

Victorian Careers Curriculum Framework

**Lesson Plan: Personal attributes**

**Australian Blueprint of Career Development competencies**

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| CAREER COMPETENCIES | PHASE II | PERFORMANCE INDICATOR |
| AREA A: PERSONAL MANAGEMENT | | |
| 1. Build and maintain a positive self-image | 1.2 Build a positive self-image and understand its influence on life and work | 1.2.2 Discover how behaviours and attitudes affect school, work and family situations  1.2.7 Describe your self-image |
| 2. Interact positively and effectively with others | 2.2 Develop abilities for building positive relationships in life (II) | 2.2.2 Explore the concepts of dependability and honesty towards others |

Teachers’ notes: Personal attributes

**Outcome**

Identify and discuss perceptions of self, including personal attributes.

**Rationale**

Students perceive themselves to have certain attributes and quite often do not think of these as relating to jobs. They need to become aware of how they can build on their attributes to gain work.

**Task description**

Suggested level: Years 9 and 10, but could be used with more guidance at Years 7 and 8.

1. Teacher distributes worksheets and explains what the activity is about and emphasises that it is to be completed in an honest manner. Everyone needs to use the same rating scale so that, for example, excellent means the same to everyone.

2. Teacher explains the difference between skills and personal attributes.

3. Students analyse the sheets in terms of the following:

a. Which attributes received the same rating?

b. Which attributes do you think you are good at?

c. Which attributes were rated as ‘Excellent’?

d. Which attributes were rated as ‘Needs Improvement’? Do you want to improve these attributes? If ‘yes’, what steps are you going to take to improve them?

e. Identify the types of job opportunities where your good attributes can be used.

3. Students place the completed sheets into their portfolios.

**Extension activity**

Students take home their sheets and get a family member or friend to complete their section. Students collate information in the four boxes at the end of the activity, and analyse the information to make a comparison between how they perceive themselves and how others perceive them.

**Number of student worksheets for this Lesson Plan – 1**

• Personal attributes worksheet.

**Suggested resources**

• Copy of ‘Personal attributes’ worksheet for each student

• myfuture website at www.myfutur[e.edu.au](http://www.myfuture.edu.au/)

• Job Guide – in print (Sections 1 and 2) or online at www[.deewr.jobguide.gov.au](http://www.deewr.jobguide.gov.au/)

• [M](http://www.deewr.jobguide.gov.au/)indMatters website at www[.mindmatters.edu.au.](http://www.mindmatters.edu.au/default.asp)

**Teacher reference: Employability Skills Framework**

There is broad agreement that all young people need a set of skills and attributes that will prepare them for both employment and further learning. In 2002, the Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI) produced the Report Employability Skills for the Future on behalf of the Department of Education Science and Training and Australian National Training Authority. The Report aimed to improve the understanding of what employers consider makes a good employee as well as to stimulate further work in employability skill development in Australian education and training.

The key skills identified in conjunction with the personal attributes to make up the Employability

Skills Framework are:

• communication skills that contribute to productive and harmonious relations between employees and customers

• team work skills that contribute to productive working relationships and outcomes

• problem-solving skills that contribute to innovative outcomes

• initiative and enterprise skills that contribute to innovative outcomes

• self-management skills that contribute to employee satisfaction and growth

• learning skills that contribute to ongoing improvement and expansion in employee and company operations and outcomes

• planning and organising skills that contribute to long-term and short-term strategic planning

• technology skills that contribute to effective execution of tasks.

The Employability Skills Framework also incorporates the following personal attributes that contribute to overall employability:

• loyalty

• commitment

• honesty and integrity

• enthusiasm

• reliability

• personal presentation

• common sense

• positive self-esteem

• sense of humour

• balanced attitude to work and home life

• ability to deal with pressure

• motivation

• adaptability.

This activity links to the Identifying step in www.myfutur[e.edu.au](http://myfuture.edu.au/)

Student Worksheet: Personal attributes

**Perception**

This activity is designed for you to rate your personal attributes and identify those in which you are excellent.

This will help you identify job/occupation opportunities which you might like to consider.

**How to complete this activity**

Rate yourself as 1, 2, 3 or 4 in the ‘My rating’ box.

Rating scale: 1–4

1 = Excellent

2 = Very good

3 = Good

4 = Needs development

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Attribute | My rating | Attribute | My rating | Attribute | My rating |
| Honest |  | Loyal |  | Likes school |  |
| Trustworthy |  | Appearance |  | Likes sport |  |
| Shows common sense |  | Happy |  | Takes initiative |  |
| Makes friends easily |  | Responsible |  | Helps other people |  |
| Sense of humour |  | Enthusiastic team member |  | Organised |  |
| Reliable |  | Neatly dressed |  | Sincere |  |

Now write each of the attributes in the four boxes below according to the rating.

|  |  |
| --- | --- |
| Rating 1 (Excellent) | Rating 2 (Very good) |
|  |  |
| Rating 3 (Good) | Rating 4 (Needs development) |
|  |  |

**Asking your family or friends to complete the activity**

If you would like to compare your rating with those your family or friends give you, ask your family or friends to rate you as 1, 2, 3 or 4 in the My rating box. We’ve supplied a blank one for you to copy and use if you’d like to complete the activity with them.

Rating scale 1–4

1 = Excellent

2 = Very good

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4 = Needs development

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Attribute | My rating | Attribute | My rating | Attribute | My rating |
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|  |  |
| --- | --- |
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|  |  |
| Rating 3 (Good) | Rating 4 (Needs development) |
|  |  |

**Comparing the ratings**

1. Which attributes received the same rating from yourself and from your family or friends?

2. Which attributes did you think you were good at but received a poor rating from your

friends or family?

3. Which attributes were rated as ‘Excellent’ by you and your family or friends?

4. Which attributes were rated as ‘Needs improvement’? Do you wish to improve these

attributes? If yes, what steps are you going to take to improve them?

5. What occupations would need the attributes you rated as ‘Excellent’?

6. Do any occupations you have been considering require attributes that ‘Need development’?

If so, what are some of your options?