

Assignment 2

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| **Format** |

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| 1. Team Presentation and Discussion | 25 marks |
| 1. Financial Literacy (e-learning) | 10 marks |
| 1. Career Plan (My Nework, Career Decision and Goals) | 25 marks |
| **Total** | 60 marks |

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| **Team Presentation and Discussion – Group Work (25 marks)** |

*(The presentation and discussion will be conducted in Lesson Topic 3.3. More information will be provided in Lesson Topic 3.1 and 3.2.)*

1. Present and communicate the work roles and diverse work opportunities available, for skills development in the course specialisation or career options.
2. List the options and factors considered in the decision process using the decision making matrix.

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| **Financial Literacy – Individual Work (10 marks)** |

Complete the following Financial Literacy e-learning modules (via Brightspace) to have a better understanding of financial planning and money management skills.

* Pre-Course Survey
* Topic 1 – What is Financial Literacy?
* Topic 2 – Set your SMART Financial Goals (including Quiz)
* Topic 3 – Budgeting (including Quiz)
* Topic 4 – Compound Interest (including Quiz)
* Post-Course Assessment
* Feedback

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| **Career Plan (My Network, Career Decision & Goals) – Individual Work (25 marks)** |

Complete your career plan by identifying your support network, outlining your career decision / preferred course specialisation option and setting SMART goals. Refer to page 4 – 7 for the Career Plan template.

My Career Plan

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| 1. **My Profile *(Graded in Assignment 1)*** |
| * 1. My Career Interests (RIASEC)   2. My Career Values   3. My Personality Traits and Skills   4. MySkillsFuture Profile and Skills Passport |
| 1. **My Network** |
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| 1. **My Career Decision** |
| **Assignment 2**  **(Individual Work - 25 Marks)** |
| 1. **My Goals** |
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**My Career Plan (25%)**

Developing a career plan helps you maintain a sense of direction and keeps you focused towards a purposeful goal.

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| **2. My Network** |
| *(Refer to Topic 2.3 Class Activity Worksheet – Connectedness)*  List the resource persons who can support you in your education and career planning journey and share how you may start conversations on education and career planning with them.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **3. My Career Decision** | |
| *Refer to Topic 3.2, Topic 3.3 (Team Presentation and Discussion notes) and your inputs for Assignment 1: Career plan (My Profile)*  Students in Common Entry Programmes – Consider all Diploma or Track options in your evaluation. Research and explore the features of jobs related to the Diplomas and Tracks and identify which option is best aligned to your decision-making factors.  Students Choosing Specialisation – Consider all Specialisation options in your evaluation.  Students not required to choose Diploma, Track or Specialisation – Consider three possible job options that you might embark on upon graduation from NYP.  Career Decision-making Matrix  How aligned/congruent are your decision-making factors (e.g. career interests, values, personality traits, skills) with the various career options you are considering?  Assign a "rating" (from below) to each factor-option pair and then total each column.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 5 | 4 | 3 | 2 | 1 | | Very Congruent | Congruent | Maybe Congruent | Incongruent | Very Incongruent |  |  |  |  |  | | --- | --- | --- | --- | |  | **Career Options Under Consideration** | | | | **Decision-Making Factors** *(e.g. Family, Work-life balance, honesty and Integrity, Knowledge, creativity, challenging problems, help others, work with others, high income anticipated, etc.)* | **Option 1:** | **Option 2:** | **Option 3:** | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | | Total |  |  |  | | |
| |  | | --- | | 1. **My Goals** |   **SMART** GOALS:  **S**pecific: be as clear as you can and avoid ambiguous statements.  **M**easurable: so you can see what you have achieved.  **A**chievable: provides motivation, but also keep your goals reachable.  **R**ealistic: be reasonable and avoid the realms of fantasy.  **T**imely: create timeframes for completing steps, for example, doing short courses or talking with someone about the skills required for a particular job. | |
| The goals are meant to be empowering and reviewable. Be as specific as possible with your goals, listing specific knowledge, skills, or experience to be acquired or developed. | |
| **My Goals** | **Target Date** |
| (e.g. within 1 year – What CCAs, volunteer work, competitions should I take part in? How should I optimise my spending habits to save more money?)  (e.g. 1 to 3 years - What do I plan to do after NYP? Further my studies, get a job, join Work-Study Programme? How much funds do I need to save for my further education?) |  |