

## Tutor's Guide

### Activity 2. Card Sort Exercise

#### Aim

This exercise helps students to plan ahead and prioritise their skill development as they work towards possible career options.

#### Activity

This subject-specific adaptation of the 'Windmills'<sup>6</sup> program is based on the popular 'solitaire' card game format. The exercise could be used in conjunction with Activities 1 and / or 3, or with other employment / skills development activities. The activity is available in two formats; electronically and as a paper version. The electronic version can be downloaded from the UK Physical Sciences Centre website at [www.heacademy.ac.uk/physsci](http://www.heacademy.ac.uk/physsci) The paper version is supplied in the appendix and may be photocopied.

The five categories students have to consider range from 'not relevant' to 'very urgent'. The students select a card from the 'pack' then prioritise this card into one of the categories depending on relevance. When using the electronic card sort, clicking on a card, whether in the pack or in the categories list, enlarges the text. Each one of the electronic cards is colour coded to a particular tactic. The tactics are the same for both types of card sets and are,

- 1 - Focusing your skills
- 2 - Finding your ideal job
- 3 - Revealing the secrets of the job market
- 4 - The simple formula for selling yourself
- 5 - The art of action thinking
- 6 - Giving your career a boost
- 7 - Measuring your career management performance
- Science skills-identifying your subject based skills

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<sup>6</sup> Peter Hawkins, The Windmills Programme, University of Liverpool, Liverpool, L3 5TQ.  
<http://www.windmillsprogramme.com>

In the Windmills pack the tactics relate to the five stages of career development,

- Where am I now?
- Where do I want to be?
- How do I get there?
- What support do I need?
- How can I keep improving?

The science cards provide the subject relevance of the pack and include some of the key skills that employers seek irrespective of occupation.

When using the paper version the students may work in pairs or small groups and discuss the relevance of the cards chosen as each of the students take turns to work their way through the pack. The students should make a note of their final priorities.

For the electronic version, students should individually work through the exercise and when completed they should print out or make a note of the results and discuss their priorities in small groups or pairs.

Students may wish to keep the notes or printouts they make from this exercise and use these to refer to later, as they progress with their career plans and skills development. These notes may also be useful when undertaking Activity 16, the Reflective Log.

### **Assessment**

The students should choose three tactics from the very urgent category and compile a brief report (approximately half a page) outlining what approach they plan to take to achieve these objectives. This report can be assessed if required. Alternatively, this activity can be used to complement other personal development planning exercises, in which case the report writing can be used to help the students plan and need not be assessed.

## Meta data

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Author (s)	Della Grice, UK Physical Sciences Centre
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