



Personal development and career profiles

Total time
1 HOURS
20 min

Introduction

In this unit pupils engage in self evaluation with a view to thinking ahead and putting a reasonable goal at the top of their progression ladder. The career interests game is based on the ideas of psychologist John Holland, who categorises people into 6 personality types: realistic; investigative; artistic; enterprising; social and conventional. Each of these personality types has natural strengths and weaknesses and thus will be happier and more fulfilled in a career making best use of their strengths. In a matched career you are likely to be in a sympathetic physical environment surrounded by like and complementary personalities.

From a self evaluation point of view this brief exercise will give pupils an introduction to:

- Understanding and giving evidence of their strengths
- Recognising areas of weakness and setting targets for addressing them
- Understanding the wide scope of employment opportunities
- Understanding potential progression pathways into employment
- Developing skills for independent research for self development

This career interests game is designed as a fun starting point. Though brief it proved both stimulating and surprisingly accurate when used in the pilot programme with year 9 and 10 pupils. It proved a useful, class - based activity which can be done as a paper based exercise without ICT facilities. It gives the pupils a starting point from which to start thinking about their future.

Equipment needed

Each pupil will need individual copies of unit 2 worksheets covering activity 1 – 4 plus individual or shared copies of the fact sheet 'Personality types'.

Introduction and ice breaker

Refer back to the diagrams of the progression ladder or qualifications tree as used in unit 1 and ask all pupils to share a career aspiration with whole class.

ACTIVITY 1 AND 2: The Career Interests Game

Pupils complete the general interests and skills questionnaire (Activity 1) and then move on to complete the questionnaire on jobs for Activity 2. Encourage pupils to think carefully about their answers and to interpret the categories broadly. When they have answered all the questions they can score their test. First they should add the score for each letter in activity one. Then they can add the total for each letter in activity two and finally they can add the sum of these two scores for each letter. At this point they will have a comparative score for each letter. Scores for each letter could range from 0 – 22.

Tips for getting the most out of this exercise

Some pupils will be less enthusiastic than others and will naturally award more scores of 1 or 0. Other pupils will be more enthusiastic types and therefore give more scores of 2 to the statements or jobs on the questionnaire. Pupils must therefore understand that their personal score can't be compared to their class - mate's score and that they should try hard to give at least some scores of 2 and some of 0 to make their preferences clearer on the test.

Pupils can now draw up their own progression key using their TOTAL score. For an example of a completed progression key see unit 3 Teachers' notes.

5 MINS

25 MINS



ACTIVITY 3 The Progression Key, discussion and questions

For this activity pupils will need to refer to the fact sheet PERSONALITY TYPES.

Discuss the different personality types and outline John Holland's RIASEC theory that loosely classifies people into six basic types. Most of us are a mixture of two or even three letters. Certain types of jobs are more suited to specific personality types. It is not just that you are more likely to enjoy the work involved it is also that in choosing them you will be with people with similar personalities and in a work environment that suits you. Fitting your career to your personality does not exclude jobs from the top of your ladder but it should make you look at the full range of jobs within that career area.

confidence eg by making more presentations and developing their confidence in new situations. Work experience would be a valuable opportunity for this. They could look at becoming a solicitor rather than a barrister - making more use of their strengths. Thus, analysing the mismatch between our skills and interests helps us to set targets for self development.

Discussion and the opportunity to ask questions are essential.

ACTIVITY 4 Self evaluation and target setting

It may be more appropriate to use an in-house individual evaluation form but if the pupils are not familiar with SMART targets this is worth introducing at this time.

Reiterate the concept of progression as a ladder. At the top of the ladder is a goal. The steps of the ladder represent achievements needed in order to be able to climb the ladder. Reiterate the achievements they have completed in their lives to date eg SATS in year 6 and year 9.

We can think of each step as a target. Each target could represent a goal in its own right with lots of tasks needing to be completed before the target can be reached.

The ladder analogy is a good one because

- you need a goal at the top of your ladder for motivation. Why would you want to climb the ladder if you didn't know what was at the top?
- when you are thinking about what you want to achieve it is often easier to focus on the top few rungs (career, higher education ambitions) but without the first few rungs in place you cannot get up the ladder so it is necessary to set targets for the immediate future (see SMART targets below)
- rungs or targets need to be evenly spaced
- the bottom rung of your progression ladder is where you are now so it is never too early to start setting targets.

Learning about SMART targets

SMART targets are those that follow the following guidelines:

SPECIFIC - not vague

MEASURABLE - it must be possible to know whether you have reached your target

ACHIEVABLE - targets should be realistic

RELEVANT - targets must relate to your goal

TIME BONDED - when will you reach this target?

ACTIVITY Read out the following targets and get pupils to decide if they are SMART or not. Where they are not SMART agree on a change to create a SMART target.

- Improve my predicted grades in maths from Ds to Cs by the end of this year.
- Remember to bring my PE kit each Tuesday next month
- Never be late for school again
- Put my hand up to answer a question in class at least twice a day for the next two weeks.
- Try and do my homework on time
- Find out about careers

Extension and follow up activities

In the pilot this session was followed with a lesson in the ICT suite where pupils used the UCAS website, www.ucas.co.uk to research broadly into university courses and facilities. Pair pupils with similar career interests and use the internet or library to research careers before presenting to class.

For follow up activities it would be useful to have prospectuses from FE colleges and universities and to invite visiting speakers from HE, FE or business.

30 MINS

20 MINS

ACTIVITY 1

My skills and interests



Read and score every statement below as follows:

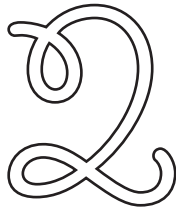
- 2 if the statement is very true of you
- 1 if the statement is quite or partly true of you
- 0 if the statement is completely untrue for you

THE CAREER INTERESTS

game

R	<input type="checkbox"/>	I like to work with animals, tools or machines
R	<input type="checkbox"/>	Compared to other people of my age I have good skills in working with tools, machines, plans or animals
R	<input type="checkbox"/>	I value practical things that I can see or touch like plants, animals, buildings or practical projects
R	<input type="checkbox"/>	I am practical, mechanical and realistic
I	<input type="checkbox"/>	I like to study and solve problems in maths and science
I	<input type="checkbox"/>	Compared to other people of my age I have good skills in understanding and solving maths and science problems
I	<input type="checkbox"/>	I value science and investigation of problems
I	<input type="checkbox"/>	I am precise, scientific and intellectual
S	<input type="checkbox"/>	I like to do things which help people like teaching, first aid or giving information
S	<input type="checkbox"/>	Compared to other people of my age I am good at teaching, counselling, nursing or giving information
S	<input type="checkbox"/>	I value helping people and solving social problems
S	<input type="checkbox"/>	I am friendly, helpful and trustworthy
A	<input type="checkbox"/>	I like to do creative things like drama, art, crafts, music or writing
A	<input type="checkbox"/>	Compared to other people of my age I have good artistic abilities in art, drama, writing, music or crafts
A	<input type="checkbox"/>	I value and enjoy plays, art exhibitions, concerts and reading stories or poetry
A	<input type="checkbox"/>	I am artistic, imaginative, original and independent
E	<input type="checkbox"/>	I like to lead and persuade people and to sell things or ideas to people
E	<input type="checkbox"/>	Compared to other people of my age I am good at leading people and selling things or ideas.
E	<input type="checkbox"/>	I value and admire success in business, leadership or politics
E	<input type="checkbox"/>	I am energetic, ambitious and sociable
C	<input type="checkbox"/>	I like to work with numbers, records or machines such as computers in a set and orderly way
C	<input type="checkbox"/>	Compared to other people of my age I am good at working with written or computerised records in a systematic and orderly way.
C	<input type="checkbox"/>	I value and admire success in business.
C	<input type="checkbox"/>	I am organised and good at following instructions.

ACTIVITY 2



THE CAREER INTERESTS game

- 2 For the jobs listed below write a 2 in the box next to those that really interest you or attract you in some way.
- 1 Write a 1 for those that quite interest you.
- 0 Write a 0 for any that you would dislike or do not sound interesting.

R	<input type="checkbox"/>	Gardener	E	<input type="checkbox"/>	Advertising or public relations	A	<input type="checkbox"/>	Graphic designer
S	<input type="checkbox"/>	Umpire or sports coach	I	<input type="checkbox"/>	Academic research <small>eg into history, geology or linguistics</small>	C	<input type="checkbox"/>	Computer operator
R	<input type="checkbox"/>	Pilot	E	<input type="checkbox"/>	Company manager or director	A	<input type="checkbox"/>	Computer animation
S	<input type="checkbox"/>	Play leader, nursery worker	I	<input type="checkbox"/>	Political or economic research	C	<input type="checkbox"/>	Secretary
R	<input type="checkbox"/>	Car mechanic	E	<input type="checkbox"/>	Human resources and recruitment	A	<input type="checkbox"/>	Author or journalist
S	<input type="checkbox"/>	Teacher	I	<input type="checkbox"/>	Computer programmer	C	<input type="checkbox"/>	Banker
R	<input type="checkbox"/>	Emergency services worker	E	<input type="checkbox"/>	Retail or property sales	A	<input type="checkbox"/>	Illustrator, artist
S	<input type="checkbox"/>	Clergy, minister, religious leader	I	<input type="checkbox"/>	Astronaut	C	<input type="checkbox"/>	Hotel reception
R	<input type="checkbox"/>	Builder, plumber carpenter, electrician	E	<input type="checkbox"/>	Football club management	A	<input type="checkbox"/>	Interior designer
S	<input type="checkbox"/>	Physiotherapist	I	<input type="checkbox"/>	Mathematician	C	<input type="checkbox"/>	Office manager
R	<input type="checkbox"/>	Soldier	E	<input type="checkbox"/>	Lawyer	A	<input type="checkbox"/>	Architect
S	<input type="checkbox"/>	Nursing	I	<input type="checkbox"/>	Doctor or vet	C	<input type="checkbox"/>	Accountant
R	<input type="checkbox"/>	Environmental services Eg recycling	E	<input type="checkbox"/>	Campaigner	A	<input type="checkbox"/>	Performer, actor, dancer, musician, singer
S	<input type="checkbox"/>	Museum or zoo explainer	I	<input type="checkbox"/>	Medical or scientific research	C	<input type="checkbox"/>	Registrar of births, deaths and marriages

1) To the LEFT of each job title you see a letter: R,I,C,S,E.or A. Carefully add the total number of points for each of the letters and enter them into the SCORES table below in the top row Career interests:

	R	S	A	I	E	C
Score for Activity 2 CAREER INTERESTS						
Score for Activity 1 MY SKILLS AND INTERESTS						
TOTAL SCORE						

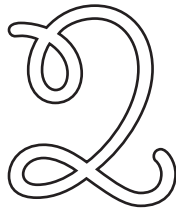
- 2) Enter your scores for the my skills and interests activity into the second row of the table
- 3) Add the 2 scores for each of the 6 letters. You will use these final scores to create your PROGRESSION KEY GRAPH

ACTIVITY 2 continued

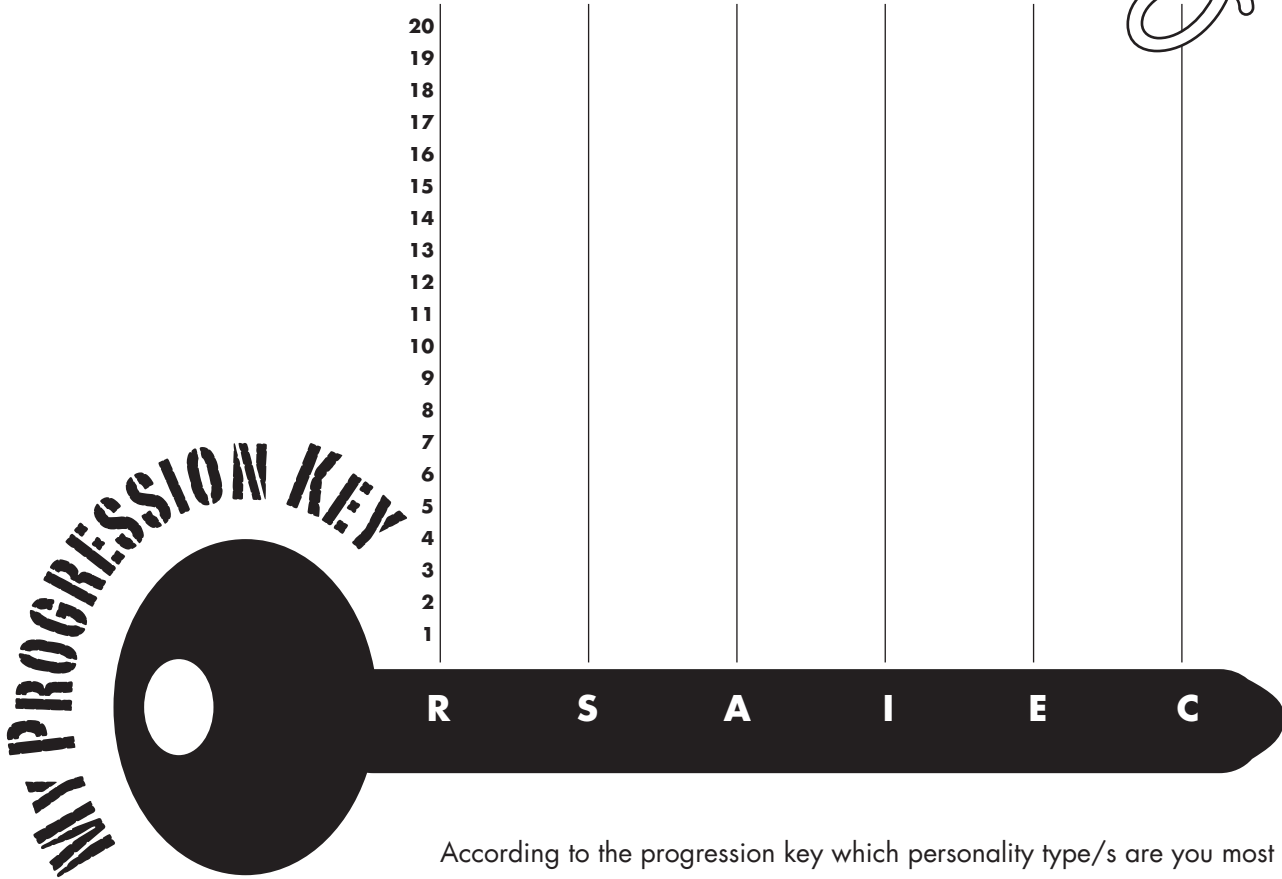
Plot your results on to this graph to create your own personalised progression key

MY PROGRESSION

Key



Personal development and careers



According to the progression key which personality type/s are you most like?

ACTIVITY 3: Personality types

Read the descriptions of the personality type you best fit. In what ways is it accurate for you?
In what ways is it inaccurate?

These aspects are accurate for me

These things are not accurate for me

Which jobs would fit your personality type?

What kind of work environment suits this type of personality ?

THE Conventional TYPE

Conventional types prefer an orderly work structure to which they can conform. Often they perform the office work necessary to maintain an organisation. Someone else initiates the task and they responsibly carry it out, attending to every detail. They like to solve problems by following established procedures, especially procedures for organising data. They have ability with numbers and clerical tasks. Their career choices include secretary, banker, accountant, cashier, tax expert, office manager and computer operator. Eddie George and Nicola Horlick are good examples of this type.

THE Realistic TYPE

The Realistic type is more like the Investigative than the Artistic. Like the Investigative person, the Realistic type likes to work alone and to work with things; however, their work is more concrete, such as manual labour involving tools or machines. Less intellectual than their Investigative counterparts, they like to solve problems by doing something physical with their hands or bodies. Often, Realistic types are rugged, robust people who enjoy the outdoors. They describe themselves as athletic and mechanically inclined. They are attracted to jobs such as gardener, firefighter, safety and law enforcement, chef, soldier, plumber, electrician and pilot. Well-known Realistic types include Venus Williams, Elizabeth Fleeting, Handy Andy, Elen McArthur, Alan Titchmarsh, Jensen Button, Michael Schumacher and Mario Andretti.

THE Social TYPE

The Social type is more likely to prefer working with people. The Social person desires a work environment in which there is opportunity to train, heal, enlighten or lecture to others. They like to solve problems by helping others via feelings or intuition. They describe themselves as being understanding and popular and having ability in teaching and HR. Social types are attracted to such jobs as teacher, cleric, social worker, speech pathologist, nurse and counsellor. This is not an area attracted to fame! Well-known Social types include Mother Teresa, Mary Seacole, Oprah Winfrey and Bob Geldof.

PERSONALITY TYPES

THE Investigative TYPE

The Investigative type is like the Artistic in that both types like to work with ideas; both are independent and introspective and like to work alone. However, Investigative people prefer work environments in which there is opportunity to observe and analyse things and to understand and control them. They like to solve problems by thinking in abstract, analytical, task-oriented ways. They describe themselves as being scholarly and intellectual and having ability in science and maths. They are attracted to jobs such as chemist, biologist, physicist, mathematician, physician, dentist, computer programmer, research analyst and college professor. Well-known Investigative types would be Albert Einstein, Andrew Dyson, Susan Greenfield, Dorothy Hodgkin, Stephen Hawking and Marie Curie.

THE Artistic TYPE

The Artistic type prefers unstructured work environments where they can express themselves. They describe themselves as being creative and unconventional and having ability with art, music, drama or language. They like to solve problems by creating new products or processes. They are attracted to jobs in the fine arts, such as musician, actor, sculptor, dancer or writer. However, they are also attracted to fields such as commercial art, interior design, industrial design, journalism and copywriting. Well-known Artistic types are Bob Marley, Damien Hurst, Michael Clark, Tracey Emin Benjamin, Zephaniah, Kate Winslet, Dido and Pablo Picasso.

THE Enterprising TYPE

Like Social types, Enterprising types are sociable and skilled at communication and group leadership. However, their focus is more to influence or persuade than to be helpful. Typically, their goals are to make money or run the organisation. They like to solve problems by engaging others and taking risks. They describe themselves as being dominant and confident and having ability in leadership and sales. They are attracted to jobs such as manager, director, executive, retailer, buyer, promoter, salesperson, and politician. Well-known Enterprising types include Georgio Armani, Alan Sugar, Nelson Mandela, Hillary Clinton, Arsene Wenger, Anita Roddick, Richard Branson and Diane Abbot.

Personal development
and careers

FACT SHEET

ACTIVITY 4

Evaluation and target setting



Personal development and careers

A. Add the following labelled arrows to the appropriate rungs on the ladder:

One goal (this could be a career, university course, material objective.) The choice is yours.

Two targets I want to meet in the longer term future (these could be specific qualifications, special skills or, new experiences)

One that I am determined to achieve within one year (if you have ambitions to get to the top of the ladder you must set targets for the immediate future to help you successfully climb the rungs.) Use this one as the basis for setting a SMART target. See below

Learning about SMART targets

SMART targets are those that follow the following guidelines:

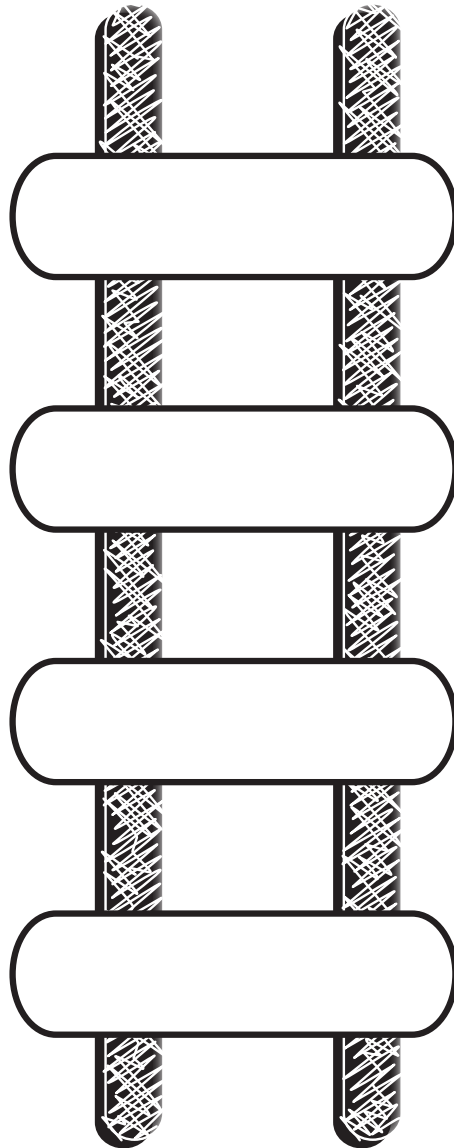
SPECIFIC - not vague

MEASURABLE - it must be possible to know whether you have reached your target

ACHIEVABLE - targets should be realistic

RELEVANT - targets must relate to your goal

TIME BONDED - when will you reach this target?



B. The target I set myself is:

C. Complete the table below to show how you intend to meet this target

MY TARGET IS	HOW WILL I MEET MY TARGET
Specific	
Measurable	
Achievable	
Relevant	
Time bonded	