

Career Explorer (CLCI)

Susan Sample

What's in Career Explorer

Career Explorer offers you an opportunity to explore the factors that can influence your career choice. This booklet contains a number of activities to help you find out more about yourself and possible jobs. The activities are contained in five modules:

Module 1

Finding Out More

How to explore your options by using your careers library

Module 2

Getting Feedback on My Skills and Abilities

Discover your hidden skills and abilities by getting feedback from people who know you

Module 3

My Values

Understand more about what is important to you and how this relates to career choice

Module 4

Making Career Decisions

Bring together information about yourself and career options to shortlist possible careers

Module 5

Action Planning

Develop an action plan to help you work towards your goals

Module 1: Finding Out More

The Career Interests Inventory is not the definitive guide to your career. It provides a starting point that suggests some areas of work that might suit you. The next step is for you to find out more about the areas of work highlighted by your responses to the Career Interests Inventory.

You can find out more by:

- Visiting your local Connexions or careers centre
- Visiting a careers library
- Conducting your own research on the internet
- Consulting an independent Careers Adviser

Connexions or Careers Centre

There will be a local Connexions or careers centre in your area, listed in the Yellow Pages under 'Careers Advice'. Connexions or careers centres are designed specifically to provide you with information and advice about possible jobs and careers. They provide a careers library holding extensive, up-to-date information on all types of work.

You can arrange an interview with a qualified Careers Adviser, or see your Personal Adviser if you are at school. Some people find interviews particularly useful as they can provide advice that is relevant to you by taking into account your work experience, qualifications, etc. If you have a careers interview, it may be worth taking your Career Interests Inventory report and Career Explorer booklet with you.

Careers Library

Information on different careers is organised by a special system, known as the Careers Library Classification Index (CLCI). This is designed to make information easy to find and also to broaden your search by relating similar areas, or 'families' of work. A CLCI booklet or poster will be available in the careers library, explaining the system and codes.

A careers library will also usually have a number of reference books. One of the most widely used is 'Occupations', which contains detailed information on a very wide variety of careers, including entry qualifications and training. This publication is updated annually.

You will also find reference books on further and higher education, working abroad, working for yourself, voluntary work, and advice on making subject choices, qualifications, job applications and interviews.

You will find that some information is for reference only in the careers library, although you may be allowed to photocopy some material. Other information may be available on loan.

You can also find more information at the following website: www.connexions-direct.com/jobs4u/home.cfm

The Careers Library Classification Index (CLCI)

Similar occupations are grouped into 'families' or sections, which each have a main title or heading and a letter to make them easily identifiable:

A	=	Reference material
B	=	Armed Services
C	=	Administration, Business, Clerical and Management
E	=	Art & Design
F	=	Teaching & Cultural Activities
G	=	Entertainment & Leisure
I	=	Hospitality, Catering and Other Services
J	=	Health & Medical Services
K	=	Social & Related Services
L	=	Law and Related work
M	=	Security and Protective Services
N	=	Finance and Related Work
O	=	Buying, Selling and Related Services
Q	=	Sciences, Mathematics and Related Work
R	=	Engineering
S	=	Manufacturing Industries
U	=	Construction and Land Services
W	=	Animals, Plants and Nature
V	=	Transport

This classification system enables you to find information on a number of similar or related careers in the same section. So by looking in the section or sections suggested in your Career Interests Inventory, you can get ideas about related work that you may not have considered.

For example, if your Career Interests Inventory report has suggested that you are interested in Conventional occupations, and you enjoy subjects such as maths, you might be interested in finding out more about work under 'Finance and Related Work' – CLCI code 'N'. You could then look up careers under code 'N' in the careers library.

Alternatively, if you know that you are interested in a career in accountancy, looking up 'accountancy' in the CLCI booklet gives you a reference code: NAB. This is the specific code you need to find information on accountancy in the careers library. The first letter of the code relates to the general section; from the above list, we see that 'N' is 'Finance and Related Work'. The second two letters are to pinpoint where accountancy is filed in this section.

The information under the 'NAB' code will tell you about the different types of accountancy training that exist. It will also tell you about other types of work related to finance; banking, building society work, insurance, pensions, commodity broking, the stock exchange etc. This provides you with the information to think about related careers which you may not have considered.

Exercise

When finding out more about any job or career, write a summary of your findings under the following headings:

- Job title.
- What is the purpose of the job?
- What are the major responsibilities?
- What qualifications and skills will I need?
- What personal qualities (e.g. enjoy working with people vs. working on my own) will I need?
- Possible impact on my lifestyle (e.g. working unsociable hours).
- What further training may I need for progression in this job?
- Where can I find out more (e.g. addresses of employers, professional bodies)?

Module 2: Getting Feedback on My Skills and Abilities

Introduction

To help you understand more about your skills and abilities, it is useful to ask other people what they think.

- At the end of this document, you will find three copies of a questionnaire entitled "Feedback on Susan Sample's Skills and Abilities". Give a copy of this questionnaire to several people who know you well and ask them to fill it in.
- Ask a range of people to complete these questionnaires – parents, teachers, good friends and employers. You can photocopy these or print out more if you need to.
- When the questionnaires have been completed, add up the total score for each section, divide this score by 2 (halve it), and put this in the 'Total' box.
- Plot the total scores for each section on the graph on the following page.
- Repeat this process for each person who has rated your skills and abilities.
- The scores you gave yourself are already plotted on the graph.
- You may want to draw a line between the scores each person gives you for the six areas, and the scores you have given yourself. This may make it easier for you to compare the pattern of scores given by different people.
- On the questionnaire there is space for people to write something special about your skills and abilities in each area. Although these comments cannot be put on the graph, they are still valuable and you should take time to consider what people have said about you.

Using the Graph of Skills and Abilities

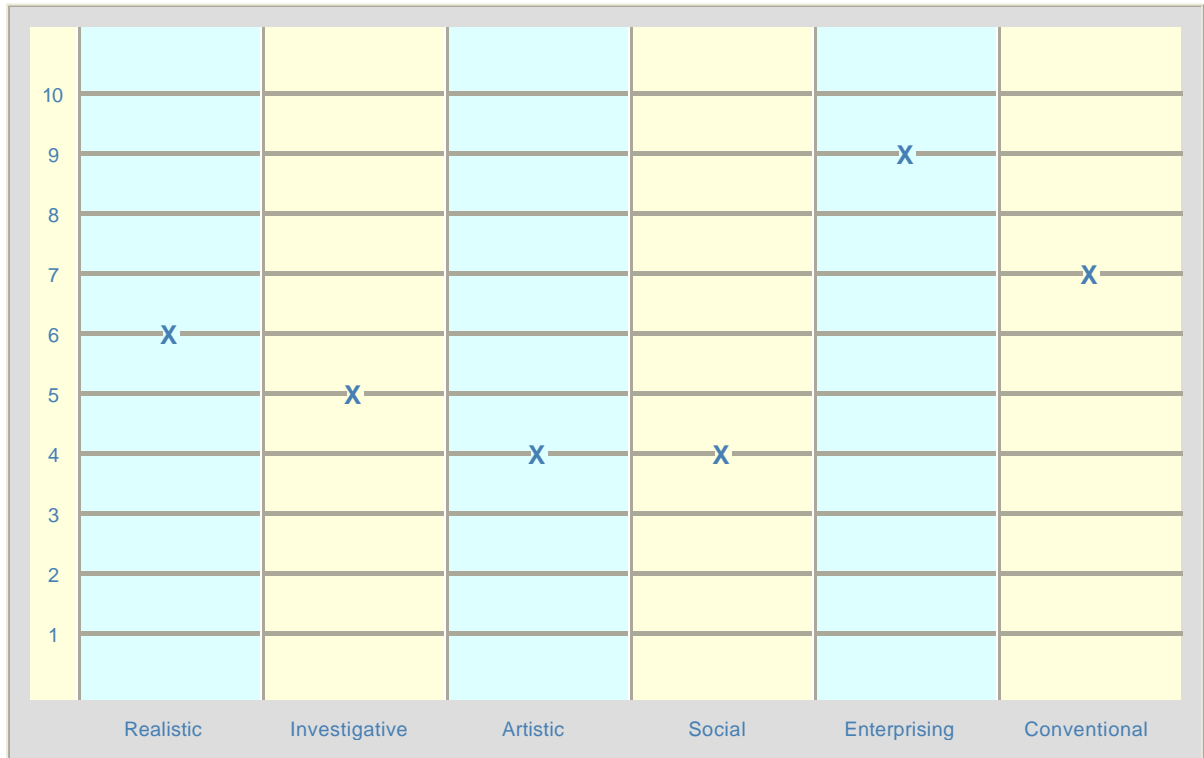
The completed graph shows ratings of your skills and abilities in six career areas: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. Here are some ideas about how you can use this graph:

- Look at the areas where you have the highest ratings for skills and abilities. Think about the types of work where you could best use these skills and abilities – using a careers library may be helpful here. Find out more about the jobs you are most interested in.
- Look at the areas where you have the lower ratings for skills and abilities. Are any of these areas important for the types of work you would like to do? If so, draw up an Action Plan (See Module 5), setting out how you could improve your skills and abilities in these areas over the next few months.
- Think about your experience of work. What activities do you think you do well and what activities do you find more difficult? Do these match the ratings on the graph?
- Think about how your ratings of skills and abilities compare to your interests. Are your skills and abilities highest in the work areas you are most interested in or not? If there are differences, you

may need to think about improving your skills or gaining more knowledge in some of these areas.

- Are your ratings for your own skills and abilities similar to those others have given you? Where are the biggest differences, who has given you these ratings, and why do you think they have done this? Talk to some of these people to find out why they have given you different ratings – remember to talk to people who have given you both higher and lower ratings than you have given yourself.

Graph of My Skills and Abilities



My Skills and How Others See Me

Now you have completed the graph of your skills and abilities, you should have a better understanding of your strengths. Look back at the graph and consider the following:

- How you see your own skills
- The differences between how you see your skills and how others see them
- Possible reasons for the differences between your views and how others see you

Write some notes about your skills and abilities under the headings below:

How I See My Own Skills

The Differences Between How I See My Skills and How Others See Them

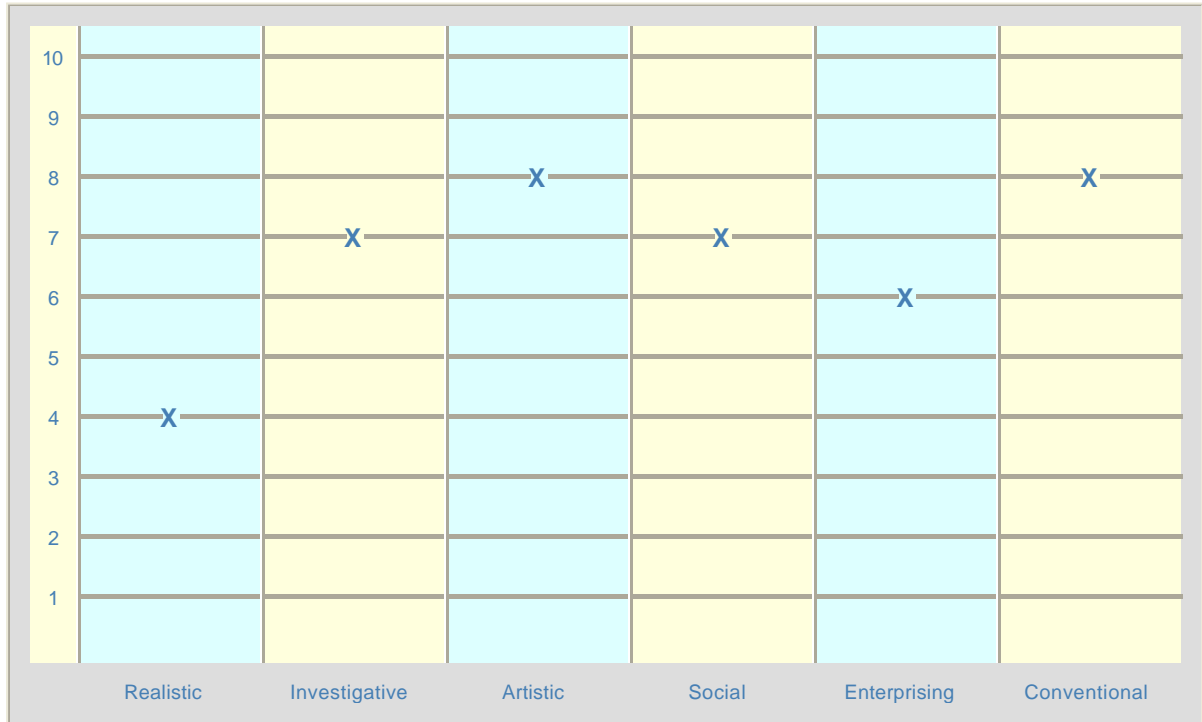
Possible Reasons for the Differences Between My Views and How Others See Me

Module 3: My Values

Values influence the way we live our lives. They will also influence our career decisions. Therefore understanding more about your values will help you make informed decisions about your future.

You were asked questions about your values, and your responses are shown below. Higher scores suggest that you place greater emphasis on the values in those work areas.

Graph of My Values



People are more likely to choose jobs which fit their values. However, people will tend to hold values from more than one of the work areas listed below. The values given in the lists below are not in any particular order.

Think about which values below are most important to you, and whether they match the areas you scored highest in on the graph of your values.

<p>Realistic</p> <ul style="list-style-type: none"> • physical work • work that leads to an end product that you can see or touch • status within a team or peer group, or organisation • financial reward • promotion prospects 	<p>Investigative</p> <ul style="list-style-type: none"> • a systematic approach to work • activities that involve logical analysis of information • knowledge and learning • independence and objectivity • work that involves problem solving
<p>Artistic</p> <ul style="list-style-type: none"> • openness • personal expression • using imagination and creativity • aesthetic qualities • freedom to explore 	<p>Social</p> <ul style="list-style-type: none"> • contributing to society • understanding people's needs • co-operation, working together • helping and supporting others • teaching, training or developing others
<p>Enterprising</p> <ul style="list-style-type: none"> • leading others • work activities involving selling or persuasion • financial achievement • jobs that allow risk-taking • autonomy 	<p>Conventional</p> <ul style="list-style-type: none"> • attention to detail • working in a systematic and methodical way • careful organisation and management • working to set objectives • working in a structured environment

Module 4: Making Career Decisions

Making decisions about your career involves considering a number of factors including your interests, skills and values. In this module, you will have to consider the careers you may be interested in, and then see how these relate to your skills and values.

To start with, think back to Module 2 where you explored your skills and abilities. Write in the box below your top three skills identified from the questionnaire.

My top three skills	
Skill 1	
Skill 2	
Skill 3	

Now think back to Module 3 where you explored your values, and write in the box below the three most important work-related values you hold.

My top three work-related values	
Value 1	
Value 2	
Value 3	

Module 5: Career Action Planning

Developing a Career Action Plan can help you think about the steps you need to take in order to achieve your career goals. You can then embark on a course of action. Action Planning is important throughout your working life – not only when you make an initial career choice, but also if you decide to have a change of career direction.

The word 'career' can sound daunting but just means a job, profession or area of work that someone does for a period of time. Within one career, a person may work for a number of different employers over time.

Most people have several different careers during the course of their working life. The concept of a 'job for life' – where people worked for the same employer for all or most of their working life – is a thing of the past. The employment market has changed as our knowledge, technology and lifestyles have changed, and people have had to be flexible and adapt to the changing employment market. People now expect to work for a number of employers during their working life, and possibly to have several changes of career – either through personal choice or circumstance.

Developing a Career Action Plan

Having completed the Career Interests Inventory you should have a better understanding of your interests, values, and skills and abilities, in relation to work, education and training. You should also have a list of possible careers or areas of work that appear to match your strengths and weaknesses.

The next step in career decision-making is to identify your goals, and then to investigate ways to go about achieving them. To help you clarify your goals it is a good idea to make an Action Plan.

An Action Plan is a list of:

- Your current objectives for the future
- What you need to do to achieve your objectives
- Ideas about who or what could help you achieve your objectives or where to find help
- A clear picture of what action you need to take, that is, what you have to do to meet your objectives with target dates

An Action Plan should be:

- **S**pecific – pinning down your aims will help you to be clear about what action to take.
- **M**easurable – being able to see and measure your progress will help you to set further goals.
- **A**chievable – setting small, achievable tasks will encourage you to progress and will build towards your larger goals.
- **R**ealistic - being realistic about what you can achieve is important in making progress. There is no point setting yourself career aims which do not match your abilities, qualifications, interests and personality.
- **T**imed – setting yourself a timescale for each part of your Action Plan will help motivate you to make progress. Being realistic here is important too.

Make sure that your Action Plan is SMART!

My Career Action Plan

My current objectives for the future are:

What I need to do to achieve my career objectives:

Qualifications

Experience of work

What else do I need to find out

Steps I need to take to work towards my career objectives	Completion date

Feedback on Susan Sample's Skills and Abilities

Instructions: As part of her career development, Susan would like you to give her some feedback on her skills and abilities. A broad range of skills and abilities have been grouped into six career 'themes'. Please consider the skills and abilities below and give Susan a rating from 1 (lowest) to 5 (highest) for her level of skill or ability in each area, using the scale below.

Needs developing					Very good
1	2	3	4		5

For example, if you think that Susan is very good at making things, then you may consider giving a rating of 4 or 5. However, if you think that her sporting abilities need some development, you may give her a rating of 1 or 2.

When you have completed the questionnaire, please hand it back to Susan.

Realistic Tasks – How good is Susan at . .

1	Working with her hands to make and construct things	
2	Repairing or adapting technical or mechanical things	
3	Working with animals, plants, or outdoor activities	
4	Physical activities such as sports or other outdoor pursuits	
Is there anything particular you'd like to mention about Susan in relation to these areas?		<u>Total</u>

Artistic Tasks – How good is Susan at . .

1	Expressing herself	
2	Artistic activities – performing/acting, musical or drawing/painting/sculpting	
3	Working with colour, textures or designs	
4	Working at pulling things together to create something new	
Is there anything particular you'd like to mention about Susan in relation to these areas?		<u>Total</u>

Investigative Tasks – How good is Susan at . .

1	Analysing, exploring and investigating things	
2	Solving problems	
3	Working with numbers, scientific facts, theories or complex data	
4	Finding out about how things work	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

Social Tasks – How good is Susan at . .

1	Building relationships and getting on well with a wide range of people	
2	Understanding people's needs and caring for them	
3	Teaching, helping, coaching or assisting others	
4	Working with people who need support such as children, the sick and the elderly	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

Enterprising Tasks – How good is Susan at . .

1	Seeing things in an optimistic light	
2	Persuading and influencing other people's decisions	
3	Recognising opportunities and going for them	
4	Leading groups of people	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

Conventional Tasks – How good is Susan at . .

1	Organising and managing things	
2	Completing tasks on time	
3	Following rules and procedures	
4	Working carefully and paying attention to detail	
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