Acknowledgments

This toolkit has been developed by the Human Resource Development Council with the support and expertise of Mrs. S. Ramrekha, Senior Lecturer at Curtin Mauritius, and Careers Counsellors from the Careers Guidance Service together with Ministry of Education, Tertiary Education and Science and Technology.

This toolkit has been validated by Senior Educators from different public and private secondary schools and amended during a three-day workshop in December 2019.

Useful contact details

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2nd Floor, Social Security House
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Fax: 466 2379
Email: educare@govmu.org
Website: careersguidance.govmu.org

HRDC Schemes / Info

Some useful links to avail details on the HRDC schemes are as follows:

http://nsdp.hrdc.mu/
https://gtes.hrdc.mu/

Reference

The exercises were adapted from The PROMETHEUS Toolkit which is available on the Prometheus website Online: http://prometheus-eu.net/
Senior Educator’s responsibilities consists of (amongst others):

- the introduction of pedagogical programmes for quality enhancement in student and teacher performance;
- the co-ordination of co-curricular and extra-curricular activities;
- counselling students;
- the reinforcement of discipline inside the classroom and within the school premises;
- to educate and motivate students with a view to unleash their intellectual, moral and emotional potential for their overall development;
- pastoral care; and
- to provide careers guidance to students.

What is career guidance?

As a Senior Educator, you will help students in schools or Technical and Vocational Education and Training (TVET) through counselling, workshops and other activities. You will help students to explore their strengths and interests, in relation to their aspirations. You will guide them and their parents in planning and making informed decisions for their education and career pathways. You will also work with teachers, Careers Guidance Service (CGS), government, and industry partners, to monitor industry developments and design strategic Education and Career Guidance programmes for students and teachers.

Careers Guidance Service (CGS)

The Careers guidance service has the primary task to help young people develop realistic strategies in the pursuit of Education, Training and Employment bearing in mind their personality and circumstances.
Mission of the CGS
To provide quality guidance and counselling to students and the public at large. The process of guidance and counselling is to assist clients in:
- developing an awareness of their personalities, abilities and talents;
- exploring educational, training and employment opportunities;
- making informed choices/decision making process; and
- career planning.

Services of the CGS
- Careers guidance and counselling in schools and at office (one to one and group counselling). Phone counselling/ counselling via mail and e-services are also offered.
- Talks on choice of subjects. Talks on choice of subjects are conducted by careers counsellors in secondary schools (state and private) to help students of grade 9, 11, 12 and 13 to make informed choice in relation to their skills, interests, personality, strengths and weaknesses. Students are therefore able to plan their career path taking into consideration different training and employment opportunities available to them.
- Talks by Resource Persons. Resource persons from different organisations of different sectors of the economy are invited on behalf of the Careers Guidance Service to conduct career presentations in secondary schools (state and private). This enable students to collect information on education, training and employment prospects available to them in different job sectors.
- Industry visit organised for students at schools. School to industry visit is organized primarily to bridge the gap between theoretical and practical learning where students have the opportunity to:
  - Interact actively with employers and understand the true nature of jobs
  - Find out about job opportunities available, educational and training requirements
  - Gain an insight of soft skills, competencies and experience required to enter the profession
  - Learn about work culture (work practices and conditions)
  - Talks to parents on choice of subject, career development and career path of their children
  - Providing counselling and guidance in career fairs
  - Certifying true copies of educational documents

Careers Education in Schools
The HRDC, the Careers Guidance Service and industry experts in different sectors work in close collaboration with schools providing careers information.
Moreover information pertaining to careers guidance whenever available are communicated to senior educators to assist and update them.
Talks related to careers education are delivered to schools upon request. Also the HRDC can make arrangements to provide resource persons to address specific career related issues at the request of Senior Educators.

In a bid to empower Senior Educators with the knowledge and support to take an active role in providing career education, information, advice and guidance to their students, the HRDC organised a three-day training in 2017 and 2018 for 160 Senior Educators from private and state secondary schools. The training included presentations by the HRDC and the CGS on the importance and relevance of career education and information. Several resource persons from the public and private sectors, including employers, industry associations and professional bodies, were also invited to share their professional experience and knowledge. The findings of the HRDC Skills Studies together with industry representatives giving an indication of future jobs and the future of the sectors were also presented to the participants.

Some other key topics discussed by industry people were as such:
- TVET-Vocational Streams;
- The role of Polytechnic & Tertiary Education;
- HSC Professionals;
- An insight on priority fields of study;
- Main theories underpinning career development/ education/guidance & counselling; and
- Culture of entrepreneurship.
# Education in Mauritius

The table below gives an overview of the Education System in Mauritius.

## Levels of education and Schooling
- Pre-primary
- Primary
- Secondary
- Post-Secondary

## Nine Year Schooling
1. Early Childhood Education / Primary School Readiness Evaluation
2. Basic Education / Primary Education Grade 1 to Grade 6
   - Primary School Achievement Certificate (PSAC) – NQF Level 1
3. Lower Secondary Education:
   - Grade 7 - Grade 9
   - National Certificate in Education – NQF Level 2

## After Lower Secondary Education

### Academic qualifications (Upper Secondary Education)
1. Grade 10 – Grade 11
   - School Certificate – NQF Level 3
2. Grade 12 – Grade 13
   - Higher School Certificate – NQF Level 5

### Vocational qualifications (Vocational Education)
   - National Certificate 4 - NQF Level 3/4

## Post-secondary qualifications
- Academic qualifications
- Professional qualifications
- Vocational qualifications

* NQF: National Qualifications Framework

All students should explore the world of TVET.

Technical and Vocational Education and Training (TVET) is education and training which provides knowledge and skills for employment. TVET uses formal, non-formal and informal learning. It addresses the need for skilled manpower in both existing and emerging economic sectors to be able to compete globally.

### TVET v/s Academic education

<table>
<thead>
<tr>
<th>TVET</th>
<th>Academic Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teaches hands-on, applied skills such as carpentry, auto mechanics, nursing, Information Technology and hairdressing.</td>
<td>- Teaches theoretical knowledge and broad-based research skills</td>
</tr>
<tr>
<td>- If, for example, you are studying to be a carpenter, you would spend some time being told about how to perform a task but would spend far more time actually carrying out the task.</td>
<td>- Focuses on reading material, being told information, and discussing material in groups.</td>
</tr>
<tr>
<td>- TVET school graduates tend to go into the career they trained for e.g Carpentry student would find a job as a carpenter.</td>
<td>- Understanding of concepts in a theoretical setting rather than applying them in a practical setting.</td>
</tr>
<tr>
<td></td>
<td>- Academic school graduate does not have as many clear options as a vocational school graduate.</td>
</tr>
<tr>
<td></td>
<td>- Academic school graduate is better-equipped for broader focused, more theoretical jobs like working as an administrator, journalist or a variety of other jobs that require critical thinking over applied skill.</td>
</tr>
</tbody>
</table>

Senior Educators are encouraged to discuss academic studies versus TVET and their related career pathways with students

Source: http://ministry-education.govmu.org/English/educationsector/Pages/TVET.aspx

### Instructions

The Senior Educator Toolkit includes a set of Nine (9) career counselling and guidance group work. TVET Exercises have also been designed by the Careers Counsellors of the Career Guidance Service Unit to ensure that students have a variety of exercises.

As Senior Educators, you are in touch with students on a daily basis and this makes it easier for you to identify their needs in terms of careers activities. Hence, you can choose which activities best suit the students. Some activities may be more appropriate in a one to one context and others in a group context. You may decide which activity suits which level/grade of students.

All activities have been practised and validated by Senior Educators in the workshop organised in December 2019.
Exercise 1:
Discovering your likes and dislikes
Exercise 1: Discovering your likes and dislikes

Name 3 words that describe you best?

**Type of discussion:**
Group Activity

**Item Required:**
Blank badges

**Objectives:**
The goal of this discussion is to build one’s motivation, goal-setting, self-esteem and self-awareness.

**Target groups:**
Student (Grade 7 – 10)

**Description / Presentation of the Group Work:**
In this exercise, the students should select three words that best describe themselves. The process they go through to find these three words help them to better understand their own likes and dislikes as they want to be seen by outsiders.

The following steps must be followed:

- the senior educator explains to the students that everyone has certain likes and dislikes that define their character. Sometimes being encouraged to describe this helps people to better understand where they are and where they want to go;
- the senior educator asks the students to think of 10 words or phrases that describe them the best and write them down. These can be words that describe their character, talent, personality or even their emotional state. The words can describe how they are or how they want to be; and
- for your reference some examples are provided below. However, you do not need to elaborate too much on this so as not to anchor students on their use. You want them to come up with their own original words. Examples are;

<table>
<thead>
<tr>
<th>Character</th>
<th>Emotions</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determined</td>
<td>Super-happy</td>
<td>communication</td>
</tr>
<tr>
<td>Prosperous</td>
<td>Enthusiastic</td>
<td>drawing</td>
</tr>
<tr>
<td>Over achiever</td>
<td></td>
<td>leadership</td>
</tr>
<tr>
<td>Go getter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem solver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competitor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ask the students to choose three words from the set that describes them the best.

Ask everyone to present one ideal word to other.

Distribute the blank badges and ask them to write their ideal words on their badges. They could wear the badges in the class to emphasise the word both to themselves and to others. This will also make the word more memorable for them.

Optionally, ask the students to share the other words they have chosen with other participants too. This helps the group to get to know each other better and can act as an icebreaker.

**Student’s learning outcomes:**

**Knowledge:**
- The student will use basic words and language that describe himself / herself

**Skills:**
- The student will be able to summarise his/ her personality in one word
- The student will be able to communicate with others
- The student will be able to efficiently work in groups
- The student will be able to present his/ herself in one word

**Competence:**
- The student will be able to summarises his/ her personality in one word
- The student will be concise and to the point
Exercise 2:
Communication Skills
Exercise 2: Communication Skills

Type of Group Work:
Role play

Objectives:
• to help students gain good communication skills for the world of work;
• to observe and evaluate the communication skills of the student;
• to help students evaluate their soft skills; and
• to help students with their career development

Target groups:
• Young students (Grade 11 - 12)

Description / Presentation of the Group Work:
This exercise takes place in the form of a role play exercise, in which the student has to play different roles and the Senior Educator will play the role of clients. Below are the different roles that the student will have to play:
• an administrator at a hotel reception desk,
• a Florist at his/her shop,
• a mechanic at the garage, and
• an Electrician who works for a well-known construction and building company

This role-play activity can help the student learn a lot about their communication skills, by observing their own reactions to the different situations they face. The senior educator will take roles of different customers, depending on the respective hypothetical situation. It is important for the senior educator to be as authentic as possible in the different roles, because this will provoke the student to actively participate in the role play, as if it were a real situation.

Possible hypothetic situations and roles:
1. A telephone conversation in which a person is interested to learn more about the conditions and prices of the hotel. A person wants to hire a double room for 3 days. The communication skills for speaking on the phone with an unfamiliar person are being observed.
2. An elderly person wants to use the hotel spa centre and is asking for more information about the services offered. The person has a hearing problem. In this role the senior educator needs to play the role of a person with a hearing problem well, in order to observe whether the “receptionist” will take into consideration the characteristics of the client and start speaking in a slower and clearer manner, using less words and repeating the information if required.

3. A young person approaches the Reception desk to complain about irregularities in her room – clogged waste pipe, cold water, uncomfortable bed. The woman speaks angrily, interrupts and does not hear the explanations of the receptionist. The receptionist has to find a way to “calm down” the dissatisfied customer/client.

4. A tourist wants to do an island tour and kindly asks the receptionist to write down the most famous landmarks and something specific about each one of them. The receptionist cannot refuse this kind request and spends time helping the tourist. Here the written skills of the “receptionist” are also being observed.

5. A tourist who does not understand the language of the receptionist and speaks very little English wants to stay in the hotel for three days. The receptionist has to carry out a conversation with the tourist and tell him/her they have no available rooms for today, only from tomorrow onwards and to tell the tourist about the prices of the other hotel services. The ability to cope with a new situation and the use of non-verbal communication are observed.

6. A hotel manager calls the receptionist because there has been a complaint by a customer, regarding the receptionist’s performance. The behaviour of the manager is not very aggressive, but still he/she raises his/her voice. The manager will enter into a dialogue if the receptionist does not get confrontational, but instead, listens to his/her arguments, manages to formulate his/her own arguments without attacking, and maintains a good tone of conversation throughout the entire dialogue.

7. The wedding day of a couple is approaching and they would like to have the florist’s advice on the choice of flowers for their special day. They are very demanding because they want everything to be perfect on that day.

8. A customer with a tight budget would like to offer a bouquet to his wife. It is the first time that he comes to a florist and he does not know much about flower arrangements.

9. A person calls at the garage explaining that while driving his/her car there has been a strange noise and would like the mechanic to check and find the cause of the noise.

10. At 9 pm the duty manager of a construction company calls and informs the night shift technician that there is a power failure at one of their major construction site. The Electrician (student) must show professionalism at that time of the night as he takes the call of the on call duty manager. (The student will play the role of the on call electrician)
The senior educator will determine whether to use all hypothetical situations, which one to start with and which one to finish with, as well as whether to change any of them.

The senior educator is observing the behaviour of the student during the conversation, in order to discuss later their behaviour, communication strategies, difficulties, emotions, thoughts and feelings.

The senior educator can use the “self-evaluation of the process” questionnaire to help the student share their own evaluation and opinion about the way they coped with the different situations. The same questionnaire can be used as a template in which the senior educator marks down the level of communication skills possessed.

**Student learning outcomes:**
- the student will have the ability for self-evaluation and evaluation of communication skills;
- the student will experience the peculiarities of communication with different types of students;
- the student will develop flexibility for new and unusual situations;
- the student will develop skills for implementing different communication strategies; and
- the student will develop awareness of the role and responsibilities for communication in different situations.

**Supporting material “Self-evaluation of the process”**

This questionnaire will help you evaluate your performance in the different situations of the exercise “Communication Skills”.

Under each scenario there are a couple of statements which describe different skills, qualities and abilities in communication. Having in mind your own performance, evaluate each statement by using a scale from 1 to 5, where 1 is “very low level of the given skill, quality or ability” and 5 is “excellent level of the given skill, quality or ability”.

### Scenario 1:

A telephone conversation in which a person is interested in the prices and conditions offered by the hotel. The person wants to rent a double room for 3 days.

- I can communicate information in an understandable way.
- I can ask questions.
- I can answer questions clearly and specifically.
- I can carry on a polite conversation over the phone.

### Scenario 2:

An elderly person wants to use the spa services of the hotel and asks for more information regarding the offered services. The person has a hearing problem, which requires the receptionist to speak clearly, slowly and using fewer words, when explaining the spa services of the hotel.

- I take into consideration the student's characteristics and I am capable of presenting the required information in an understandable way.
- I speak clearly and distinctly.
- I am able to distinguish between the important and unimportant information.

### Scenario 3:

A young person comes to the Reception to complain about the irregularities in the room – clogged waste pipe, cold water, uncomfortable bed. The client speaks angrily, interrupts and does not hear the explanations of the employee at the Reception. The Receptionist has to find a way to “calm down” the dissatisfied client.

- I possess the necessary patience to listen to people without interrupting them, even when they are angry.
- I am able to focus on the problem without attacking the other person.
- I am able to control my emotions during conflict situations; I react in an emotionally balanced way and maintain a seemingly calm presence.
- I am able to formulate my arguments clearly and convincingly.
- I am able to listen and to hear the other person’s perspective.

### Scenario 4:

A tourist wants to do a tour of the island. The tourist politely ask the employee at the Reception to write down on a piece of paper the most famous landmarks of the island and something specific about each one of them. The employee at the Reception cannot refuse.

- I am able to communicate information clearly and concisely in a written form.
Scenario 5:
A tourist does not understand the native language of the employee at the Reception and speaks very little English. The receptionist has to conduct a conversation with the tourist and tell the tourist that there are no free rooms today in the hotel, and there will be available rooms from tomorrow onwards. The receptionist also has to tell the tourist about the prices and services of the hotel.

I am able to understand the non-verbal communication of the person I am speaking to.
I am able to have a conversation and provide understandable messages, even in a non-specific intercultural communication situation.
I am able to communicate the same message in different forms (using different words and expressions).
I have a positive attitude in intercultural communication.

Scenario 6:
The hotel manager calls the Reception employee because there has been a complaint received by a client regarding the receptionist's performance. The attitude of the manager is not too aggressive but he/she raises his/her voice, although he/she is willing to have a constructive dialogue. The manager will enter into a dialogue if the Receptionist listens to the arguments of the other, formulates his/her own arguments without attacking and keeps a good tone throughout the whole conversation.

I am able to have a constructive dialogue.
I am able to hear the other person's point of view.
My arguments are constructive and objective.
I am open to receive feedback.
I am aware of my non-verbal behaviour during the conversation.

Scenario 7:
The wedding day of a couple is approaching and they would like to have the florist's advise on the choice of flowers for their special day. They are very demanding because they want everything to be perfect on that day.

I can remain calm in a stressful situation
I can provide accurate information to the client (cost, type of flower)
I can establish rapport with the client

Scenario 8:
A customer with a tight budget would like to offer a bouquet to his wife

I can determine the customers' needs (time of delivery, type of flowers)
I can propose different packages according to customers' budget

Scenario 9:
A person calls at the garage explaining that while driving their car there has been a strange noise and would like the mechanic to check and find the cause of the noise.

I can interact with customers to obtain information about the problems they are experiencing with their car
I can give advice on how to resolve the mechanical problem found with the car
I can set an appointment and provide information on cost of repairs

Scenario 10:
At 9 pm the duty manager of construction company calls and informs the night shift technician that there is a power failure at one of their major construction site. The Electrician (student) must show professionalism at that time of the night as he takes the call of the on call duty manager. (The student will place the role of the on call electrician)

I can maintain professionalism when taking an out of office hour call
I can gather necessary information about the emergency
Exercise 3:
Opportunities for career development
Type of Group Work / Discussions:
Self-exploration with regard to career option

Objectives:
- The main purpose of this group work is to gather information which will allow the student to expand their opportunities for career development and a choice of career.

Target groups:
- Young people wishing to choose a university field of study (Grade 9-12)

Description / Presentation of the group work:
The student is presented with Tables below and asked to review the example career development opportunities for someone working in different fields. The student is then asked to write down their own ideal profession/major/position and on the opposite side to list the other professions/majors/positions that are somehow related to this. If required this exercise can be repeated with other professions or jobs.

After working on the table the senior educator discusses each individual opportunity with the student and also which are the most realistic/preferred by the student. In the end 4 or 5 new opportunities for career development are identified, which the student can further research on his own.

“New opportunities for career development”

<table>
<thead>
<tr>
<th>ICT</th>
<th>IT Consultant</th>
<th>IT Analyst</th>
<th>Software Developer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software Designer</td>
<td>IT Consultant</td>
<td>IT Analyst</td>
<td>Software Developer</td>
</tr>
<tr>
<td>Network System Administrator</td>
<td>Computer Programmer</td>
<td>Application Developer</td>
<td>Help Desk Technician</td>
</tr>
<tr>
<td>Cloud Architect</td>
<td>IT Support Specialist</td>
<td>Web Designer</td>
<td>Computer Hardware Engineer</td>
</tr>
<tr>
<td>Information Security Analyst</td>
<td>IT Project Manager</td>
<td>Database Administrator</td>
<td>Mobile Developer</td>
</tr>
<tr>
<td>Artificial Intelligence Researcher</td>
<td>IT Educator / Lecturer University / School</td>
<td>Video Games Designer</td>
<td>Sales Executive</td>
</tr>
</tbody>
</table>
### Small Business/Entrepreneur

<table>
<thead>
<tr>
<th>Role</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Operations</td>
<td>Managing Director</td>
</tr>
<tr>
<td>Director of Operations</td>
<td>Managing Member</td>
</tr>
<tr>
<td>Manager</td>
<td>Director</td>
</tr>
<tr>
<td>HR</td>
<td>Sales Executive</td>
</tr>
</tbody>
</table>

### Arts

<table>
<thead>
<tr>
<th>Role</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Director</td>
<td>Art Agent/Business Manager</td>
</tr>
<tr>
<td>Animator</td>
<td>Interior Designer</td>
</tr>
<tr>
<td>Advertising Designer</td>
<td>Freelance Writer</td>
</tr>
<tr>
<td>Architect</td>
<td>Art Appraiser</td>
</tr>
<tr>
<td>HR</td>
<td>Sales Executive</td>
</tr>
</tbody>
</table>

### Engineering / Building / Construction

<table>
<thead>
<tr>
<th>Role</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Engineer</td>
<td>Automotive Body Repairs</td>
</tr>
<tr>
<td>Electrical Engineer</td>
<td>Environmental Engineer</td>
</tr>
<tr>
<td>Automotive Engineer</td>
<td>Mechanical Engineer</td>
</tr>
<tr>
<td>Automotive Mechanic</td>
<td>Building Services Engineer</td>
</tr>
</tbody>
</table>

### Spa/Beauty/Fitness

<table>
<thead>
<tr>
<th>Role</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beauty Therapist</td>
<td>Fitness Instructor</td>
</tr>
<tr>
<td>Hairdresser</td>
<td>Sport Coach</td>
</tr>
<tr>
<td>Spa Manager</td>
<td>Make-up artist</td>
</tr>
</tbody>
</table>

### Healthcare

<table>
<thead>
<tr>
<th>Role</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiotherapist</td>
<td>Pharmacist</td>
</tr>
<tr>
<td>Medical social Worker</td>
<td>Dental hygienist</td>
</tr>
<tr>
<td>Healthcare Assistant</td>
<td>School nurse</td>
</tr>
<tr>
<td>Dietician</td>
<td>Laboratory Technician</td>
</tr>
<tr>
<td>Laboratory Technician</td>
<td>Speech therapist and audiologist</td>
</tr>
</tbody>
</table>

### Tourism

<table>
<thead>
<tr>
<th>Role</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housekeeper</td>
<td>Flight Attendant</td>
</tr>
<tr>
<td>Animator</td>
<td>Event Planner</td>
</tr>
<tr>
<td>Hotel Receptionist</td>
<td>Waiter/Waitress</td>
</tr>
<tr>
<td>Tour Operator</td>
<td>Coach driver</td>
</tr>
</tbody>
</table>

### Director of Operations

<table>
<thead>
<tr>
<th>Role</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Director</td>
<td>Technical Director</td>
</tr>
<tr>
<td>Managing Member</td>
<td>Managing Partner</td>
</tr>
<tr>
<td>Director</td>
<td>Accountant</td>
</tr>
<tr>
<td>Sales Executive</td>
<td>Craftsperson</td>
</tr>
</tbody>
</table>
### Student learning outcomes:
- the student will develop a list of additional career opportunities, close to the ideal profession;
- the student will expand the opportunities for applying a job; and
- the student will expand career choice.
Exercise 4:
Decision making
**Exercise 4: Decision making**

**Type of Group Work / Discussion:**
A decision-making tool

**Objectives:**
- The goal of the exercise is to guide students when taking a decision linked to their personal career development.

**Target groups:**
- Young people who are choosing a university course (Grade 12-13)

**Description / Presentation of the group work:**
- The student is asked to write down vertically the ten factors that are most important for their career development and career choice.
- Horizontally, the task again is to write down opportunities for professional development (in terms of positions and professions). Table 1 can be used as an example.
- The exercise can be further developed if the student is given an individual task to talk to people who hold the respective position/profession and ask them to evaluate (use a score system of 0 to 5; 0 lowest score and 5 best score) it based on the 10 factors or professional values they have identified.

<table>
<thead>
<tr>
<th>Career Opportunities</th>
<th>Accountant</th>
<th>Doctor</th>
<th>Web designer</th>
<th>Waiter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factors</td>
<td>1. Challenge</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2. Freedom</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3. Flexibility</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>4. Application of skills</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>5. Exciting</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>6. Creativity</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>7. Money</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8. Rewarding the efforts invested</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>9. Helping others</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>10. Travelling opportunities</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total result:</strong></td>
<td><strong>31</strong></td>
<td><strong>26</strong></td>
<td><strong>30</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>
### Student learning outcomes:
- the student will gather additional information to aid the process of choosing a career;
- the student will master techniques for decision-making; and
- the student will evaluate opportunities for career development.
Exercise 5: Professional values
Exercise 5: Professional values

Type of Group Work / Discussions:
Self-reflection

Objectives:
- Defining and prioritising the most important professional values.

Target groups:
- Students facing a decision about their professional development (Grade 10 - 13).

Description / Presentation of the Group Work:

The student is given Table 1, where different professional values are described and is instructed to review them and note every professional value that is important for them. The senior educator can ask the student to go over each chosen value and to explain why it is important to them and their career development. The student is told that they can add other values to the list, if the values that are important to them are not listed in the table.

The next step is prioritisation of the chosen values. The student is instructed to review the professional values that they have written down and to choose the 10 most important values for them at the moment. If you are working with a student who wishes to make a career change or is about to take a decision about their career development, the student is guided to choose values which they think will be important for them in the next 2 years (the period can be adapted).

As a third step, the senior educator discusses with the student the 5 professional values they can compromise on and the 5 they cannot.

The final step of the exercise is to fill in Table 2, which represents the personal pyramid of career needs (similar to Maslow's pyramid of basic human needs). The student is instructed to write in the pyramid the five values they could not compromise on at the work place. The student should write in the foundation of the pyramid the value which is most essential and important and then arrange the rest depending on their level of importance.

The senior educator is advised to encourage the student to select values in each of the 4 categories (work environment, job specifics, Work relationships and Inherent universal values).
### Table 1: A list of professional values

#### 1. Work environment:
- To have security in my work place;
- To have flexibility in the work duties/tasks;
- To have a policy regarding the work time – flexible or strictly fixed;
- To receive my salary on time;
- To receive higher salary for additional responsibilities I handle;
- To have the opportunity to grow and develop;
- To have a job that is physically safe;
- To have a job that corresponds to my health;
- To have a clean and organised work place;
- My work place to be in a suitable location;
- To have a job that is related to travelling;
- To retire early;
- To have a policy for health insurance and other insurance policies;
- To have a lot of annual leave;
- To be trained at my work place and have the opportunity to learn new things;
- A job which reflects my interests;
- To work at a calm pace;
- To have a policy that I can learn from;
- My work place to be in a suitable location;
- To compete with colleagues based on trust and counting on each other;
- Open and clear communication;
- Competitive atmosphere in the team, so I can constantly develop;
- To work with people;
- To work with numbers, analysis, forecasts;

#### 2. Job specifics:
- To have the opportunity to use all my abilities;
- To develop new skills and qualities;
- To be able to study while working;
- To have the freedom to do things in a new way;
- To know what is expected of me in advance;
- To have clear rules and deadlines;
- To have diverse responsibilities; various tasks which help me not feel bored;
- To have a challenging job;
- To have a manager I can learn from;
- Precision and detail-orientated;
- To have clear rules for everyone;
- Timely control and feedback on the performance of my duties;
- To be socially involved;
- To find a job easier, after having learned new things;
- Distinction between my personal life from my professional life;
- To have a job which challenges me to think and act;
- To have suitable equipment and tools to be able to do my job;
- To be physically active;
- To work with people;
- To work with numbers, analysis, forecasts;

#### 3. Work relationships:
- Relationship with colleagues based on trust and counting on each other;
- Open and clear communication;
- Competitive atmosphere in the team, so I can constantly develop;
- Relaxed work atmosphere;
- Opportunities for development;
- Cooperation between colleagues and teams;
- Involvement of the entire team and pursuit of common goals;
- Encouraging leadership;
- Humour and friendly relationships;
- Support and cooperation;
- Receive feedback about my performance;
- To have a job which involves research and scientific activity;
- To use my sales and entrepreneurship skills;
- Creative work;
- To work with high level experts (people who are good at their job);
- Team work;
- Individual work;
- To have influence;
- To give and receive support;
- To have freedom / independence when taking decisions and carrying them out;
- To hold high positions;
- To encourage and be encouraged;
- Mistakes to be tolerated and support to be given to avoid them in the future;

#### 4. Inherent universal values:
- My achievements to be acknowledged and appreciated;
- To be respected;
- To have influence;
- To give and receive support;
- To have freedom / independence when taking decisions and carrying them out;
- To hold high positions;
- To encourage and be encouraged;
- Mistakes to be tolerated and support to be given to avoid them in the future;
**Table 2: “My pyramid of career needs”**

- 1. least important
- 2.
- 3.
- 4.
- 5. most important

**5 values which are most essential and important**

- 1. least important
- 2.
- 3.
- 4.
- 5. most important

**5 values you cannot compromise at the workplace.**

---

**Student’s learning outcomes:**

- the student will gain clarity about the most important professional values;
- the student will have opportunity to make a career choice; and
- the student will gather information, which can be used when writing a covering letter and/or during a job interview.
Exercise 6: Job interview situation
Exercise 6: Job interview situation

Type of Group Work / Discussion:
Group work/ role play

Objectives:
- Guide students towards interviews.

Target groups:
- Young Student (Grade 11-12).

Description / Presentation of the Group Work:
- Students get together in an even number of working groups.
- Each group prepares an interview guide for another group.
- Each group receives the same indications (but will not know this) about how to interfere and interact with the speaker or to facilitate communication.
- Each group nominates a speaker, who performs the interviews with one of the members of another group.
- The topic is to be determined by the senior educator. The interviewer follows the interview guide and he/she adopts different behavioural styles trying to irritate the interviewee in order to see his/her reaction regarding assertiveness and active listening (e.g. contradicts the speaker, he/she address another colleague or makes a phone call without notice or apology, etc.). The other students are asked to take notes in order to give feedback on the behaviour of the interview partners after the activity.

Student’s learning outcomes:
- the student will be able to define assertiveness in correlation with verbal aggression;
- the student will be able to define the levels of listening;
- the student will learn different forms of expression (verbal, non-verbal, para and meta language), active listening techniques, interview techniques;
- the student will learn to communicate efficiently using appropriate language and attitude;
- the student will learn to communicate assertively;
- the student will learn to use different forms of expression (verbal, non-verbal, para and meta language); and
- the student will learn to choose appropriate communication techniques to effectively communicate.
INTERVIEW SHEET

Name of Candidate: ............................................................................................................................

Position: ..............................................................................................................................................

1. Can you tell me a little about yourself?

2. How did you hear about the position?

3. Where do you see yourself in five years?

4. Why do you want this job?

5. Why should we hire you?

6. What are your strengths?

7. What are your Weaknesses?

NOTES
Exercise 7:
Which jobs are suitable for me?
Exercise 7: Which jobs are suitable for me?

Type of instrument:
Self-assessment questionnaire

Aims:
- The main purpose of this instrument is to help students find out which professional areas are suitable for them.

Target groups:
- Young people (Grade 11-13).

Description:
The instrument can be used by students with the senior educator’s help.

- The students fill in the self-assessment questionnaire and mark whether each statement is valid for them or not.
- The results are calculated based on the number of answers marked A and B (answers C do not count).
- Depending on which letter prevails, the user gets an interpretation after each section. Then the users can proceed to next section.

Expected results:
- to improve the students’ self-awareness about own interests, preferences, attitudes and values in their career; and
- to provide perspective on suitable professional areas and jobs.
Which jobs are suitable for me?

This application aims to help you find out which professional areas are suitable for you. It contains 4 sections:
I. People and Relationships;
II. Procedures and Systems;
III. Communications and Arts;
IV. Science and Engineering

- Each section contains a list of statements, which describes various beliefs, attitudes, preferences and values.
- For each statement below indicates whether it is valid for you or not. Note that there is no right or wrong answer.
- After completing a section, you will get some brief guidance on which professional fields are suitable for you. Then you can proceed to another section.

**Self-assessment questionnaire**

**I. People and Relationships**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes (A)</th>
<th>No (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before making a decision, I always think about the opinion of others</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>I love working with statistical data and analysis</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>I always help friends who have family problems</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>I often forget where I have put my belongings</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>I often fail to convince others to adopt my views</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Personal attacks do not bother me</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>In a group of people I tend to feel uneasy</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>I like telling others about my successes</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>I get bored with routine tasks</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>I always like to win in the games in which I take part</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>I agree easily with the opinion of the majority</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>If I can choose, I do things my way</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>The success in my work is very important to me</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>I like tasks that challenge me physically and mentally</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>I often wonder how I actually feel</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>If someone upsets me, I tell them</td>
<td>C</td>
<td>B</td>
</tr>
</tbody>
</table>

*Please, count how many answers A and B you have. Answers C do not count.*

**II. Procedures and Systems**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes (A)</th>
<th>No (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to keep my belongings in order</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>I usually draw conclusions quickly</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>Traditional solutions are the best</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>I do not care about other people’s interests</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>I rarely question what people say</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>I do not complete all my tasks on time</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>I feel comfortable in almost all situations</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>I like to foresee the results before I start something</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>I like working under pressure</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>I love the challenge of new tasks</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>People are usually convinced by my arguments</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>Verification of details is not among my strengths</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>Clear thoughts are important to me</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>It is hard for me to expose my opinion in a group</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>I always try to finish what I have started</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>I am often struck by the beauty of nature</td>
<td>C</td>
<td>B</td>
</tr>
</tbody>
</table>

*Please, count how many answers A and B you have. Answers C do not count.*

**III. Communications and Arts**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes (A)</th>
<th>No (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like to be a TV host</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>Sometimes it’s hard to explain what I think</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>I think I can write good stories</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>I can paint</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>My knowledge of art is quite limited</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>I would rather practise than read or write</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>I rarely notice things such as style or cut of clothes</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>I like discussing with others about their opinions</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>I am full of creative ideas</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>I find fiction rather uninteresting</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>I am not very resourceful</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>I am a very down-to-earth person</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>I like to show my photos or pictures to others</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>I can create something that looks good</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>I think I can deal with translation from a foreign language</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>Unconventional people make me feel uncomfortable</td>
<td>C</td>
<td>B</td>
</tr>
</tbody>
</table>

*Please, count how many answers A and B you have. Answers C do not count*
IV. Science and Engineering

<table>
<thead>
<tr>
<th>IV Science and Engineering</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I cope well with finding weaknesses in an argument</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>I tend to take decisions spontaneously</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>New ideas come easily to me</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>I am not very good at persuading others</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>I like to arrange things in advance</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>Abstract reasoning helps me resolve issues</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>Repairing things is not my strong point</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>I like talking about abstract things</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>Other people’s comments about me do not insult me</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>I try to solve problems using intuition and personal experience</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>I do not always finish what I have started</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>I am not trying to hide my emotions</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>It is easy for me to find solutions to practical issues</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>The traditional methods are usually the best</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>My independence is very important for me</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>I love reading classic literature</td>
<td>C</td>
<td>B</td>
</tr>
</tbody>
</table>

Please, count how many answers A and B you have. Answers C do not count.

After completing the sections, the results may look a bit diverse. Note that each person possesses a wide range of skills, attitudes and talents which can be displayed and applied in multiple fields. If you need more detailed information and support for making a successful career choice, you can refer to a Careers Counsellor.

Note for senior educator: The answer can be projected so that student can mark themselves

Possible outcomes to self-assessment questionnaire

I. People and Relationships

Results:

More answers A: The answers you have given show that you have a potential to develop in the fields of medicine, education or social studies. Some examples of jobs in these areas include: a physician, dentist, psychiatrist, psychotherapist, social worker, speech therapist, teacher or tutor.

More answers B: The answers you have given show that you might consider occupations and qualifications relating to administration and legal services, such as clerk, office manager, human resources manager, lawyer, secretary, librarian, archivist, etc.

More answers C: The answers you have given show that probably be you would be interested in jobs related to processing of financial results or data, such as accounting, banking, audit, economics, programming, systems analysis.

II. Procedures and Systems

Results:

More answers A: The answers you have given show that you might consider occupations and qualifications relating to administration and legal services, such as clerk, office manager, human resources manager, lawyer, secretary, librarian, archivist, etc.

More answers B: The answers you have given show that you might consider occupations and qualifications relating to administration and legal services, such as clerk, office manager, human resources manager, lawyer, secretary, librarian, archivist, etc.

III. Communications and Arts

Results:

More answers A: The answers you have given show that your interests are in the fields of media, literature, languages, journalism. Some jobs that might be attractive for you are: radio or television reporter, translator, public relations specialist.

More answers B: Based on the answers you have given, some jobs that might be suitable for you are those in design or visual arts - graphic designer, cartographer, architect, interior designer, flower arranger, fashion designer, photographer or make-up artist.

IV. Science and Engineering

Results:

More answers A: The answers you have given show that you like to analyse, explore and theorise. You feel good when your decisions are sound and logical. You will probably feel good in a career in the scientific field.

More answers B: Based on the answers you have given, you are a practically oriented person. You like to follow the well-tried methods to handle a situation. You will probably feel best in jobs, which require practical solutions, creating something with your own hands or operating machinery, such as engineering, automation, manufacturing, testing, repairing, crafts, sports, etc.
Exercise 8: TVET Jobs by alphabet
Exercise 8: TVET Jobs by alphabet

Type of instrument:
Group Discussion and Self-Reflection

Aims:
- The purpose of this activity is to share and extend students’ knowledge of jobs by brainstorming job names in the TVET Sector that begin with a certain letter.

Target groups:
- Young people (Grade 9-11).

Description:
Structure: students are placed in pairs or small groups
Duration: 30 minutes, or longer if you have more rounds

Instructions for the Senior Educator
1. Divide the class into groups. Ask them to choose a leader/writer.
2. Choose a letter of the alphabet and specify a length of time for the round.
3. Ask the groups to write down all the jobs in the TVET Sector they can think of, which begin with that letter.
4. When time is up, the group with the most jobs reads out their list. Any entry can be challenged by other groups.

Group Discussion:
Students are instructed to reflect on at least 3 jobs in the TVET Sector they have listed that might interest them for a career. Students are then asked to consider the following questions which they will discuss with the Senior Educator.
- Why do you think that the TVET Sector (a particular job) is the best match for you?
- What are the skills and training that you think you will need for that job?
- Use your answers in the questions above and list down your strengths and weaknesses in relation to the jobs that interest you?
- What steps can you take to improve your weaknesses (if any)?

REFERENCES
### List of TVET Jobs in alphabetical order

| A | Artist, Animal Trainer, Athlete, Actor, Air-conditioning and Refrigeration Mechanic, Automotive Mechanic, Aroma Therapist, Administrative Officer, Accounts Clerk, Aerobics Instructor, Aircraft Technician/ Mechanic, Agricultural Worker |
| B | Bartender, Beautician / Beauty Therapist, Baker, Beekeeper , Barber, Bus Driver, Bricklayer, Business Analyst |
| C | Carpenter, Chef, Cabler (Data and Telecommunications), Caretaker, Cartographer, Coach, Cook, Civil Engineering Technician, Cashier, Concierge, Camera and Photographic Equipment Repairer, Cameraman, Computer System Analyst, Clerk, Copywriter |
| D | Dancer, Dairy Cattle Farmer, Disc Jockey , Driver (Forklift, lorry, car, bus / coach), Driving Instructor, Dress Maker, Data Entry Operator |
| E | Electrician, Electronic Technician, Engraver, Event Coordinator |
| F | Fitness Instructor, Florist, Farmer, Fashion Designer, Fisherman, Food and Beverage Manager |
| G | Gardener/Green keeper, Glass Maker, Glazier, Glass blower, Graphic Designer, Gym Manager, Game Developer |
| H | Hairdresser, Hardware Technician, Housekeeper, Human Resource Officer |
| I | Interior decorator / Interior Designer, IT Support Analyst, ICT Sales Assistant, Illustrator |
| J | Jeweller, Jockey, Janitor |
| K | Knitting Machine Operator, kitchen hand/ kitchen steward, Keyboard Operator |
| L | Lifeguard, Lift Mechanic, Light Technician, Livestock farmer, Landscaping worker, Leather Goods maker, |
| M | Machine operator, Mechanic, Make-up Artist, Massage Therapist, Musician, Manicurist, Model Maker, Marketing Officer, Multi Media Developer |
| N | Nail Technician, Nurse, Network Technician |
| O | Optical Mechanic, Outdoor Adventure Guide |
| P | Painter (Visual Arts), Plumber, Patternmaker (Clothing), Photographer, Pet Groomer, Printing Machinist, Personal Coach |
| Q | |
| R | Referee, Refrigeration Mechanic, Radio Animator, Receptionist, Restaurant Supervisor, Recreation Officer, Real Estate Agent |
| S | Sculptor, Sewing Machinist, Shoemaker, Singer, Sous Chef, Spray painter (industrial / Vehicle), Spa Manager, Secretary, Scuba Snorkelling and Diving instructor, Sports Coach, Sales Officer, Shoe Maker |
| T | Tailor, Tattoo Artists / Tattooist, Telecommunications Technician, Telephone Operator, Tennis Coach, Tour Guide |
| U | Upholsterer |
| V | Vehicle Painter, Visual Arts and Crafts Person, Vehicle Body Builder/Repairer, Visual Merchandiser, Video and Film Editor |
| W | Waiter/Waitress, Welder, Web Developer, Word Processing Operator |
| X | |
| Y | Yoga Instructor |
| Z | Zookeeper |
Exercise 9: Alternative education and career pathways
**Exercise 9: Alternative education and career pathways**

**Type of instrument:**
Group Discussion

**Aims:**
- The goal of this discussion is to impart students with knowledge about alternative education and career pathways.

**Target groups:**
- Young people (Grade 9-11).

**Description:**
The organisational chart below is printed on an A4 sheet of paper. Some jobs are hidden and students are asked to identify the competencies required to qualify for the jobs. The resources for this activity are provided below with a model answer on page 70.

**Exercise 9:** to be filled by Student
Exercise 9: Model answer for a hotel

The diagram illustrates the organizational structure of a hotel, showing the hierarchy of roles and positions.

Activity planner template

<table>
<thead>
<tr>
<th>Activity</th>
<th>Jan</th>
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<td>4. Career Talk: Career planning at Grade 11</td>
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<td>Use of exercises in the toolkit (please mention which exercise for which class in which month)</td>
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Additional tips

Additional tips on how to run a successful career development workshop?

You may incorporate these ideas into your own career awareness sessions with students. Career development is an extensive topic that must be broken down into modules to be successfully delivered to a group of students.

A career development workshop can’t be delivered sporadically or very quickly, such as in homerooms or study halls. It should be delivered consistently during school hours.

The purpose of the workshop is not to help students choose a lifelong career path at age 13-18, but to have them understand career development as a whole. These topics could be covered in a successful workshop.

1. Review career development theory

The senior educator will have the students understand the importance of career development in their lives.

Students are instructed to write down a list of all the activities that they did during the last 24 hours. Then they rate each activity, from “strongly dislike” to “strongly like.” This will help students identify what they are most passionate about.

2. Evaluate self-assessment group work / discussions.

Time in this class should be spent reviewing skills, values and interests with the group. For example, when reviewing and explaining values, students should choose 10 values from a list.

Each student should identify and write their top five values, each on a separate piece of paper.

Next, they should work with a partner to dispose of each value until they reach their number-one value. When disposing of each value, they should explain why that value was important to them and why they are eliminating it from the top position.

After having students do a self-assessment, they should complete an inventory at the end of the session. The results of the inventory should not be explained until later.

3. Explore

This class will give students the Group Work / Discussions they need to conduct research about different careers. They will learn about the effectiveness of networking and interviewing people within their chosen career path.

Throughout the entire course, the students should have to complete homework outside the classroom. This homework should include interviewing family members about their careers, conducting informational interviews with neighbours, friends, and with people who have a career that interests that particular student.

This class should identify ways for students to conduct informational interviews, explain the importance of joining associations and clubs.

4. Prepare for decision making or job search

The students should also begin to create a table that identifies all the skills, interests and values that correspond to their particular field of interest. They should also identify barriers that might prevent them from pursuing that career. They will compare their self-assessment with the inventory they completed in the beginning of the session. Hopefully this will help to validate the students’ assessment of their skills, values and interests.

Finally, the students should complete a mock resume. On this resume, they should include their future career path and the job duties associated with that career path. They should also list all the education and activities they will need to obtain the job that they selected.

The resume exercise would not only help students understand how to write a resume, but it would also serve as an action plan for the future.

Obviously, this is just a high-level glimpse of the components/modules of a productive workshop. Hopefully you will be able to apply these components and create your own successful workshop.