

LCA



EDUCOOT

Preparing for A Career & Work

Student Worksheets

SAMPLE!



**Vocational Preparation and Guidance -
Module 1 (Guidance)**

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B. EXPLORING TYPES OF WORK AND EMPLOYMENT

1. Give a brief definition for each of these types of work:

a) full time work

b) part-time work

c) temporary work

d) contract work

e) casual work

f) self-employment

g) voluntary work

h) work on a scheme

i) working from home

j) commission only



Part-time



Full-time



Temporary



Internship



Commission



Contract

2. Identify the types of jobs in these job adverts:

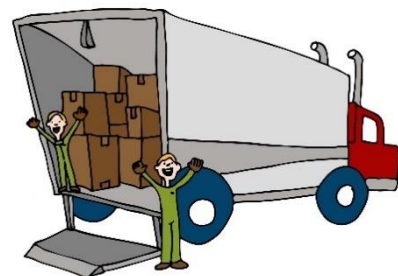
The Daisyhill Hotel is an award winning luxurious 5* hotel in the countryside. We now have an excellent opportunity for a **Hotel Receptionist** with experience of at least 1 – 2 years. Hours per week = 35 hours. Shift work, weekend work and flexibility is required. Please send your CV to



Telemarketers needed, Dublin

This is an exciting opportunity for passionate individuals to a great charity, with great potential for career progression and future advancement. Your role will be recruiting donors on the phone to support us through direct debit regular gifts. Flat Fixed Rate of Pay of €13 per hour. Hours per week vary, but could be up to 5 hours. Please call...

- CPC compliant Artic driver Job type: PERMANENT**
- Grade CE License with a Digi tacho card
 - Completed all CPC modules (Driver qualification card)
 - A clean license
 - Good geographical knowledge of Ireland
 - Rate of pay is €14.75 per hour
 - 40+ hours a week



Childcare Assistant – CE Scheme (Mayo) This is a developmental opportunity, no experience is necessary. Accredited training will be provided to support your career. Duties will include perform any duties assigned to you in a High Scope Preschool setting. Supporting children in all areas of their development. General Housekeeping and cleaning duties. Applicants must supply suitable character references and be prepared to complete a Garda vetting application form. Hours per week: 19.5

6. Match the jobs with their definitions!

plumber, personal assistant, civil servant, travel agent, scientist, screenwriter,
tailor, jeweller, carpenter, translator, counsellor, lawyer

a) a person who works in government offices

b) someone who books other people s holidays

c) someone who works as a secretary for a single person

d) someone whose job it is to make clothes that fit perfectly for a customer

e) someone whose job it is to advise people and help them with problems

f) person who works in a laboratory and does experiments

g) person who repairs broken pipes and heating in your home

h) person whose job it is to advise people about legal problems and defend them in court

i) person who makes things out of wood and repairs them

j) someone who buys, sells and repairs rings, bracelets, necklaces etc.

k) someone who translates one language into another language

l) someone who writes scripts for films and plays

9. Compile a list of positions vacant or potential job opportunities in the local area.

a) Company/Business name:

Job position:

Type of work:

Personal contacts: YES

NO



How suitable is it for you? Explain.

b) Company/Business name:

Job position:

Type of work:

Personal contacts: YES

NO



How suitable is it for you? Explain.

c) Company/Business name:

Job position:

Type of work:

Personal contacts: YES

NO



How suitable is it for you? Explain.

*If you need more space, see **Appendix 1**.

2. Explore your skills, especially those that will assist you with work and study. (the document below is also available separately)

YOUR SKILLS



Write down your skills and qualities and give examples where possible. Complete the sentences!

1. I work well ...

2. I will

3. I am

4. I can

5. I like

6. I am good at

F. VALUES

Your values are the things that you believe are important in the way you live and work.

1. Look at this job description. What are the values listed?

Receptionist's job duties:

- Welcome visitors in a positive way
- Be motivated to help visitors
- Be dependable in following security procedures
- Be efficient in answering phones and replying to emails
- Be committed to keep the reception area neat and tidy
- Take a creative approach to problem-solving
- Be a team member who is loyal and consistent



2. Map your values over the page.

*Note:



★ Your core values are traits or qualities that are not just important to you, they represent your highest priorities, deeply held beliefs, and core, fundamental driving forces. They are at the heart of who you are!

★ A personal value statement is a concise and specific statement that outlines what is most

important to you in your life. The better you define your personal values, the more capable you are of finding a career that is in harmony with those values.

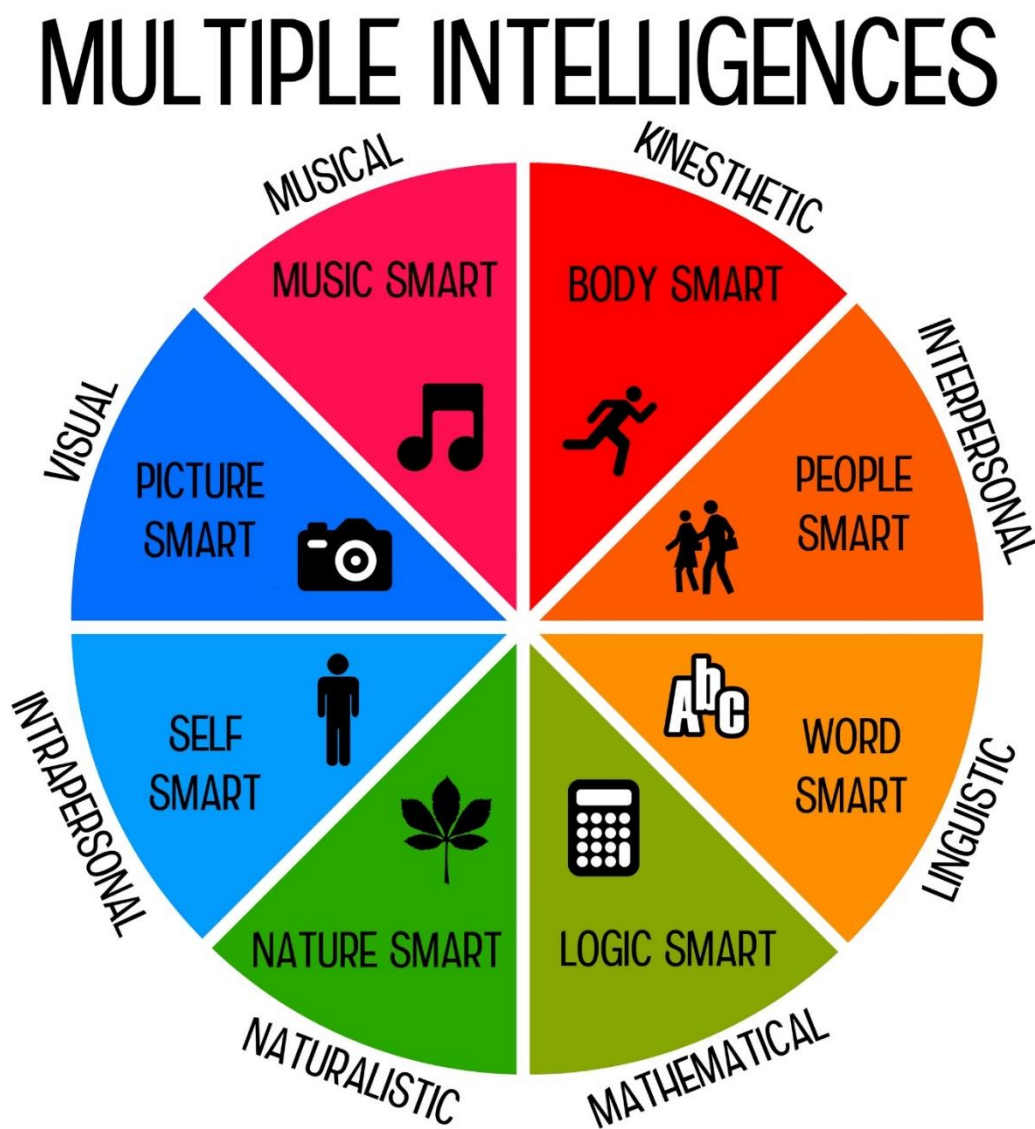
I. MULTIPLE INTELLIGENCES


1. Read: What is Multiple Intelligences Theory?

Howard Gardner's theory of multiple intelligences proposes that people are not born with all of the intelligence they will ever have.

This theory challenged the traditional notion that there is one single type of intelligence, sometimes known as "g" for general intelligence that only focuses on cognitive abilities.

To broaden this idea of intelligence, Gardner introduced eight different types of intelligences consisting of: Linguistic, Logical/Mathematical, Spatial, Bodily-Kinaesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist.



4.  Discussion: With your group, talk about the questions on the previous page. Your teacher may record the discussion.

5. Choose one programme and find out information on the following:

Which course did you choose?	
Aims and objectives	
Duration of the programme	
Entry criteria	
How to enrol	
Certification information	
Awarding body	
Progression possibilities	
Any difficulties you foresee	



11. If you want to do building work, which apprenticeships might you consider? Look through the list of apprenticeships on the SOLAS website:

<https://apprenticeship.ie/career-seekers/get-started/discover>



SOLAS

An tSeirbhís Oideachais Leanúnaigh agus Scileanna
Further Education and Training Authority

TRAINING



12. Are there any apprenticeships of interest to you?
Write them below.

13. Name a type of apprenticeship under each of these:

a) Hospitality and Food

b) Motor

c) ICT

d) Electrical



5. Consider all the parts of your personal profile. Match your personal profile with 3 of your chosen career path/s. Note how each part of your personal profile matches your chosen career. Do this task over the next 3 pages. (document also available separately – Personal_Profile_Matching)

MATCHING YOUR PERSONAL PROFILE

Match your personal profile with your chosen career path. Note how each part of your personal profile matches your chosen career.

CAREER PATH 1:

SKILLS & QUALITIES

INTERESTS

STRENGTHS

VALUES

TALENTS

ACHIEVEMENTS

WORK EXPERIENCE

6. Evaluate your pre-interview preparation:

Describe your skills in writing the formal emails.

Excellent	Very good	Good	Fair	Poor
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Describe your skills in writing the job / course profile.

Excellent	Very good	Good	Fair	Poor
-----------	-----------	------	------	------

Describe your skills in filling in the application forms.

Excellent	Very good	Good	Fair	Poor
-----------	-----------	------	------	------

Describe your skills when interacting to get interview details.

Excellent	Very good	Good	Fair	Poor
-----------	-----------	------	------	------

Describe your fact-finding skills.

Excellent	Very good	Good	Fair	Poor
-----------	-----------	------	------	------

Describe your conversation etiquette.

Excellent	Very good	Good	Fair	Poor
-----------	-----------	------	------	------

Describe your skills in asking questions.

Excellent	Very good	Good	Fair	Poor
-----------	-----------	------	------	------

7. What do you need to improve upon?

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E. TYPES OF INTERVIEWS

1. Read: Here are a few different types of interviews:

- ★ Telephone interview
- ★ Video interviews (e.g., Teams, Zoom, Skype, FaceTime)
- ★ The Panel Interview (the same as individual, face-to-face interviews, but with two or more interviewers in the room)
- ★ The Assessment Day (can be used to assess larger groups of interviewees at the same time, for a range of different skills)
- ★ Group Interviews (like an individual interview; asking the same questions that you would ask in an individual interview, openly, to the whole group, giving interviewees the chance to compete to impress)
- ★ Individual (face-to-face) Interviews (by far the most popular and efficient form of assessment)

2. Which would be your preferred type of interview? Give reasons for your choice.



4. Listen to Recording B.



a) What colour are the uniform trousers?

b) What kind of shoes must be worn?

c) Can you wear extra clothes in winter? Explain.

d) Name 3 things clothes should not be.

e) Can you wear jewellery? Explain.



M. PHASES OF CHANGE

1. Read:

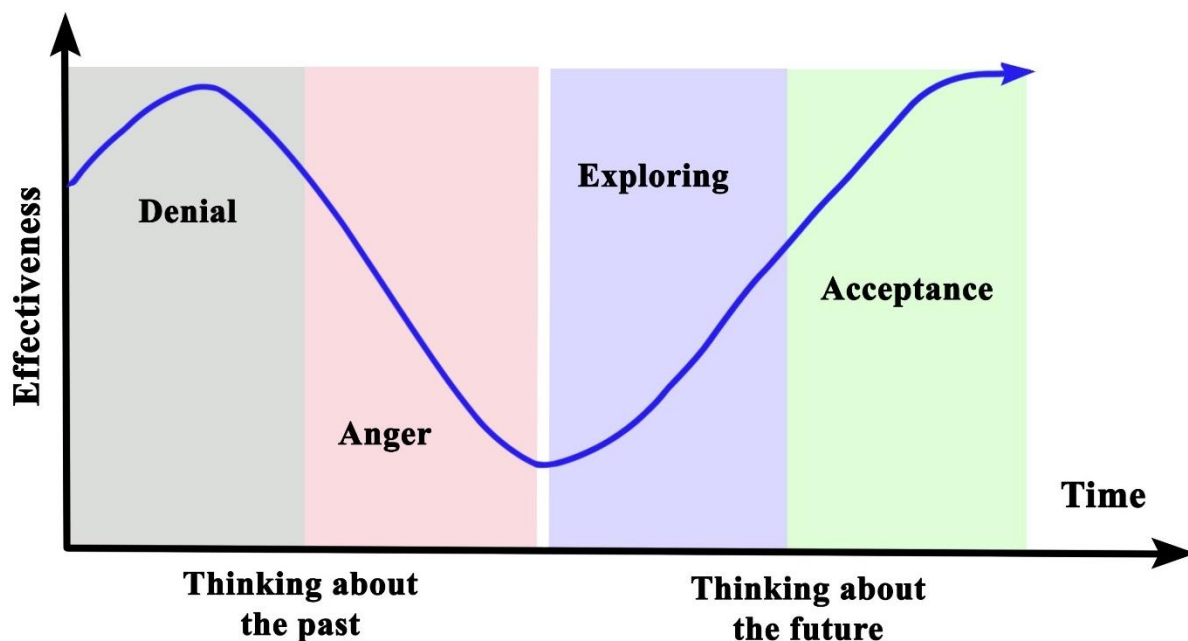
Everyone experiences change. But it may seem that some people sail through all their life changes, while others can get terribly upset if the shop does not have their brand of tea!

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



2. Answer the questions:



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

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

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

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

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

MAPPING OF LEARNING OUTCOMES

UNIT 1: THE WORLD OF WORK

1. Identify your aims and expectations in relation to the Leaving Certificate Applied course

★ **Pages 7 to 9 (your expectations)**

2. Recognise career interests through completion and interpretation of an occupational interest questionnaire

★ **Page 31 (your career interests)**

★ **Occupational interest questionnaire (separate)**

3. Distinguish different types of work and employment

★ **Pages 10 to 16 (exploring different types of work)**

★ **Pages 17 and 18 (work survey 1)**

★ **Pages 19 and 20 (working for a charity)**

★ **Pages 21 to 23 (self-employment)**

★ **Pages 24 to 30 (local work opportunities)**

4. Demonstrate an understanding of what people gain from working

★ **Pages 34 to 37 (why people work)**

★ **Page 38 (work survey 2)**

★ **Work survey (separate)**

5. Identify qualities which employers value in workers

★ **Pages 32 and 33 (qualities employers look for)**

★ **Pages 41 and 42 (personal qualities and skills)**

UNIT 2: ONE PARTICULAR FIELD OF WORK

1. List some of your own personal qualities and their relevance to working life

★ **Pages 41 and 42 (personal qualities and skills)**

★ **Page 43 (vocational skills)**

★ **Page 44 (soft skills)**

★ **Page 45 (transferable skills)**

★ **Pages 46 to 50 (strengths and weaknesses)**

★ **Pages 51 and 52 (values)**

★ **Pages 53 and 54 (talents)**

★ **Pages 55 and 56 (achievements)**

★ **Pages 57 to 61 (multiple intelligences)**

★ **Page 62 (self- assessment check)**

2. Complete a checklist of your own skills

★ **Checklist of skills (separate)**

3. Outline your ideal job, the type of work it entails, and how suitable you think you are to fill it

★ **Pages 63 to 65 (your ideal job)**

4. Research one particular chosen career and present your findings.

- ★ Page 66 (researching one job)
- ★ Job Project or similar (separate)

UNIT 3: INFORMATION BUILDING

1. Report on information obtained on a number of visits to career exhibitions, colleges of further education, training centres, etc.
 - ★ Pages 84 and 85 (career exploration)
 - ★ Course flyers, brochures, printouts from Internet (separate)
 - ★ Report – written or oral (separate)
2. List the career and training opportunities that are available as a progression from the Leaving Certificate Applied
 - ★ Pages 69 to 75 (local training and education possibilities)
 - ★ Pages 76 to 78 (elearning)
3. Complete and score an interest questionnaire (other than that completed in Unit 1) and discuss the outcome
 - ★ Page 79 (interest questionnaire 2)
 - ★ Interest questionnaire 2 (separate)
4. Complete a checklist or questionnaire on learning styles and/or psychometric tests and discuss the outcome with the guidance counsellor
 - ★ Pages 80 to 83 (learning styles)
 - ★ Learning style quiz (separate)
 - ★ Pages 84 and 85 (career exploration)

UNIT 4: CAREER ACTION PLAN

1. Identify possible careers that would suit your own skills, qualities and interests and to suggest at least three areas of employment that link to these characteristics
 - ★ Pages 88 to 92 (personal profile and careers)
 - ★ Personal profile matching (separate – optional)
 - ★ Page 93 (your future career and employment path)
 - ★ Report on investigation of a particular career/work (separate)
2. Devise a personal career action plan
 - ★ Pages 94 to 97 (action plan)
 - ★ Career action plan (separate)
 - ★ Goal planner (separate – optional)
 - ★ Goal review (separate – optional)
3. Prepare for interviews
 - ★ Pages 98 to 101 (pre-interview)
 - ★ Page 102 (types of interviews)
 - ★ Pages 103 to 107 (practising for the interview – conversation)
 - ★ Conversation rubric (separate – Appendix 3)
 - ★ Pages 108 to 120 (practising for the interview – listening)
 - ★ Pages 121 to 129 (CV)

- ★ Pages 130 to 131 (cover letter)
 - ★ Pages 132 and 133 (references and recommendations)
 - ★ Pages 134 (contacts)
 - ★ Pages 135 to 142 (interview)
 - ★ Interview scoring sheet (separate)
4. Identify changes which people may have to cope with during their working lives, e.g. unemployment, getting restarted/retrained/upskilling
- ★ Pages 143 and 144 (phases of change)
 - ★ Page 145 (causes of change)
 - ★ Pages 146 and 147 (some things that have changed)
 - ★ Pages 148 to 156 (effects of change)
 - ★ Pages 157 to 161 (managing change)
 - ★ Vision board – optional (separate)
5. Review the experience you have gained from the Leaving Certificate Applied Programme.
- ★ Page 162 (reflection)