

Explore Uni Career Conversations Year 11

Looking forward to seeing you and your Year 11 students at our Explore Uni day. In preparation, we've created career conversations that we recommend for students in Year 11 who are attending an Explore Uni day.

A career conversation can be 15-30 minutes (e.g. on the bus en-route to your Explore Uni day), or, you can do a full lesson (approx 50 minutes) to explore the topic in more depth.

LEARNING OUTCOMES

The focus for Year 11 on-campus activities is *learning skills and pathways*. Your Year 11 students, through interactions with tertiary students, presentations and immersion in the campus environment, will:

- understand the role of tertiary study, and the connection between qualifications and careers;
- understand the nature of university student life and the learning skills needed;
- consolidate a positive attitude about themselves as learners, and about the accessibility of tertiary study;
- understand that every major transition requires assistance from others, and know-how to locate and use sources of assistance.

LEARNING OBJECTIVES – CAREER INTERESTS

What type of career interests do students have?

Students will explore the essential elements of choosing a career by assessing their:

- Interests
- Skills and abilities
- Personality
- Work values

PRE-VISIT

Career Conversation (15-30 minutes)

Discuss career interests with the students. We all have different interests – these can be related to possible future careers. Their interests will help the students when planning for a career. Ask the students to consider these different career interests:

- **Data:** enjoy organising/clerical tasks including planning, organising, being accurate, controlling, working with numbers, calculations, working with systems, policies, procedures, budgeting, staffing
- **Ideas:** enjoy being analytical/scientific including discovering things, observing, investigating, analysing, experimenting, researching. Enjoy being creative/artistic including musical and literary expression, designing, creating, appreciating art, composing, dancing, singing, playing music
- **Things:** enjoy nature/recreation including the natural world, animals, crops, livestock, sport, moving about outside, growing things, outdoors
- **People:** enjoy helping/advising including helping, informing, teaching, treating, listening, giving advice, instruction, information, concerned about other people's social welfare. Or enjoy persuading/providing a service including selling, influencing, negotiating, motivating, serving, promoting, bargaining

Ask the students to consider which of the above interest areas best relates to them. Ask them to think about what types of jobs people might do if they are a 'data' person, an 'ideas' person, a 'things' person, a 'people' person?

At their Explore Uni visit students will hear from staff and students who will talk about a range of careers – while they talk about the careers, ask the students to consider if those careers are related to data, ideas, things or people.

Lesson Plan - The world of work (50 minutes)

Ask the students to complete worksheet 1 - Data Ideas Things People, this will allow them to record their interests and likes.

The activity will help them to organise their likes, and interests into those four categories, and then be able to see which of those categories has the most interests or likes.

Understanding their interests and likes will help them when planning for a career. The worksheet will also cover skills and abilities, personality and work values.

Group discussion

Lead a short discussion about what they discovered through completing this worksheet.

Ask the students to form groups depending on which category they scored the highest marks in – i.e. there will be a Data group, Ideas group, Things group and a People group.

Presentation

In these groups or as individuals ask students to make a short presentation to the class about their particular group and to come up with three jobs that will fit their interests/likes.



POST-VISIT

Career Conversation (15-30 minutes)

After the Year 11s have had their Explore Uni experience, they should further consider what particular personality types they have and what types of careers those personality types might be suited to.

This will help them consider the career choices they will make after year 12.

Give the students the opportunity to choose ONE of the following personality types:

- Adventurers
- Investigators
- Artists
- Carers
- Persuaders
- Administrators

Ask the students to consider what types of jobs might be linked to those different personality types.

Ask the students to identify the career pathway to those jobs i.e. what type of education or training might be required for those jobs?

HOMEWORK ACTIVITY

For homework students could consider investigating one of the study areas or careers they heard about at the Explore Uni day that interest them. Ask the students to investigate:

- Job title and duties
- Requirements such as education/training required
- School subjects and course prerequisites required
- Job outcomes

RESOURCES

- <https://myfuture.edu.au/bullseyes#/>
- myfuture.edu.au - students will need to register to access content
- joboutlook.gov.au/

Lesson Plan - The world of work (50 minutes)

Ask the students to choose from the list of personality types and write down a type that they think describes them – they can only choose ONE type:

- **Adventurer** – loves action, often athletic, loves variety, prefers freedom, hands-on, natural at making, building, repairing and working with materials plants and objects
- **Investigators** – loves thinking, cool calm, like to understand things and events, often work independently to observe, learn, investigate, analyse and evaluate problems and new ideas, they ask “why?”
- **Artists** – loves creating, innovative, sensitive, like to create or enjoy art, drama, music, writing, prefer work in unstructured situations, like to use imagination and creativity
- **Carers** – loves helping, warm, compassionate, value harmony in relationships, show ability in understanding, teaching, instructing and assisting others with their problems
- **Persuaders** – loves leading, vibrant, enthusiastic, use charm to influence others, self-starters, natural leaders, like to sell and persuade their ideas or products
- **Administrators** – loves organising, loyal, dependable, strong sense of right and wrong, good eye for detail, great with data, clerical tasks and/or maths, precise, orderly and organised

Ask the students to group themselves so that they are with the same personality type – you may have different sized groups depending on the student responses. Then ask the students to carry out the following task in their group:

Ask them to imagine that you (the teacher) are from NASA Space Station, and are selecting people to start a new community on Mars. They are required as a group to put forward a case for their type to be selected – ask them to:

- Write down the contributions their type would make to the new planet
- Why they would be the best type to take to Mars
- Present their case one group at a time

At the end of the presentations briefly discuss and summarise the key differences and strengths of each personality type:

- Investigators bring STRATEGY
- Persuaders bring LEADERSHIP
- Administrators bring ORDER
- Carers bring HARMONY
- Artists bring CREATIVITY
- Adventurers bring ACTION



QUESTIONS?

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WORKSHEET 1 – PEOPLE, DATA, THINGS, IDEAS

Understanding your likes and dislikes will help when planning for a career that best matches your interests. The more interested you are in your work, the happier you will be. The following interest inventory will help you organise your likes and dislikes into 4 categories: people, data, things or ideas. Directions: in each section, answer every question by ticking the 'Yes' or 'No' box. Total all the Yes checks for each section then at the bottom of the page, circle the area of interest where you had the most Yes answers.

INTERESTS CHECKLIST

| PEOPLE | Yes | No |
|-----------------------------------|-----|----|
| Entertain a child | | |
| Listen to a friend's problems | | |
| Teach someone how to do something | | |
| Help someone who is sick | | |
| Lead a group or club activity | | |
| Run for an political office | | |
| Sell a product | | |
| TOTAL | | |

| DATA | Yes | No |
|-------------------------------------|-----|----|
| Research a topic of interest to you | | |
| Be the treasurer of a club | | |
| Undertake scientific experiments | | |
| Work with numbers/statistics | | |
| Figure a car's petrol usage | | |
| Balance a bank statement | | |
| Write a computer program | | |
| TOTAL | | |

| THINGS | Yes | No |
|---------------------------------------|-----|----|
| Bake a cake | | |
| Repair car/machinery | | |
| Sew or make crafts | | |
| Build something from wood | | |
| Operate a cash register or calculator | | |
| Do landscaping or lawn care | | |
| Operate camera/video equipment | | |
| TOTAL | | |

| IDEAS | Yes | No |
|---------------------------------|-----|----|
| Decorate a room | | |
| Write poetry or stories | | |
| Publish a yearbook or newspaper | | |
| Write lyrics or rap | | |
| Paint, draw, watercolour | | |
| Play a musical instrument | | |
| Invent a new product | | |
| TOTAL | | |

PERSONALITY CHECKLIST

| PEOPLE Are you/do you...? | Yes | No |
|---------------------------------------|-----|----|
| Cheerful to those around you | | |
| Helpful to friends and family | | |
| Cooperative when working in groups | | |
| Responsive to the needs of others | | |
| A leader or organiser of a group | | |
| Outgoing, enjoy meeting new people | | |
| Influence people's opinions/attitudes | | |
| TOTAL | | |

| DATA Are you/do you...? | Yes | No |
|--|-----|----|
| Keep organised | | |
| Pay close attention to details | | |
| Prefer to work with numbers/statistics | | |
| Prefer to perform repetitive tasks | | |
| Prefer to work on a set schedule | | |
| Think logically | | |
| Prefer practical ways of doing things | | |
| TOTAL | | |

| THINGS Are you/do you...? | Yes | No |
|---|-----|----|
| Like to work with precise rules/standards | | |
| Prefer work with machines over people | | |
| Efficient | | |
| Prefer to work alone | | |
| Prefer to work with your hands | | |
| Mechanical | | |
| Inquisitive about making something work | | |
| TOTAL | | |

| IDEAS Are you/do you...? | Yes | No |
|--|-----|----|
| Curious about why things are a certain way | | |
| Prefer a variety of duties that change often | | |
| Seek new ways of doing things | | |
| Artistic | | |
| Creative | | |
| Prefer to set your own schedule | | |
| Expressive/eloquent in art/writing/drama | | |
| TOTAL | | |

My highest INTEREST section is (circle one):
PEOPLE DATA THINGS IDEAS

My highest PERSONALITY section is (circle one):
PEOPLE DATA THINGS IDEAS

WORKSHEET 1 – PEOPLE, DATA, THINGS, IDEAS

SKILLS AND ABILITIES CHECKLIST

| PEOPLE Do you have the ability for: | Yes | No |
|-------------------------------------|-----|----|
| Teaching | | |
| Supervising others | | |
| Caring for others | | |
| Presiding over meetings | | |
| Leading others | | |
| Listening and counselling | | |
| Selling goods and services | | |
| TOTAL | | |

| DATA Do you have the ability for: | Yes | No |
|-----------------------------------|-----|----|
| Accounting or record-keeping | | |
| Statistical work | | |
| Research | | |
| Testing products and ideas | | |
| Investigating problems | | |
| Computer programming | | |
| Working on scientific experiments | | |
| TOTAL | | |

| THINGS Do you have the ability for: | Yes | No |
|-------------------------------------|-----|----|
| Repairing things or objects | | |
| Operating machinery or equipment | | |
| Assembling parts | | |
| Using tools | | |
| Cooking or baking | | |
| Sewing | | |
| Construction work | | |
| TOTAL | | |

| IDEAS Do you have the ability for: | Yes | No |
|------------------------------------|-----|----|
| Writing stories or poems | | |
| Composing music | | |
| Designing new products | | |
| Drawing | | |
| Acting or singing | | |
| Playing a musical instrument | | |
| Organising new clubs or activities | | |
| TOTAL | | |

My highest SKILLS section is (circle one):
PEOPLE DATA THINGS IDEAS

WORK VALUES CHECKLIST

Job satisfaction comes from having a job that meets your expect actions and satisfies your needs. The list below includes a number of things people want or value in their job. Not all these values are met each day. However, choosing an occupation that meets most of your work values is important.

Directions: think about what you want from an occupation. From the list below:

1. Check the values that are most important to you.
2. Add work values not mentioned which are important to you.
3. Re-order the list from 1 to 10 (1 being the most valued and 10 being the least valued).

| | |
|--|---|
| | Adventure - working in a job that requires taking risks |
| | Prestige - having an important position |
| | Creativity - finding new ways to do things |
| | Helping others - working in assisting and caring of others |
| | High earnings - being well paid |
| | Variety of duties - having several different things to do |
| | Independence - deciding how to do my work |
| | Exercising leadership - being able to direct and influence others |
| | Add your own value: |
| | Add your own value: |

SUMMARY

Use the information from each section to answer the following questions about yourself.

My highest INTEREST section is (circle one):
PEOPLE DATA THINGS IDEAS

My highest PERSONALITY section is (circle one):
PEOPLE DATA THINGS IDEAS

My highest SKILLS section is (circle one):
PEOPLE DATA THINGS IDEAS

My top three WORK VALUES are:

| |
|--|
| |
| |
| |

Source: Career Choices in North Carolina, 2005-5006 [Career Development User's Guide](#), Youth edition.

QUESTIONS?

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