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**Qatar Banking Studies and Business  
Administration | Secondary School**

# Career and Personal Development التنمية الذاتية والمهنية

**Grade 10  
Semester 1 & 2**



**نبني  
اقتصادي  
المستقبل**

# Career and Personal Development

INCPD001

Year 10

Semester 1

CAREER DEVELOPMENT

LEARNER RESOURCE



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Mr Stephen Parratt	ESL/Teacher Training Adviser

All of the teaching staff at Qatar Banking Studies and Business Administration Independent Secondary School who have made a contribution to the development of these resources .

Refinement and editing of education content has been further developed by the Learning Innovation and development department at Holmesglen Institute of TAFE, in particular:

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## About this Learner Resource

The purpose of this Learner Resource is to provide you with the underpinning knowledge required to assist you in completing assessment/s in Careers and Personal Development Part A.

This Learner Resource also contains activities for you to test your knowledge and examples of skills application.

Throughout this Learner Resource you will see icons that identify important information, provide opportunities to test your knowledge and practice skills as well as suggested times to begin a formal assessment. These icons are displayed as follows:



### Inform

This icon is used to highlight important information, notes, research or training and assessment tips.



### Practice

This icon is used to highlight an ideal time to test your knowledge or practise what you have learnt.

## How will I be assessed?

In order to achieve competency in Careers and Personal Development – Part A you will need to demonstrate the skills and knowledge required for the unit.

Your teacher will decide with you how and when you will be assessed.

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## About this unit

Welcome to the Learner Resource for Personal Development. In this Learner Resource you will be learning the skills and knowledge that will allow you to analyse your own personality and the personality of others as well as identify personal values and attitudes, skills and aptitudes. It also accompanies an opportunity for participation in an environmental or community project.

It is suggested that to meet all the requirements of Personal Development you will need to complete the following tasks:

- Read the information contained in this Learner Resource.
- Complete the activities.
- Complete all the required assessment/s for this unit.

The topics in this Learner Resource are:

- Exploring my personality and personality traits
- Values, attitudes and behaviour
- Personal skills and aptitudes
- Social and personal competencies
- Emotional intelligence
- Health and wellbeing
- Environmental issues
- Community involvement





## Introduction

You are about to commence a vocational course where you will be introduced to a number of issues that impact you and influence the type of interaction you have with others in the society and community. You will demonstrate selfmanagement goals to complete a variety of tasks, and develop a personal profile.

You will also explore contemporary environment and community issues.



# Your personality

## What influences your personality?

Your personality is determined by many factors. Some of these factors are thought to be natural characteristics or what are commonly known as personality traits. These characteristics may be perhaps influenced by your social or cultural upbringing.

Your personality may also be influenced by your reaction to external influences; that means we react and respond to whatever is going on around us; now, in the past and in anticipation of the future.

Some aspects of our personality may also grow and evolve as over our lifetime as we mature and change.

Whatever the reasons behind our personality, our personality will influence our interaction with other human beings and it goes hand in hand with our emotions.

As people, we tend to get along with other people who have similar personalities. And surprisingly many of us get along even better with people who have widely different personalities.





## Practice

### Practice activity 1

Look at the following list of terms and tick (?) those that might describe your personality. Put a cross (x) for those that definitely do not describe your personality!

fun	selfless	argumentative
outgoing	agreeable	sensible
quiet	stubborn	creative
reliable	forthright	reserved
noisy	easy going	interesting
entertaining	considerate	strong minded
caring	competitive	relaxed
sympathetic	dull	careful



## Some of the major influences on a person which might shape and influence personality could include:

- family upbringing
- relationships
- temperament
- physical and mental health
- external environment
- home environment
- friends and social groups
- level of education and skills
- Interests and hobbies.



## Practice

### Practice activity 1

1. List five words that describe your personality.
2. List five words that describe what your personality is not!
3. Draw a graphic that describes your personality.

I could be described as being...	I wouldn't be described as being...
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



*A picture that best describes a person's personality might look like this*

**A picture that describes me...**





# Body language worksheet

To be completed using 'Body language powerpoint'

1. Body language is n\_\_\_\_\_ and often \_\_\_\_\_ communication on the part of one individual to another.
2. Body language accounts for \_\_\_\_\_% of human communication.
3. C\_\_\_\_\_ arms, h\_\_\_\_\_ in pockets and s\_\_\_\_\_ can all be seen as negative (pose).
4. Gestures are p\_\_\_\_\_ acts that allow you to e\_\_\_\_\_ a variety of f\_\_\_\_\_ and thoughts, from contempt and hostility to a \_\_\_\_\_ and affection.
5. Covering your m\_\_\_\_\_ when you c\_\_\_\_\_, s\_\_\_\_\_ or yawn are also p\_\_\_\_\_ gestures.
6. The best eye contact you can make is \_\_\_\_\_.
7. Frowning of the eyes can show a \_\_\_\_\_ or f\_\_\_\_\_.
8. Paralinguistic cues is not just what we say but h\_\_\_\_\_ w\_\_\_\_\_ s\_\_\_\_\_ i\_\_\_\_\_.
9. The t\_\_\_\_\_ of our voice often has a l\_\_\_\_\_ impact on our message from being loud and stern for i\_\_\_\_\_ to being soft and quiet for more i\_\_\_\_\_ speeches.
10. 10. Why is knowing about body language important to you?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Identify the Pictures shown using any of these six titles in the graph below.

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_





# Personality traits

When describing personality, psychologists usually identify five key personality traits.

Characteristics of these five traits can be described as being...

## Neuroticism

A neurotic person tends to more easily experience unpleasant or harmful emotions such as anxiety, anger and These people might be prone to easily 'losing it' or might get worried, stressed and depressed more easily.

It's important to understand that we all need a degree of neuroticism otherwise we wouldn't worry about anything! If we just kicked back, chilled out and didn't stress about anything... then nothing would ever get done!

## Extroversion

An extrovert tends to seek the company of others and draws energy from group activities. They tend to be talkative, and sometimes dominant. An extravert may described as being 'outgoing' or 'the life of the party' or alternatively some may thing them to be attention seeking.

The opposite to an extravert is an introvert where a person draws strength from their inner self. An introvert might be described as being self motivated and self determining, or alternatively some may thing them to be cold and distant.

Most of us fit somewhere along the scale between extrovert and introvert.

## Agreeableness

An agreeable person tends to be cooperative and collaborative and works to achieve group harmony. These people might be described as supportive, or 'easy going'. An agreeable person might

be strong forgers of positive relationships, on the other hand they may also be too compliant and easily manipulated

## **Conscientiousness**

A conscientious person tends to be task oriented and aims to 'get things

done'! They may be described as being self-disciplined and reliable, or

alternatively as 'driven' and obsessive.

People often display different levels of conscientiousness depending on their level of motivation and enjoyment for the task. For example, many 'less' dedicated

students are very conscientious when it comes to practicing for sport, or when on work placement.

Motivation and willingness to accept responsibility can be key drivers of conscientiousness.

## **Openness to experience**

Some people are open to new ideas, and they seek and value difference and they may be willing to try new experiences and ways of doing things. These people may be described as being creative or non-conformist, are alternatively rebels.

Some people deviate from the status quo and challenge the accepted norms.

They might be inventors, artists or creators of some sort. Unfortunately others are sometimes too open to try anything new disregarding advice, proven wisdom and established ways.

## **Somewhere in between**

What is important to remember is that each of us sit somewhere along a continuum for each of the five personality traits described above. It is how these traits work together that influences our personality as well as many other factors. You should also remember that we may grow, develop and change in one or more of these traits



## Practice

### Practice activity 3

What are my personality traits?

Which of the terms apply to you?

Use the scale below, answering which one of the following five options for each question.

**never   rarely   sometimes   mostly   always**

1. I am the life of the party \_\_\_\_\_
2. I am more than willing to try new things \_\_\_\_\_
3. I get on well with people and make new friends \_\_\_\_\_
4. I like to keep working at something until it is finished \_\_\_\_\_
5. I am quite emotional and get excited, upset or angry too quickly \_\_\_\_\_
6. I don't like to have a set routine where I know what is going to
7. happen next \_\_\_\_\_
8. I am much happier being in the background letting others get the attention \_\_\_\_\_
9. I am pretty even tempered and am able to make myself stress free \_\_\_\_\_ I find it hard to help others to work together and to get along \_\_\_\_\_
10. I find it hard to stick with a task if it becomes too difficult to do \_\_\_\_\_





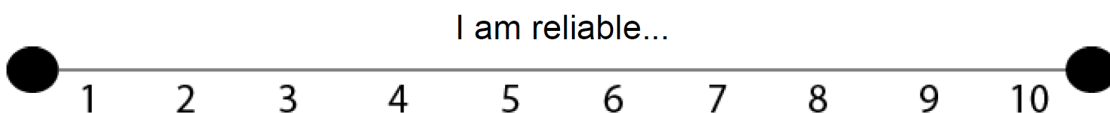
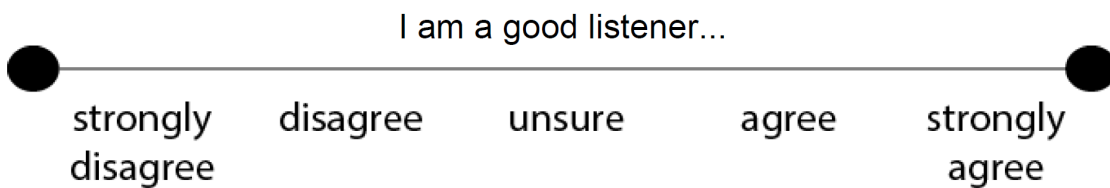
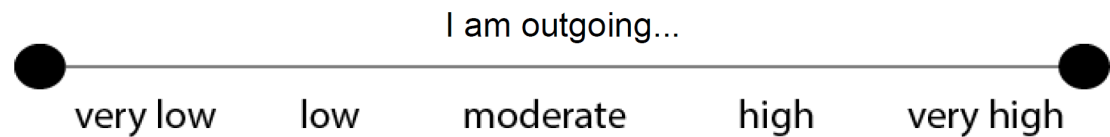
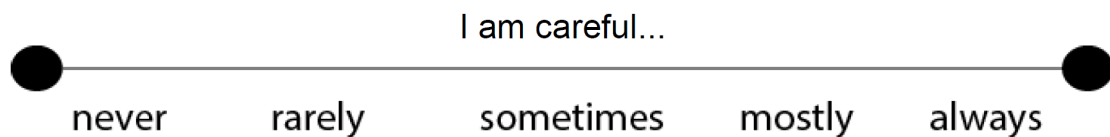
## Practice

### Practice activity 4

A Continuum is a graphical representation of a sliding scale that is used to rank or rate an item.

A continuum is useful for visually describing the degree, amount, or level of something.

Use the continuums below to rank these personality traits for yourself.



So, you now see how different ranking or rating scales can be used on a continuum.

Which scale do you prefer? \_\_\_\_\_

***\* Your choice can also tell us something about your personality.***

# Values, attitudes and behaviours

## Values

A value is something that we feel is important and which influences our decision making. The term itself describes its meaning. If we value something we consider it as very important. Values are the principles that define who you are.

Our values will influence our goals in life and the way we act to achieve these goals. For example, someone who values family life more than work or income might pass up the opportunity for a promotion to instead spend more time with their children. As a result, our values are one of the strongest influences on our decision making.

A value may be internal or implicit. A social value is a value held by a likeminded group of people, eg Doha's progress on dealing with environmental issues.



## Attitudes

An attitude refers to a person's belief or the view they hold about another person, situation or proposition.

An attitude will influence a person's behaviour and might sometimes be quite positive or negative. A person's behaviour can sometimes be influenced significantly by their attitude. A positive attitude will encourage participation, conscientiousness and motivation. A negative attitude is likely to result in resistance, a lack of commitment and poor motivation. A 'bad' attitude is often linked to low self-esteem.

Employers in particular, emphasise the importance of a good attitude when considering who to employ or retrain.



## Behaviour

A behaviour is the way in which a person acts in a situation. Behaviour is the outward result of conditions such as values, attitudes, motivation and other factors.





These behaviours may be positive or negative. It is also essential that you remember that in the end it is really only you who can control your own behaviour.



Complete the following sentences.

1. An **attitude** is something that is **held** by a person and which then **influences** the **decisions** they make.
2. An **attitude** is a person's **belief** or their **view** of a situation. This will **influence** their behaviour.
3. **Behaviour** is the way in which a person **acts** in certain situations.
4. **Values**, **attitudes** and **beliefs** are all linked together and determine how you react and how you interact with **people**.

## Values

The things that you value and rate as important will often decide the things you do. Values are the guiding principles upon which you live your life. Your values will help you develop social and personal competencies.

Studies suggest that some personal values can be identified as:

- Loyalty
- Commitment
- Honesty and integrity
- Enthusiasm
- Reliability
- Common sense
- Positive self esteem
- Sense of humour
- Personal presentation
- Balanced attitude to work/school and home life
- Ability to deal with pressure adaptability.

## Personal values

Some common value areas that help form a person's attitude and influence behaviour relate to the importance people place on:

- Family
- Friends
- Work/school
- Money
- Status and power
- Sense of achievement
- Community involvement
- Cultural identity
- Honesty
- Conformity
- Integrity.

## Attitudes

Your values will influence the way you feel about situations and lead to the formation of your attitude.

Sometimes people with attitude 'problems' may be anti-social, angry and feel that the world 'owes them something'. This can sometimes lead to risk taking behaviour.

Others with more 'positive' attitudes develop positive relationships based on trust, integrity and conscientiousness. Social attitudes develop in relation to issues such as law and order, the

environment and the right to an education. Current affairs programs often try to 'tap into' a prevailing social attitude. Attitudes are also influenced by peer groups.

It is often difficult to break out or change a negative attitude. However, a person's attitudes may alter when they learn more facts about a situation and when they start to look at the 'the other side'.

## Attitudes and employment

A person's attitude is often the most significant factor that employers consider when hiring workers, especially young workers.

Employers feel that you can train someone in skills and competencies, but you can't train an attitude.

According to a recent report; Employer Attitudes about Job Seekers, the top 6 valued attributes rated as most important by employers when hiring new staff were;

- Reliability (66%)
- Willingness to work (62%)
- Relevant work skills (53%)
- Ability to get on with fellow workers (44%)
- Relevant experience (41%)

## Behaviour

- In the end, how you act is the outward demonstration of your values and attitudes (and other influences as well of course). You are judged by your behaviour and how you interact with people in various personal, social and professional situations.
- Some people indulge in risk taking behaviour as a result of their attitude. Others form uneasy relationships based on power and exploitation.
- Some people find their values and attitudes strongly influenced by the media or by peer groups and then blame these influences for their behaviour.
- Others recognise that in the end it is only themselves who are responsible for their own actions and start to take some charge of their own lives and behaviours. Some people fit right into society from an early age, while others take time to grow and discover their place in the world.

## Behaviour modification

- One thing you would have noticed is how your behaviour has changed as you get older. The most likely reason for this is that your values are somewhat different and your attitude has readjusted.
- You also know how and why your behaviour changes in different situations; school, home, with friends etc.
- Remember, you are responsible for your own behaviour. If you are being influenced negatively, remember that the one common factor given by successful people is to surround yourself with positive people; get rid of negative influences!





## Practice

### Practice activity 6

Use the table below to fill in the meaning of each of the personal values.

Then give a brief example of a time when you demonstrated this value.

This might be an example from your personal life, school, or some other situation.

Values	Explanation	Personal example
Loyalty		
Commitment		
Honesty		
Enthusiasm		
Reliability		
Sense of humour		

## Positive and negative behaviour

It is important to understand that there are different types of behavior that will have either a positive effect on others, or alternatively a negative effect on others.

It is also important to understand that there are certain displays of behaviour that are suitable in public, and many that are not suitable.

For example, there accepted levels of behaviour expected from anyone when visiting a shopping mall, a picture theatre, a concert or an official function of some sort.

There are examples of negative behaviour often in our everyday life which may affect you or other people; for example bullying, aggressive behaviour and the conventions which govern everyday life and behaviour, such as shouting out in class, jumping queues etc.

Some examples of positive and negative behaviours are given in the table below:

Positive behaviour	Negative behaviour
Smiling	Bullying
Thanking someone	Jumping the queue
Laughing	Hitting someone
Saying 'hello'	Pushing someone
Singing	Shouting out
Saying 'goodbye'	Interrupting conversations

Some examples of appropriate and inappropriate behaviour in public are given in the table below:

<b>Appropriate behaviour in public</b>	<b>Inappropriate behaviour in public</b>
Greeting someone by saying 'hello'	Jumping the queue
Putting up your hand in class	Shouting out in class
Letting everyone have a turn at speaking	Sticking out your tongue
Speaking at a reasonable volume	Speaking with your mouth full
Waiting your turn	Picking your nose
Respecting people's personal space	Belching

# Leadership

## **There are many different types of leadership:**

- Authoritarian
- Democratic
- Delegative
- Facilitative
- Laissez Faire
- Intense.

(Each are defined during your teacher-lead powerpoint.)

There are many successful leaders in the world, all with an array of personal skills on display. Leaders adopt these leadership types to best achieve their goals.

For example, if a football manager/coach was very Laissez Faire they would not be able to give enough direction to his/her players to enable them to improve and ultimately win games (with a good game plan). Players would often choose to take the easy way out (without having direction) and improvement will not come because the players may choose not to follow their training plan or not train at all.

There are a variety of leadership roles in the world. It is important to know what makes up a good leader and to have good role models in our lives. Why?





## Practice

### Practice activity 6

Think about the leaders that you come across in your life. Name two of them and describe what type of leader they each are (ie sports coach/authoritarian).

1. \_\_\_\_\_
2. \_\_\_\_\_

## Personal skills and aptitudes

### Skills

Skill is the ability to perform something with ease and accuracy. Proficiency has almost the same meaning, except that it is more comprehensive. It not only includes skill in certain activities, but also in other types of activities; for example, your language competence, your skill in economics, or your competence in mathematics.

We can speak of one's degree of proficiency in any type of performance.

### Aptitude

Aptitude refers to your ability to learn or perform certain skills. An aptitude test is sometimes used to measure an individual's ability to develop certain skills.

## Self-growth

As a person you should expect to grow, develop and become a better individual over the course of your life. This is just a process of maturity. Our experiences in life, the people we meet, the pathways we take and our changing values and beliefs can lead to a process of self discovery and growth as a human being here will be times when you will meet people who emphasis the 'self' above all others. This is the wrong concept of 'self'. This suggests that they are thinking of themselves, rather than others.

Most people however, act in such a way that creates positive, win-win situations for both themselves and others that they meet.

## Self-esteem

Self esteem is how you feel about yourself and is a guiding reason why we act in different ways. It is also known as self-worth, self-identity, self-value etc.

People with poor self-esteem often feel the need to seek attention and to prove themselves to others that they consider more powerful or important. This attention seeking could be as obvious as disruptive behavior in the classroom or could be that they are seeking fame and fortune. People with poor self esteem may often find it hard to commit to long-term employment or relationships.

People with strong self-esteem usually feel good about themselves and are happy with how others see them. They are less likely to need to prove themselves to others and instead are more likely to undertake positive behaviors and develop lasting relationships. These people are normally confident that they will make the right decision.





## Practice

### Practice activity 8

Listed below are a number of 'self' words. Classify these as either positive, neutral or negative terms. If you don't know their meaning, look them up or ask.

selfish	self-belief	self-control
selfless	self-image	self-discipline
self-esteem	self-discovery	self-employed
self confident	self-conceited	self-centred
self-important	self-aware	self-motivated
self-conscious	self-absorbed	self-starting
self-righteous	self-taught	self-sufficient



## Self-belief

Self-belief is the degree to which a person is confident that they are equipped to carry out a task, make a correct decision or successfully deal with a situation. The opposite to self-belief is of course self-doubt. Too much self-belief may become arrogance, and too little may become doubt and fear.

Self-belief may also be known as self-confidence.

We can build self-belief by developing skills and competencies so that we're able to successfully carry out a task. Effective training can improve our self-belief, as can a focus on developing effective interpersonal skills.

We all experience a little self-doubt from time to time, and some people will also try and make us doubt our actions. We can improve self-belief if we seek advice and undertake appropriate training. Then we have no need to doubt ourselves.

And practice makes perfect.

## Practice

### Practice activity 8

So, what can you do? Rank yourself from 1 (definitely believe you cannot!) to 5 (definitely believe you can!) on each of the following actions.

Add up your score and add it at the bottom.

Sing in tune	Coach a sports team
Cook yourself dinner	Bungy jump
Pass this unit or subject	Do well in a trivia contest
Walk for 90 minutes	Do well in a maths contest
Run five kms without stopping	Do well on a music trivia quiz
Do ten un-assisted push-ups	Go without TV for one week
Stick to a budget	Make new friends easily
Do well in an interview	Make something with your hands
Paint a picture	Find information on the Internet
Save to buy something expensive	
Prepare and give a five minute oral report at a parent meeting	
Prepare and give a five minute oral report to your class	
Prepare and give a five minute oral report a teachers meeting	

My score \_\_\_\_\_

During this unit you will have the opportunity to work as part of a team. In order to create strong groups the create synergy, you need to know the various skills of your different class members. So now you are going to find these out and list the people in the appropriate boxes below.

Research skills

Writing skills

Presentation skills

Computer skills

Media skills

Design skills

Teamwork skills

Problem solving skills

Organising, planning and leadership skills

# Motivation

What causes people to act in certain ways?

Why do some students work harder than others?

Why do some employees work harder than others?

Why do two workers, with the same training and equal skill, and who receive the same pay, produce different quantities of output?

Why are you happy to do one task, while your friends are just as unhappy doing the same task?

Why are some people happy and satisfied with what they have got, while others with exactly the same amount never seem happy or satisfied?

What motivates you? What motivates others? How can you motivate yourself and others?

Motivation drives people to act in certain ways. Motivation may occur intrinsically from within a person, or occur extrinsically from outside a person.

You must remember that different factors motivate different people in different ways, and at different stages of their lives.

It isn't easy to motivate yourself or to motivate other people. There isn't one set of rules or guidelines that we can use. And it's quite difficult to get people to do something they don't want to do if they are not motivated to do it. But, there are basic theories and consistencies in relation to motivation we can apply.

Two basic factors that might motivate people is when they are either trying to achieve a positive goal (proactive), or when they are trying to avoid a negative consequence (reactive).





## Practice

### Practice activity 6

List below five reasons why you are studying this course at this school.

For each reason, identify whether it is an example of a positive (proactive) motivator, or a negative (reactive) motivator.

My reasons for studying at this school include:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Motivation and work

People are motivated by different things at work. Some people are motivated by status, recognition or respect. Some people are motivated by family, personal or social interaction. Some people aren't motivated at all!

Many people, younger people in particular, often argue that money is the best motivator. They might say that 'if you pay me, I'll work!'

Do you think this is the answer? Pay enough money and get a better result?

## What motivates people for work?

Why is it that some people, even though they might be paid the same salary, work harder or less hard than others? Why is it, that some people, even though being well paid, try to avoid doing any work at all?

Some people seem to love to work. They work hard and they generally create good outcomes for their employer. Why is that?

Often, they are paid no more than other workers, but they demonstrate high levels of productivity and quality. Are they trained better? Do they enjoy their job more? What do you think might be the reason that they are so motivated?

Another factor to consider is that many people change over time. What might have motivated someone when they were young, might not motivate them when they are older. As you age, you might become concerned about other matters, your personal lives, your social lives, your car for example.

### Some commonly accepted key motivators include:

- to achieve job or task satisfaction
- to receive recognition
- wanting to earn income
- wanting to receive some other non-income award
- to build self esteem
- to gain a sense of achievement
- wanting to avoid punishment
- receiving peer recognition
- to achieve status, power and respect
- doing something now so as to achieve more in the future.

# Social competence

Social competence is best broken down into two meanings: Direct and Indirect competence. Direct social competence is the ability to work in teams, resolve conflict, and get a task complete. This also applies to our ability to do the same in our personal lives. Indirect social competence, on the other hand, is the ability to show empathy, sensibility and tolerance (interpersonal skills).

Not all people can do both (indirect and direct) and many struggle with one or the other. Those that are not socially competent should work on this, as they are likely to struggle when working with other people or struggle to make friends socially.

Personal competencies are closely linked to social competencies as they highlight our ability to be the best we can be and get along with other people by ensuring we are competent in many areas:

- teamwork
- communication
- organisation
- decision making
- trustworthiness

- self management
- ethics
- problems solving.

(Each of these competencies to be discussed.)

We often develop our social competence and personal competence from our parents and peers and the relationships they have. Most things that happen in life involve interaction with other people of different backgrounds and beliefs. If you can handle these situations well, then it is natural to think that your life is sure to be smoother and often allow you to be more successful.

Why do some of us communicate well with family, where you rarely have an argument, yet the moment we interact with other people (ie those we don't know) an argument seems to be waiting to happen?

A number of things contribute to this... you may feel nervous around others, being in an unfamiliar environment, not take time to prepare for the situation ahead, lacking confidence, feel like you are being judged by others or simply feel uncomfortable or/and you may not respect other people and therefore use communication without thought (or care) as to the reaction you might receive or the impact you may have on that given person.

With this in mind, a key competency to develop, which will ensure your relationship with others is improved is 'Interpersonal sensitivity.' This is the ability to demonstrate respect for the opinions of others, even when not in agreement. This allows you to acknowledge that everyone has a right to an opinion and recognising that you could both be right.

What to think about to improve your personal and social competence:

- Think before you speak (don't say the first thing you think of without thinking of the impact it will have on those around you). You may need to re-phrase what you say, or not say it all, especially if you are angry.)
- Think of others, not just yourself.
- Think of how quickly things can get done if you work well with others, ensuring you listen, work with them (not against them) and compromise.
- Use other peoples strengths within a team... never pick on their weaknesses.

\*\* You are far more likely to be successful in a working environment and in life itself if you are socially competent and your interaction with other people is positive.



## Practice

### Practice activity 11

Why do you think some of us communicate well with our families, but are regularly in arguments with other people?

---

---

Define interpersonal sensitivity.

---

---

List four social or personal competencies you display (are strong at) and list four Social or personal competencies you do not display (need to improve on). You may research some ideas if needed.

'Strong' competencies	'Need to improve' competencies
1.	1.
2.	2.
3.	3.
4.	4.

## Word search

S	E	L	F	M	A	N	A	G	E	M	E	N	T	X	B	L
D	E	C	I	S	I	O	N	M	A	K	I	N	G	I	C	R
M	Y	C	V	N	R	E	W	D	J	O	I	Y	D	J	O	P
A	T	F	E	E	L	I	N	G	S	K	L	I	R	H	M	S
W	E	H	C	S	A	X	M	I	O	Y	H	M	Y	U	P	O
S	N	O	I	T	O	M	E	Z	Z	Z	R	P	G	H	E	T
X	C	V	D	R	T	G	L	O	P	I	O	A	Y	U	T	W
C	V	F	D	E	R	H	T	Y	U	I	N	C	D	G	E	W
X	O	A	S	D	F	E	T	N	D	H	S	T	J	K	N	Q
Q	F	M	R	I	M	P	R	O	V	E	B	G	H	W	C	T
Q	F	D	M	G	H	J	K	E	W	Y	U	I	V	B	Y	O
S	V	B	G	U	D	S	R	E	M	P	A	T	H	Y	E	L
T	V	G	F	D	N	E	R	T	H	D	S	W	Q	A	H	E
R	B	G	T	U	J	I	S	E	R	W	B	S	P	R	T	R
O	R	E	D	F	Y	O	C	V	F	W	Q	M	E	Y	R	A
N	N	Y	U	I	T	W	X	A	E	W	T	N	O	Q	O	N
G	T	R	L	C	W	N	T	U	T	X	Q	N	P	M	Y	C
O	R	E	S	P	E	C	T	H	M	I	E	Y	L	V	M	E
B	V	F	T	Y	O	P	G	E	W	N	O	T	E	M	M	T
D	L	A	I	C	O	S	R	Y	K	L	S	N	V	R	Y	B
W	E	N	O	T	F	Q	Z	C	B	T	Y	I	O	L	G	F
I	N	T	E	R	P	E	R	S	O	N	A	L	R	W	Z	C

Improve

Strong

Interpersonal

Communication

Social

Tolerance

Empathy

Self-management

Decision making

Competency

Respect

People

Feelings

Emotions

Impact

# Emotional intelligence

Emotional Intelligence (EI) refers to the ability to perceive, control, and evaluate emotions.

People who have a high EI tend to be skilled at interpreting, understanding, and acting upon emotions. They are adept at dealing with social or emotional conflicts, expressing their feelings, and dealing with emotional situations.

It's important to remember that no matter how good you think your EI is, it is advised to consider areas where you are not as strong and think of ways that you can learn and grow. Take stock of your strong points and find ways to continue to develop and apply these skills.

## **Specific advantages in having high EI:**

- Improve your relationship with your partner.
- Improve your relationships with your friends.
- Make it easier to make new friends, ensuring your reactions to many scenarios are appropriate and helpful.
- Help you communicate and understand people better.
- Allow you to know what someone is feeling, without having to ask them (which allows you to be able to help them or adjust their environment for them to assist).
- Be able to comfort someone or celebrate with them, even if you don't know them well.





## Practice

### Practice activity 12

#### Part 1

Copy and paste the following URL into your web browser. It will bring up a question, which you are required to answer. You then click 'next' and continue to do so until your quiz is finished. At the end of the quick it will rank your emotional intelligence.

\* This is only a guide and these questions are designed to make you think about how you would respond in various emotional surroundings and scenarios.

URL to copy and paste:

- [psychology.about.com/library/quiz/bl\\_eq\\_quiz.htm](https://psychology.about.com/library/quiz/bl_eq_quiz.htm).

What did the computer say about your standard of EI?

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## Part 2

Now that you have become familiar with different contexts for which emotional intelligence is important, you can test what you have learnt about emotions from today and previous classes in the next activity.

Please complete the following quiz (different aspect). This quiz is all about recognising facial emotions via pictures. Please copy and paste the URL below into your browser and press 'start quiz'. Take note of the tips you are given (after you answer the questions – notes can be found on the picture) to assist you for the future.

URL to copy and paste:

- [greatergood.berkeley.edu/ei\\_quiz/](http://greatergood.berkeley.edu/ei_quiz/).

What score did you get out of 20?

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---

Which emotion did you struggle most to identify (anger, happy, sad, embarrassed, love, excited, scared, etc.)?

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How can you tell if someone is happy? Please describe.

---

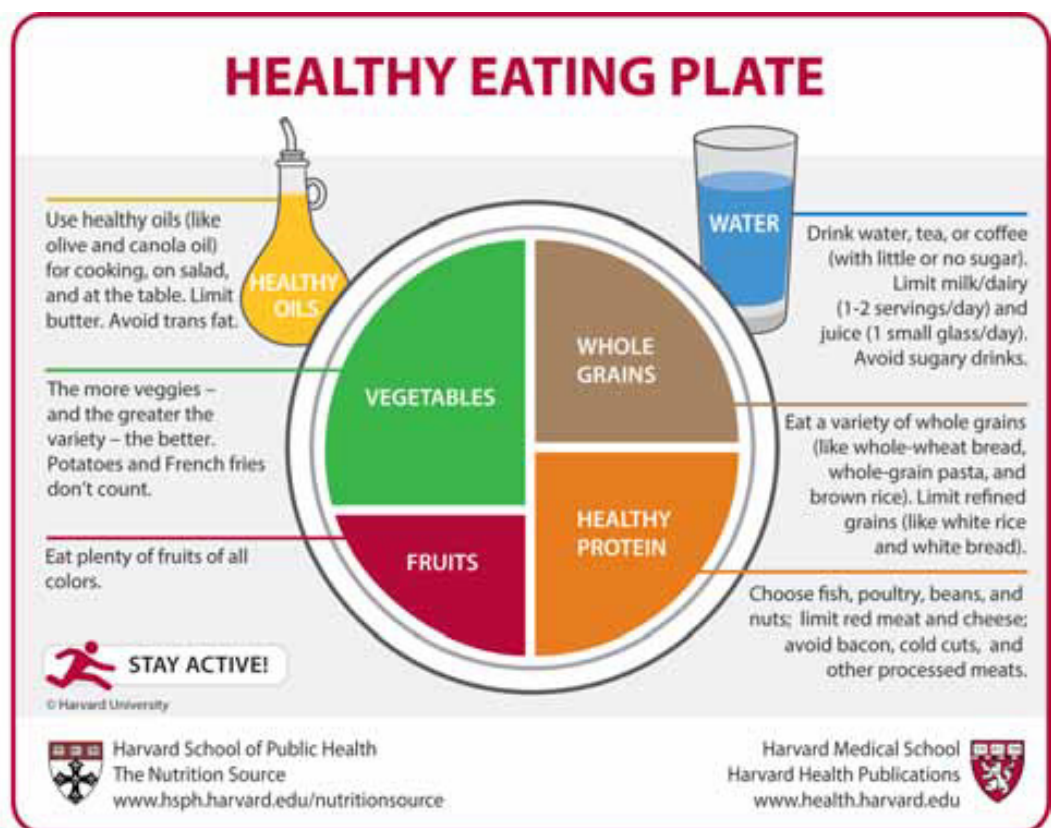
---

\* Give the quiz a second try to see what you have learnt from the tips given.

# Health and wellbeing

It is extremely important to be aware of what you are eating and drinking and the effect it is having on your body. Cars function on fuel, as does our bodies. A vehicle's version of fuel is petrol or diesel, whereas the body's version of fuel is what we eat and drink. You wouldn't put some rubbish alternative to petrol in your car as it would affect the way it drove, if it drove at all. So why do some of us put the equivalent of this rubbish in our bodies (ie a lot of processed food).

After all, we can trade in our car and get another one, but we can't trade in our body!



Our bodies react according to what we put in them. This means that if you eat a lot of fried food and processed meat (unhealthy options) you are likely to have health issues down the track, even if you do not know about it yet. If your diet consists of a lot of unhealthy food and you do not have regular vegetables and fruit it increases the chance of complications like:

- being overweight
- problems with teeth and gums
- high blood pressure
- high cholesterol
- various cancers
- heart problems
- stroke
- diabetes
- depression.

To help prevent these from occurring it is easy – watch and monitor what you eat – make good healthy choices!

### **What our body needs!**

We should be eating regular meals, as well as the right types of food. This ensures our body receives all of the nutrients, minerals and energy it requires to function properly.

For example, we need calcium to maintain healthy bones and teeth; we need potassium and sodium to help with muscle movement; we need iron to help provide energy, etc.

There are hundreds of these nutrients and vitamins that we get when eating a well-balanced diet. What we need to realise though, is that there is a recommended daily or weekly intake (amount) of all of these nutrients, so we can remain active and alert and have no limitations.

Those of you that want to find out more can look at this website in the future:

- <http://www.freedieting.com/>

## Measuring food

Driving distance is measured in metres or kilometres. Food (quantity) is also measured and is done so in 'calories' (or kilojoules). This website (above) can tell you how many kilojoules we should be consuming a day. More often than not, the healthy foods typically have a low count of calories and the bad foods have a high amount of calories. When having too many calories our body cannot use this as energy for our daily activities and this is why it has to be stored and what often leads to obesity (overweight) problems.

Identify six foods that you like and 6 foods that you dislike.

Foods I like	Foods I dislike

Now, from your list (of 12 foods) above, identify which of these are healthy and which are unhealthy. Use of the 'Healthy Eating Plate' to help.

Healthy	Unhealthy

After completing my list of healthy and unhealthy foods, I have discovered that most of the foods I like are

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If I eat a lot of the foods I like my health will be

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**What you eat and drink is very important!**

If you feel stressed or are struggling to sleep it could very well be to do with your food intake (if you are not eating relatively healthy) or it could be a food group that does not agree with you. Something to think about!!!!

**You are in control of what you eat!!!**



## Classroom task

Collect and interpret information about a local health issue.

For example, there might be a large amount of people in your area that do not eat well, or perhaps have diabetes, or they don't eat enough; maybe they eat too much; maybe they don't exercise, perhaps there is a high case of heart problems ...

### Steps to complete:

1. Research your local area and what health issues there are. Document discussions you have had with people you know (family and friends), research local hospitals, recent news stories, articles from the past, etc.

Make sure you collect these and make notes.

2. Select one of the local issues (which may also be a lack of aid/help in our area for certain health needs).

3. Use your notes that you made to describe the issue in more detail and come up with a way to improve this health issue in your area (document this – providing evidence).

## Exercise

Exercise should be an important part of your day. It can come in the form of walking, running or cycling. It can also come in the way of active sports such as soccer, basketball, tennis and European handball. Leisure activities are also possible to get involved in, like archery, shooting, table tennis, shooting, hunting, dancing, etc.

Going to the gym is increasingly popular, allowing you to get the body shape

you are after and assist you with your daily activities – increased strength and stamina, etc.

By getting involved in any or all of these (exercising) regularly you control your weight, which allows you to avoid risk factors that are noted on the next page.

Exercise also promotes better sleep and can put the spark back into your relationships.

Physical activity (all exercise) stimulates various brain chemicals that may leave you feeling happier and more relaxed, hence help put you in a good mood

Exercise and physical activity deliver oxygen and nutrients to your tissues and help your cardiovascular system work more efficiently, giving you more energy.

The more intense the activity and the longer you do it, the more calories you burn. (Sum: calories you eat – calories you burn off = weight loss or weight gain.)

Many activities that require exercise require some form of skill. This may be a skill in the form of a technique (ie hitting a forehand in tennis) or hand-eye coordination, allowing you to perform tasks more efficiently and get a better result. Having said that, as long as you are being safe during your activity, go out there and have fun. Whilst having fun, you will get the health benefits mentioned.)

As a general goal, aim for at least 30 minutes of physical activity every day. If you want to lose weight or meet specific fitness goals, you may need to exercise more. Remember to check with your doctor before starting a new exercise program, especially if you haven't exercised for a long time, have chronic health problems, such as heart disease, diabetes or arthritis, or you

have any concerns.

A sedentary lifestyle and lack of physical activity can contribute to or be a risk factor for:

- anxiety
- cardiovascular disease
- mortality in elderly men by 30% and double the risk in elderly women
- deep vein thrombosis
- depression
- diabetes
- colon cancer
- high blood pressure
- obesity
- osteoporosis
- lipid disorder
- kidney stones.

People that sit still more than four hours per day have a 40 percent higher risk than those that sit fewer than four hours per day! – [en.wikipedia.org/wiki/Sedentary\\_lifestyle](https://en.wikipedia.org/wiki/Sedentary_lifestyle) – of getting healthy problems listed above.

## **Solutions to avoiding this problem:**

- Join a sporting club.
- Get involved in a Wellness challenge (walking challenge with friends or complete a regular gym program).
- Walk or Cycle to school instead of driving – even a couple of times a week. If you live too far away, then go for a cycle or a walk instead of a drive a few times a week during your leisure time.
- Do some stationary exercises before or after work (push ups, sit ups, squats, lunges).

## **Work/life balance**

During career planning last semester you discussed work/life balance. It is important to ensure you allow yourself enough leisure time, so that you can exercise regularly and you do not get stressed. If you find it hard to relax or unwind you could try alternative forms of exercise like yoga or pilates.

You could use any of the sessions at this website to listen to and unwind.

- [www.meditationmp3s.com/](http://www.meditationmp3s.com/).

**After all, we work to live. We don't live to work**



## Practice

### Practice activity 13

It is important to work leisure time into your daily schedule to ensure you get your body moving and nutrients, oxygen and hormones activated/used.

1. How would you describe 'leisure time'?

---

---

2. Outside of school, how much of your time (as a percentage) is leisure time (hanging out with friends, exercising, sleeping, etc.)?

\_\_\_\_\_ %

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3. Research and identify names of community support groups in Doha.

---

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4. What leisure activities and sports do some of these community groups offer?

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5. How much time would you need do some of these activities?

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6. Looking at how much leisure time you have, would you be able to participate in any of these if you wanted to?

---

---

7. As stated, exercise is very important. A sedentary lifestyle and lack of physical activity can contribute to or be a risk factor for:

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8. How can you determine whether you are likely to put on weight or lose weight (Hint: find a formula/SUM)?

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# Career and Personal Development

INCPD001

Year 10

Semester 2

CAREER DEVELOPMENT

LEARNER RESOURCE





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## About this Learner Resource

The purpose of this Learner Resource is to provide you with the underpinning knowledge required to assist you in completing assessment/s in Careers and Personal Development Part A.

This Learner Resource also contains activities for you to test your knowledge and examples of skills application.

Throughout this Learner Resource you will see icons that identify important information, provide opportunities to test your knowledge and practice skills as well as suggested times to begin a formal assessment. These icons are displayed as follows:



### Inform

This icon is used to highlight important information, notes, research or training and assessment tips.



### Practice

This icon is used to highlight an ideal time to test your knowledge or practise what you have learnt.

## How will I be assessed?

In order to achieve competency in Careers and Personal Development – Part A you will need to demonstrate the skills and knowledge required for the unit.

Your teacher will decide with you how and when you will be assessed.

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## About this unit

Welcome to the Learner Resource for Careers and Personal Development – Part A. In this Learner Resource you will be learning about using and managing strategies for career planning and progression.

It is suggested that to meet all the requirements of Careers and Personal Development – Part A you will need to complete the following tasks:

- Read the information contained in this Learner Resource.
- Complete the activities.
- Complete all the required assessment/s for this unit.
- The topics in this Learner Resource are:
  - Plan to identify job opportunities and training options
  - Planning for a career
  - Develop an individual education and career plan
  - Use job search strategies to identify employment opportunities
  - Plan and prepare a job application
  - Use interview skills to seek employment opportunities



## Introduction

You are about to commence a vocational course where you will be required to demonstrate your competency in identifying a range of jobs that match your own skills, developing an education and career plan and preparing job applications and practising job interviews.



The working world around you influences how you think about, choose, develop and change your career.

Having the same job for life isn't something that most people can take for granted, although it used to be until a decade or two ago. Choosing a career nowadays isn't about deciding which single talent you'll develop through one occupation until you retire.

### **Your career, today and in the future, is likely to involve:**

- a range of different jobs
- developing more than one interest or talent
- working for a number of organisations
- experience in more than one industry
- different types of work arrangements (full-time, temporary, contract, self-employment and so on)
- lifelong learning
- times of unemployment and underemployment.

### **To build a career, you'll need to:**

- take responsibility for your own direction and growth
- know who you are and what your goals are, in terms of wealth and success, way of life and job satisfaction
- train yourself to master new sets of skills, so that you have more choices in a climate of rapid change
- learn to see and understand the patterns in the working world, so that you can anticipate future trends and ride them.

A career is more than gaining a job and earning income. A career is a combination of all the paid and unpaid work that an individual performs throughout their working life. A career also includes the learning and life roles an individual assumes throughout their life.

The term «career» was traditionally associated with paid employment and referred to a single occupation. In today's world of work the term «career» is seen as a continuous process of learning and development.

Contributions to a career can include:

- Work experience
- Community involvement
- Employment
- Life roles
- Enterprise activities
- Cultural activities
- Training
- Education
- Interests
- Sport
- Volunteer work





## Practice

### Practice activity 1

Think of an older person you know very well eg an older brother, father, grandfather or uncle.

In the space below, indicate their current job title or work position and record all of the activities from the list above that they have participated in throughout their life that may have contributed to them having this current position.

Position/Job Title:

Activities:

As you gain more experience in the world of work and undertake a variety of life experiences, you are building your unique career path. All life experiences, including paid work, sporting interests and managing a household should be drawn upon as evidence of your potential to an employer.

Career development is a lifelong process that is unique for every individual.

There are many influences that contribute to your career such as:

As you gain more experience in the world of work and undertake a variety of life experiences, you are building your unique career path. All life experiences, including paid work, sporting interests and managing a household should be drawn upon as evidence of your potential to an employer.

Career development is a lifelong process that is unique for every individual.

There are many influences that contribute to your career such as:

## 1

### 1 Who you are as an individual

This includes your self-concept, interests, skills, knowledge, personality, ethnicity, age, gender, ability, disability, health and beliefs. For example, your choice of hobbies reflects your interests and abilities.



## Practice

### Practice activity 2

Complete the following table.

First Name		Family Name	
Date of Birth		Place of Birth	
Favourite Sport		Favourite Club	
Hobbies/Interests		Best Holiday	
Statement a friend would use to describe your personality			

## 2

### Your community

This includes your self-concept, interests, skills, knowledge, personality, ethnicity, age, gender, ability, disability, health and beliefs. For example, your choice of hobbies reflects your interests and abilities.

## 3

### The environment and wider society

This refers to the opportunities or constraints caused by factors such as the region or location you live in (eg economic growth of Qatar and high demand for Qatari employees), what is happening in the employment market (eg where are the job vacancies and where will the job vacancies be in the future), your socioeconomic status (eg do you have to consider financial commitments if you decide to study at university or overseas after finishing secondary school), historical trends (eg changes in women's participation in the workforce) and political decisions (eg government grants available for enterprise development).



## Practice

### Practice activity 3

Read the following statement about Qatarization taken from the Energy & Industry Sector website.

#### QATARIZATION

*Your gateway to a career in the energy and industry sector*

Qatarization is the identification and development of quality, competent Qatari males and females to assume permanent positions in our industry. Our objective is Quality Qatarization.

The preparation of quality Qataris is based on performance, and competence rather than time, and should be balanced with operational requirements to ensure a smooth operation.

Qatarization requires the support and commitment of experienced Qatari and expatriate staff, at all levels, to develop and train inexperienced Qataris and help them gain valuable on-the-job experience.

Random and unpredictable events may also impact on your career. Different sets of influences will be dominant at different stages in your life as you grow and develop as a person.

For example, in childhood, ideas about life roles and work are expressed in play and are based on the adults with whom you identify strongly.

In adolescence, career exploration is based on identifying interests, abilities, capacities and values; learning about the world of work through observing adults at work; participating in the workforce;

and accessing career resources and programs.

A job is anything that has to be done and provides income to meet an individual's basic needs. In general, it allows a person to go to work and be paid a salary. Few people, however, feel passionate or committed to a job. It does not necessarily make you want to get up in the morning, take an interest in what you do, or provide you with fulfillment. A job provides the basics — cash and an activity.

A career, on the other hand, is a profession or vocation that is pursued as your life's work. While it meets the basic definition of a job by providing income from employment, it is much more. A career allows you various opportunities for advancement, for personal growth, for personal challenges and for personal satisfaction.



## Practice

### Practice activity 4

Think of all the people in your family. List as many different occupations as you can that they are involved in



## Practice

### Practice activity 5

Go to the 'Jobs in Qatar' website

1. Select Administration and list three different types of Administration positions available.


Go to the 'Jobs in Qatar' website

2. Select Finance/Accounting and list the responsibilities required of a Senior Accountant's position.


# Identify job opportunities and training options

## Individual skills and knowledge

It is important that individuals identify their own interests, knowledge and skills before embarking upon their career. For example, people who are interested in helping and caring for others should be encouraged to pursue a career as a nurse, youth worker, counsellor, doctor, social worker etc. and not as a business manager, driver, mechanic, architect or accountant.

We are going to use an online program to help you identify your interests, skills, knowledge etc. Once these are identified, we will see what jobs best match your skills and interests.







## Practice

### Practice activity 6

Go to the website [myfuture.edu.au](http://myfuture.edu.au)

Sign up to my guide.

Enter your username and password below for future reference when we sign in to this site.

Username	
Password	



## Practice

### Practice activity 7

Go to the myfuture website and sign in to my guide.

Go to my profile and complete the questions related to 'my interests, education and training'.



## Practice

### Practice activity 8

Go to the myfuture website and sign in to my guide.

Go to my profile and complete the questions related to 'my skills and knowledge'.





## Practice

### Practice activity 9

Go to the myfuture website and sign in to my guide.

Go to my profile and complete the questions related to 'work preferences and my dream job'.



## Practice

### Practice activity 7

Go to the myfuture website and sign in to my guide.

Go to my profile and complete the questions related to 'who you are and what you consider important'.



## Practice

### Practice activity 11

Go to the myfuture website and sign in to my guide.

Go to my profile and complete the questions related to 'work and life balance'. You have now finished all the 'myfuture' questions about yourself.



## Practice

### Practice activity 11

Go to the myfuture website and sign in to my guide.

Go to my profile and from the menu items at the side select the summary.

Read through your summary to ensure it is accurate. If not, go back to the sections that are not accurate and review your answers.

When you are satisfied that your profile summary is accurate, print a copy.

You will need this to produce as evidence for your assessment in this subject.

## Identify a range of jobs to match individual interests and skills

Now that you have identified your own interests, skills and knowledge, we want to identify a range of jobs that match these interests etc.

Review the profile you created using Myfuture.

Are you surprised with the results? Is this how you perceive yourself?

Are you already aware of some occupations that match your interests and skills etc.

We will now use the Myfuture site to explore other occupations that match your specific skills and interests.





## Practice

### Practice activity 11

Go to the myfuture website and sign in to my guide.

Go to 'explore career ideas'.

Select career fields and occupations according to interest. Don't worry about the other options at this stage.

Myfuture will then reveal career fields or occupations that match your interests.

Browse the list, click on a career or occupation that you think you would be interested in.

Read the required skills for this career and click on a 'related occupation' to find out the 'occupation details' of this particular occupation.

Repeat this procedure for as many occupations that are of interest to you.

## Identify preferred job

In the previous section you identified a range of jobs that match your interests.

It is important that you have explored all the options and researched related occupations.

The next activity requires you to identify those occupations you prefer. The myfuture site will list a wide range of career alternatives. Some of these may match your interests, but there may also be occupations that you know you would not like. Think about those occupations that you may like to pursue.

It is always a good idea to have plans for more than one occupation. It could be that your school results won't be high enough to gain entrance to some university courses.





## Practice

### Practice activity

List below your 3 most preferred occupations and for each list the duties and tasks and summarise the work conditions.

To identify the duties and tasks and work conditions, go the to myfuture site and click on 'explore career ideas'. Locate and click on the specific occupation.

Preferred Occupations	Duties and Tasks	Work Conditions

## Identify requirements of preferred job

Now that you have identified your preferred career pathways and have a knowledge of the job requirements, we have to research the skills and educational requirements of each occupation.

Again, we will go to the myfuture site to obtain this information.



### Practice

#### Practice activity

Go to the myfuture website and click on 'explore career ideas'.

For each of your selected careers, identify the personal requirements and the most appropriate training course.

Occupation	Personal Requirements	Possible Training Courses

## Match skills to requirements of preferred occupation

In the previous activity you were required to list the personal requirements for each of your preferred occupations.

The following activity requires you to identify which of those personal requirement you possess.



### Practice

#### Practice activity

Go to the myfuture website and click on 'my profile'.

Match the skills that have been identified on your profile with the personal requirements of each occupation.

Occupation	Personal Requirements	My Skills
	Refer to Activity 15	
	Refer to Activity 15	
	Refer to Activity 15	



## Identify skill gaps and training requirements

Because you are at the beginning of your career, there will be many skills and qualifications that you need to acquire along the way.

At this stage you should be able to match your personal skills and interests to specific career fields and occupations. You should also be able to identify training pathways and courses that will enable you to gain appropriate qualifications that are required for your preferred occupations.



### Practice

#### Practice activity 14

List below the subjects that you are currently studying and subjects that you are likely to study at school in Year 11 and 12 that will assist you in pursuing your career goals.

Preferred Occupations	Current Subjects	Future subjects

Post-secondary education refers to any training you undertake after you leave school. A common pathway for students at the end of year 12 is to pursue a job in one of their preferred career options. Alternatively they may enrol in a post-secondary course that will provide them with further knowledge and skills before embarking upon the pursuit of their career goals.



## Practice

### Practice activity 16

One or more of your preferred occupations may require you to attend post secondary training.

On the myfuture website, find the bullseye poster information to show what level of training is required for your preferred occupations.

Preferred Occupation	Required Level of Training

# Plan for a career

## Identify own career goals

In the previous section we gained an insight into our personal interests, values, work ethics and skills. This allowed us to identify our preferred careers. Now we must establish goals to ensure we create a smooth pathway to reach this career.

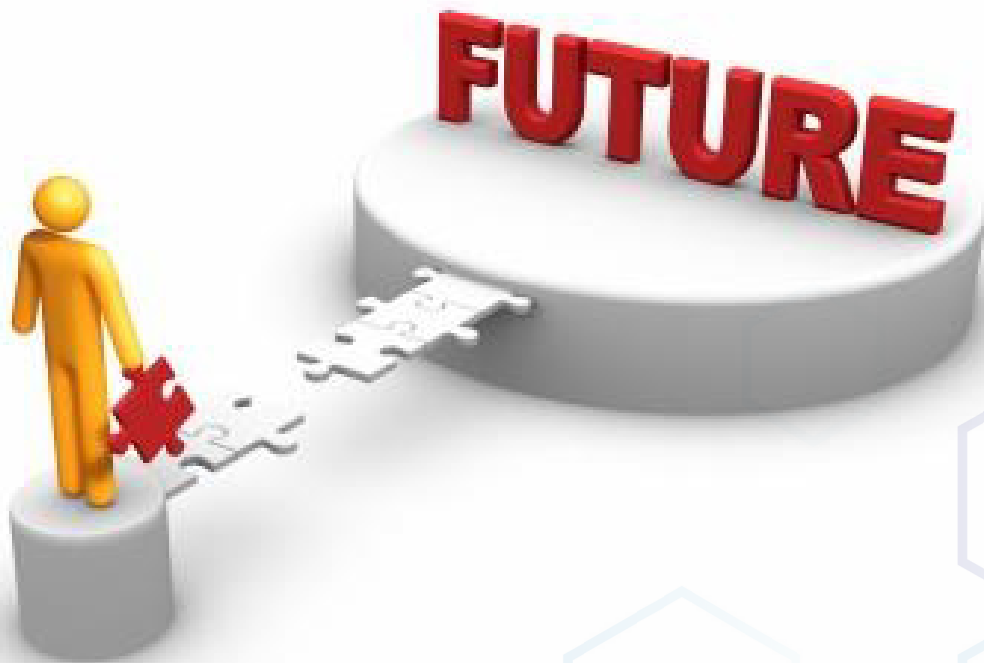


## Short-term goals will include

- your school results over Years 10, 11 and 12,
- preparation of comprehensive resume,
- taking advantage of work experience or workplace learning opportunities,
- seeking career guidance from teachers and other careers experts,
- additional English language courses,
- attendance at career and university fairs.

## Long-term goals will include:

- seeking information about university or career and industry scholarships,
- degree planning and identification of appropriate universities,
- other post-secondary training
- advanced career guidance,
- bridging courses and summer schools.



## Plan for a career

You have identified your preferred career pathways.

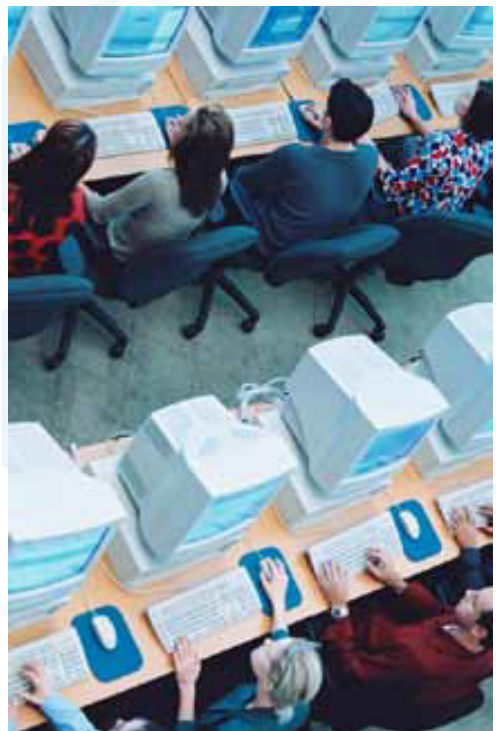
Now you have to identify the strategies to develop the required skills, knowledge and experience,

The most common way of reaching your desired career is by completing additional educational qualifications.

If you want to work toward a degree or qualification, it makes sense to choose a study or training programme that suits your personality and your commitments.

You can choose how much time you want to commit to your study (full-time or part-time study) and what type of study you want to do (ie practical training or academic learning). Some courses are also offered online or by distance education.

You have a lot of flexibility in how you earn your tertiary degree. You may want to work while you're learning, or you may live far away from any education providers, in which case distance learning is a great option.



Full-time study means that most of your time is spent attending a tertiary institution. This is the best study option if you want to finish your qualification in the fastest time possible. You also need to consider exams and assignment due dates as this will impact on your lifestyle.

Part-time study allows you to study and continue doing other things such as looking after your family, playing sport or working full time.

If you choose this option, your qualification will take longer to earn than if you study full time.

You may also find it harder to complete your degree or qualification. Studies have found that part-time students were less likely than full-time students to complete their degree or qualification.

With distance learning or e-learning studies you can live anywhere in the world and still gain your qualification. Distance learning suits those who prefer to

study from home, are self-motivated and independent learners. Not all tertiary providers offer this mode of study for all courses.

Summer school courses give you the opportunity to gain background knowledge or prepare yourself for further study. They also assist you to become familiar with the demands of tertiary study, such as a heavy workload, retake a course or resit an exam if you did not pass it the first time or shorten the length of time your qualification will take.

Your post-secondary studies can lead to qualifications such as degrees, diplomas or certificates.

Polytechs or institutes of technology generally provide diploma or certifi-



icate qualifications. These courses are usually more practical in nature. They can range in length from one day to four years and often aim to connect you as a student with the industry and teach you relevant skills and knowledge.



Further study may not appeal to you because you don't like sitting in a classroom, and you want to do something more hands-on. So industry training

– where you can earn money as you work towards qualifications – may be a better option for you.

Training on the job can be a good alternative to tertiary study. You can earn money and pick up skills. Some employers will offer scholarships so that you can work and study at the same time.



## Identify barriers to achieving goals

Sometimes our career plans will not go according to plan. It is important that you are aware of the barriers that may prevent you from achieving your career goals.

Following are some of the issues that you will need to consider:

- What are the implications for you if you have to leave home to study after you leave school? What will you have to organise regarding your accommodation, living arrangements and transport if you study abroad
- What financial considerations will you be confronted with if you are living and studying overseas?
- What SEC or industry scholarships are available to assist with overseas study?
- What alternative plans do you have in place if your school results do not satisfy university entrance requirements?
- Have you considered that some university courses may have quotas and you may not be able to get into your desired course of study?
- Is an IELTS assessment necessary as part of your university entrance and are your language skills sufficient to gain entrance to desired courses?



- Have you considered the geographic location of universities that offer courses in your areas of academic interest?
- Does the course offer a mode of study that matches your preferred study pathway?

These are just some of the barriers that may prevent or hinder you from pursuing your desired course of study.

# Identify barriers to achieving goals

## Identify alternative career pathways

Throughout this course you have identified three preferred career pathways.

The reason for this is that often we are not able to pursue our desired career choice. Any of the barriers discussed previously may result in us not being able to study what, where and when we want to study.

What back up plans do we have in place? It is possible that we are not able to achieve any of our preferred career pathways initially. In this case, how do we adjust our pathway or what plans do we put in place to eventually achieve our career goals?

If a student is not able to gain entry into their desired university course, they should enrol in alternative university or other post-secondary courses that will provide entry to their preferred courses.

Bridging courses and summer schools may also assist in gaining entry.

Employment in an associated occupation may provide work skills that will assist in gaining entry to university or other post-secondary courses.





## Practice

### Practice activity

Your preferred career pathway is to study a Bachelor of Business Administration, majoring in Accounting at Qatar University.

However, your secondary school results are not as good as you had hoped and you are not eligible for entry into this course. However, you are eligible for other courses at both Qatar University and Stenden University.

Explain three alternative pathways that you could pursue to achieve your preferred pathway into the Bachelor of Business Administration course at Qatar University.


# Develop an education and career plan

## Identify alternative career pathways

We will now develop a personal education and career plan. The important thing to remember about this is that it can change. Your interests, ambitions, personal circumstances will all change. Therefore this plan is subject to change.

An individual education and career plan provides a comprehensive developmental record of information which will assist you, your parents, your teachers and others who support your career aspirations, to plan and offer advice about career pathways.

The planner should be used over the next three years while you attend secondary school. It will assist you to achieve your preferred career pathways.

As well as recording your academic results, you will be required to identify your interests, skills, abilities, sporting interests, hobbies and subjects you enjoy studying at school.

You may be required to use this planner over the next three years, so make sure your records are accurate.





## Practice

### Practice activity

#### Personal Education and Career Planner – Academic Record

Analysing your school results will assist you to identify those subjects in which you perform well and most likely those subjects that you enjoy.

Record your Year 8 and 9 school results in the Student Academic Record section of your Personal Education and Career Planner. You may need to find a copy of your school report to do this accurately.

For each year, identify which subjects you enjoyed and what classroom tasks and activities you enjoyed.

Record your Year 10 semester one school subjects.

We will record semester one results and subjects and activities you enjoyed at a later date.





## Practice

### Practice activity

Personal Education and Career Planner – Student Career Development Record

Refer to the Year 10 section of the Student Career Development Record section of your Personal Education and Career Planner and your Personal Profile created using My Future.

Record your achievements and abilities and skills that you would like to use or improve,

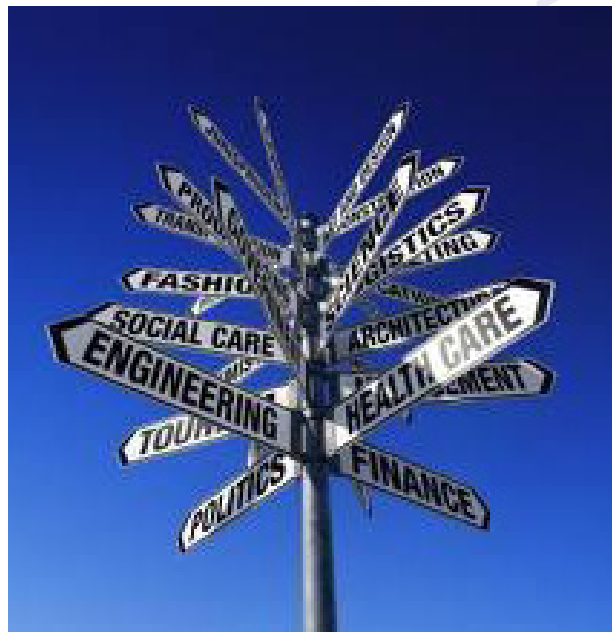
Record your sports, hobbies, leisure and recreations activities.

Record your personal qualities.

Record aspects of work important to you.

Record the occupational areas that are of interest to you.

Record the details for your three preferred occupations.





## Practice

### Practice activity

Personal Education and Career Planner – Personal Career Development Experiences

Refer to the Year 10 section of the Personal Career Development Experiences section of your Personal Education and Career Planner.

Record the names of the people you have spoken to and the people you need to speak to about careers .

Record the name of the career books or articles etc that you have read and those that you plan to read this year .

Record the career guidance activities that you have investigated and those that you still have to investigate this year.

Record the career activities that you have participated in and those that you still have to participate in this year.

Record the career documents you have completed and those that you still have to complete this year.

Record the details for your three preferred occupations.





# Use job search strategies to identify employment opportunities

## Use relevant job search strategies

You have developed your individual education and career plan. We will now explore what strategies can be used to identify employment opportunities.

Although you will not require these skills until you leave school, it is important that you are aware of job search strategies.

Identifying employment opportunities is very different now to what it was when your parents were looking for work. Ask them what strategies they used to seek out employment.

Regardless of how different the strategy may be, one aspect remains the same. It is up to the individual to take some form of action. The job will not come to the individual.

The individual must do something to secure the employment.





A common job search method is to research and target specific employers.

Most job openings are not advertised; instead, they are posted on the business organisation's website. Identify promising employers, go to their websites and check out the 'Careers with us' or similar tab.

Recruitment agencies work on behalf of an employer to locate appropriate new employees. Jobseekers register with the agency and the agency attempts to match the skills, abilities and interests of the employee with the employer's job requirements. Recruitment agencies often use the internet to locate prospective employees.

Word of mouth is a common and very effective method of seeking employment. Family and friends will often know when employers are seeking new staff. The saying, "It's not what you know, but who you know", is very true when it comes to finding employment.



The internet is useful in obtaining information related to your job search: job postings, employer data, salary statistics, employment and workforce trends, and much more. Knowing which sites are most useful and how to identify high quality information, can help you use your time wisely. Even though the internet may be helpful in identifying opportunities, it is not recommended that you rely on this strategy alone.

Most fields of employment have one or more professional associations that represent their career area. These sites are geared toward the practising professional, but many also have an area for students interested in that discipline. Professional association sites are useful in learning about the profession and identifying employment opportunities in the field.

Career and job fairs offer the opportunity to connect with multiple employers in one day. The largest job fair in Qatar takes place in May each year and is held at the Convention Centre. Qatar's largest employers are all represented at the fair.



## Practice

### Practice activity

Research the internet to find emerging jobs. Search at least three websites.

Write down three emerging careers that you believe will become popular in Qatar.

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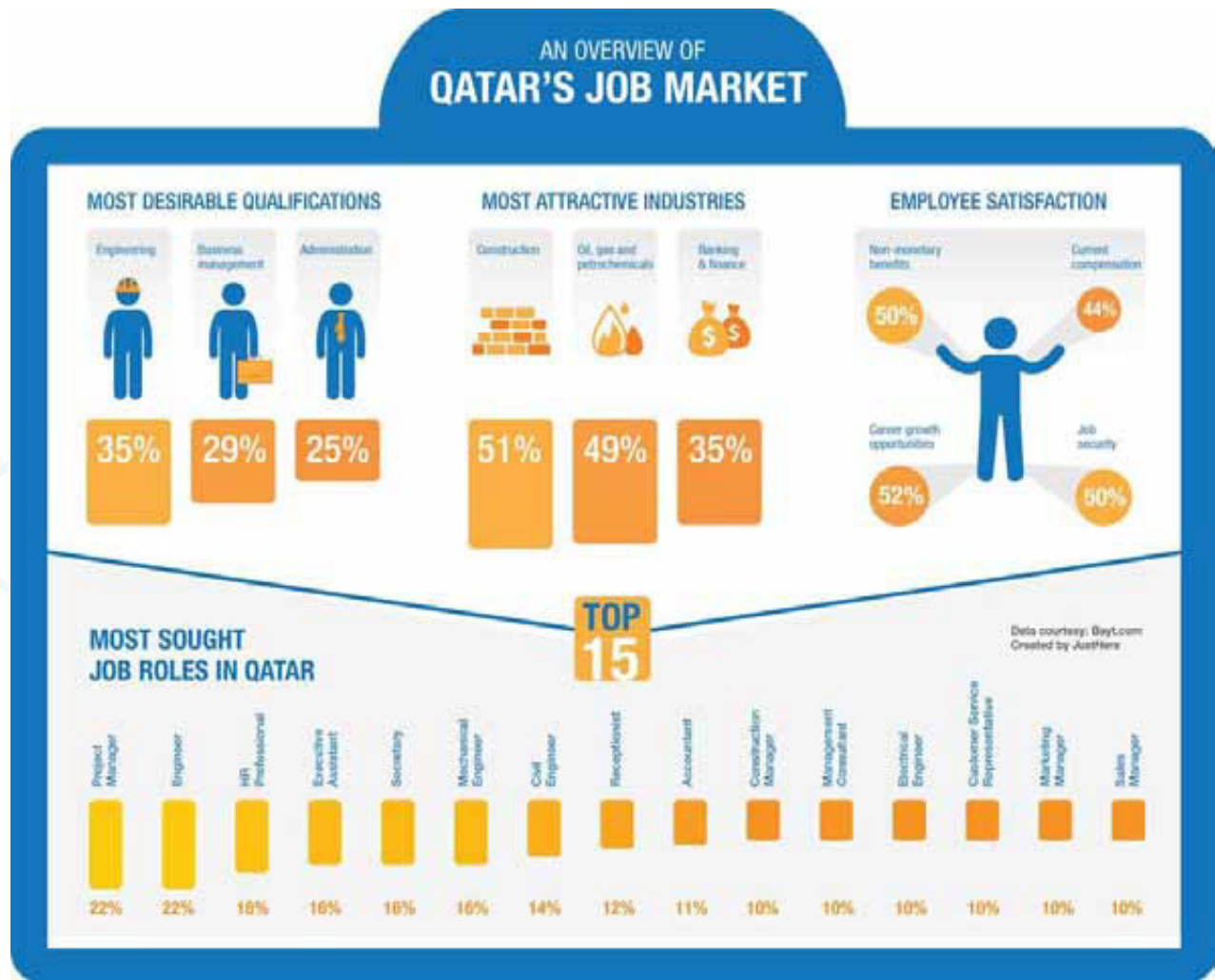
Which of the emerging careers that you discovered would you like to pursue?

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The following diagram represents a recent overview of the job market in Qatar. 35% of people interviewed rated banking and finance as their most attractive industry.

While engineering was considered the most desirable qualification by 35% of people, 29% considered Business Management and 25% considered Administration as their most desirable qualification.



# Plan and prepare for a job application

## Completing job applications

A common practice is for employers to ask prospective employees to complete a job application form.

The job application may be the first impression you make with a prospective employer and your chance to stand out among other applicants. If the application is not completed accurately and comprehensively you may not get the opportunity for an interview.

### **Tips for completing application forms.**

1. Photocopy the application form so that you always have a clean copy just in case you make a mistake
2. Read the form through carefully and note any specific instructions. Answer questions in block letters and black ink if requested.
3. Make sure your handwriting is neat and tidy
4. 4. Don't rush the completion of the application. Take it home or somewhere quiet where you can concentrate on accurately answering all the questions.
5. If a question does not apply to you, write 'Not Applicable'. Do not leave it blank.
6. Proofread the document when you have completed it. Check for spelling, punctuation and grammar mistakes. Check for questions not answered. Get someone

else to read over your application. They are more likely to identify errors you have missed.

7. Ensure all dates are accurate eg date of birth, dates of employment, dates for school or other courses
8. Unless you have a condition directly affecting your ability to do the job for which you are applying, you need not elaborate on any disability
9. Be honest about school results, certificates, previous employment and employers



# Practice

## Practice activity

Complete the following application form.

### Job Application Form

Instructions: Print clearly in black or blue ink. Answer all questions. Sign and date the form.

#### PERSONAL INFORMATION:

First Name \_\_\_\_\_ Middle Name \_\_\_\_\_ Last Name \_\_\_\_\_

Street Address \_\_\_\_\_

City, State, Zip Code \_\_\_\_\_

Phone Number (\_\_\_\_) \_\_\_\_\_

Date of birth? \_\_\_\_/\_\_\_\_/\_\_\_\_

#### Are you a Qatari citizen?

Yes \_\_\_\_\_ No \_\_\_\_\_

#### Are you a Qatari resident?

Yes \_\_\_\_\_ No \_\_\_\_\_

#### EDUCATION:

School/College Name \_\_\_\_\_

Degree/Diploma/Course \_\_\_\_\_

Expected Graduation Date \_\_\_\_\_

Other Skills and Qualifications: Licences, Skills, Training, Awards

\_\_\_\_\_

I certify that information contained in this application is true and complete. I understand that false information may be grounds for not hiring me or for immediate termination of employment at any point in the future if I am hired. I authorize the verification of any or all information listed above.

Signature \_\_\_\_\_ Date \_\_\_\_\_





# Written job applications

A job application letter usually accompanies and complements your CV or resume.

Another name for a job application letter is a cover letter.

A written job application should be focused on a specific employment opportunity.

The statements made in the letter should refer directly to the job being applied for and not general statements.

The introduction of your letter should include information on how the employer can contact you eg name, address, phone number and email address.

Insert the date and the full inside address of the employer. Commence with the correct salutation eg Dear Sir, Dear Madam, Dear Mr Last Name.

The first paragraph should include information on why you are writing. Mention the job you are applying for and where you found the position. If you have a contact at the company, include it.

The next section of your cover letter should describe what you have to offer the company. Make strong connections between your abilities and the requirements

listed in the job posting. Mention specifically how your skills



and experience match the job. Expand on the information in your resume, don't just repeat it. Try to support

each statement you make with a piece of evidence. Use several shorter paragraphs or bullets rather than one large block of text.

Conclude your application letter by thanking the employer for considering you for the position. You may want to indicate your availability for an interview or your willingness to answer any further questions the employer may have.

Complete the letter in the same way you would complete a normal business letter.

Finish with 'Yours sincerely'. Allow space for your signature. Type your name under the space left for your signature.

Refer to the following example of a letter of application or cover letter.



22 December 2013

Mr Rashid Al Ansari  
Manager  
Qatar International Contracting  
PO Box 2378  
Doha QATAR

Dear Sir

I am writing to apply for the part-time junior computer programming position advertised in the *The Times*. As requested, I am enclosing a completed job application, my certification, my resume and three references.

The opportunity presented in your advertisement is very interesting, and I believe that my technical experience and education will make me a very competitive candidate for this position. The key strengths that I possess for success in this position include:

- I have successfully designed and developed several software games
- I strive for continued excellence
- I provide exceptional contributions to customer service for all customers

I have completed my senior school education and have enrolled in a B Sc degree in Computer Programming. I have a full understanding of the full life cycle of a software development project.

Please see my resume for additional information on my experience.

I can be reached anytime via email at [ahmad.mansouri12@example.com](mailto:ahmad.mansouri12@example.com) or my mobile 3365 2074.

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

Yours sincerely,

*Signature (for Ahmad)*

Ahmad Al Mansouri

# Preparing a resume

A resume or curriculum vitae (CV) is the most common method of summarising your personal details, qualifications, work skills and work history. A resume is usually one of the first items, along with the cover letter and sometimes an application for employment, which a potential employer sees regarding the job seeker and is typically used to screen applicants, often followed by an interview.

The purpose of a resume is to:

- promote yourself
- get you an interview
- summarise your work history, skills and experience
- show how you perform in different work situations
- show what you've accomplished in life and work.

You don't need to have had paid employment to put together a resume. You can write about any skills, abilities and personal qualities you've developed from school activities, hobbies and community involvement.

Your resume should answer the employer's major question, 'How will I benefit from employing this person?'

There are many formats and templates to follow. Select one that you feel comfortable with and at the same time reflects a professional image.

Your resume can contain as many sections and sub-sections as you need. Sections of your resume could include the following:

- Personal details including name, address, date of birth, contact telephone numbers, email address and perhaps skype address.
- Education completed including all subjects and grades received to date, other short course certificates or qualifications and licences.
- Summary of work experience or other voluntary experience or community involvement
- A list of your activities, interests and hobbies
- The names and contact details for your referees

Remember to keep your resume accurate and truthful. Don't make statements you can't prove. Be truthful. Don't say you have achieved something when you haven't.

Don't claim experience that you don't have.





## Practice

### Practice activity

Complete the following resume template.

Resume for _____		
<b>Personal Details</b>		
Name		
Mobile		
Email		
<b>Education</b>		
Year	Qualification	
<b>Work Experience</b>		
Date	Employer	Position/Job Title
<b>Activities and Interests</b>		
Year	Activity/Interest/Hobby	
<b>Referees</b>		
Name	Position	Contact Details

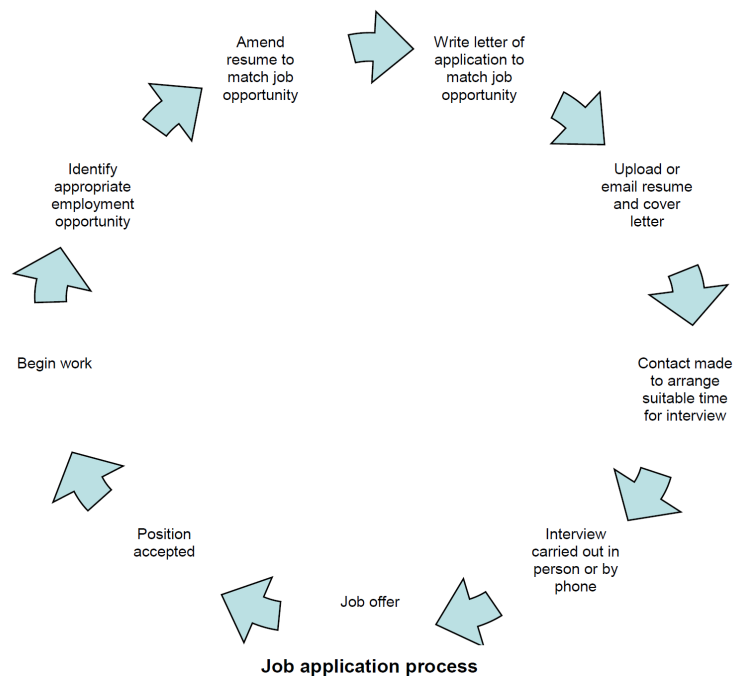


# Use application and interview skills to seek employment opportunities

## Job application process

The job application process is more than finding an appropriate job vacancy and sending the company a copy of your resume.

Once you are satisfied that you have the qualifications and experience required of the job, you should do some research into the company offering the job. Often you will know of the company, but you may not be aware of how diversified their operations are. The company's website is a good source of information about both the internal and external operations of the business.



You will need to submit an up-to-date resume. Ensure all of your contact details are current and completed certificates and courses etc are included.

Confirm with referees that they are happy for you to use them to support your application.



A letter of application will most likely be required. This will accompany your resume and both will be either uploaded or emailed as attachments. Your letter of application should be written such that you emphasise your qualifications, skills and experiences that relate to the job advertised.

The employer will read all applications and resumes and shortlist a number of applicants that they wish to interview. They will not interview every applicant.

Successful applicants will be invited to attend an interview. Interviews will usually be carried out in person. However, where applicants live in a different location, telephone or skype interviews can take place.



After the interviews, the compa-

ny will decide on their preferred applicant and will send them a job offer. If acceptable, both parties will agree on a date when the applicant can commence work with their new employer.



# The interview process

The interview process is an opportunity for the employer to meet the applicants and ask questions of them that have not been answered in the resume or letter of application. It is also an opportunity for the employer to see if the applicant will 'fit in' with existing staff and the company's image and vision.

The interview also provides the applicant with an opportunity to ask any questions they have about the company, the position and job description. This is the time where applicant's can comfortably ask questions about salary and other working conditions.

## How to prepare and act during the job interview:

- Confirm the time, date and location of the interview.
- Check the address of the interview and identify suitable parking close by.
- Note the floor level, office number or person's name who you have to make initial contact with.
- Clarify what you need to take with you to the interview.
- Research the company.
- Plan to arrive at least 10 minutes prior to the interview time.
- During the interview be prepared to promote yourself.
- Remain positive at all times.
- Take the opportunity to explain statements you have



made in your resume or letter of application.

- Try not to get off the subject during the interview. Keep your answers **clear and to the point**.
- Slow down if you think you are speaking too quickly.
- Have some questions ready to ask the interview panel.
- If you are not sure about a question, ask the interviewer to explain or clarify the question.

There are also some things you should be aware of and not do during an interview.

- Dress inappropriately
- Arrive late
- Take a drink with you
- Use your mobile during the interview
- Not know anything about the company
- Uncertain about your resume facts or statements used in your letter of application
- Not paying attention during the interview
- Talk too much
- Not prepared to answer questions
- Bad mouthing previous employers



## Practice

### Practice activity

Write your responses to the following interview questions.

Tell me about yourself

What is your strength?

What is your weakness?

Why should we hire you?

# Semester 1



## Activity 1

Some of the major influences on a person which might shape, and influence personality could include:

## Activity 2

Look at the following list of terms and tick (✓) those that might describe your personality. Put a cross (X) for those that do not describe your personality!

	Fun		Selfless		Argumentative
	Outgoing		Interesting		Sensible
	Quiet		Stubborn		Creative
	Reliable		Forthright		Reserved
	Noisy		Relaxed		Sympathetic
	Entertaining		Careful		Nice
	Caring		Competitive		Dull

## Personality (الشخصية)

Set of thoughts, feelings, and behaviors that make a person unique.

## Personality traits (السمات الشخصية)

A personality trait is a word which we use to describe a certain feature of someone's personality. Quite often, these words are used as adjectives to describe a person.

### Examples:

Noisy, Nice, Social and Fun.

## The big five personality trait (السمات الخمس الكبرى للشخصية)

The big five personality trait are most important traits because it presents in all people.

Personality trait	Meaning
1. <b>Neuroticism</b> العصبية	Neurotic person tends to experience harmful emotions more easily such as anxiety(قلق) and anger(غضب).
2. <b>Extroversion</b> الاجتماعي	Extrovert person tends to seek the company of others and draws energy from group activities. Introvert person draws strength from their inner self.
3. <b>Agreeableness</b> الانسجام	An agreeable person tends to be cooperative and collaborative and works to achieve group harmony.
4. <b>Conscientiousness</b> الاجتهاد	A conscientious person tends to be task oriented and aims to 'get things done'.
5. <b>Openness to experience</b> الانفتاح على التجربة	Some people are open to new ideas, and they seek, and value difference and they may be willing to try new experiences and ways of doing things.

### Activity 3

Choose the correct answer

<b>1</b>	<b>Omar is outgoing and can be self-expressive at times. He may be described as:</b>
A	Introvert
B	Extrovert
C	Agreeable
D	Disagreeable

<b>2</b>	<b>Ali enjoys time by himself in quiet. He may be described as:</b>
A	Introvert
B	Extrovert
C	Agreeable
D	Disagreeable

<b>3</b>	<b>Ahmad is constantly worried and has lots of anxiety about his grades, even when they are doing well. He may be described as:</b>
A	Conscientiousness
B	Extraversion
C	Agreeableness
D	Neuroticism

<b>4</b>	<b>Fahad has a ton of work to do. As soon as he gets off the bus, he goes inside and gets straight to work. He may be described as:</b>
A	Conscientiousness
B	Extraversion
C	Agreeableness
D	Neuroticism

<b>5</b>	<b>Naser is very sensitive and often worries about a lot of things. He experiences negative emotions often and is easily converted into cases of anger and anxiety. He may be described as:</b>
<b>A</b>	Conscientiousness
<b>B</b>	Extraversion
<b>C</b>	Agreeableness
<b>D</b>	Neuroticism

<b>6</b>	<b>Mohammad Rarely has much input in group decisions and is usually just happy with cooperating along with what everyone else is doing. He may be described as:</b>
<b>A</b>	Conscientiousness
<b>B</b>	Extraversion
<b>C</b>	Agreeableness
<b>D</b>	Neuroticism

<b>7</b>	<b>Khaled is very organized. He rarely shows up late to meetings and is very reliable. He may be described as:</b>
<b>A</b>	Conscientiousness
<b>B</b>	Extraversion
<b>C</b>	Agreeableness
<b>D</b>	Neuroticism

<b>8</b>	<b>Khalifah really enjoys checking out the new art at the local coffee shop. He is often trying out new drinks at the same shop. He may be described as:</b>
<b>A</b>	Conscientiousness
<b>B</b>	Extraversion
<b>C</b>	Openness to experience
<b>D</b>	Neuroticism

<b>9</b>	<b>Yousef trusts his friends very much. He's okay with most of their decisions. He may be described as:</b>
<b>A</b>	Agreeableness
<b>B</b>	Extraversion
<b>C</b>	Openness to experience
<b>D</b>	Neuroticism

<b>10</b>	<b>Mr. Ali outside of class is pretty laid back and enjoys time by himself in quiet. He may be described as:</b>
<b>A</b>	Introvert
<b>B</b>	Extrovert
<b>C</b>	Agreeable
<b>D</b>	Disagreeable

<b>11</b>	<b>Khalid is usually very talkative in class. His teacher says he is the class clown.</b>
<b>A</b>	openness
<b>B</b>	conscientiousness
<b>C</b>	extraversion
<b>D</b>	agreeableness

<b>12</b>	<b>People who score high in _____ are characterized as outgoing, social, upbeat, friendly, and assertive</b>
<b>A</b>	neuroticism
<b>B</b>	extraversion
<b>C</b>	conscientiousness
<b>D</b>	openness to experience



#### Activity 4

A. What is meant by value?

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B. Use the table below to fill in the meaning of each of the personal values.

Values	Explanation
1. Trust	
2. Respect	
3. Caring	
4. Honesty	
5. Fairness	

## Activity 5

A. What is meant by behaviours?

--

B. Some examples of positive and negative behaviours are given in the table below:

Bullying	Saying 'goodbye'
Smiling	Thanking someone
Jumping the queue	Hitting someone
Pushing someone	Active listening
Shouting out	Interrupting conversations
Saying 'hello'	quite

Use the behaviours in their proper places

Positive behaviour	Negative behaviour

## Activity 6

B. What is meant by skills?

--

B. What are the types of skills?


C. Fill in the blanks in the following sentences:

1. .... Refers to the skills which a person must possess to perform a specific kind of job.

2. .... are the interpersonal skills which indicate the way in which an individual interacts with other people.

D. Give three examples of different types of skills

Hard skills	Soft skills

**E. complete the following table:**

<b>BASIS FOR COMPARISON</b>	<b>HARD SKILLS</b>	<b>SOFT SKILLS</b>
<b>Meaning</b>		
<b>Acquired through</b>		
<b>Specific to</b>		
<b>Measurability</b>		
<b>impact on personality</b>		

### **Activity 7**

**Choose the correct answer:**

**1. Specific knowledge required for the job/career**

- A. Soft Skill
- B. Hard Skill

**2. Personal characteristics and traits are**

- A. Soft Skills
- B. Hard Skills

**3. Communication skills are**

- A. Soft Skills
- B. Hard Skills

**4. Skills that are easy to measure and easy to prove.**

- A. Soft skills
- B. Hard skills

**5. hard skills will help you to apply for the interview, but you need soft skills to get the job and keep it.**

- A. True
- B. False

# **Semester 2**

## Activity 1

### A. What is a goal?

--

### B. What are the types of goals?


### C. Use the examples of goals in their proper place.

1. Achieve a good school result over Years 10, 11 and 12.
2. Attendance at career and university fairs.
3. Study and graduate from university.
4. Work as a manager in financial companies.

Short-term goals will include:	Long-term goals will include



## Activity 2

### A. What are the barriers to achieving your career education goals?

Barriers	Related Photos
	
	
	
	
	
	
	

**B. Use proper solutions to overcome all the career education barriers.**

Barriers	Solutions
1- Organise regarding your accommodation	
2- Financial considerations	
3- Scholarship	
4- School results	
5- University courses does not match your desire of study	
6- IELTS assessment and language skills	
7- Geographic location of universities	

**Identify learning strategies**

**You have identified some preferred career pathways. Now you must identify the strategies to develop the required skills, knowledge, and experience.**

**The most common way of reaching your desired career is by completing additional educational qualifications. List the proper address for each educational strategy and qualifications**

### Activity 3

Means that most of your time is spent attending a tertiary institution. This is the best option if you want to finish your qualification in the fastest time possible	Allows you to study and continue doing other things such as looking after your family, playing sport, or working	Studies you can live anywhere in the world and still gain your qualification  it suits those who prefer to study from home, are self-motivated and independent learners
These courses range in length from one day to four years and to connect you as a student with the industry and teach you relevant skills and knowledge	Retake a course or resit an exam if you did not pass it the first time or shorten the length of time your qualification will take	You can earn money and pick up skills. Some employers will offer scholarships so that you can work and study at the same time

#### **Activity 4**

**Your preferred career pathway is to study a Bachelor of Business Administration, majoring in Accounting at Qatar University.**

**However, your secondary school results are not as good as you had hoped, and you are not eligible for entry into this course. However, you are eligible for other courses at both Qatar University and Stenden University.**

**Explain three alternative pathways that you could pursue to achieve your preferred pathway into the Bachelor of Business Administration course at Qatar University.**


## Use relevant job search strategies

### Activity 5

A. Why is it important to know how to search for work?

--

B. List five job search methods?


## Activity 6

**Write True for the correct statement and False for the wrong statement**

1. Family and friends will often know when employers are seeking new staff.	
2. The internet is useful in obtaining information related to your job search: job postings, employer data, salary statistics, employment and workforce trends, and much more	
3. Most job openings are not advertised; instead, they are posted on the business organisation's website.	
4. know how to search for work is not important for job seekers.	
5. Jobseekers register with the agency and the agency attempts to match the skills, abilities and interests of the employee with the employer's job requirements.	

## Activity 7

A. What is a job application form?

B. What are the types of job applications?

C. What is data included in a job application form?

D. What is the difference between resume and job application form?

E. Use the following information to complete job application form for a personal banker vacancy, use the following information to fill in the form.

Date of birth:1-1-1995	Last job position: Teller (2017-2020) at QNB
Graduation date: 1-6-2017	Degree: bachelor from Qatar University in business administration

## Complete the following Job application form

### Job Application Form

#### :PERSONAL INFORMATION

\_\_\_\_\_ First Name \_\_\_\_\_ Middle Name \_\_\_\_\_ Last Name

\_\_\_\_\_ Street Address

\_\_\_\_\_ City

\_\_\_\_\_ ( Phone Number ( 974

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ ?Date of birth

#### ?Are you a Qatari citizen

\_\_\_\_\_ Yes \_\_\_\_\_ No

#### ?Are you a Qatari resident

\_\_\_\_\_ Yes \_\_\_\_\_ No

#### :EDUCATION

\_\_\_\_\_ University /College Name

\_\_\_\_\_ Degree/Diploma/Course

\_\_\_\_\_ Graduation Date

#### :Experience

\_\_\_\_\_  
\_\_\_\_\_

I certify that information contained in this application is true and complete. I understand that false information may be grounds for not hiring me or for immediate termination of employment at any point in the future if I am hired. I authorize the verification of any or all information listed above

\_\_\_\_\_ Signature \_\_\_\_\_ Date



## **Activity 8**

A. **What is a cover letter?**

B. **What is purpose of a cover letter?**

## Activity 9

**By using Microsoft word app prepare the following cover letter for computer programing position.**

17 July 2022

Mr. Rashid Al Ansari

Manager

Qatar International Contracting

PO Box 2378

Doha QATAR

Dear Sir

I am writing to apply for computer programing position advertised in the (*The Times newspaper*).

The opportunity presented in your advertisement is very interesting and the key strengths that I have for success in this position include:

- I have successfully designed and developed several software games.
- I can use different programming language.

I have completed my senior school education and have enrolled in a B Sc degree in Computer Programming.

Please see my resume for additional information on my experience.

Yours sincerely,

*Signature (for Ahmad)*

Ahmad Al Mansouri

## Activity 10

A. What is a resume or curriculum vitae (CV)?

--

B. What is the purpose of a resume?


C. What are the sections of resume?


## Activity 11

Complete the following resume template.

Resume for <i>Business Administration</i> sector		
<b>Personal Details</b>		
Name		
Mobile		
Email		
<b>Education</b>		
Year	Qualification	
<b>Work Experience</b>		
Date	Employer	Position/Job Title
<b>Activities and Interests</b>		
Year	Activity/Interest/Hobby	
<b>Referees</b>		
Name	Position	Contact Details

## Activity 12

A. What is the definition of job interview?

--

B. Explain the types of job interview?


## Activity 13

A. List two Tips for the job applicant before the job interview?


B. List two Tips for the job applicant during the job interview?


## Activity 14

Complete the following comparison table that compares open and closed questions?

Criteria	Open Questions	Closed Questions
Definition		
Type of Answers		
Beginnings		
Time		

### Activity 15

**Classify the following questions into open or closed question?**

Question	Type
1. "How many years did you work for your last employer?"	
2. "What are your greatest strengths and weaknesses?"	
3. "What's the biggest challenge you've ever faced in any job?"	
4. "What's the longest you've worked for any employer?"	
5. "Have you ever worked in a different industry?"	
6. "Why do you want to work for this company?"	
7. "What does your ideal job look like?"	
8. "Are you comfortable working remotely or in a hybrid environment?"	
9. "What could your current company do to be more successful?"	
10. "Do you prefer working with a team or independently?"	

