**EMPLOYABILITY ASSESSMENT TOOLKIT**

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| **Task:** | Character Strengths and Careers |
| **Task type:** | Presentation and Reflective Essay |
| **Value:** | 30% of the final mark |
| **Length:** | 1000 words |
| **Level:** | Transition in/ Transition through |
| **Contributor:** | Jason Brown, La Trobe University |

# Task Objectives:

* Identify personal character strengths and relate these strengths to career meaning and satisfaction (reflection; self-management; technology)
* Explain the notion of ‘meaningful’ work (learning)

Task Rationale:  
Throughout your career it will be important to use your strengths to enhance or give meaning to your work. Sometimes you will need to ‘work to your strengths’, so it is important to identify them before you start seeking employment.

# Task Description:

There are TWO parts to this task. You must complete both tasks.

**Part 1** – Create and deliver a 3 minute presentation in which you identify your top 5 character strengths, and show five images that are personally meaningful and represent each of the identified character traits.

* The format of the presentation is flexible; you might use Prezi, PowerMark, Powtoons etc.
* You will deliver this presentation to a small group during a scheduled workshop.

**Part 2** – Write a 1000 word reflective essay in which you outline your character strengths and reflect on how you might use these to develop a meaningful career with reference to appropriate course readings and other relevant sources. In your essay you must:

1. Identify and describe your top five character strengths (also called signature strengths) and how they relate to the five images you chose (complete the free VIA Character Strengths Survey to identify your strengths)
2. Define and explain the importance of ‘meaningful work’
3. Explain how job crafting and signature strengths can be used to enhance meaning at work
4. Apply your own character strengths to a contemporary workplace/career issue discussed in Module 1 of the course work
5. Reflect on your experience of completing this activity (including completion of the VIA Character Strengths Survey) and what you have learned.

# Additional information:

* Part 1 is a hurdle task and will be marked satisfactory or unsatisfactory. You must receive ‘satisfactory’ to achieve a mark for the overall task.

# Rubric:

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| **MARKING CRITERIA 30 marks total** | **Excellent** | **Good** | **Satisfactory** | **Insufficient** | **Poor** |
| **Character Strengths**  Identify and describe your top 5 character strengths. Include one image per strength that represents what the strength means to you (5 marks). | Identifies and describes each of their top 5 character strengths with insight. Shows a high level of thought in selecting images and explaining their personal significance.  5 marks | Identifies and describes each of their top 5 character strengths with some insight. Clearly explains what each image represents to them and why it was selected.  4 marks | Identifies and describes each of their top 5 character strengths in a general way. Provides some explanation of how the images were selected and what each image represents to them.  3 marks | Identifies and describes their top 5 character strengths in a minimal or basic way. Provides a limited explanation of how some or all of the images selected relate to their top 5 character strengths.  2 marks | Provides little or no description of their top 5 character strengths. Provides little or no evidence of having completed the survey. Offers a limited explanation, or no explanation at all of how the images selected relate to their top 5 character strengths.   * 1. mark |
| **The importance of meaningful work**    Define and explain what meaningful (5 marks). | Provides a clear definition and comprehensive explanation of what meaningful work is. Explains the importance of meaningful work in the modern workplace in a clear, articulate and informed way with reference to subject readings. Relevant quotes are skilfully integrated into the text.  5 marks | Provides a clear definition and explanation of what meaningful work is. Explains the importance of meaningful work in the modern workplace clearly and effectively, with reference to subject readings. Quotes are relevant and support the discussion.  4 marks | Provides an adequate definition and explanation of what meaningful work is. Outlines some understanding of the importance of meaningful work in the modern workplace with reference to subject readings. Quotes are generally relevant and explained clearly.  3 marks | Provides a basic or partial explanation of what meaningful work is. Does not clearly outline why meaning is important in the modern workplace, or does so in a general or basic way. Ideas may only be partially supported with references. Few references are provided or references are not adequately explained. Quotes may not be evident or their relevance may not be explained.  2 marks | Provides a limited explanation of what meaningful work is or no explanation at all. May not refer at all to why meaning is important in the modern workplace or provides a limited description only. Few or no subject readings are used to support ideas.  0-1 mark |
| **Strategies to enhance the meaning of work**  Explain the concept of  Job crafting. Detail how  job crafting and using  signature strengths can  enhance meaning at  work, with reference to  subject readings (5 marks). | Provides a clear and comprehensive explanation of the concept of job crafting. Outlines the different methods of crafting one’s job. Demonstrates an in-depth understanding of how job crafting and using signature strengths can enhance meaning at work, through the effective use of examples. References subject readings to support ideas. Relevant quotes are skilfully integrated into the text.  5 marks | Provides a clear explanation of the concept of job crafting. Outlines most or all of the different methods of crafting one’s job. Demonstrates a clear understanding of how job crafting and using signature strengths can enhance meaning at work, through the use of examples. References subject readings to support ideas. Quotes are relevant and support the discussion.  4 marks | Provides an adequate explanation of the concept of job crafting. Outlines one or more of the different methods of crafting one’s job. Demonstrates some understanding of how job crafting and using signature strengths can enhance meaning at work, referring to at least one example. References subject readings to support ideas. Quotes are generally relevant and explained clearly.  3 marks | Provides a basic or partial explanation of the concept of job crafting. May not refer to the different methods of crafting one’s job or does so in a general or basic way. Explains in a general or partial way how job crafting and using signature strengths can enhance meaning at work. Does not provide an example or a basic example only. Few references or references are not relevant or adequately explained. Quotes may not be evident or their relevance may not be explained.  2 marks | Provides a limited explanation of the concept of job crafting, or no description at all. May not refer at all to the different methods of crafting one’s job or provides only a restricted description. Describes in a narrow way, or does not describe at all, how job crafting and using signature strengths can enhance meaning at work. Does not provide an example or only outlines a limited example. Few or no subject readings are used to support ideas.  0-1 mark |
| **Application of character strengths to a contemporary workplace or career issue**  Identify one workplace  or career issue from  module 1, and explain  how one or more of your  signature strengths  might help you to  manage this issue (5 marks). | Provides a clear and comprehensive explanation of how one or more signature strengths can be used to assist in managing a career or workplace issue. Provides an in-depth explanation of the link between the signature strength and the issue. References subject readings to support ideas. Relevant quotes are skilfully integrated into the text.  5 marks | Provides a clear explanation of how one or more character strengths can be used to assist in managing a career or workplace issue. Demonstrates a clear link between the signature strength and the issue.  References subject readings to support ideas. Quotes are relevant and support the discussion.  4 marks | Provides an adequate explanation of how one or more signature strengths can be used to assist in managing a career or workplace issue. Describes a link between the signature strength and the issue but does so in a general way. References subject readings to support ideas. Quotes are generally relevant and explained clearly.  3 marks | Provides a basic or partial explanation of how one or more signature strengths can be used to assist in managing a career or workplace issue. Describes a partial or basic link between the signature strength and the issue. Few or inadequate subject references. Quotes may not be evident or their relevance may not be explained.  2 marks | Does not refer to, or provides a limited explanation of how one or more signature strengths can be used to assist in managing a career or workplace issue. Does not link the signature strength to an issue or does so in an implausible or poorly articulated manner.  Few or no subject readings are used to support ideas.  0-1 mark |
| **Reflection**  Reflect on the  completion of the VIA  questionnaire and  selection of images to  represent top 5  Character strengths. Outline what you learnt  about yourself. How did  this exercise confirm  your understanding of  yourself? How did it challenge your  understanding? (5 marks) | Demonstrates a high level of reflective practice through their ability to critically assess their results from the VIA questionnaire and their choice of images. Provides in-depth insight into what they learnt about themselves from the process. Provides relevant examples to support assertions.  5 marks | Demonstrates a level of reflective practice through their ability to assess their results from the VIA questionnaire and their choice of images. Provides some insight into what they learnt about themselves from the process. Able to provide examples in support of assertions.  4 marks | Explains the results from the VIA questionnaire and their choice of images. May reflect on the process in a general way. Provides at least one example to illustrate something they learnt about themselves from the process.  3 marks | Describes the results from the VIA questionnaire and their choice of images. Provides only a basic reflection of this process. May not describe what they learnt about themselves from the process or does so in a basic or general way. Example may lack relevance or explanation.  2 marks | Provides a limited description of the results from the VIA questionnaire and their choice of images or may not describe it adequately. May not describe any reflection of the process. Does not address what they learnt about themselves or does so in a limited way. Few or no examples are provided.  0-1 mark |
| **Organisation,**  **Readability and Referencing** | The written text demonstrates a logical arrangement of paragraphs, a logical use of transitions between paragraphs, and a logical organisation of ideas within paragraphs. The organisation enhances a reader’s understanding of the ideas in the essay.  Contains few or no errors in spelling, grammar, punctuation or sentence structure. Style is effective and engages the reader. Correct use throughout of a recognised style of referencing in text and in reference list.  5 marks | The written text usually demonstrates a logical arrangement of paragraphs, a logical use of transitions between paragraphs, and a logical organisation of ideas within paragraphs. The organisation somewhat enhances a reader’s understanding of the ideas in the essay. Contains no more than a few errors in spelling, grammar, punctuation or sentence structure. Style is effective and engages the reader. Minor errors only in use of a recognised style of referencing in text and in reference list.  4 marks | The written text demonstrates a generally clear arrangement of paragraphs, a generally clear organisation of ideas within paragraphs. The organisation assists a reader’s understanding of the ideas in the essay.  The written text contains some errors in spelling, grammar, punctuation, or sentence structure, but these errors do not interfere with comprehension. Style is appropriate. A few major errors in use of a recognised style of referencing in text and in reference list.  3 marks | The written text sometimes demonstrates a confusing arrangement of paragraphs, a formulaic use of (or lack of) transitions between paragraphs, or a confusing arrangement of ideas within paragraphs. The disorganisation sometimes makes it difficult for a reader to understand the ideas in the essay. Contains several errors in spelling, grammar, punctuation or sentence structure that interfere with comprehension. Style is somewhat inappropriate. Major errors in text and reference list.  2 marks | The written text demonstrates a confusing arrangement of paragraphs, a formulaic use of (or lack of) transitions between paragraphs or a confusing arrangement of ideas within paragraphs. The disorganisation makes it difficult for a reader to understand the ideas in the essay. Contains numerous errors in spelling, grammar, punctuation or sentence structure that interfere with comprehension. Style is inappropriate. Does not use a recognised style of referencing or major errors in text and reference list.  0-1 mark |