

Assignment Title: Using Critical Thinking to Determine “Personal Fit” for a Career

Assignment Learning Objectives/Rubric:

- 1. Interpretation:** Students will demonstrate their ability to ask important questions and define the importance of career research.

Standard	Skillful Critical Thinking	Emergent Critical Thinking	Critical Thinking Not Demonstrated
Understands the purpose or goal of the career research and decision making process.			
Accurately explains the significance of the most important uncertainties of the career decision making process.			
Clearly states problem in specific language related to career research (applying Chapter 4 concepts on problem-solving and decision making to the career research and decision-making process).			

- 2. Analysis:** Students will demonstrate their ability to gather relevant information and analyze supporting data and evidence in determining their future career.

Standard	Skillful Critical Thinking	Emergent Critical Thinking	Critical Thinking Not Demonstrated
Capable of analyzing career information with attention to			

fact-based research versus conventional knowledge.			
Clearly and fairly articulates assumptions while interpreting information.			
Formulates hierarchy of both conceptual (broad) and analytical (specific) categories to understand, describe, and characterize information.			
Appropriately prioritizes information gathered on how it help answer specific questions.			

3. **Self-Regulation:** Students will demonstrate ability to communicate their own perspective of how their strengths, abilities, and overall learning styles/personality preferences make them a good fit for the identified career interest.

Standard	Skillful Critical Thinking	Emergent Critical Thinking	Critical Thinking Not Demonstrated
Clearly states results from the various personality, learning styles, and strength inventories taken in class.			
Demonstrates ability to summarize the most significant facts and relevant information about careers and personal traits to analyze whether career is a good fit.			

Performs appropriate self-questions such as examining for self-interest in the issue or lack of fairness in representing the viewpoints of others.			
Identifies barriers to non-biased reasoning such as; egocentric and sociocentric thinking, lack of intellectual rigor or integrity.			
Uses clear examples from career research to support argument for being a good fit for the career.			

4. **Assessment:** Students will demonstrate their ability to consider alternative assumptions and different ways of thinking and knowing while recognizing and assessing their fit for this career.

Standard	Skillful Critical Thinking	Emergent Critical Thinking	Critical Thinking Not Demonstrated
Identifies pros and cons of the career (in order of importance) that should be considered in the decision-making process.			
Evaluates the career variables to determine if the career aligns with student's broader goals and values.			

5. **Evaluation:** Students will demonstrate their ability to develop conclusions, implications, and consequences in determining fit for this career.

Standard	Skillful Critical Thinking	Emergent Critical Thinking	Critical Thinking Not Demonstrated
Reaches conclusions using inference and interpretation that is consistent and is supported by data and evidence.			
Addresses the depth of complex issues rather than settling for a simple explanation.			
Conclusions are based on information that is adequate in depth and scope, accurate, fairly gathered and consistently applied.			

6. **Communication:** Students will demonstrate their ability to communicate effectively with others through delivery of a presentation.

Standard	Skillful Critical Thinking	Emergent Critical Thinking	Critical Thinking Not Demonstrated
Clearly connects the general purpose of the assignment to a significant <i>personal</i> purpose to establish personal meaning.			
Clearly explains key ideas used.			

Clearly expresses range of cognitively complex thinking (from research to metacognition) used to evaluate the career as a good fit.			

Assignment Directions:

1. Review the personality and learning styles inventories taken in this course and identify your top results.
2. Record a summary of the results.

Strengths

- Assess Analytical, Creative Practical Skills (textbook, p. 25-27)
- Transferable Skills Checklist (CHOICES – www.flchoices.org)
- Emotional Intelligence (http://psychology.about.com/library/quiz/bl_eq_quiz_results.htm?cor=74)

Personality Preferences

- Personality Spectrum Assessment (textbook, p. 62-63)
- Interest Profiler (CHOICES – www.flchoices.org)
- Myers Briggs (<http://www.humanmetrics.com/cgi-win/jtypes2.asp> & <http://www.personalitydesk.com/personality-types>)

Learning Styles

- Multiple Intelligences Assessment (textbook, p. 60-61)
- Building Excellence (BE) Learning Styles Assessment (www.learningstyles.net)

Other

- Values
 - Goals
3. Examine the necessary knowledge and skills for your identified career interest. Additionally, examine the pros and cons of this career.
 4. Explain why you have chosen this career; include a reflection on how your strengths, learning styles/multiple intelligences/personality preferences, values and goals make you a good fit for your chosen career.