



## Explore Uni Career Conversations - Year 12

Looking forward to seeing you at our Explore Uni day. In preparation, we've created career conversations that we recommend for students prior to the on-campus 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 12 on-campus activities is *choices and transitions*. Through interactions with tertiary students, presentations and immersion in the campus environment, your Year 12s will:

- understand the role of tertiary study, the connection between qualifications and careers, and the wide range of fields of study
- 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
- consider a range of future options, and understand the pathways available for those options
- understand that every major transition requires assistance from others, and know how to locate and use sources of assistance.

### Learning objectives - career pathways

Self-knowledge is the most important aspect of career planning. Understanding the importance of their: strengths; weaknesses; motivations; and interests - and discovering what these are, students will make it easier to make decisions toward their desired future career.

The following activities will help students identify their character type and see the links between that and possible future occupations. Students can then explore the career pathways for those occupations. This will help them consider their own career pathways as they reach the end of year 12. They can also learn about the practical steps for making an application.

## PRE-VISIT

### Career Conversation: 15-30 minutes

Discuss career character types with the students.

The Character Assessment identifies 6 types:

- Carer
- Creative
- Hands-on
- Leader
- Logical
- Researcher

Ask the students which character type they might be?

Ask the students what types of jobs each character type might relate to?

Explain to the students that knowing their Character type will assist them to understand more about themselves, and help them find the type of work they may be best suited to.

At your Explore Uni visit, school students will hear from student Ambassadors who will talk about their journey from school to university and some of the considerations they made in choosing their course of study.

While the Ambassadors talk about the careers they are interested in, students should consider the personal qualities they think might be important for that career. Students should consider:

- What character type will be suited to a particular career?
- Does the career I am interested in match my character type?
- What careers might my character type be suited to?

### Lesson plan - career pathways: 50 minutes

Ask the students to consider that their characteristics can play a key part in deciding what career pathway might suit them best. Ask them to consider that they may be a:

- Carer
- Creative
- Hands On
- Leader
- Logical
- Researcher

#### Character type

In order to find out which character type they are ask the students to complete Worksheet 1 - Character Questionnaire. The information gained from this assessment will help them to understand more about themselves, and help them to find the type of career that they may be best suited to.

On completion of the assessment students can self-score and identify their highest scoring character type. They should then consult the character descriptions Worksheet 2 - Character Types) to see the types of careers that are linked to that character type.

Ask the students to research one of the jobs listed in their character type description. Ask them to report on the:

- Job title
- Education/training required
- An example course they may take
- The career outcomes for this course of study

#### Presentation

Ask the students make a presentation of their chosen job and explain to the class what the career pathway might be i.e. what education/training is required and provide an example of a course they might take.

## RESOURCES

- MyFuture [myfuture.edu.au/](http://myfuture.edu.au/) - students will need a log in to access this content
- Job Outlook [www.joboutlook.gov.au/](http://www.joboutlook.gov.au/)
- QTAC [www.qtac.edu.au/](http://www.qtac.edu.au/)
- TAFE [www.tafeqld.edu.au/](http://www.tafeqld.edu.au/)
- Apprenticeships Qld [www.apprenticeshipsinfo.qld.gov.au](http://www.apprenticeshipsinfo.qld.gov.au)
- What's uni like? <https://www.futuremoves.edu.au/about/whats-uni-like/>

### Career Conversation

After the Year 12s have had their Explore Uni experience, they should further consider what particular career pathways are available to them after year 12. Some of the careers they are interested in will require education/training that is university based, TAFE, apprenticeship or traineeship based.

Ask the students to consider what the advantages and disadvantages of the different pathways might be for:

- Getting a job after year 12? Advantages? Disadvantages?
- Finding an apprenticeship or traineeship after Year 12 Advantages? Disadvantages?
- Going onto a TAFE course? Advantages? Disadvantages?
- Going on to university? Advantages? Disadvantages?
- Returning to study at a later point in life? Advantages? Disadvantages?

After today's Explore Uni visit what did the students learn about:

- What are some of the practical considerations in terms of post-school study?
- How will they find out more about their training/study options?
- What are the application processes?
- How will they support themselves financially?
- What are the career outcomes?
- What are the remuneration (pay) and other benefits?
- Are there alternative pathways to their chosen study/career options?

### Homework

Ask 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
- Course length
- Career outcomes
- Scholarship opportunities
- Application processes

### Lesson plan – career pathways

Ask the students to choose a career they might be interested in – this can come from the Character Questionnaire (Worksheet 1) that the students may have already completed or using the list of Character types (Worksheet 2).

Ask the students to set out a career plan in order to obtain that particular job. The career plan should indicate whether their career pathway will require them to:

- Get a job
- Go onto an apprenticeship or traineeship
- Apply for a TAFE course
- Apply for a university degree

Students should write an example career plan and include a timeline – they should indicate the approximate month during Year 12 that they should be:

1. Researching their career pathway
2. Contacting employers, training providers, TAFE or private education providers or university
3. Making applications for their employment training or education e.g. QTAC guide or online QTAC search, using the Job Guide, exploring TAFE or private providers websites, finding out about apprenticeships or traineeships (see Resources for websites).
4. Making plans related to funding training or education e.g. budgets, applying for study support, applying for scholarships (see pages 4, 5 and 7 of the Explore Uni Scribblefest booklet for specific information on study support, HECS and VET Fee Help, scholarships and other supports).

### HOMEWORK ACTIVITY

Ask the students to use the Job Guide book or other relevant websites to read and research a possible occupation they may be interested in after year 12.

Ask them to use the 'education/training' information related to each occupation to make their own career plan on how they would get into that occupation after leaving year 12.

Asking the students to make an example career plan will help them to identify key information required to read, research and compile a career plan.



### QUESTIONS?

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# WORKSHEET 1 – CHARACTER QUESTIONNAIRE

Knowing your character will assist you in many ways. You can use this information to help understand yourself, to help you find the type of work or business you are best suited to and it will also point you in the right direction should you be looking for a hobby or sport to play. When reading the statements below you will either agree with them or disagree with them. Answer honestly but without too much deep thought. Think of what you would do most of the time, in most situations. Place a number from 1 to 5 in the scoring grid as follows:

5 - Strongly agree    4 - Mildly agree    3 - Neutral    2 - Mildly disagree    1 – Strongly Disagree

1. I like to oversee and manage projects efficiently.
2. I love music, drama, art and most forms of expression.
3. I enjoy working with my hands.
4. I enjoy finding out things for myself.
5. I am good with figures and numbers.
6. I enjoy working with people more than information or things.
7. I am self-motivated and enthusiastic towards work.
8. People look to me for creative inspiration.
9. I am fairly athletic and have good hand-eye coordination.
10. I spend time in libraries/bookshops learning new things.
11. I prefer working with data/info rather than people or things.
12. I can sense other people's needs and have a desire to help.
13. I like to motivate and influence other people.
14. I have good intuition that helps me in most situations.
15. I prefer to see a job through from start to finish.
16. I always find the underlying cause of things.
17. I prefer to follow instructions rather than giving them.
18. I am a good listener.
19. People look to me for leadership.
20. I love change, particularly ones I initiate.
21. I prefer to work with objects, rather than people or data.
22. I enjoy working with information from many sources.
23. I can concentrate for long periods of time.
24. People always look to me for support.
25. I always look for new opportunities
26. I am very creative and enjoy using my imagination.
27. I like working outdoors most of the time.
28. I love to discover and investigate things.
29. Once I start a task I usually try to finish it in one go.
30. I usually share my things, ideas and time with others.
31. I prefer to delegate work to get the job done.
32. I prefer to work unsupervised with no designated structure.
33. I am a follower, not a leader.
34. I enjoy solving problems and puzzles.
35. I enjoy taking care of the details.
36. I enjoy passing on my knowledge or special skills to others.
37. I am very competitive.
38. I always seek to improve things or do them a better way.
39. I prefer to work alone rather than in a team.
40. I enjoy searching for the deeper meanings behind things.
41. People see me as a perfectionist.
42. I am compassionate towards other people.
43. I am at my best when put in a position of responsibility.
44. I am spontaneous.
45. To get the job done, I prefer to do it myself.
46. I enjoy learning by watching things happen, by observation.
47. I don't enjoy telling people what to do.
48. I always try to make people feel better.
49. I enjoy promoting, selling and marketing.
50. I have a good sense of (athletic) timing and balance.
51. I prefer looking after myself rather than have people look after me.
52. I am methodical in my approach.
53. I enjoy crosswords, puzzles, card games, chess etc.
54. I see myself as very personable and sensitive.
55. I make my own decisions and face the consequences.
56. I am passionate about things and express my thoughts.
57. I always give a practical helping hand when needed.
58. I'm always looking for the hidden meanings behind things.
59. I am good at recalling times and dates.
60. Relationships are more important to me than productivity.

1		2		3		4		5		6	
7		8		9		10		11		12	
13		14		15		16		17		18	
19		20		21		22		23		24	
25		26		27		28		29		30	
31		32		33		34		35		36	
37		38		39		40		41		42	
43		44		45		46		47		48	
49		50		51		52		53		54	
55		56		57		58		59		60	
I		II		III		IV		V		VI	

Write the totals from your score grid into the corresponding column number.

Column	Score	Character
Column I		LEADERS: Enterprising, managing, influential, self-motivated
Column II		CREATIVE: Artistic, inspired, intuitive, imaginative
Column III		HANDS ON: Realistic, skill orientated, doers
Column IV		LOGICAL: Practical, conventional, perfectionist
Column V		RESEARCHER: Problem solvers, asks questions, seeks information
Column VI		CARERS: Social workers, teachers, trainers, people-people

Place the results from highest to lowest in the space below. If any scores are equal, place whichever characteristic feels right, first. (You may wish to read the Character descriptions on the following pages before you decide on your preference).

**Your Prominent Character Type is:** \_\_\_\_\_

Your prominent character type is your gift. It is something inborn that has developed over the years.

You are usually naturally motivated to do work that involves these qualities and characteristics. Be sure to take into account your total Character Design as it often reveals the way you use your prominent characteristics.

For example: If your prominent character type is Leader, and your second and third types are Creative and Hands On, it would be fair to say you lead by example (demonstrating how the job is done), with a lot of imagination put into the way you show people.

## WORKSHEET 2 – CHARACTER TYPES

The following page will give you a more detailed description of each character type. It may be a good idea to highlight any words, sentences, fields or occupations that appeal to you in each of the types. You may also like to complete another character type questionnaire at: [www.usc.edu.au/media/1128634/Character-Assessment\\_FORM.pdf](http://www.usc.edu.au/media/1128634/Character-Assessment_FORM.pdf)

### Leader

These types are mostly self-motivated, enthusiastic and enterprising, with a gift for motivating and influencing others.

They are accepted and respected by those they lead. The most successful of these types usually have a strong inclination to create. This allows them to produce and visualise their own ideas. Their ability to organise and oversee ensures every part of the organisation is working with optimum efficiency.

Leaders are strategic and competitive and like to set and achieve personal goals. They are able to see opportunities and can capitalise on them through negotiation. Leaders work for the good of themselves and the company.

Some Leader types are Politicians, Ambassadors, Directors, Managers, Supervisors, Team Leaders, Entrepreneurs and Business owners.

### Creative

Creative people have great inspiration and intuition. They use imagination to spark their artistic flair.

They can tap into the right side of the brain, making it easy to develop ideas and concepts. Creative people are good initiators of change. They are passionate people who like to express themselves through designing, composing, performing and inventing.

Creative types can be spontaneous and optimistic and usually have very high expectations of themselves and others. They have a good sense of timing and balance and usually know what they want. These skills help them maximise the potential of their second and third character types.

Some Creative Types are Actors, Musicians, Fashion designers, Architects, Writers, Artists, Publishers, Chefs, Photographers, Managers, Salespeople, Interior designers, Florist and Crafts people.

### Hands On

Hands on people are realistic and down to earth. They prefer to work with machines, tools, plants or animals.

They are motivated by completing a project successfully. Hands on people use clear instructions to ensure the task is done correctly and meets expectations. They are the core of the operational function of any organization or business.

They are doers rather than delegators. Hands on people are skill orientated, with good hand-eye coordination.

Hands on Types make good Mechanics, Sports people, Machine Operators, Trades people, Engineers, Horticulturists, Hotel porters, Farmhands and Fitness instructors.

### Logical

These people like to work with information. They have excellent clerical skills and like using numbers in mathematics or in times and dates.

They can carry out and follow through instructions with fine detail, making them true perfectionists.

They are more introverted than extroverted, which enables them to concentrate for long periods. They enjoy working on projects and quite often don't stop until the task is complete.

They are mostly conservative and conventional people who usually prefer to be given a task rather than to delegate one. They are very logical and practical people.

Some Logical Types are Accountants, Librarians, Bank officers, Office Administrators, Surveyors, Technicians, Pilots, Computer Programmers, Insurance Officers and Secretaries.

### Researcher

These people love to learn. They receive fulfilment from investigating an area, analysing the facts and solving problems.

Most researchers are introverted and prefer using the left side of the brain. This enables them to observe, learn and evaluate things methodically and precisely.

These types are avid book readers and usually have many different interests. They also enjoy discovering new things and finding out why things are what they are.

Researchers make good Scientists, Chemists, Authors, Astronomers, Private Investigators, Archaeologists, Historians and Journalists.

### Carer

Carers are people who have a gift or passion to work with other people.

They want to help, inform, enlighten, train, develop, cure, and listen to the needs of others. They are usually optimistic, positive people who have a way with words.

Most carers are slightly more introverted than extroverted making them very supportive people. Their extroverted side enables them to express their gift in training using their experience or knowledge to teach others. They are generally social types who enjoy the conversation and company of other people. Essentially, they are people-people.

Carers make good Childcare workers, Counsellors, Natural therapists, Training Officers, Tour Guides, Nannies, Human Resources Officers, Teachers, Nurses and Doctors.

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