

National **CAREERSKILLS** Competition

Transition Year Programme



Competition Overview

The competition is available to Senior Cycle students in Ireland who have undertaken a work placement. There are three distinct competitions, with students in each category only competing with others in that category, as follows:

- Transition Year
- Leaving Cert Applied (LCA)
- Leaving Cert / Leaving Cert Vocational (LCVP)

In addition, there will be a special prize for the best entry presented as Gaeilge.

Students can only apply to the competition through their school. The programme coordinator/ teacher for TY, LCA, LCVP, or the Guidance Counsellor needs to approve the student in order for it to be accepted, and their details must be included as part of the submission.

Submission Details – TY

The submission must be a word processed document containing a Career Investigation. The document should be clear and concise, and contain all of the sections detailed below:

1. Entry Details:

Entrant Details:

Name

Email

Phone Number

School Details:

School Name

School Address

TY Coordinator or Guidance Counsellors Details:

Name

Email

Phone Number

School Programme:

TY

2. The Career Investigation

The competition is centred on your investigation of a particular career. Ideally this career is the same one you choose for your work placement, although this is sometimes not possible. Where it is the same as your placement, the following details are required:

Job Title (or Career Area)

A description of the job (or Career Area).

This is a description of the type of work the person would be doing, including the main tasks and responsibilities.

Knowledge Requirements

Look through the list of specialist subject areas described in the Knowledge Requirements worksheet (see back pages). Pick two knowledge areas you think are the most important for this career, and discuss your reasons.

Education Pathways

Identify one course that leads to this career. Use the following headings to provide the information:

Course Name [and code if available]

College or Organisation Name [e.g. Cork IT]

Course Entry Requirements [e.g. Minimum Irish: OD3, English: OD3, Maths: HC3]

Where to Apply [e.g. through CAO, Last years points were 360]

Length of Course [e.g. 3 years full-time]

Level of Qualification on the National Framework [e.g. Degree - Honours Bachelor (Level 8 NFQ) from NUI]

Career Skills Observed

Look through the list of Career Skills described in the Career Skills worksheet (see back page). Pick two skills that you observed during your placement and describe why you think these are particularly important for being successful in the career.

Career Skills Developed

Using the same list of Career Skills, pick any two and describe what you did to develop these during your work placement.

Where the career investigation being submitted is of a career that is different to that of the work placement, replace the Career Skills Observed section with the following:

Career Skills Needed

Look through the list of Career Skills described in the Career Skills worksheet. Pick the two skills you think are the most important in order to be successful in the career.

3. The Work Experience Report

This part of the submission is to contain a record of certain aspects of your work experience. It should contain the following information:

The name of the employer

The dates of the work placement

The following information should be based on your experience on two of the days. The information should be presented in diary format, one page for each day.

Duties Performed

Describe what tasks you had to do during the day.

Training Received

Describe any formal or informal training you received on the day.

Staff/Customer interactions

Describe any interactions you had with staff or customers that relates to the job

Difficulties or challenges encountered

Describe a difficulty/challenge you experienced and how you dealt with it.

Observations

Did anything unusual or unexpected occur? How were things different to what you expected? Discuss any observations that struck you during the day.

4. Conclusions

A work experience is an opportunity to sample first hand some of the day to day experiences typical of the occupation or career area. Review your experience by writing a paragraph on each of the two following questions:

Evaluation

How has your work experience influenced you in terms of your personal career direction?

Application to Everyday Life

What skills have you learned from your work experience that you can apply to your everyday life?

The Submission Document

The submission should be typed into a word processor and formatted to produce a clear and concise document. Use the 4 headings provided above to layout the document, and include information on all headings required (incomplete entries cannot win a prize).

How to Submit

Once the document is completed it should be checked by your TY Coordinator or Guidance Counsellor to ensure all the relevant sections are included. Please also ensure all the appropriate information in section 1 (entry details) are included and accurate. Your document can be submitted in a number of ways.

1. Email the completed document as an attachment to careerskills@careersportal.ie
or
2. Print your document and post it to the following address:
TY Application
National CareerSkills Competition,
7 Richview Park,
Clonskeagh,
Dublin 14.
or
3. Create the document online using the application form provided, and register to the competition.

Online entries are available to students who register with CareersPortal from within their Career File. **The closing date for the submission is the 20th April 2012.** The winners will be announced and the award ceremony will take place in May 2012.

Adjudication

All entries for the CareerSkills Competition will be assessed by a team of Human Resource (HR) professionals, the National programme co-ordinators of TY, LCA, LCVP and Guidance Counsellors.

Knowledge Requirements - Definitions

Knowledge Areas	
Biology	<i>Knowledge of plant and animal organisms, their tissues, cells, functions, how they relate to each other and the environment.</i>
Chemistry	<i>Knowledge of the chemical composition of substances, how they are used and methods of production and disposal.</i>
Mathematics	<i>Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.</i>
Physics	<i>Knowledge of physical principles and laws, the properties of materials, the weather, energy, atomic and sub-atomic particles.</i>
Computers / Electronics	<i>Knowledge of circuit boards, microprocessors, electronic equipment, and/or computer hardware and software, including computer programming.</i>
Building / Construction	<i>Knowledge of the materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures.</i>
Engineering / Technology	<i>Knowledge of engineering and technology and the know-how to use equipment and tools in the design and production of various goods and services.</i>
Mechanics	<i>Knowledge of machines and tools, including their designs, uses, repair, and maintenance.</i>
Agriculture / Environment	<i>Knowledge of methods and equipment used for growing and harvesting food products, rearing and herding animals, and protecting the environment.</i>
Production / Manufacturing	<i>Knowledge of raw materials, methods of production, quality control, costs, and other ways of maximising the effective manufacture and distribution of goods.</i>
Fine Arts	<i>Knowledge of the theory and methods required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.</i>
Design	<i>Knowledge of design methods and the tools involved in the production of precision technical plans, blueprints, drawings, and models.</i>
Communications Media	<i>Knowledge of traditional media (newspaper, print, radio, TV) and/or new digital media (CD, Internet), writing and editing, researching and information management.</i>
Education / Training	<i>Knowledge of how courses are developed and delivered, on teaching and instruction methods for individuals and groups, and the measurement of learning.</i>
English Language	<i>Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.</i>
Foreign Language	<i>Knowledge of the structure and content of a foreign language including the meaning and spelling of words, rules of composition, grammar, and pronunciation.</i>
Community and Social Studies	<i>Knowledge of group behaviour, trends in the development of society, social disadvantage and the methods of providing care and support to those in need.</i>
History / Archaeology	<i>Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.</i>
Geography	<i>Knowledge of the land, sea, and air masses, their physical characteristics, locations, and the distribution of plant, animal, and human life.</i>
Law / Government	<i>Knowledge of laws, legal methods, court procedures, government regulations and the democratic political process.</i>
Public Safety and Security	<i>Knowledge of systems and procedures which protect people, businesses and property from criminal activities and ensure public safety.</i>
Transport	<i>Knowledge of methods used to efficiently move people or goods by air, rail, sea, or road, including the relative costs and benefits.</i>
Medicine / Dentistry	<i>Knowledge of the information and techniques needed to diagnose and treat human injuries and diseases and of preventive health-care measures.</i>
Psychology	<i>Knowledge of human behaviour, including individual differences and the assessment and treatment of behavioural and emotional disorders.</i>
Therapy and Counselling	<i>Knowledge of the methods of diagnosis, treatment, and rehabilitation of physical and mental problems, and for career counselling and guidance.</i>
Childcare	<i>Knowledge of early childhood development, the methods of education and the administrative requirements of running a Childcare service.</i>
Philosophy / Religion	<i>Knowledge of different philosophical systems and religions, including their basic principles, values, ways of thinking, customs, and their impact on human culture.</i>
Administration / Management	<i>Knowledge of how a business is run and managed, how to plan for growth, use resources efficiently, predict market changes and adapt to them.</i>
Sales and Marketing	<i>Knowledge of the theories and methods used for promoting and selling products or services, including creating and analysing marketing campaigns.</i>
Personnel and Human Resources	<i>Knowledge of methods used for managing the staff of a company, including recruitment, training, compensation and benefits, labour relations and negotiation.</i>
Customer Care	<i>Knowledge of the methods used in providing customer care and personal services. This includes how to assess customer needs and satisfaction.</i>
Economics and Accounting	<i>Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.</i>
Clerical	<i>Knowledge of the requirements of a modern office, including use of computers, managing files and records, designing forms, and making arrangements.</i>
Hair & Beauty	<i>Knowledge of hair and beauty care and the practical skills required to work with clients.</i>
Sports and Leisure	<i>Knowledge of human fitness and exercise, and the practical skills of training, coaching and managing people in the leisure business</i>
Hotel, Catering & Tourism	<i>Knowledge of the variety of functions and job roles within the sector and the skills required to deliver services to the public.</i>

Career Skills - Definitions

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PEOPLE SKILLS	
Sensitivity to others	<i>Shows ability to maintain a deep interest in the concerns and feeling of others. Inclined to find ways to help people.</i>
Insight into others	<i>Shows an understanding of what makes people do what they do, and tolerance of the actions of others. Good at reading the moods of others.</i>
Openness to others	<i>Is open to, and communicates with people at all levels. Inclined to share personal experiences and trust people.</i>
Respect	<i>Shows consideration for the feelings, needs, thoughts, wishes and preferences of others (including other cultures and races).</i>
Speaking / Presenting	<i>Presents information clearly and confidently to other individuals or groups. Maintains good eye contact and keeps the attention of an audience or individual.</i>
Active listening	<i>Pays full attention to what other people are saying, takes time to understand the points being made, asks questions as needed, and does not interrupt inappropriately.</i>
Conversation	<i>Speaks clearly and listens attentively. Attends to other people, not to themselves. Seeks clarification where necessary and attends to body language appropriately.</i>
Persuasion	<i>Shows ability to influence peoples beliefs and actions. Shows ability to win people's co-operation and support for ideas or activities.</i>
Team membership	<i>Works easily with groups of people and shows loyalty and commitment to the teams' objectives. Attends to each member's views equally.</i>
Team participation	<i>Openly expresses views and opinions within a group. Shows willingness to take on tasks and responsibilities as appropriate to one's experience.</i>
Leadership	<i>Shows the ability to communicate a vision or goal to others and lead them towards achieving it. Pushes for action and results, and wins the support and help of others.</i>
TASK SKILLS	
Planning / Organising	<i>Creates clear goals, identifies and finds the resources (e.g. time, people, materials) needed to achieve them, and schedules tasks so that work is completed on time.</i>
Time management	<i>Takes the time to organise events and tasks carefully so as to use time efficiently. Uses a diary/planner to ensure tasks are undertaken.</i>
Practical skills	<i>Uses equipment, tools or technology effectively. Easily follows instructions and shows willingness to use whatever tools or technology is required.</i>
Computer skills	<i>Confidently uses a computer to write documents, browse the internet or use email programs. Can save files, locate them efficiently and print them.</i>
Problem solving	<i>Shows interest in finding the cause of problems, looks for and chooses effective solutions and takes the necessary action to resolve them.</i>
Business awareness	<i>Shows understanding of the main business activities of the company/organisation. Has a good sense of the business opportunities available, and the primary competitors.</i>
Customer focus	<i>Shows understanding and concern for customers' needs, is helpful and friendly to them, and deals effectively with any questions or complaints they may have.</i>
PERSONAL SKILLS	
Learning skills	<i>Seeks and willingly takes opportunities to learn. Shows interest in personal learning and development. Looks for feedback to improve understanding.</i>
Adaptability	<i>Adapts easily to new challenges and shows openness to new ways of doing things. Effective at changing plans or actions to deal with changing situations.</i>
Goal setting	<i>Shows the ability to make a decision about what is wanted, and determine when it is to be achieved. Stays committed to the goal, and deals with setbacks realistically.</i>
Initiative	<i>Demonstrates ability to take the initiative in a situation. Shows inclination to find opportunities to make decisions or influence events.</i>
Independence	<i>Able to perform tasks effectively with minimum help or approval, or without direct supervision.</i>
Motivation	<i>Shows the drive to succeed and excel at tasks. Shows confidence in abilities and expects to succeed at all tasks agreed on.</i>
Dependability	<i>Is reliable, responsible and dependable in fulfilling duties. Carefully checks work to ensure all details have been considered.</i>
Professionalism	<i>Remains calm and self-controlled under stressful situations. Works to deliver the best interests of the organisation at all times, and maintains appropriate dress code.</i>