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# OH - Career and Life Planning Diagram



On paper it looks simple, but in real life it is not. Finding out who you are at any given time can be difficult. Knowing what you want to do in work, school, life, relationships is never a simple thing to find out. That is because you are always changing, growing, evolving, and being affected by your environment, trends, society, your friends and family - they all play a role. Often people are finding out who they are, exploring what they like, making plans and taking action all at the same time!

## **OH2A – The High Five Messages of Career Planning**

In today's world of rapid technological and economic change, uncertainty about skill requirements in the workplace, and abundant learning and career paths, career planning is more difficult than ever. The following messages are worth keeping in mind as you think about transition and career planning.

### **1 Change Is Constant**

Change has become a constant force both at work and in life outside of work. However, change often brings opportunities. Flexibility, versatility and adaptability during transitional times can be the keys to career-building success.

### **2 Focus on the Journey**

Life is a journey that is made up of experiences, and destinations are merely stopping points along the way. Career building requires us to focus on our goals, while also paying attention to everything that occurs as we travel toward those goals.

### **3 Learning Is Continuous**

Learning, in all contexts, is a continuous, lifelong process. Learning, work and skills development are intertwined as we engage in our career-building experiences.

### **4 Team Up with Others**

We are surrounded by people who can assist us in making career decisions and in other ways as we travel the road of life. Family, friends, neighbours, co-workers and teachers are all potential supporters and mentors. Build networks of supporters and be part of the networks of others.

### **5 Follow Your Heart**

We do our best when we work at what we love or have a passion for. The pursuit of dreams motivates and directs us, and helps clarify what is important to us. Career building makes us consider what we feel in our hearts.

## OH2B – Before They Were Famous

1 Susan Aglukark ( <i>singer</i> )	Worked with a cabaret troupe as a singer and dancer at the Deerhurst resort in Ontario.
2 Neve Campbell ( <i>Party of Five, Scream 1, 2 and 3</i> )	Was employed by the Canadian Department of Indian and Northern Affairs as a linguist.
3 Jim Carrey ( <i>The Mask, Ace Ventura, Man on the Moon</i> )	Began rifle shooting as a member of army cadets at 14.
4 Shania Twain ( <i>singer</i> )	Lived on the streets of Winnipeg.
5 Sylvie Frechette ( <i>synchronized swimmer</i> )	Sharpened skates at an ice rink and managed a pasta shop in Toronto.
6 William Shatner ( <i>Star Trek</i> )	Studied dance at the National Ballet School of Canada.
7 Tom Jackson ( <i>actor, musician</i> )	Studied commerce at McGill University.
8 Keanu Reeves ( <i>Bill and Ted's Excellent Adventure, The Matrix</i> )	Worked as a janitor.
9 Myriam Bédard ( <i>biathlon</i> )	Was a TV show host.

1. Was employed by the Canadian Department of Indian and Northern Affairs as a linguist. 2. Studied dance at the National Ballet School of Canada. 3. Worked as a janitor. 4. Worked with a cabaret troupe as a singer and dancer at the Deerhurst resort in Ontario. 5. Was a TV show host. 6. Studied commerce at McGill University. 7. Lived on the streets of Winnipeg. 8. Sharpened skates at an ice rink and managed a pasta shop in Toronto. 9. Began rifle shooting as a member of army cadets at 14. Source: Canada Prospects 2000-2001\*, pp 5; published by the Canada Career Consortium.

## OH3 Overhead Stages of Career Development

<b>Stage 1</b> <b>The exploration stage</b>	<p>In this stage you:</p> <ul style="list-style-type: none"><li>Use interests, abilities and values to make career choices;</li><li>Are beginning to be more knowledgeable about the activities involved in different occupations;</li><li>Think more about career choices;</li><li>May change your mind frequently;</li><li>Begin to see yourself as part of the world and to question where you fit in;</li><li>Turn inward to examine yourself and learn who you are.</li></ul> <p>At this stage, keep exploring and gain self-knowledge to crystallize or filter your options, choices and ideas to a manageable level.</p>
<b>Stage 2</b> <b>The preparation stage</b>	<p>In this stage:</p> <ul style="list-style-type: none"><li>Choices are something you are thinking about and the impact they may have;</li><li>You have a good idea of who you are and what is important to you;</li><li>You may have started exploring and researching general career fields or specific ones you have interest in and see how they fit into your understanding of who you are and what is important to you;</li><li>You may feel hesitant to make plans and feel that your decisions will have a great impact on your future and that it is overwhelming.</li></ul>
<b>Stage 3</b> <b>Making it happen</b>	<p>Here, you:</p> <ul style="list-style-type: none"><li>Start to think about long-term goals and look at current events and how they will impact your future;</li><li>Make choices like what kind of post-secondary education or training to pursue after high school;</li><li>Start to really ascertain the resources you have at your disposal- parents, funding, mentors, experience;</li><li>Feel the impact of reality on your choices;</li><li>Continue to explore;</li><li>Make tentative occupational choices.</li></ul> <p>Remember to get some help, talk with your parents, teachers, mentors and those people you trust!</p>

## OH4 – Student Profile Aliya

Aliya decided to become a veterinarian when she was 12. This seemed to be an ideal fit at the time as she loved animals and was good at science and math. However, as Aliya found out more about what a vet does, she realized that she liked cats and dogs as pets but did not want to be involved with animals in a clinical setting. She also realized that, although she was a good student, she did not have the grades to get into Veterinarian Programs (which are higher than the marks required to get into medical school). Also, she had developed a real interest in business through some courses she took at school and workshops she took through her school's Marketing Club. She eventually decided to go to university to study for a degree in business and chemistry. She now works for a large pharmaceutical company in the marketing and development department.

What were some of the pitfalls that she avoided with her choice?

What could happen if she went to school and then changed her mind?

Do you think high school grades impact your career choices?

How do you think global issues could have impacted her choice?

Is her career portable to other countries and regions?

## **OH5A/HO4A – A Career Portfolio What and Why?**

### **Definition: What is a Portfolio?**

- Port - to move
- Folio - papers or artefacts
- History - from the arts

A career portfolio is a portable collection of papers and/or materials, items and information presented in a variety of formats. It provides a place to assemble records and products of learning and work to help an individual record experience, achievements, and to promote themselves when seeking new opportunities for work, volunteering or education.

### **Why Use a Portfolio?**

"The material will show what makes you different from the other applicants for a particular position. A well-prepared portfolio provides "evidence" to the reviewer of your accomplishments, skills and abilities; it documents the scope and quality of your experience and training. A portfolio is designed to do one thing – to support you as you market yourself! It is limited only by your imagination. It is possible for someone in any major to successfully develop and use this tool." Dr. Steve Iseman and Nancy S. Sheeleyl

"The portfolio is designed by you, to help you present the best of yourself to other people" Anna Graf Williams, Portfolio at a Glance

"One can never be certain where our careers will lead today. Therefore, use a portfolio to keep track of where you have been. It may just help you get to where you are going next." Martin Kimeldorf

Offers a process for career development – to think about what you have done and where you want to go  
Demonstrates concrete proof of skills, learning and achievement

Provides an opportunity for creative self-expression  
Essential tool for the "New Economy" worker

As a marketing and self-promotional tool for you in your career search and development, including job seekers to use in interviews; students seeking acceptance to universities or educational programs or for the self-employed to present to a prospective client

As a career planning tool for people in transition, for self-discovery and self-evaluation to assist in identifying transferable skills

As a performance appraisal and promotional tool for people employed within an organization, or a student within a university or educational program

As a prior learning assessment tool for assisting people to gain credit and recognition for their non-formal learning experiences

As a tool for students to track and record their learning experiences, to identify transferable skills, and to use for job search while in school and after graduation.

## OH5B/HO4B – Career Portfolio Sample Contents

*A career portfolio can be a valuable tool to use in all aspects of your career development. It can help get you thinking about majors and career paths, and it can help you formulate an organized, proactive approach to the job search process. It can also help you remember specific achievements that you might otherwise forget about. Below is a sample list of contents for a career portfolio. Customize yours to your own needs.*

Table of Contents	Education
Goals	Educational History
Short Term	Coursework Samples
Long Term	Transcripts
Biography	Career-Related Work Experience
Timeline	Internships
Work History	Volunteer Work
Interests	Part Time Jobs
Holland Codes	Occupational Information
Leisure Activities	Nature of the Work
Travel Experiences	Working Conditions
Favourite Courses	What I Like about the Job
Occupations that Have Interested Me	What I Don't Like about the Job
Skills	Average Pay
Courses I Excelled In	Job Outlook
Skills Learned from Past Jobs	Related Occupations
Skills Developed from Education (Transferable Skills)	Occupational Milestones
Skills Developed from Other Experiences (Internships, etc.)	Graduate School Information
Values	Resumes
Big Questions	Job Search Information
Most Valuable/Desirable Job Characteristics	Tips on Interviewing
Least Valuable/Desirable Job Characteristics	CPPC handouts from CRC
Conflicting Values	Job Listings
Achievements	Contact Information
Awards (Honour Societies, etc.)	Professors
Special Recognitions from Work	Previous Employers/ Supervisors/Co-Workers
Activities	Informal Contacts (Friends, Family, etc.)
High School Activities	Resources
Volunteerism	Career Profiles
College Student Organizations	Useful University Sites
	Useful Scholarship Sites
	Useful Labour Market Sites
	Useful Country Sites
	Useful Employer Sites
	Books, magazines, etc.

## OH6 – Next Steps

- Review the next steps for the stage you are at according to the assessment.
- Consider taking further assessments (refer to reference materials and other workshops).
- Challenge yourself to get your portfolio finished in the next 30 days.
- This is an evolving document and should be updated regularly.
- Talk to your allies.
- Get feedback.
- Start now!

***Remember to take a look at the materials for workshops 9, 10, and 11 to tie this into your preparation to apply to university, college, or another program.***

## HO1 – Stages of Career Development Quiz

*The facilitator and/or group leaders will help you understand the questionnaire using a scoring summary. Remember this is not about being right or wrong it is about answering accurately. Please ask for help if you don't understand a question. The answers will help us understand which stage you are at and allow you to focus your energy on the needs of that stage.*

This quiz is adapted from an online quiz that can be taken at:

<http://www.jobboom.com/cgi-bin/prod/questionnaireDoc.pl?direction=2&langue=A&typeQuestionnaire=1>

Section 1			A little	Not at all
The statement below describes me	Totally	Fairly accurately		
The right career will suddenly appear to me someday.				
I have a dream job, and I hope my dream will come true.				
There is no point in choosing a field of study as my marks and academic achievements will decide my future.				
Right now there are more important things in my life than making a career or educational choice.				
I want to stay open to all the possibilities.				
I do not feel ready to make a decision.				
School requires so much of me right now that I don't have time to think about my future.				
I believe it is more important to find a job than to plan for the future.				
<b>Section Total</b>				

<b>Section 2: The statement below describes me</b>	<b>Totally</b>	<b>Fairly accurately</b>	<b>A little</b>	<b>Not at all</b>
Choosing a field of study or training program seems like a clear process.				
I have a good idea of what I am good at and able to do.				
I understand labour market information and trends.				
I know what my interests are.				
I think about my career and life choices regularly.				
I have 5 or less careers I am thinking about and I don't change my mind a lot.				
I know what I can do and what I like because I have had the opportunity to put my talents to use.				
I can list the activities I want my future job to include.				
I have people who I talk to about career choices and provide input.				
I can explain why careers I have chosen would be an appropriate match for my interests.				
<b>Section Total</b>				

<b>Section 3: The statement below describes me</b>	<b>With complete certainty</b>	<b>Not certain</b>	<b>I don't know</b>
I can name two tasks required for the each of the careers I have chosen.			
I know what the required training and education is for the career(s).			
I know what subjects and academic requirements are for admission into the training or educational program.			
I know what the average salary would be in Canada.			
I know what the average salary would be in at least one other part of the world.			
I know the sector or classification the job is in (such as agricultural or the National Occupation Code).			
I know what the outlook for this job will be in 5 to 10 years.			
<b>Section Total</b>			

<b>Section 4: The statement below describes me</b>	<b>Yes</b>	<b>Somewhat</b>	<b>No</b>
I have developed a career portfolio.			
I have a set of goals for my career, education and life.			
My goals are related to what is important to me.			
I have a set of actions to achieve the goals I have set.			
I have set timelines that say when I should finish the actions.			
I have set timelines when I should achieve my goals by.			
I regularly check my goals, and actions to see how I am doing and if they are still important/relevant.			
I have people I trust to talk to about setting goals and making plans.			
I involve people I trust with my goal setting, and planning activities.			
I feel I am ready to start working towards my chosen career.			
<b>Section Total</b>			
<b>Total of section 1</b>			
<b>Total of section 2</b>			
<b>Total of section 3</b>			
<b>Total of section 4</b>			

The facilitator and/or group leaders will help you understand the questionnaire using a scoring summary. Remember this is not about being right or wrong it is about answering accurately and honestly. Please ask for help if you don't understand a question. The answers will help us understand which stage you are at and allow you to focus your energy on the needs of that stage.

## Career Stage Quiz Scoring Summary

This quiz is not meant to be an “end all” to assessment but merely a quick review of where the students are at in the career planning process: Stage 1, Stage 2 or Stage 3. The first section is a review of whether they are ready at all. The following sections relate to the appropriate stages as referenced. Students should review their scores for each stage individually, however there is a relationship of the overall scores to their stage as well. This quiz is based on an online quiz available at:

<http://www.jobboom.com/cgi-bin/prod/questionnaireDoc.pl?direction=2&langue=A&typeQuestionnaire=1>

It can be taken online. The assessment is basic and has some provincial focused questions, students should be told to read these questions instead as “their province” or “Canada” instead. It is quick and should not take longer then 20 minutes to complete online if this is done.

<b>Section 1</b> This is a quick review of where the student is at, are they even ready to consider the career development process? Students will be receive a score of:  0 for Totally 2 for Fairly accurate 4 for A little 6 for Not at all  As you can see, the higher they score here the more ready they are to take on the career development process.	<b>36-48</b> Student is very ready for the career development process.	<b>24-36</b> Student is ready but may have some moderate challenges and confusion about the process itself.	<b>12-24</b> Student is confused, possibly has too much going on in his or her life and this should be checked. They need one to one discussion and support prior to engaging in the process.	<b>0-12</b> The student should not be considering this process at all or has not filled in the questionnaire thoughtfully.

<p><b>Section 2</b> This is a quick review of their understanding of their interests, values and preferences. It also explores whether they have an idea of what careers, if any, appeal to them. Students will be given a score of:</p> <p>6 for Totally 4 for Fairly accurate 2 for A little 0 for Not at all</p> <p>This reverse scoring is to discourage patterned responses. Again, it is simply a quick review.</p>	<p><b>45-60</b> Students have clear ideas about their interests and values and what careers interest them.</p>	<p><b>30-45</b> Students have some ideas about careers and their interests, however would benefit from some additional research and review.</p>	<p><b>15-30</b> Students do not have a clear understanding of their interests and values. They should be focusing on personal assessments and a review of their interests and aptitudes.</p>	<p><b>0-15</b> Students again may not be ready for the process at all or have not taken any assessments or personality inventories previously. Additionally, students may not be fully participating in the quiz.</p>
<p><b>Section 3</b> Focuses on the reality of the career and the educational requirements. That is, do they have a solid grasp of what their chosen career does, what they make and what steps they need to take to get there? Students will be provided with a score as follows:</p> <p>6 for Yes 4 for Somewhat 2 for I don't know</p>	<p><b>32-42</b> Student has a clear understanding of the educational requirements and steps to move towards their career choice.</p>	<p><b>21-32</b> Student has a good idea of the steps and requirements but requires further research to make certain they have considered them fully and completely prior to setting actions and goals.</p>	<p><b>12-21</b> Student has some ideas, but really should spend time fully researching their career, the educational and other requirements. This should include an understanding of the career demands and the educational demands for success.</p>	<p><b>0-12</b> Student should be focussing on researching careers and determining personal values and interests prior to considering setting goals and actions. Or, the student has not fully participated in the quiz.</p>

<p><b>Section 4</b>  <b>Focuses on goal setting and actions. Students here provide feedback as to whether they understand goals, have set them, and they are realistic.</b></p> <p><b>6 for Yes</b>  <b>4 for Somewhat</b>  <b>2 for I don't know</b></p>	<p><b>42-60</b>  <b>Students have a solid understanding of goal setting, the involvement of allies, and understand how to set goals, actions, and the requirements of follow up/re-evaluation along the way.</b></p>	<p><b>30-42</b>  <b>Students understand goal setting, but may not have taken the steps to complete the process. They require more support and work to clarify their goals, actions and timelines. They also may need to clarify the process.</b></p>	<p><b>15-30</b>  <b>Students do not have a grasp on goal setting or have not completed sufficient steps to be ready to discuss, set and maintain their action plans.</b></p>	<p><b>0-15</b>  <b>Students must revisit research of careers and educational options prior to considering goal setting of any kind. Or, they have not fully participated in this quiz.</b></p>
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## HO2 – Goal Action Form

This form is designed to help you create a road map to accomplish your goals  
Complete one form for each of your current goals

Goal:	Goal completion date:	
	Purpose and reason for this goal:	
	Indicators of achievement or success:	
Action steps:	Est. completion	Actual completion
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
Investment (dollars, time, resources):		
Resources/supports (allies, strengths etc to help achieve):		

### HO3 – Research Form

This form is designed to help you keep track of your research

Research subject details:	Purpose and reason for this research:
	Questions to answer?
Fact or information:  1.  2.  3.  4.  5.  6.  7.  8.  9.  10.	Source details:
Follow up or further research plans:	