm.21633

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¹⁰ Symonds, J., Torsney, B., & Duffy, E. (2017). *PROSPER: the professional student programme for educational resilience*. Dublin: UCD School of Education, University College Dublin.



	consider what they say about us, and reflect on our own actions. We then use these observations as feedback. The activities in Level-Up are designed to give many different types of feedback that can be used to build competencies.
Active learning	In Level-Up, participants learn actively rather than passively, for example through discussion, group work, role play and debate. This promotes higher-order thinking and positive emotion while learning.
Inoculation against setbacks	In everyday life, we encounter barriers to achieving our goals, for example, having a job application rejected. In Level-Up, participants practice how to cope with failure and barriers, to build their resilience for the future.
Reflection on competencies	Being able to think about your own competencies, and plan for how to build them, is a metacognitive skill that is encouraged throughout the Level-Up programme by structured reflective activities such as journaling, self-assessment and peer-interview.
Developmental pedagogy	People's interests often tie to their age-group, for example, teenagers can feel drawn to learning about their identities, desire freedom in learning, and look at older role models for ideas about career and work. Level-Up activities acknowledge the specific interests and passions of teenagers.
Cultural pedagogy	The social groups we live in, for example, our neighbourhoods, communities of friends, and families, connect us through shared language, expectations and activities. Level-Up is designed for the Irish cultural context of teenagers in Transition Year, whilst maintaining broad international applicability.
Social pedagogy	Teachers of Level-Up are encouraged to view the students as whole people who are continually developing, to work with students in and outside of standard educational frames to help them develop their career and work competencies, and to develop meaningful professional relationships with students.



What competencies does Level-Up cover?

Level-Up covers three major sets of competencies that can help you through the adventure of building your career and finding satisfying work. These are:

Level 1 PLAYER CORE	Identifying and building your career identity
Reflecting on your values, strengths, and interests, and consolidating your career goals.	
Level 2 QUEST	Developing and practicing your skills for finding work
Demonstrating your career identity through written materials (e.g. CV, personal statements, cover letters), networking to progress your career, exploring career opportunities and finding a work placement.	
Level 3 ADVANCE	Being a professional worker and student
Having a professional approach including self-control, working well with others and engaging in work.	

Programme structure

The programme is structured as a 45-hour transition unit. Up to 15 of those hours are spent covering the activities in class, with each session expected to last between 40 and 60 minutes depending on the school timetable. Of those sessions, 12 are designed to occur before the work-placement to support you in your career development, help you find a work placement, and prepare you for the workplace. Then, 3 are meant to follow the work placement to enable you to reflect on what occurred there and apply that learning to your future career identity and vision. The work placement makes up the remaining 30 hours of the transition unit.

Level 1 PLAYER CORE	
1	Identifying my values, interests, and strengths
2	Building my calling in the new career
3	Setting career goals and pursuing them
Level 2 QUEST	
4	Self-profiling
5	Career networking
6	Finding a work placement
Level 3 ADVANCE	
7	Being professional and controlling my actions
8	Thinking critically and creatively
9	Being civil to others
10	Valuing diversity
11	Listening and leading
12	Engaging in work
Work Placement	
NEW LIFE	
13	Remembering the work placement
14	Re-evaluating my values, interests, and strengths
15	Refining my career goals and vision


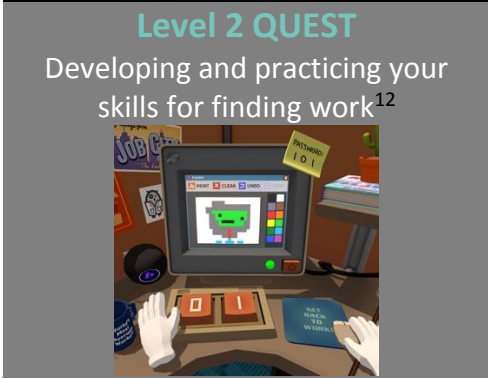

Level 1 PLAYER CORE

1.1 Identifying my values, interests, and strengths

Activity 1.1a – the adventure game begins

Instructions

Please match the competencies listed on this worksheet, to the different levels of the game. The order should match the programme outline given earlier in this manual. Draw arrows to match competencies to levels

Competencies	Arrows go below	Levels
<ol style="list-style-type: none"> Showing others what my career interests and skills are Acting professionally at school and work Being civil to other people Identifying my career values, interests, and strengths Showing leadership skills Valuing working with people who are different to me Listening to what other people who I am working with are saying Setting career goals Networking with others to help me with my career Building a sense of purpose in my career Searching for a work placement Being engaged in my work 		<div> <p>Level 1 PLAYER CORE Identifying and building your career identity¹¹</p>  </div> <div> <p>Level 2 QUEST Developing and practicing your skills for finding work¹²</p>  </div> <div> <p>Level 3 ADVANCE Being a professional worker and student</p>  </div>

¹¹ https://commons.wikimedia.org/wiki/File:Amateur-made_Na%27vi.jpg

¹² By Owlchemy Labs, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=48179665>



Activity 1.1b – identifying my values

Instructions

Which values matter the most to you? List your top 5 values in order of highest (1) to lowest (5). You can have more than one value at the same number if you like.

Being free to develop your skills and ideas	Feeling safe in your everyday environment
Being free to behave how you like	Maintaining tradition
Having excitement, novelty and change	Complying with rules and laws
Experiencing pleasure	Avoiding upsetting other people
Being successful in life	Being reliable and trustworthy
Being able to control things	Caring for others around you
Having material possessions	Being committed to equality, justice and protection for all people
Being wealthy	Preserving and caring for the environment
Being liked and respected	Accepting others who are different from you

Activity 1.1c – identifying my career strengths

Instructions

Please tick the boxes that are your personal strengths, that could also be strengths in your career.

Thinking skills I like to <input type="checkbox"/> Brainstorm <input type="checkbox"/> Evaluating things <input type="checkbox"/> Experiment <input type="checkbox"/> Figure things out <input type="checkbox"/> Investigate <input type="checkbox"/> Solve problems	Social & communication skills I like to <input type="checkbox"/> Care for people / animals <input type="checkbox"/> Help <input type="checkbox"/> Lead <input type="checkbox"/> Listen <input type="checkbox"/> Make other people laugh <input type="checkbox"/> Mentor <input type="checkbox"/> Negotiate <input type="checkbox"/> Organise people <input type="checkbox"/> Persuade people <input type="checkbox"/> Speak in public <input type="checkbox"/> Talk <input type="checkbox"/> Teach <input type="checkbox"/> Work alone <input type="checkbox"/> Work with others <input type="checkbox"/> Improve society / bring about change
Practical skills I like to <input type="checkbox"/> Control machinery <input type="checkbox"/> Design things <input type="checkbox"/> Fix things <input type="checkbox"/> Install things <input type="checkbox"/> Maintain things <input type="checkbox"/> Make things <input type="checkbox"/> Organise things <input type="checkbox"/> Repair things <input type="checkbox"/> Create new things <input type="checkbox"/> Take things apart	Lifelong learning I try to <input type="checkbox"/> Assess myself <input type="checkbox"/> Change myself <input type="checkbox"/> Finish courses and study <input type="checkbox"/> Learn new things <input type="checkbox"/> Stay engaged in learning
Physical skills I am <input type="checkbox"/> Very active <input type="checkbox"/> Strong <input type="checkbox"/> Quick <input type="checkbox"/> Coordinated <input type="checkbox"/> Patient	Computing skills I am good at <input type="checkbox"/> Computer graphics and design <input type="checkbox"/> Making presentations <input type="checkbox"/> Typing <input type="checkbox"/> Using spreadsheets <input type="checkbox"/> Using the Internet <input type="checkbox"/> Word processing <input type="checkbox"/> Working with databases
Resource management I enjoy <input type="checkbox"/> Managing other people <input type="checkbox"/> Managing physical & practical resources <input type="checkbox"/> Managing time <input type="checkbox"/> Managing money	



Activity 1.1d – values and strengths role play

*Kieran is pronounced Key-Ran.
Sadie is pronounced Say-dee.
Amali is pronounced Ah-Mah-Lee.*

- Kieran Good morning Sadie!
- Sadie Good morning Kieran!
- Kieran I'm glad I could catch you this morning. How is your work on the community voice app going?
- Sadie It's going well. We've nearly finished the first design, and we'll have some ideas we can present to you tomorrow.
- Kieran What is it like working with Amanda and Amali on your team?
- Sadie It's great. I really enjoy working with people who are happy to share their ideas. Also I prefer it to what I was doing before, when I was designing the software for Jim. He and I didn't talk much; he just gave me instructions over email.
- Kieran So how is it different now, with Amanda and Amali?
- Sadie Well Amali is great at the big picture, he comes up with interesting ideas all the time. And Amanda is great at linking those ideas to the market, she thinks through how we could put what Amali says into a product that people could really use. That helps me think more about how to design the software to do those things.
- Kieran And how is the software coming along?
- Sadie Amanda and Amali's ideas are good, but they're also challenging. I've had to invent some new programmes to actually create the app that's needed for their ideas to work. This is probably my best design ever and I'm really proud of it.
- Kieran Well you're lucky to work with such a good team. Ever since I began managing Doo Dat Design I've really missed working hands on with the product. All I ever seem to do now is check up on people and write reports about the company.
- Sadie What did you do before you went into management here?
- Kieran I worked as a problem solver for Go Get-it Games. Whenever they had a product recall, I would figure out how to fix the problem with the product. That built up my skills in problem solving. The owners of Doo Dat Design thought



that my problem solving skills would work well for management. But now I'm using a completely new set of skills and they don't connect to my old skills at all.

Sadie So what interested you in taking the job?

Kieran The company's attitude towards the community really got me interested. I like that Doo Dat Design makes apps for ordinary people to speak out about community issues. There wasn't much of that going on at Go Get-it Games.

Sadie Well I hear that Go Get-it Games makes cool apps too. And I hear that they give their employees time off from work to go to the gym and that they all go out to lunch together. That sounds like a great place to work!

Kieran That was another thing that I didn't like so much about Go Get-it Games. I prefer working for a company where I can count on my employees to be the building from 9 to 5 pm. I think it's more professional not leaving work.

Sadie I don't know, there are a lot of new ideas about working that some of the start-up companies are using. It seems exciting to me, to work somewhere that is constantly changing.

1.2 Building my calling in the new career

Activity 1.2b – interview with an expert on calling

Instructions

Read the following description of ‘calling’. Use this to answer the questions asked by the interviewer on calling.

Description of calling¹³

“Many people want to find work that is more than just a pay check. Many people want their work to be a pathway for expressing their purpose in ways that make the world better. This approach to work is a calling.”

“Feeling a calling in your work is connected to many benefits. People who feel a sense of calling in their work are more satisfied with what they are doing, are more engaged in their work, and put in more effort. They also report that life as a whole is more meaningful and satisfying, than people who think of their work in other ways.”



“I remember a time in my life, where I struggled to find what was meaningful in my life and my career. It wasn’t that I couldn’t find anything that I was interested in, it was that I was interested in lots of things. And the thought of choosing just one thing was frightening. What I longed for at that time in my life was an ‘aha’ moment.”

Research done in the United States found that around 21% of adults from all walks of life said that it was true that they were currently searching for a calling in their career. Around 31% said that they were currently living a calling in their job at that moment.

When people ask me “how should I go about identifying a calling” I tell them “be patient, but actively explore your interests and values, and the types of occupations that are out there. The more you reflect on what is important to you, the more you can build up a picture of how you could do those things which are important, for example, helping other people, in a variety of jobs that you might have in your lifetime”.

When you are able to identify and tell others about a broader sense of purpose that you are carrying out through your daily career, you are experiencing what it means to live a calling.

¹³ This description of calling is taken from Professor Bryan Dik’s Tedx talk on calling which can be accessed here: <https://www.youtube.com/watch?v=G2AMSOAvX2s>

Activity 1.2c – tracing the threads of calling

Read the following vignettes about Sean and Annette¹⁴. When reading the vignettes, try to identify the following elements:

1. The person's values
2. The person's vision for the future
3. Any signs of reconciliation or struggle
4. The person's sense of being called, or pulled towards meaning and purpose

I was working as a cleaner in a hospital, tidying the wards, cleaning the bathrooms and beds, and always trying to make the wards a more comfortable place for children who were patients, and their parents. Although this job can be very tiring and difficult at times, I still feel good about what I do. When I think about the children I want to help them feel happy in the hospital. Whenever the nurses or doctors need to give the parents some news, they call me in to play with the children, to make everybody happy. I often feel that what I do is more than just work, it gives me a sense of purpose.

Samir



Annette




I had worked for the police department for 2 years as police sergeant. My job was always interesting, with many opportunities to help people in my local neighbourhood and in the city. It gave me a feeling of great purpose to help make my community a more peaceful place. However, I was not always happy in my work. I felt that I couldn't really reach the people I was trying to assist and I never got to know them well across time. That is when I decided to become a psychotherapist. My girlfriend was very supportive, and suggested that I speak with her mother who is a psychotherapist, to find out more about what that would be like.

¹⁴ These vignettes are adapted from material sourced from Bryan Dik's Tedx talk on calling:
<https://www.youtube.com/watch?v=G2AMSOAvX2s>

Activity 1.2d – finding a calling to pull me through the new career

Look back at the worksheets for activities 1.1b and 1.1c to remember your top 5 values and career strengths. Use the template below to write about these and your dreams for the future.

	<p>My name or alias</p> <div></div>
<p>My top 5 values:</p> <ol style="list-style-type: none">1.2.3.4.5. <p>My top 5 career strengths</p> <ol style="list-style-type: none">1.2.3.4.5. <p>Three things I hope for when I think about building a career</p> <ol style="list-style-type: none">1.2.3.	

1.3 Setting career goals and pursuing them

Activity 1.3a – goals hierarchy



15



Instructions

In this part of Level-Up, we will think about different types of games that require different types of goals.

First, imagine you are playing a game of soccer. Then, in small groups or as a class, answer the following questions.

A. What is the most important goal of a soccer player during a game?

B. How do they make progress towards their 'top level' goal?

C. Name 3 smaller steps they could take, in order to achieve their top level goal.

1.

2.

3.



¹⁵ Public Domain, <https://commons.wikimedia.org/w/index.php?curid=607398>

Activity 1.3b – career interests interview

With a friend, carry out a career interests interview. If you are the interviewer, please read through each area with your friend, then ask them to rate their interest in each area in their own workbook. Discussion on each area should last no longer than 30 seconds. The entire interview should take around 10 minutes.

Occupational area	Very interested	Somewhat interested	Not very interested
Health (<i>e.g. Doctor, Nurse, Medical Secretary, Vet</i>)			
Psychology (<i>e.g. Psychologist, Counsellor, Psychiatrist, Therapist</i>)			
Caring (<i>e.g. Childcare, Eldercare, caring for animals</i>)			
Education (<i>e.g. Teacher, Nursery Nurse</i>)			
Public Services (<i>e.g. Social Worker</i>)			
Law or Government (<i>e.g. Lawyer, Politician</i>)			
Administrative (<i>e.g. Administrator, Secretary, Receptionist</i>)			
Police and Armed Forces (<i>e.g. Army, Navy</i>)			
Transport (<i>e.g. Bus Driver, Taxi Driver</i>)			
Land Based and Environmental (<i>e.g. Farmer, Gardener</i>)			
Engineering (<i>e.g. Mechanical Engineer, Cable Layer</i>)			
Manufacturing (<i>e.g. Food Manufacturer, Factory Worker</i>)			
Construction and the Built Environment (<i>e.g. Architect, Builder</i>)			
ICT (<i>e.g. Computer Scientist, IT Technician</i>)			
Retail (<i>e.g. Shop Owner, Retail Assistant</i>)			
Hospitality and Catering (<i>e.g. Hotel Owner, Chef, Kitchen Hand</i>)			
Hair and Beauty (<i>e.g. Makeup Artist, Hairdresser</i>)			
Sport and Leisure (<i>e.g. Rugby Player, Fitness Instructor</i>)			
Travel and Tourism (<i>e.g. Travel Agent, Tour Guide</i>)			
Creative and Performing Arts (<i>e.g. Musician, Artist, Dancer</i>)			
Media (<i>e.g. Journalist, Graphic or Web Designer</i>)			
Business Administration and Finance (<i>e.g. Banking, Accountant</i>)			
Science (<i>e.g. Laboratory Scientist, Technician, Chemist</i>)			
Research and analysis (<i>e.g. Policy Analyst, Researcher, Investigator</i>)			



Activity 1.3c – matching my skills and interests to career goals

In this activity, we are going to work on setting some top level and lower level career goals.

Look back at your top career values, strengths and interests from activities 1.2d and 1.3b. In the box below, list your top 3 values, strengths and interests:

My top 3 values	My top 3 strengths	My top 3 interests
1	1	1
2	2	2
3	3	3

Thinking about these values and strengths, list one top level goal that you might have for your career, and 4 lower level goals that might help you achieve your top level goal.

1. One of my top level career goals is to...
2. In order to work towards this goal I can...
3. In order to work towards this goal I can...
4. In order to work towards this goal I can...
5. In order to work towards this goal I can...

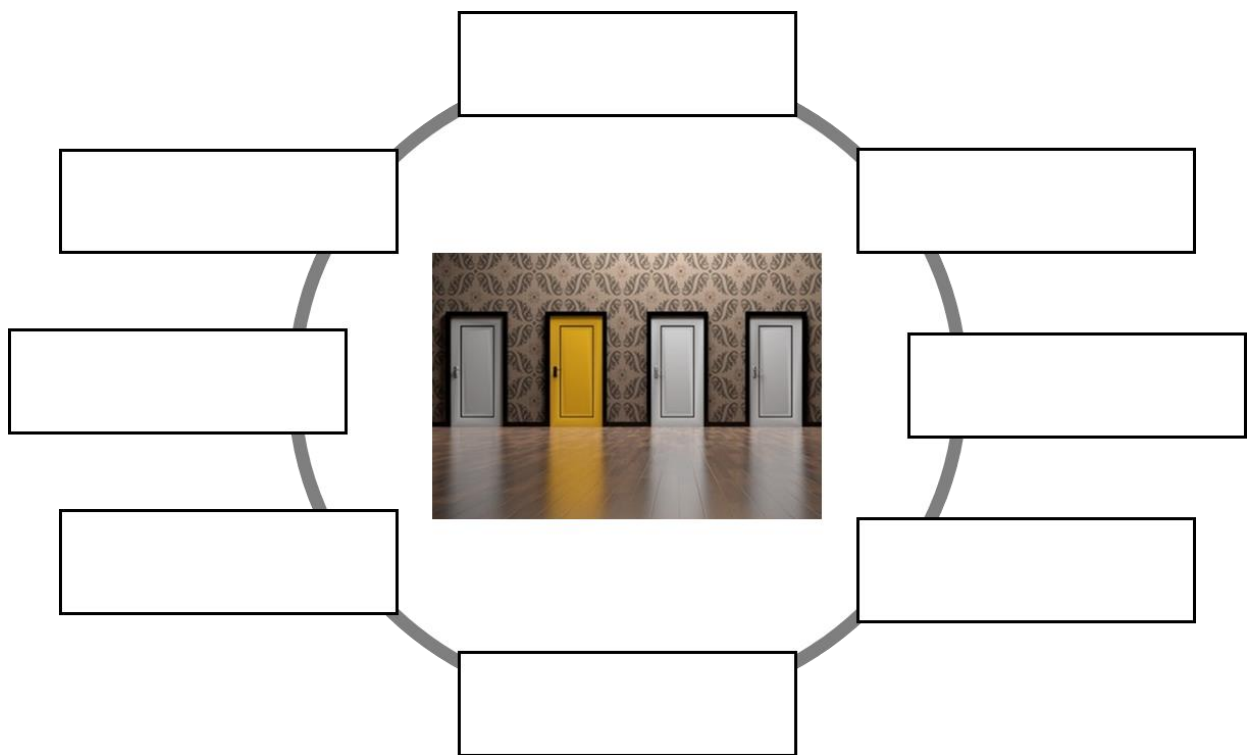
Level 2 QUEST

2.1 Self-profiling

Now you have identified your career values, strengths and interests, and hopefully some longer and shorter-term goals for your career, it is time to put those assets together and learn how to communicate them well to other people who can help you in your career.

Activity 2.1a – the many ways to Level-Up

Using the spider diagram below, list the ways that you can communicate your career values, strengths, and interests to other people.



Reflect

- ⬆ Which way seems the easiest do you think?
- ⬆ Which way seems the hardest?
- ⬆ Which way would you prefer to use?
- ⬆ Which way do you need the most improvement or experience in?
- ⬆ How could you learn more about that way of communicating?



Activity 2.1b – how (not) to communicate with employers

Role play

It is Tuesday afternoon. Kyle/Kylie has walked to the Animal Rescue Shelter to ask about work experience there. The manager of the Shelter has come to speak with Kyle/Kylie.

Manager Hello Kyle/Kylie, what can I do for you?

Kyle/Kylie [your teacher will say this part]

Manager Well we are very busy with many animals coming in every day, and we are running out of space to house them all. But I don't see what you could possibly do for us.

Kyle/Kylie ...

Manager I'm still not sure, could you perhaps tell me a little bit more about yourself?

Kyle/Kylie ...

Manager Thanks for telling me that about yourself Kyle/Kylie. If I were to give you some work here, how much time each week would you be able to come in for?

Kyle/Kylie ...

Manager I'll have to have a think about what would work best for us. How early could you start in the morning?

Kyle/Kylie ...

Manager Alright, so if you could start at 8 am that means we can have you help us feed the animals before we open the doors to the public. Are there any questions you might like to ask me about what we do here?

Kyle/Kylie ...

Manager We take donations, and we ask the customers to pay €20 towards the cost of any medicine we have given the animals.

Kyle/Kylie ...

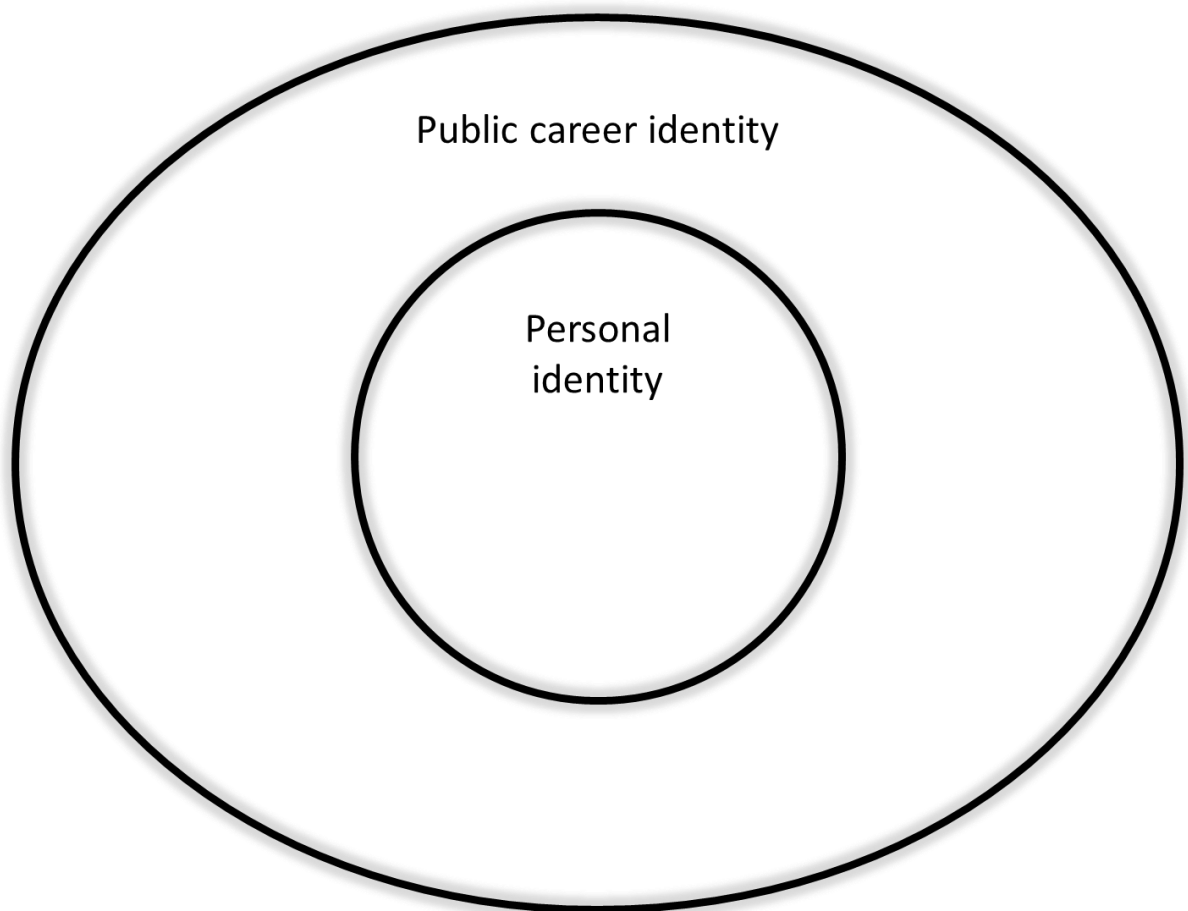
Manager Alright then, thanks very much for coming in Kyle/Kylie. It would be really good if you could meet our other manager Julie – would you mind coming back on Friday around 3 o'clock?

Kyle/Kylie ...

Activity 2.1b – creating my public career identity



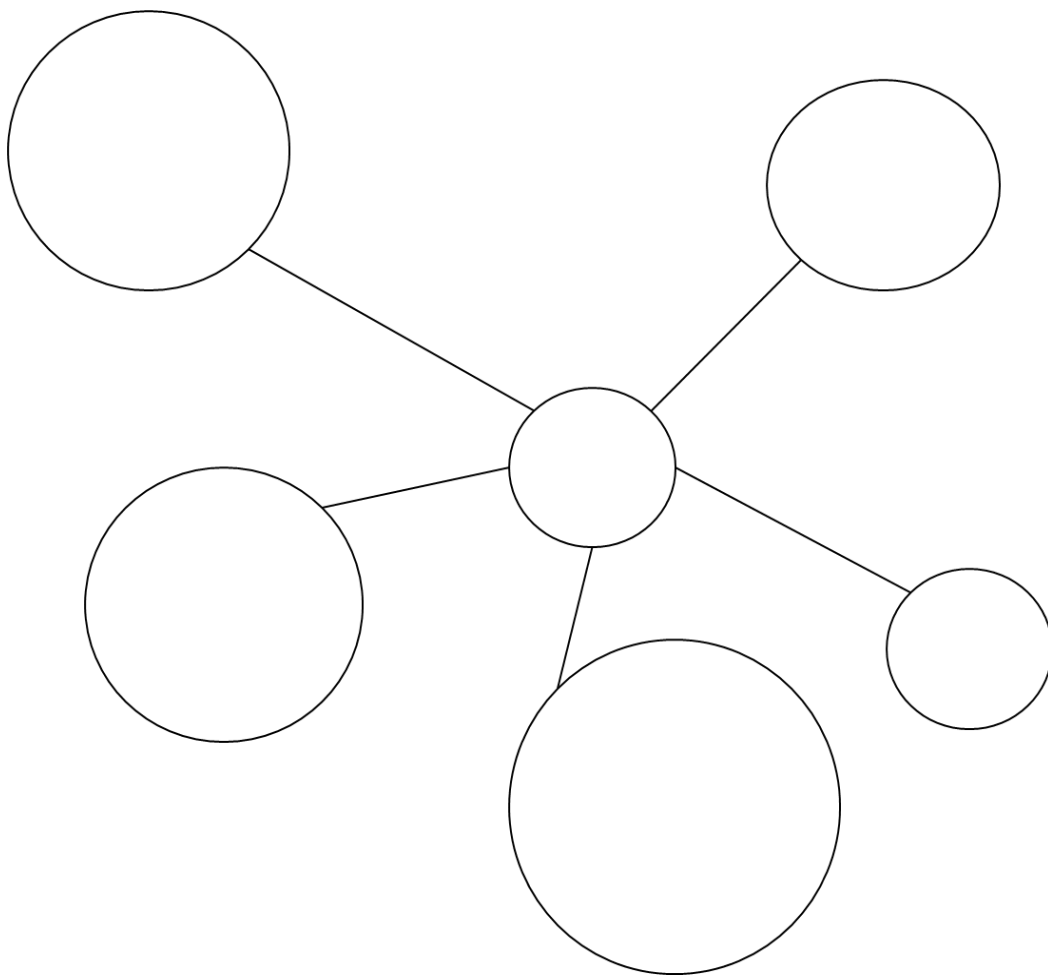
- ▲ List a few words that describe the things about you that you share with family and friends (e.g. enjoys playing video games, dislikes pizza, wants to be president of the United States) in the inner ring.
- ▲ Then, list a few words that describe your career identity in the outer ring. Think about the ways in which an employer or education provider might see you. Refer back to your career values, strengths and interests. For example, honest, hard-working, creative, disciplined, reliable, enjoys maths, interested in making new things etc...



2.2 Career network

Activity 2.2a – Career network map

Draw your career network below. Start with yourself in the centre, and add more circles for different parts of your network as needed. Try to put people's names in the network.





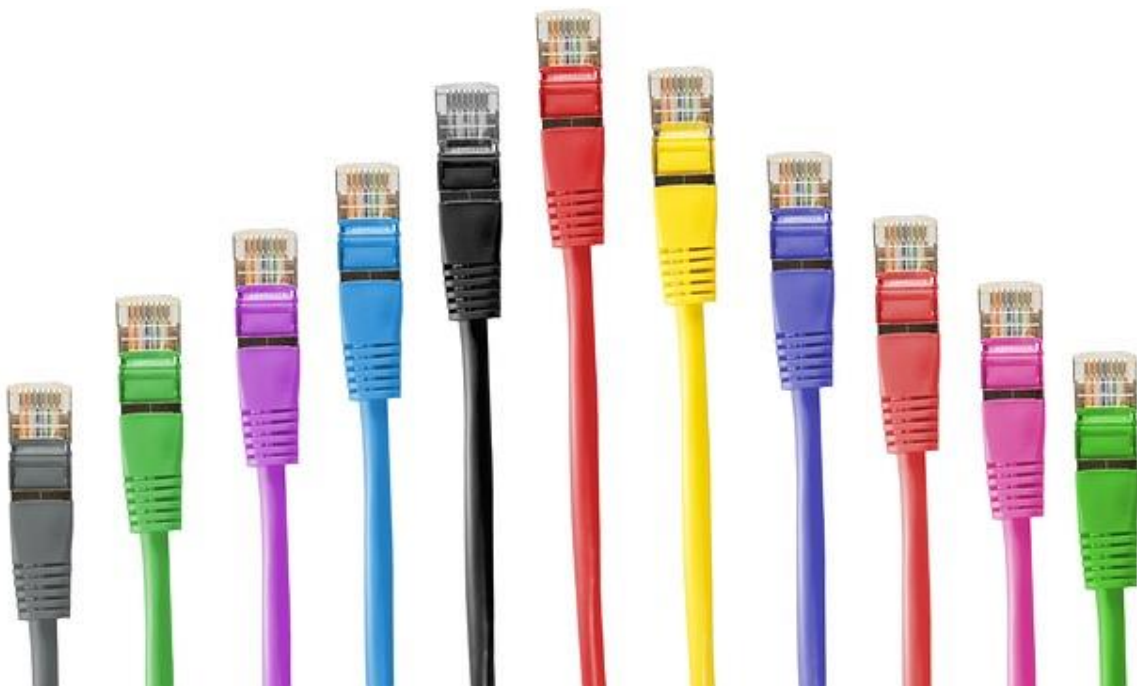
Activity 2.2b – growing your career network

Here you and a partner will help each other expand your career networks. While your partner asks you the questions, show them your career network and expand it if you can, or make a note next to the part of the network that you wish to expand.

QUESTIONS

Ask your partner:

1. Which part of your career network has the most direct links to work?
2. Which part of your career network would be the easiest to expand?
3. Can you show me how you could expand a part of your career network by drawing something new on your map?
4. Is there another part of your career network that you could expand?
5. How could you do this?



Activity 2.2c – career champions

Scott



Works well with others. Is interested in computer programming but doesn't want a university degree. Has career values of helping others and being successful. Is honest and reliable. Is good at listening and solving problems. Is looking for a work placement that can help him with his career goals.

Career Champions

Aleksy



Parent of Scott's football teammate. Works as a sales manager for a social media company. Scott has been to their house a few times.

Linda



Works at the local technical college where they offer Level 4 and 5 short and major courses. Scott knows her through his mother.

Kira



Works as an ICT in Scott's secondary school. Knows Scott a little through their classes.

Amit



Good friend of Scott's and is also thinking about careers. Has a part time job maintaining a charity's website.

Questions

1. Why might the career champion want to help Scott find a work-placement?
2. How could the career champion help Scott find a work-placement?
3. What things about Scott does the career champion know well?
4. What other things about Scott might the career champion need to know?
5. What could Scott do to help the career champion help him find a work-placement?



2.3 Finding a work placement

Activity 2.3a – where do I want to work and who should I contact?

Please fill out the following table – you can start anywhere on the first column for each idea (e.g. you might start with who you know, or who you can contact, or career identity).

	Work Placement Idea 1	Work Placement Idea 2	Work Placement Idea 3
I want to gain experience in...			
People who I know <i>Does anyone in your career network work in this area?</i>			
Career identity <i>How does this idea fit with my career values, strengths and interests?</i>			
Location <i>How I can get to this place?</i>			
Key person <i>Who at this place could I contact?</i>			
Communication method <i>How should I contact them and what information should I give them?</i>			



Activity 2.3b – work search quiz

Please record your team's answers to the quiz in the table below:

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

You will need these pictures for one of the questions.



Please complete the following set of questions about yourself. This is in preparation for your work placement. Mark only one box per row (e.g. 'agree a bit').

	Completely agree	Agree a bit	Don't know	Disagree a bit	Completely disagree
1. I know what my career interests are					
2. I know what I am <u>not</u> interested in doing					
3. There are many things about working that interest me					
4. There are things about working that I don't like					
5. I can work just fine on my own					
6. I enjoy working with other people					
7. It is important to work for a living					
8. It is useless to work for a living					
9. I know where to look for work					
10. Finding work is easy to do					
11. I know people who can help me find work					
12. I need education to get a good job					





Level 3 ADVANCED

3.1 Being professional and controlling my actions

Activity 3.1b - professional behaviours

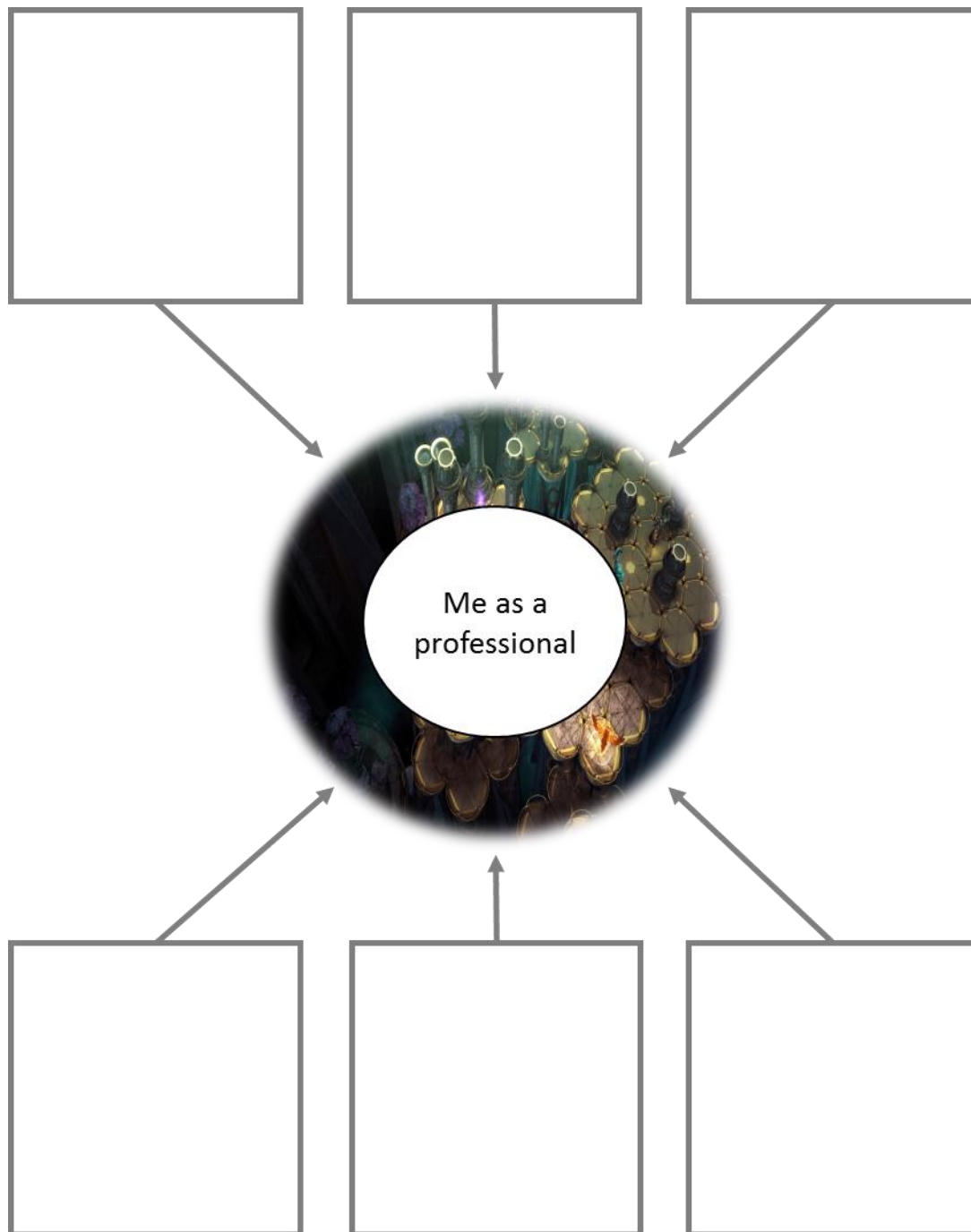
Remember, professional behaviours are *the appropriate ways you should act in a professional setting (e.g., job or school) that are customary to that job*. For this activity, choose 2 job profiles from the pictures below, then fill out the table by writing how each person would act if they were acting professionally.

	How can this person behave professionally?	How can this person behave unprofessionally?
Job profile 1		
Job profile 2		
Job profile 1 and 2: Common professional behaviours		



Activity 3.1c - professional identity

For this activity, please think about a profession that interests you, then write in the boxes the things that you might want to work on now, that will help you behave professionally in that job. This may also help you be a better student and classmate. For example, you can structure your thinking by the phrase: *As a future professional I will be a dependable employee by giving effort in everything I do.*





Activity 3.1d - Stacy's self-regulation plan

For this activity, you will need to think how you can help Stacy. Stacy is having trouble connecting work and school, and it is making it hard for her to write her essay. Your job is to write a plan to help Stacy connect her experience at her work placement with her school work and make a plan for her to finish her assignment.

Stacy is in her fourth year at a secondary school in West Dublin. Stacy has just finished her two-week work placement at a small real estate business in the City Centre. Stacy is required to write an essay about her experience. However, Stacy has been having a lot of trouble connecting what she has learned in her work placement to her classes at school. During the process of writing her essay, Stacy has been getting upset, and has instead begun checking Instagram where she scrolls through and likes all of the past pictures of her boyfriend and best friend. Stacy needs your help to stay focused.

Stacy's self-regulation plan	
Beginning of the task	
What goal would you set for Stacy to finish her paper?	
During the task	
What strategies could Stacy use to help her write her paper?	
How should Stacy manage her time?	
Should Stacy seek help? Why? From whom?	
Where should Stacy write her essay?	
What should Stacy be thinking as she writes this essay?	
After the task	
How could writing this essay help Stacy in school?	



3.2 Thinking critically and creatively

Activity 3.2c - Mumford's Creative Process Model (CPM)

In this activity, you will be thinking about the creative process as it relates to the YouTube video about designing the shopping cart. Your job is to analyse the video based on Mumford's Creative Process Model. The CPM and the questions you need to ask, have been outlined for you. Your job is to think back to the video to answer the questions.

CPM Process	Questions from the video	Answers from the video
1. Define a problem	What was the problem they are trying to solve?	
2. Gather information about that problem	What information did you find out about the problem?	
3. Organize that information	How did they organize the information?	
4. Combine that information	How did they combine new information?	
5. Generate new ideas	What new ideas were created?	
6. Evaluate those ideas	How did they test those ideas?	
7. Plan how to implement them	How were they going to use what they made?	
8. Monitor the success of their solutions	How are they making sure it works?	

Activity 3.2d - Critical and creative thinking dispositions

For this activity, you will decide which student will do the best on their community service project. Your job is to first read through the critical and creative thinking disposition each student has. Think about these words and what they mean for being a good student and a good employee.

James	David
Imaginative	Unimaginative
Curious	Lacks interest
Open-minded	Uncomfortable with new ideas
Takes moderate risks	Dislikes taking any risks at all
Always asks questions	Rarely seeks answers
Sceptical	Accepts much information as fact
Seeks truth	Cares little about the truth

Scenario

James and David are 4th year students at Morgantown College. Both students want to study law during university. For their History class project, they are tasked with creating a community service project to help a disadvantaged neighbourhood after doing background research about the community.

Answer the questions based on the James' and David's dispositions:

- 1 How might James approach the project?
- 2 How might David approach the project?
- 3 What are some questions James might ask?
- 4 What are some questions David might ask?
- 5 Who will have the better project? Why?
- 6 Think privately about whether you are more like James or David. Why?

3.3 Being civil to others

Activity 3.3b - discrimination vignettes

For this activity, you will learn about workplace discrimination by reading the following vignettes. After reading the vignettes, you will write how you think the person should have acted towards the person. Here are a couple of question to consider after you written your responses: Why did you write what you wrote? How can you apply what you learn to the workplace or school?



Case Study	How should have Person A, B, C, D acted?
Person A is a secondary school principal. There is a vacancy in their school for a head of physical education (P.E.). They pass over Julie, a talented female P.E. teacher in their school who is ready for promotion, and instead hire an external male candidate. When Julie asks why she didn't get the job, Person A tells her that they felt the other candidate would do a better job of managing boys' sports such as rugby and cricket.	
Person B works in a café. Tiko is a new employee who is an immigrant from Japan. Person B and Tiko share a shift where they are responsible for making coffee together. Person B asks their employer if they can move to a new shift, as they find it difficult working with Tiko. The employer asks why. Person B replies that they don't have anything in common with Tiko, and that they would feel more comfortable working with someone local.	
Person C works in men's fashion retail at a major department store. There, employees are paid a bonus every time they sell an expensive suit to a customer. Dave is a homosexual man who is very good at selling suits. Most months, Dave sells twice as many suits as Person C. Person C feels threatened by Dave's success, and complains to their line manager that Dave's sexuality is an unfair advantage.	
Person D is a project manager, and chartered mechanical engineer. They lead a team of engineers who design engines for electrical cars. Alex is a 16-year-old school student with a moderate learning difficulty. Alex applies to do an unpaid internship at Person D's company. Person D reads the application and turns it down, because they feel that they don't have the resources needed to support Alex's learning difficulty.	



Activity 3.3c - Who Are They? By Chaya

For this activity, you will read *Who are they?* by Chaya. You should read the poem twice. After reading this poem, I want you to take two minutes to write your thoughts about the poem. Think about these questions: What is the meaning of the poem? How can the attitudes shown in this poem be used in a work or school setting?

Who Are They?

Who are they, those boys stepping aside
For the man with the walker. He be crippled
But they honor his courage
Imagine how strong he still is.

Who are they, those girls opening the door
For the mother struggling with her baby
The toddler is hungry and cranky
And so is the poor mother.

Who are they, the people cheering
For the disabled kids playing football
Screaming their names
Urging them to do their best.

Who am I, standing, holding, celebrating
Knowing that some lessons come from books
While others come from learning
Imagining the lives of others.



Activity 3.3d - Teaching others about stereotypes

For this activity, you will think about how stereotypes might occur in the workplace and at school. What you are going to do is complete the following activity by responding to the prompts. After you have finished the writing portion of the task, switch your manual with a neighbour and read what they wrote. After that, you and your neighbour should compare what the both of you wrote.

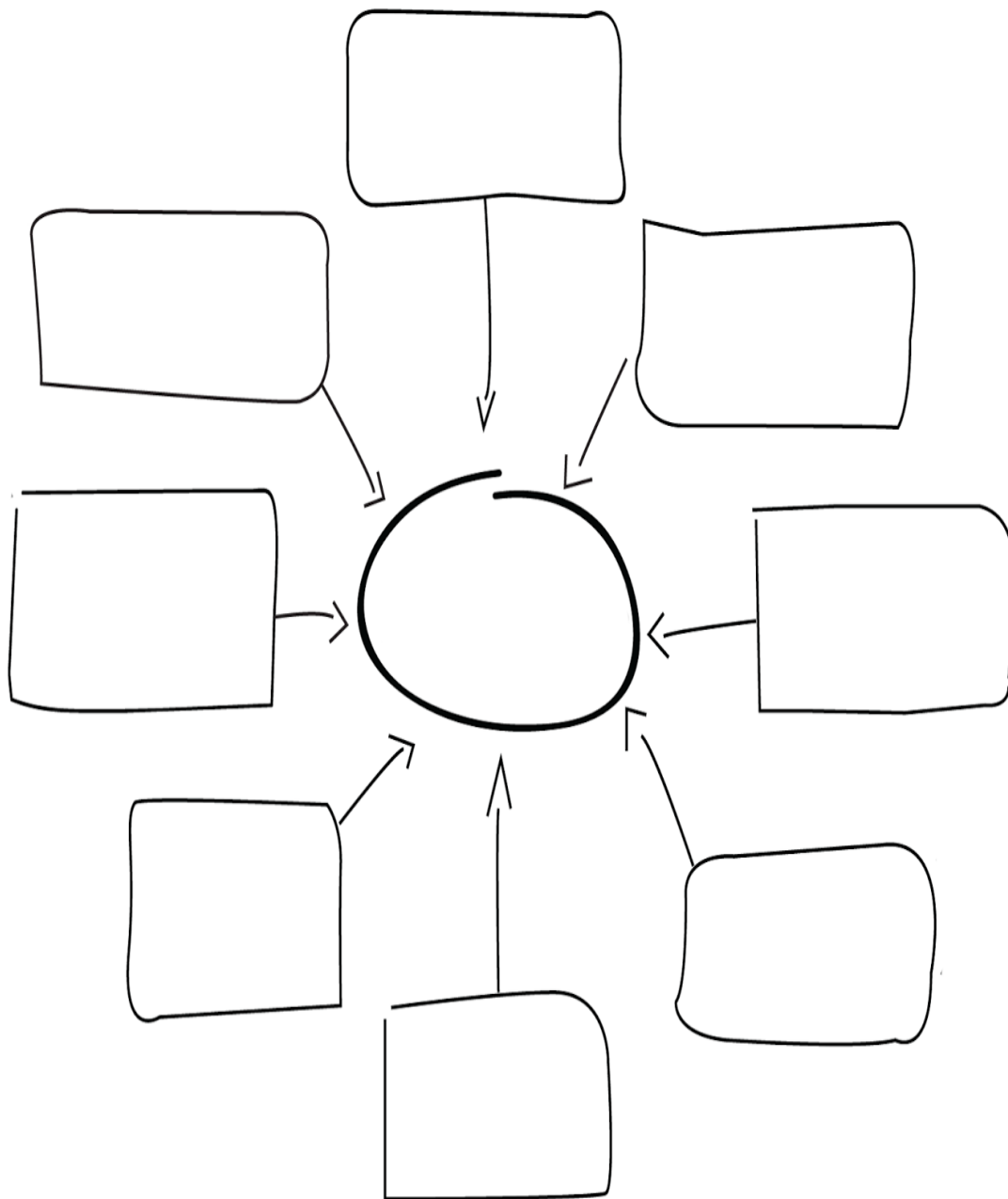
- ▲ On this page, write down two methods you intend to use if one of your friends says something that is a gender stereotype in the workplace or at school.
- ▲ Rather than just tell them 'you are wrong', think about giving them some **evidence** that proves them wrong. Try to remember the things you have seen and heard.
- ▲ For example, if your friend says that 'men cannot be tailors' you could tell them 'men in the army sew their own clothes'.
- ▲ Think about:
 - What have you learned in this class about gender?
 - What have you seen in your school?
 - What have you seen in your community?

If I heard my friend saying that women cannot be scientists,	I would tell them...
If I heard my friend saying baking is too girly for men,	I would tell them...

3.4 Valuing diversity

Activity 3.4a – brainstorming diversity

For this activity, you are going to write in the boxes words that you think of when you think of word *diversity*. Once you have finished writing in the box, you will turn to your neighbours (e.g., groups of 3 or 4) and discuss what you wrote. A large group discussion will follow the smaller group discussion.





Activity 3.4b - how can diversity make me a make me a better worker?

Think back to the previous videos and the brainstorming activity. How can working with people different from yourself make you a better worker at school and work? Think about those things and write them in the box below. When you finish writing in the box below, take what you wrote in the bulleted section and write a paragraph on this in the space provided.

Bullet points: *Diversity can make me a better worker at school and work by...*



•
•
•
•
•
•



Paragraph – How can diversity make me a better worker at school and work?



3.5 Leading and listening

Activity 3.5a - Paddy defines leadership

Ben Torsney: So, other than the medical issues and the forced retirement, can you think of any other struggles you've had moving forward?

Paddy Holohan: You could try and go through that for days and days. Like everybody, I try to erase stuff that happens from my mind, but I also use it as a growth. So, while you are moving forward, stuff is going to happen. If you start at a good day, a happy day, you can take that day down by saying 'well, it's going to get worse in the future anyway', whereas I kind of embrace that. I embrace that challenge, the challenge of something coming down the road and being able to grit it out and come through it and pop out the other side fresh, revamped, recharged.

The last 2 years have probably been some of the biggest learning experiences of my life because for the last 10 years, I've been training, making weight, fighting, and that is easy because you know what you are doing, like 'this is all I have to do and it works'.

Now I'm in a situation where I'm kind of like a leader and as a leader you are always on your spec, you are always looking out for what's coming down the line, what's going to be next and what the next move is and people asking you this as well, 'what's going to be new, what's the next move' and you're trying to take the challenges on and the risks.

It's kind of like fighting, the feeling, it is scary again but it is great that I get to watch the development, I get to see other people develop. I get a true pleasure out of watching somebody come and just lose weight, just get off the sofa and change their life through, I call it, physical and social activity. Not just physical, physical is just exercise, you need to be physical and social at the same time. That's what chimps and apes used to do. That is where we come from, that's where our build up is from.

A lot of people go to the gym and run on the treadmill but they don't talk to anybody for an hour. They stick headphones in and they are in the carpark and they are talking to themselves. If you talk to somebody else through holding pads and boxing or wrestling, you don't know what the subject is going to be, but you are going to have to interact and talk to somebody. That's just the way it works and that nurtures that other side of your body.

Some things I noticed about leadership from the interview were...





Activity 3.5a – 1-minute listening

In groups of four, each person will have a turn to talk for a minute non-stop about what leadership means to you. The point of this activity is to listen to the person talking without interrupting, because listening is a good leadership skill. After each person has talked, you will write three things about leadership that you learned from each person talking.

Talking prompts:

- ❖ *I think leadership is important because...*
- ❖ *Three qualities that make a good leader are...*
- ❖ *<insert name> is an example of a good leader because...*
- ❖ *It might be hard to be a leader because...*

3 things I learned from Person 1 were...
❖
❖
❖

3 things I learned from Person 2 were...
❖
❖
❖

3 things I learned from Person 3 were...
❖
❖
❖

3 things I learned about from 4 were...
❖
❖
❖

Activity 3.5b - Behaviours of a leader

For this activity, you will rank from 1-9 (1 being first place and 9 being last place) which behaviour you think are the most important for a leader to have. After you have finished ranking, please answer the two questions below the table.

Behaviour	Rank
1. Working hard at your job even when you don't want to be doing it	
2. Turning up on time for work	
3. Being nice to other people at work	
4. Giving tasks to your employees that allow them to be successful in their jobs	
5. Finishing important tasks	
6. Producing quality work or performing well	
7. Treating everyone at work fairly	
8. Giving others credit when they deserve it	
9. Learning to work better by listening to other people's advice	

Discussion

- Which behaviours are most important do you think?
- Which behaviours are less important for specific jobs in the photo below?





Activity 3.5c - How can I be a leader?

For this activity, you should be in pairs. First by yourself, please think about and answer the following prompts in the table below. Then switch workbooks with your partner. They will then write their thoughts about your answers.

Prompt	Answer	Partners' thoughts
<i>I can be a leader in my classes by...</i>		
<i>I can be a leader at school by...</i>		
<i>I can be a leader in my community by...</i>		
<i>I can be a leader in my future career by...</i>		





3.6 Engaging in work

Activity 3.6b – staying engaged at school and in work

Jennifer Symonds: All right, thank you. And our last question: how would you advise young people to stay engaged and focused on doing school work, even if it's in a subject they don't like?

Senator David Norris: Well, if it's a subject they don't like they just have to close their eyes and think of getting through it. That's what I would recommend. Because nobody wants to do things they don't like. I mean no amount of waffle from me will persuade kids that doing something they actually hate. What I will say is get it over with. Get it done through gritted teeth, and then you can go on to the bits that you really like. I would say do the nasty ones first. Get them out of the way, and then you can relax and enjoy yourself.

Jennifer Symonds: OK, thank you. Just before we stop the recording is there anything you would like to add about young people and their motivation and staying engaged in school.

Senator David Norris: Well, not really. It has been very nice and interesting talking to you, but I would say this: motivation is the key. It is the important thing. I was a tutor in Trinity for quite a number of years. And there would be some students who were highly intelligent, but they weren't doing well. The reason they weren't doing well is their parents pushed them into medicine or dentistry or some of these sorts of things for the social status and the financial rewards. But they weren't actually really interested, and were keener on the arts or geography or something like that. And without the motivation it wouldn't do so well. And there were some occasions where I helped them to change, and the difference when they got into a subject where they were actually interested and motivated was quite extraordinary. So, I would say motivation, you know, follow your inclinations, and do what means something to you.

Some things I noticed about staying engaged from the interview were:





Activity 3.6c - How I would stay engaged during a project?

For this activity, work with a partner to write down how you will stay engaged when completing a project given by your boss or teacher. You should write how you would begin the project, what you would do as you're working on it to remain engaged, and what you would do when it is finished.

1. Before beginning the project I would _____ _____ to prepare to engage in the project.	2. During the first part of the project I would _____ _____ to ensure I'm remaining engaged in the project.
3. During the second part of the project I would _____ _____ to ensure I'm remaining engaged in the project.	4. During the last part of the project I would _____ _____ to ensure I'm remaining engaged in the project.
5. After the project I would _____ _____ to ensure the quality of the project is high.	

List potential distractions below
❖
❖
❖
❖
❖



Activity 3.6c - Coping with distraction

For this activity, please read the following interview with playwright and actor Emmet Kirwan. In this interview, Emmet reveals how he deals with distraction in order to be productive in his career. After you have finished reading the interview, please discuss with a neighbour about what you noticed Emmet saying about handling distractions, and how you might apply what Emmet said to school and work.

Ben Torsney: How do you handle things that distract you?

Emmet Kirwan: Yeah, that's really tough. That's really tough and it wasn't like it was when I was younger. Because the distractions when I was younger, were just comic books or books or television or something like that. That was it - and maybe computer games.

I'm a bit older, I'm 37. But, you know, Super Nintendo is what I played. You know, that was all there was. So, Super Nintendo was kind of it. Or, but now, I've found that as I get older and I notice how ubiquitous smart phones, internet, gaming systems, television, Netflix are becoming. So, it's increasingly becoming harder to concentrate. So, what's happening is - and I can only imagine what it's like for young people like that - this kind of cacophony of noise that's kicking off in their heads around them. It's very hard to concentrate. For me, I have to get a quiet room and kind of pull myself away and turn off my phone; put it on airplane mode for a while. But, as I said, even if you get an hour of absolute silence and, that kind of thing, that can be enough. Well, not enough - but you can get something done. And I think you get two, three hours in absolute kind of technological silence with no phones, no anything. If so, you're doing well. That's hard for people though. You might live in a house where you don't have that opportunity. Maybe there's loads of people in a house, maybe your friends are over, you've got your life, you know, that kind of way. Studying is hard, you know what I mean. I wasn't good at it when I was in school, I really wasn't. And I didn't have all the things I have now, even though my concentration is better as an adult. When I was younger I was demotivated, mind wandering, you know what I mean. Sleep is a big thing, too.

Ben Torsney: Yeah.

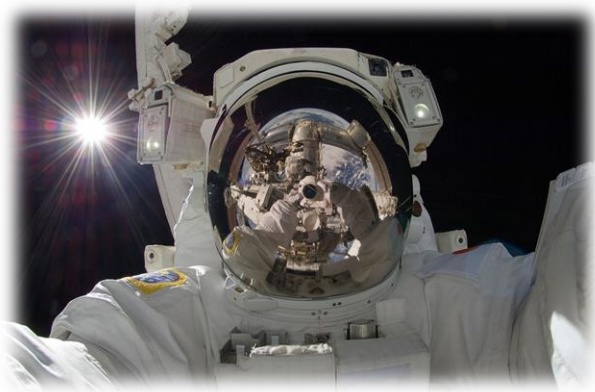
Emmet Kirwan: Just like getting enough sleep is important. Because if you don't sleep, your brain is not kicked in, you know what I mean. And it's, I suppose I'm just thinking all the time: what would be the most salient points for young people? Yeah, sleep is a huge thing. Because, if you're not sleeping then it's very easy to get distracted if you're tired. And you'll just tune out.



WORK PLACEMENT

4.1 During the work placement

Activity 4.1a – what I am learning through working



For this activity, you will want to take some notes about what you are learning during your work placement. The following table will give you structure to help you reflect. You will need to write 3-4 sentences to answer the questions on the left side of the page.

Work placement record	
What is my role during the work placement?	
Who do I speak with most during the work placement?	



What am I learning from that person / those people?	
What have been some negative experiences about the work placement?	
What is the most positive thing about the work placement?	
What am I learning that can help me do well in my work in school?	
What am I learning that can help me do well in my future career?	

NEW LIFE

4.1 Remembering the work placement

Activity 4.1a – how I feel after the work placement

Please complete the following set of questions about yourself. This is to reflect on how you feel after work placement. Mark only one box per row (e.g. 'agree a bit').

	Completely agree	Agree a bit	Don't know	Disagree a bit	Completely disagree
1. I know what my career interests are					
2. I know what I am <u>not</u> interested in doing					
3. There are many things about working that interest me					
4. There are things about working that I don't like					
5. I can work just fine on my own					
6. I enjoy working with other people					
7. It is important to work for a living					
8. It is useless to work for a living					
9. I know where to look for work					
10. Finding work is easy to do					
11. I know people who can help me find work					
12. I need education to get a good job					

Now, in the table below, please record up to 3 feelings that have changed between now, and when you did your first assessment for activity 2.3c.

Which question changed?	How much did it change?	Why did it change?
<i>e.g. Finding work is easy to do</i>	<i>e.g. - 1 point</i>	<i>e.g. Because my employer mentioned there is a lack of jobs in that area.</i>

Activity 4.1b – work placement reflective interview

Please use the questions below to interview your partner for 10-minutes about their experiences of the work-placement. After you have finished, please swap and they will interview you for 10-minutes. If you had more than 1 work placement, please choose the one that sticks out most in your mind to discuss.



16

Questions

1. What did you do for your work placement?
2. How did you get your work placement?
3. What were the people like, who you worked with?
4. What were their expectations of you?
5. Were there times when you felt that you were not meeting their expectations?
6. What did you learn about working effectively, from your work placement?
7. What did your work placement teach you about your career? Think about your career values, strengths and interests, and any career goals you might have.
8. If you could go back and do your work placement again, what might you do differently?

¹⁶ By Owlchemy Labs, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=48179670>



Activity 4.1c – work placement reflective discussion

Using the table below to help you reflect, please record up to 3 key things that you learned about your career or their ability to work from your work placement. You might have thought about these already during the past two activities.

Career and Work Competence	What I learned from the work placement
My career values, interests, and strengths	
Building a calling in the new career	
Setting career goals and pursuing them	
Communicating my career identity to employers (e.g. CV, cover letter)	
Career networking	
Finding a work placement	
Being professional and controlling my actions	
Thinking critically and creatively	
Being civil to others	
Valuing diversity	
Listening and leading	
Engaging in work	

Now that you have finished your work placement, revisit the values card sort activity. You can sort the cards by placing numbers (1-18; 1 being first place and 18 being last place) in the card box. After you have finished, think about why you noticed changes in your values after completing your work experience. If you didn't notice any changes in your values, think about why that is.





What changes did you notice in how you ranked your value?	Why do you think that is?
❖	❖
❖	❖
❖	❖



Activity 4.2b – an interesting discussion

Was there anything about your work placement that you found particularly interesting? Please write down three things, and give some details on why you found those things interesting.

Interesting aspect of my work experience	
	
❖	
❖	
❖	

Please circle or highlight the occupational areas you currently have the most interest in

Health	Construction and the Built Environment
Psychology	Information Communication Technology
Long term caring	Retail
Education	Hospitality and Catering
Public Services	Hair and Beauty
Law or Government	Sport and Leisure
Administrative	Travel and Tourism
Police and Armed Forces	Creative and Performing Arts
Transport	Media
Land Based and Environmental	Business Administration and Finance
Engineering	Science
Manufacturing	Research and analysis
Health	Construction and the Built Environment

Activity 4.2c - SWOT at work carousel

1. Your goal as a group is to create a Strengths, Weaknesses, Opportunities, and Threats (SWOT) list, on 4 pieces of paper, about **what it is like to work**.
2. In your groups, please label 4 pieces of plain paper with the following headings:
 - a. Strengths
 - b. Weaknesses
 - c. Opportunities
 - d. Threats
3. Thinking back to your work placements, and from what you already know about working, please record two items on each page.
4. Pass the pages around the group so that everyone has a turn recording two things each.
5. Some examples of what you might put on the lists are:
 - a. Strengths – Working hard, being good with people.
 - b. Weaknesses – Being poor at writing, getting frustrated with people at work.
 - c. Opportunities – Having friends who help you, having good role models at work.
 - d. Threats – Having family who don't believe work is important, having friends who don't like to work.
6. You can then record your favourite items from the SWOT list on the table below.

Strengths	Weaknesses
My SWOT CHART	
Opportunities	Threats

4.3 Refining my career goals and vision

Activity 4.3a & b – time machine

Time machine interview questions

1. Which things did you see most clearly in the time machine activity?
2. How clearly could you see your future job?
3. What kind of job was it?
4. Does this match your current situation and expectations?
5. Which skills were you using in your future job?
6. How well did the future job match your skills?
7. Did it feel like a job you could stay in for a while?
8. Why is that?
9. What would you have to do between now and the future, to have a job like that?





Activity 4.3a – questions for the future carousel

Think of one general question you have about your future career and work. Draft your question below:

My question

Your teacher will give you instructions on how to proceed with the rest of this activity. Once you have had your question answered by other people in the room, please record your favourite answers to your question (or to other people's questions) in the table below:

Answer 1	
Answer 2	
Answer 3	





END OF WORKBOOK