

I. HOW TO DEVELOP CAREER SKILLS

Basic Skills

Reading:

- ☐ Identify relevant details, facts, and specification in what is being read;
- ☐ Locate information in books & manuals (online or print), from graphs, schedules;
- ☐ Find meaning of unknown or technical words and phrases;
- ☐ Judge accuracy of reports; and
- ☐ Use computer and Internet to find information.

Writing:

- ☐ Communicate thoughts, ideas, information, and messages in writing;
- ☐ Record information completely and accurately;
- ☐ Create documents, including letters, manuals, reports and graphs;
- ☐ Check, edit, and revise documents for correct information, appropriate emphasis, grammar, spelling, and punctuation; and
- ☐ Use computers to communicate information.

Mathematics:

- ☐ Use numbers, fractions, and percentages to solve practical problems;
- ☐ Make reasonable estimates of arithmetic results without calculator;
- ☐ Use tables, graphs, diagrams, and charts to obtain numerical information;

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- ☐ Use computers to enter, retrieve, change, and communicate numerical information; and
- ☐ Use computers to communicate data, choosing the best form to present data (e.g., line or bar graph, pie charts).

Speaking:

- ☐ Organize ideas and communicate oral messages appropriate to listener and situations;
- ☐ Select appropriate language, tone or voice, gestures, and level of complexity appropriate to audience and occasion;
- ☐ Speak clearly; ask questions when needed.

Listening:

- ☐ Listen carefully to what a person says, noting tone of voice and other body language to understand content and feelings being expressed; and
- ☐ Respond in a way that shows understanding of what is said.

Thinking Skills

Creative Thinking:

- ☐ Use imagination freely, combining ideas or information in new ways; and
- ☐ Make connections between ideas that seem unrelated.

Problem-Solving Skills:

- ☐ Recognize problem, a gap between what is and what should or could be;
- ☐ Identify why it is a problem;
- ☐ Create and implement a solution; and
- ☐ Watch to see how well solution works and revise if needed.

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Decision Making Skills:

- ☐ Identify the goal desired in making the decision;
- ☐ Generate alternatives for reaching the goal;
- ☐ Gather information about the alternatives (e.g., from experts or books);
- ☐ Weigh the pros and cons of each alternative (i.e., gains/losses to yourself and others, approval/disapproval or self and others);
- ☐ Make the best choice; and
- ☐ Plan how to carry out your choice and what you will do if negative consequences occur.

Visualization:

- ☐ See a building or object by looking at a blueprint, drawing, or sketch; and
- ☐ Imagine how a system works by looking at a schematic drawing.

People Skills

Social:

- ☐ Show understanding, friendliness, and respect for the feelings of others;
- ☐ Assert oneself appropriately, stand up for yourself and your ideas in a firm, positive way; and
- ☐ Take an interest in what people say and why they think and act as they do.

Negotiation:

- ☐ Identify common goals among different parties in conflict and the ways they depend on each other;

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- ☐ Clearly present the facts and arguments of your own position;
- ☐ Listen to and understand other party's position; and
- ☐ Create and propose possible options for resolving the conflict, making reasonable compromises.

Leadership:

- ☐ Communicate thoughts and feelings to justify a position;
- ☐ Encourage, persuade, or convince individuals or groups;
- ☐ Make positive use of rules (e.g. "Robert's Rules of Order") or values of the organization;
- ☐ Exhibit ability to have others believe in and trust you due to your competence and honesty.

Teamwork:

- ☐ Work cooperatively with others; contribute to the group with ideas and effort;
- ☐ Do own share of tasks necessary to complete project;
- ☐ Encourage team members by listening to them, providing support, and offering tips for success, as appropriate;
- ☐ Resolve differences for the benefits of the team; and
- ☐ Responsibly challenge existing procedures, policies, or authorities.

Cultural Diversity:

- ☐ Work well with people having different ethnic, social, or educational backgrounds;
- ☐ Understand the concerns of members of other ethnic and gender groups;
- ☐ Base impressions on a person's behavior, not stereotypes;
- ☐ Understand one's own culture and those of others and how they differ; and
- ☐ Respect the rights of others while helping them make cultural adjustments where necessary.

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Personal Qualities

Self-Esteem:

- ☐ Understand how beliefs affect how a person feels and acts;
- ☐ Listening to what you say to yourself to identify any irrational or harmful beliefs you may have; and
- ☐ Understand how to change these negative beliefs when they occur.

Self-Management:

- ☐ Assess your own knowledge and skills accurately;
- ☐ Set well-defined and realistic personal goals; and
- ☐ Monitor your progress toward your goals.

Responsibility:

- ☐ Give a high level of effort toward reaching goals;
- ☐ Work hard to become excellent at job tasks. Pay attention to details. Concentrate on doing tasks well, even unpleasant ones; and
- ☐ Display high standards of attendance, honesty, energy, and optimism.

Transferable Skills from Previous Work:

My Motivated Skills:

“Good Experiences” For each: *What I did, How I did it, and What happened?*

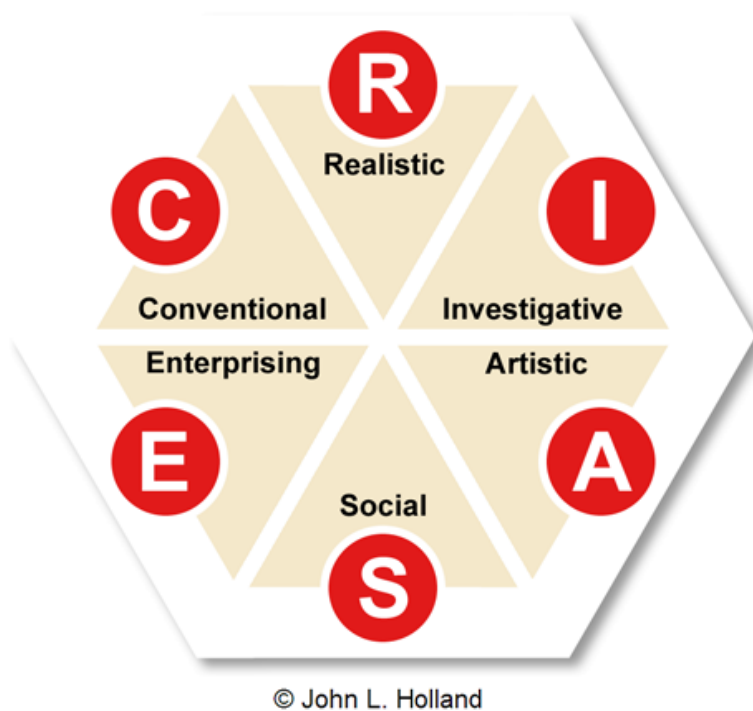
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John Holland's Theory of Career Choice (RIASEC)

Holland asserts that people of the same personality type working together in a job create an environment that fits and rewards their type.

Within this theory there are six basic types of work environment, which correlate directly to the personality types. Holland emphasises that people who choose to work in an environment similar to their personality type are more likely to be successful and satisfied. This idea is important as it shows Holland's theory can be flexible, incorporating combination types.

Holland's theory takes a problem-solving and cognitive approach to career planning. His model has been very influential in career counselling. It has been employed through popular assessment tools such as the Self-Directed Search, Vocational Preference Inventory and the Strong Interest Inventory.



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Realistic

Interest area:	Key skills:	Occupations with practical components:	Subjects to develop your skills:
You like working mainly with your hands making, fixing, assembling or building things, using and operating equipment, tools or machines. You often like to work outdoors.	Using and operating tools, equipment and machinery, designing, building, repairing, maintaining, measuring, working in detail, driving, moving, caring for animals, working with plants	Pilot, farmer, horticulturist, builder, engineer, armed services personnel, mechanic, upholsterer, electrician, computer technologist, park ranger, sportsperson	English, Maths, Science, Workshop, Technology, Computing, Business Studies, Agriculture, Horticulture, Physical Education

Investigative

Interest area:	Key skills:	Occupations with practical components:	Subjects to develop your skills:
You like to discover and research ideas, observe, investigate and experiment, ask questions and solve questions.	Thinking analytically and logically, computing, communicating by writing and speaking, designing, formulating, calculating, diagnosing, experimenting, investigating	Science, research, medical and health occupations, chemist, marine scientist, forestry technician, medical or agricultural laboratory technician, zoologist, dentist, GP	English, Maths, Science, Computing, Technology

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Artistic

Interest area:	Key skills:	Occupations with practical components:	Subjects to develop your skills:
You like using words, art, music or drama to express yourself, communicate or perform or you like to create or design things.	Expressing artistically or physically, communicating by speaking, writing and singing, performing, designing, presenting, planning, composing, playing, dancing	artist, illustrator, photographer, signwriter, composer, singer, instrument player, dancer, actor, reporter, writer, editor, hairdresser, fashion designer	English, Social Studies, Music, Drama, Art, Graphic Design, Computing, Business Studies, Languages

Social

Interest area:	Key skills:	Occupations with practical components:	Subjects to develop your skills:
You like working with people to teach, train, inform, help, treat, heal, cure, serve and greet. You are concerned for others' well-being and welfare.	Communicating by writing and speaking, caring and supporting, training, meeting, greeting, assisting, teaching, informing, interviewing, coaching	Teacher, nurse, counsellor, police officer, social worker, salesperson, customer service officer, waiter, secretary	English, Social Studies, Maths, Science, Health, Physical Education, Art, Computing, Business Studies, Languages

Enterprising

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Interest area:	Key skills:	Occupations with practical components:	Subjects to develop your skills:
You like meeting people, leading, talking to and influencing others, encouraging others, working in business.	Selling, promoting and persuading, developing ideas, public speaking, managing, organising, leading and captaining, computing, planning	Salesperson, lawyer, politician, accountant, business owner, executive or manager, travel agent, music or sports promoter	English, Maths, Business Studies, Accounting, Economics, Social Studies, Drama, Computing, Languages

Conventional

Interest area:	Key skills:	Occupations with practical components:	Subjects to develop your skills:
You like working indoors and at tasks that involve organising and being accurate, following procedures, working with data or numbers, planning work and events.	Computing and keyboarding, recording and keeping records, paying attention to detail, meeting and greeting, doing calculations, handling money, organising, arranging, working independently	Secretary, receptionist, office worker, librarian, bank clerk, computer operator, stores and dispatch clerk	English, Maths, Business Studies, Accounting, Economics, Com

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