

Level 4



Sample!

# Career Planning

*Student Worksheets*



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## Contents

Student Notes

Programme Overview

### CAREER PLANNING & PERSONAL PROFILE

Assessment Brief 1

Introduction

The Career Planning Process

Self-Assessment

- A. Values Inventory
- B. Tasks and Activities you Enjoy
- C. Your Interests
- D. Career Wants
- E. Vocational Skills
- F. Soft Skills
- G. Transferable Skills
- H. Achievements
- I. Talent
- J. Lifestyle Inventory

Matching the Personal Profile

- A. Career Exploration
- B. The Ideal Job
- C. Career Identification
- D. How Work Affects Lifestyle

Action Plan & Implementation

- A. Short-term Goals
- B. Long-term Goals
- C. Preparation for the Action Plan
- D. Networking

### CAREER PLAN

Assessment Brief 2

Your Choice

Your Career Path

Different Ways of Working

- A. Types of Employees
- B. Children and Young People
- C. Self-Employment
- D. Voluntary Work

Career Investigation

Goals

Action Plan

### COPING WITH CHANGE

Assessment Brief 3

Phases of Change

Causes of Change

Some Things That Have Changed

The Effects of Change

- A. The Effects of Change on an Individual

- B. The Effects of Change on a Family
- C. The Effects of Change on Employment
- D. The Effects of Changes in the Local Community
- E. The Effects of Changes Nationally & Internationally
- F. The Effects of Covid-19

Managing Change

- A. Tips for Managing Change
- B. Keeping the Balance
- C. Career Planning Principles

### CAREER TOOLKIT

Assessment Brief 4

List of Employment & Learning Options

Curriculum Vitae

- A. Tips for Writing your CV
- B. Parts of a CV
- C. Write your CV

Cover Letter

References & Recommendations

Other Documents to Add

### INTERVIEWS

Assessment Brief 5

Pre-Interview

- A. Types of Interviews
- B. Interactions
- C. Job Profile
- D. Course or Training Profile
- E. Interview Details
- F. Fact-Finding Discussion
- G. Evaluation of Pre-Interview Preparation

The Interview

- A. Conversation
- B. Listening
- C. Interview Questions
- D. Interview Scoring

Self-Evaluation

APPENDICES

MAPPING OF LEARNING OUTCOMES

## Self-Assessment

During the self-assessment process, you'll use tools designed to learn more about your interests, values, personality, aptitudes, skill sets, developmental needs, and preferred work environments, so you can make an informed career decision. By the end of the self-assessment process, you should have identified various occupations that would be a good fit for you.

Now, get started ..... as you go through it, write down a list of jobs and/or courses that suit the interests, values, etc. that you are exploring. (See Appendix 1 where you can make notes)

### A. Values Inventory

1. Think about: What do you value most? Choose ten of your most important values from the list below and rank order them. You can also add your own.

10 values:

- |                           |                       |                       |
|---------------------------|-----------------------|-----------------------|
| _____ Achievement         | _____ Health          | _____ Quality of Life |
| _____ Career ladder       | _____ Independence    | _____ Recognition     |
| _____ Comfort             | _____ Integrity       | _____ Relationships   |
| _____ Control             | _____ Meaningful Job  | _____ Respect         |
| _____ Charity             | _____ Justice         | _____ Responsibility  |
| _____ Creativity          | _____ Leadership      | _____ Safety/Security |
| _____ Diversity           | _____ Leisure         | _____ Spirituality    |
| _____ Education           | _____ Love            | _____ Status          |
| _____ Environment         | _____ Marriage        | _____ Time            |
| _____ Equality            | _____ Morality        | _____ Travel          |
| _____ Faith               | _____ Non-Violence    | _____ Variety         |
| _____ Family              | _____ Optimism        | _____ Wealth/Money    |
| _____ Financial Stability | _____ Order           |                       |
| _____ Flexibility         | _____ Personal Growth |                       |
| _____ Freedom             | _____ Privacy         |                       |

#### (Practice)

## B. Tasks & Activities You Enjoy



What do you do well? Read through the list of activities and write five statements that would best describe tasks or activities you would like to spend most of your time doing in a job or career. Choose from below OR write your own!

5 statements:

- Volunteer for causes you believe in
- Talk with people going through difficult times
- Put routines and processes into place
- Work hard
- Live for the present
- Find new ways to do things
- Learn as much as you can about the people you meet
- Take on challenges
- Follow through on all of your commitments
- Take part in clever discussions
- Be successful
- Keep learning to know more
- Organise big events or celebrations
- Make work fun
- Speak publicly
- Compare my performance to others
- Act according to my beliefs
- Help others
- Meet new people
- Treat all people the same
- Concentrate until the job gets done
- Do what is expected of me each day
- Be persuasive
- Keep track of several things at one time
- Create future pictures and plans
- Take on big goals and challenges
- Investigate things
- Tell stories
- Push things into action

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**(Interests: 1 mark)**



## J. Lifestyle Inventory

1. Where on the scale do you fit? Circle or underline the number.  
 (note that this is not a scale with 1 being poor and 10 being good, but it may give you an idea of the kind of lifestyle you are working towards)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Rent only Own my house

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Live in a rural area Live in an urban area

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Need enough to survive Need a high income

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Walk or bus to work Commute to work (30+ minutes)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Others plan my time I plan my own time

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Time for leisure activities Little time for leisure activities

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Little job travel Frequent job travel



2. Complete the sentences about setting long-term goals:

month, comfortable, steps, Prioritising,  
goal, changes, want, achieved

- a) Work backwards. Think about what you want to achieve and then plan \_\_\_\_\_ going back to what you can do right now.
- b) Create a picture of where you \_\_\_\_\_ to be in life, 10 years from now.
- c) Think about what you need to do in five years, in one year, and in six months to get to your long-term \_\_\_\_\_.
- d) Write down what you need to do each \_\_\_\_\_ to achieve your goals.
- e) After each monthly goal is \_\_\_\_\_, look at your goals and adjust them as needed.
- f) \_\_\_\_\_ your goals means that you decide what is most important to you right now. (All your goals are important, but it's impossible to work on all of them at once.)
- g) Add more goals as you become \_\_\_\_\_ with your efforts.
- h) Being flexible is important. Change your focus on goals as your life \_\_\_\_\_.

**(Practice)**



## Your Career Path

1. Remind yourself of your top choices for a job or course:

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2. Do a job search and see if these jobs are being advertised. Fill in the table below:

Can you find this job?	YES or NO
In a national newspaper	
In a local newspaper	
On a local noticeboard	
On a job website	
At an employment agency	
Through networking	
Other	

3. Comment on the job availability, both locally and further, in the field you have chosen.

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**(Job availability: 1 mark)**



## C. Self-Employment

1. Read the information:

When you become self-employed, it means you have your own business rather than working for an employer. Working for yourself has advantages and disadvantages. On the plus side, it means you are in control of what you do, so you can organise your own hours. But it can involve working very hard and you may no longer have a regular income.

Research information about self-employment. Look at the website:  
<https://www.citizensinformation.ie/>

2. Answer the questions.

a) With which organisation do you register your business?

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b) With which government agency must you register for income tax?

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c) Where is your Local Enterprise Office?

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d) If you set up your business as a sole trader, how many people are there in your business?

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**Make Money  
Without Leaving  
Your Home**

**(Practice)**





## Phases of Change

Read:

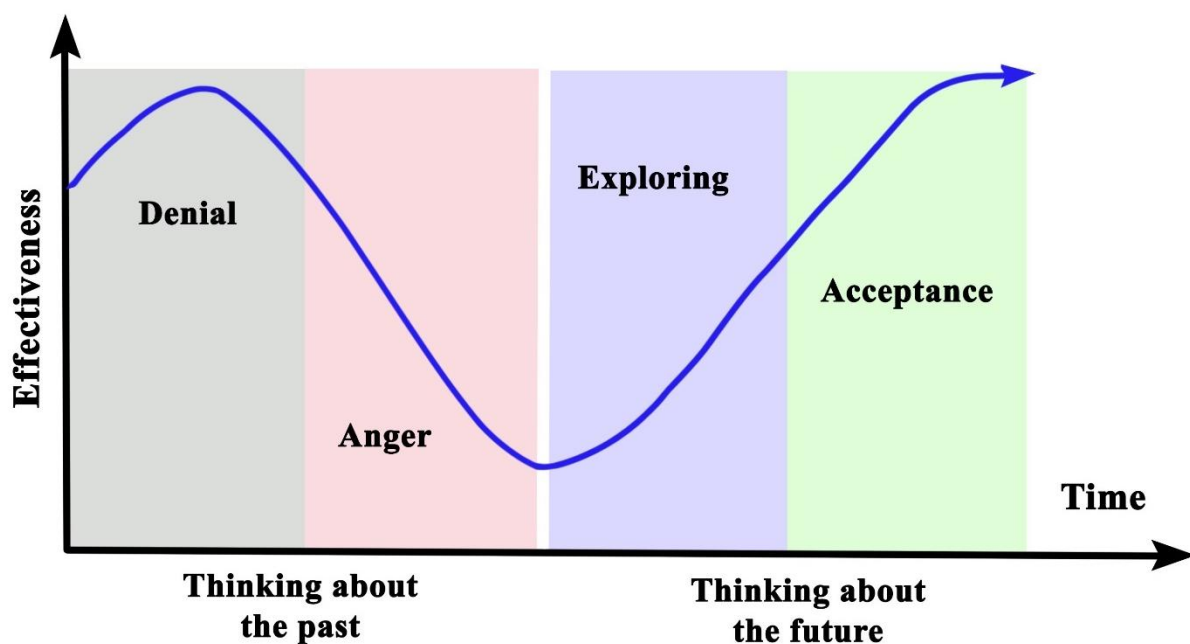
Everyone experiences change. But it may seem that some people sail through all their life changes, while others can get terribly upset if the shop does not have their brand of tea!

This is because of HOW a person views change, and their level of acceptance of uncertainty.

There is a lot of evidence that what causes the most stress is uncertainty, not change itself.

Elizabeth Kubler-Ross developed a model called the **Change Curve**. The model shows that after change, people start in a state of denial, with quite high levels of energy and confidence, but these lower as they feel the need for support, and then become angry, asking questions like 'Why me?'. They then start to move towards exploration of their circumstances and new options, and then into acceptance and thinking positively about the future.

## The Change Curve



Answer the questions:



a) What is usually the most stressful part of change?

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b) During which phase of the Change Curve does energy and confidence dip?

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c) Look at the Change Curve. How would you react if you were 'in denial'?

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e) What is the final phase of the Change Curve?

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f) Name some changes in your life that you have worked through.

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**(Phases of change: 1 mark)**

## Managing Change

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- Accept the things that you can't change.
- Think only about what you can change yourself.
- There is no points in getting stressed about things over which you have no control.

*Example: You were working part-time in a creche for 4 years and you have loved your job. You have learned so much. But now, the course you are starting means you will not be able to work at the creche anymore.*

What can't you change about this situation?

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*Example: The only hours you have free are evenings and weekends. But you would like to work part-time with children.*

Realistically, is there anything that you CAN do?

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*Example: You want to keep working because you need the extra money.*

What are some options?

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*Example: You want to get advice or support.*

Where can you get support?

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**(Problem-solve a situation: 1 mark)**

## Cover Letter

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Employers often read a cover letter before they read the accompanying CV. For this reason, your cover letter must be relevant and interesting!

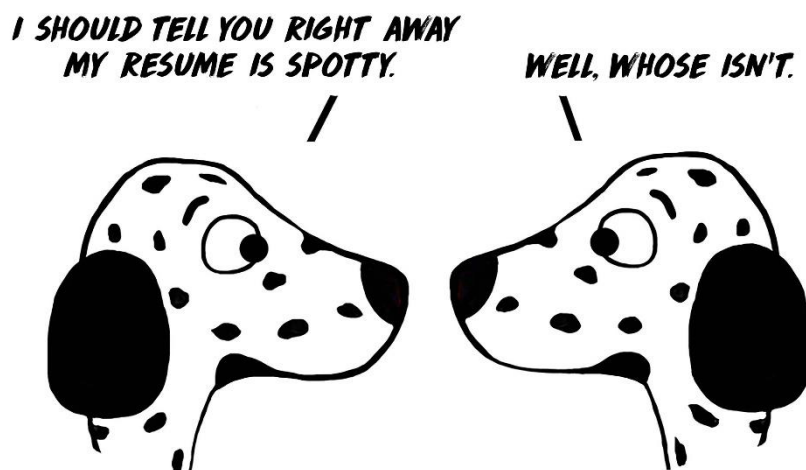
A cover letter is a way to introduce yourself and should highlight how you can add value to their company.

Here are some tips:

- Always write a unique letter for every job application.
- Address your letter to a specific person, with the correct title, if this information is available.
- Use the requirements for the job outlined in the job description and information about the company as a guide to identify which talents, strengths and experiences to showcase.
- Make your letter clear and concise. Use 3 to 4 paragraphs at the most.
- Proofread your letter thoroughly. There must be no errors!
- Use the same format, with headings and font styles that match your CV.

1. Write your cover letter. Add your cover letter to your Career Planning Tool Kit.

**(Cover letter: 4 marks)**



## B. Interactions

Write 2 formal emails:

- I. Request a job description.
- II. Request a job application form.

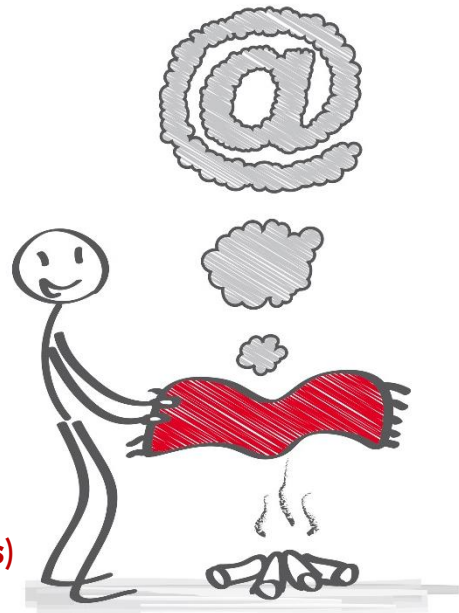
OR

- I. Request a course description.
- II. Request a course application form.

**(Requesting information and application – 5 marks)**

Tips for writing a formal email:

- Make the subject line specific, simple, and to the point.
- Use the correct salutation. It is preferable to use a name, e.g., 'To Mr Clarke'. If you do not have a name, you could use, 'To Whom It May Concern' or 'Dear Sir/Madam' or you could use a job title, e.g., 'To the Manager'.
- The opening paragraph should set the tone and reason for your email. Introduce yourself if you are a stranger to the person you are writing to, and clearly state why you are writing to them. Example: 'My name is ....., and this email is with reference to .....
- Write about your concern, question, or response as comprehensively as possible. Say only what is required. (Don't waffle!)
- The closing of the email should also be formal. If you are asking a question, close with something like 'I look forward to hearing from you.'
- Sign off with a simple word or phrase, which shows respect. Safe choices are 'Best regards', 'Sincerely', 'Kind regards', or simply 'Thanks'.
- If you are writing to someone for the first time or someone who is not an immediate colleague, use your full name.
- Furnish your name with contact information, e.g., your phone number.



2. Here are some conversation starters you could try if you were at a casual event. In pairs, use some of these to have a conversation. Tick the ones that were successful conversation starters:

- How long can you go without checking your phone?
- Have you ever really kept a New Year's resolution?
- What bad habits do you wish you could stop?
- Do you have a morning ritual?
- Do you use social media?
- Can you tell when someone is lying?
- Are you a jealous person?
- If someone offered to tell you your future, would you accept it?
- Who's your biggest hero?
- If you could have tea with a fictional character, who would that be?
- If you could only pack one thing for a trip (besides clothing) what would it be?
- What makes you very angry?
- What would your theme song be if you had your own show?
- What bores you?
- What would you do if you were home alone and the power went out?
- If your plane was going down, who would you call?
- What would your rock band group be called?

\*If possible, record your conversation and include with your portfolio.

### **(Practice)**





5. For this listening activity, you need coloured pencils: red, orange and black.

Follow the instructions. Shade in the blocks.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																

What is this a picture of? \_\_\_\_\_

**(Practice)**

## Marking Sheet 3

Career Planning, 4N1109		
Collection of Work 3 - Other Evidence (Coping with Change)		
Learner's Name:		
Learners will also present other evidence which demonstrates their knowledge: <input type="checkbox"/> Changing nature of the "work", "jobs" and "career" <input type="checkbox"/> Principles underpinning career planning <input type="checkbox"/> Principles underpinning management of change in life and work		
Assessment Criteria	Max Mark	Learner Mark
<b>Phases of change</b> <input type="checkbox"/> Phases of change (1 mark)	1	
<b>The effects of change on an individual</b> <input type="checkbox"/> Effects of changes (1 mark)	1	
<b>The effects of change on a family</b> <input type="checkbox"/> Negative and positive effects (1 mark)	1	
<b>The effects of change on employment</b> <input type="checkbox"/> Effects on employers and employees (1 mark)	1	
<b>The effects of changes in the local community</b> <input type="checkbox"/> Possible changes in the community (1 mark)	1	
<b>The effects of changes nationally &amp; internationally</b> <input type="checkbox"/> Headlines that report changes (1 mark)	1	
<b>The effects of Covid-19</b> <input type="checkbox"/> Different areas of life affected - 6 headings (1 mark) <input type="checkbox"/> Personal coping strategies (1 mark)	2	
<b>Managing Change</b> <input type="checkbox"/> Problem-solving a situation (1 mark) <input type="checkbox"/> Principles underpinning career planning (1 mark)	2	
TOTAL	10	

## Mapping of Learning Outcomes

Learners will be able to:

1. Explain the principles underpinning career planning, to include self-knowledge, career options, action plan, network building, plan implementation and constancy of change **Page 9 (career planning process), Pages 10 to 22 (self-assessment and personal profile), Pages 28 and 29 (career identification), Page 31 (action plan and implementation), Pages 36 and 37 (start contact and network list)**
2. Compile a personal profile by exploring interests, vocational skills, transferable skills, talents, personal qualities and characteristics, values, achievements, and matching personal profile to possible careers **Pages 10 to 22 (self-assessment and personal profile), Pages 23 to 29 (matching the personal profile), Pages 28 and 29 (career identification)**
3. Develop achievable career objectives to include ideal job, acceptable alternative employment options and short and medium term goals **Pages 26 to 27 (ideal job), Page 30 (how work affects lifestyle), Page 31 (action plan and implementation), Page 32 (short-term goals), Pages 33 and 34 (long-term goals), Page 35 (preparation for the action plan), Pages 36 and 37 (start contact and network list), Pages 58 to 61 (goals), Pages 62 to 65 (action plan, goal planners, goal review)**
4. Explore a variety of acceptable career options and job types to include job availability, job requirements, and trends in the chosen sector(s) **Pages 41 and 42 (your choice for job/course, employment options, trends), Pages 43 and 44 (job availability, job prospects), Page 45 (job requirements), Pages 46 to 53 (different ways of working), Pages 54 to 57 (career investigation, e.g., skills / education / experience required)**

5. Compile information on personal contacts or networks appropriate to career preferences **Page 108 (profile of personal contacts and networking contacts)**
6. Describe the principles underpinning managing change in personal life and in employment **Pages 69 to 70 (phases of change), Page 71 (causes of change), Pages 72 and 73 (some things that have changed), Page 74 (the effects of change), Pages 75 to 83 (effects of change on individual, family, employment, local community, nationally and internationally, Covid-19), Pages 84 to 88 (managing change), Page 89 (career planning principles)**
7. Practice a range of personal interactions to include interview skills, listening, clarifying, and formal and informal conversations **Pages 127 to 136 (conversation, listening, interview practise)**
8. Compile a personal job seeking tool kit to include general cover letter, CV, portfolio of references, recommendations, qualifications and other documentation to support job application, list of contacts, and list of appropriate education or training programmes or employment options **Pages 93 to 94 (list of employment and learning options), Pages 95 to 103 (CV), Pages 104 to 105 (cover letter), Pages 106 to 107 (references, recommendations), Page 108 (profile of personal contacts and networking contacts), CV Template**
9. Prepare to participate in further education or training or employment by finding application requirements for a specific course or employment, applying as required, participating in a simulated interview and evaluating own performance. **Pages 112 to 126 (pre-interview preparation, including formal emails, interactions, course/job profile, interview information, fact-finding discussions, evaluation of preparation), Pages 137 to 139 (interview rubric), Pages 140 to 143 (self-evaluation of interview, outline areas for improvement)**