

CANADA

2005-2006

The Magazine for

PROSPECTS

facilitator's guide

Job Seekers

Career Changers

Life Planners

**seek change
find direction**



www.canadacareerweek.com

INTRODUCTION

This guide is a companion to *Canada Prospects* 2005–2006. Developed for educators and career, employment and guidance counsellors, it suggests ways you can use *Canada Prospects* 2005–2006 in your career awareness, career planning and work-finding programs.

You'll notice a definite connection between some of the activities in the magazine and those included here: specifically, the focus on portfolios.

Participants will gather artifacts from their life/work experiences and build awareness about their allies and skills to build their portfolios.

Hints:

You might find it helpful to review the exercise on page 33 of *Canada Prospects*, Build Your Portfolio. It describes what a portfolio is and how to use it to manage change.

Remember to always keep your participants in mind when deciding if you can use these activities "as is" or whether you'll need to adapt them.

WHAT YOU WILL FIND INSIDE

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Canada Career Week theme: Seek Change, Find Direction



Each activity is presented in the following format:

TITLE:	name of activity
CONTEXT:	why it's relevant
PURPOSE:	the reason for doing it
OUTCOME:	what participants will realize or achieve
TIMEFRAME:	the recommended time needed
MAGAZINE LINK:	the content link to <i>Canada Prospects</i>
APPROACH:	individual, small or large group
INSTRUCTIONS:	step-by-step instructions for the participants
EXTENSIONS:	ideas for you to adapt and customize the activity with small and large groups

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TITLE: Yes, I've changed! And, in many ways ...

CONTEXT: Although your actual life experiences are unique to you, there are common phases of growth and common types of experiences we share. To capture some of these, it's important to write down, either electronically or by hand, experiences that have shaped your life.

PURPOSE: Encourage participants to reflect on significant changes in their lives and how change has affected them.

OUTCOME: Participants realize they've already experienced significant change and have grown because of it.

TIMEFRAME: 30 minutes, with individual follow-up.

MAGAZINE LINK: Responsibility and Wisdom (p. 8).

APPROACH: Individual, with optional group extension.

INSTRUCTIONS: 1 Read Responsibility and Wisdom on page 8 in *Canada Prospects* magazine.

2 Write about key aspects of your life, using the following steps:

- Physically, I'm growing up/I've grown up.
 - If you can find them, choose at least three photographs: pre-school; elementary school; Jr. high school or high school.
 - For each picture, write what was important to you at that time, (e.g. your friends, family, pets, sports, etc.) or describe a vivid memory.
- I've lived in different places.
 - For each place that you lived, reflect on:
Why you moved. Was it out of necessity, desire or opportunity?
What you remember about each place you've lived, and why?
Write a brief statement about how changing the place where you live has affected you.
- I've held different jobs.
 - For each job you've held, reflect on:
Why you changed jobs? Was it out of necessity, desire or opportunity?
The skills you gained.
What you learned.
Write a brief statement about how each job influenced you.

3 Reflect on what you've written. How do these changes define who you are now? Write these down as a conclusion to this activity.

EXTENSIONS

Add a group aspect:

- Facilitate, through a group discussion, common stages and aspects in life and the changes they bring.

Refer to the above list and consider any additions or changes to increase the relevance to your group.

activity 2

TITLE: I'll continue to change ...

CONTEXT: We all have changes on the horizon. All will be unique to you, but you'll find that others are going through similar changes. To help you prepare, it will help to write these down and to think about what these changes could mean to you.

PURPOSE: Encourage participants to anticipate significant changes in their lives and how change could affect them.

OUTCOME: Participants identify potential changes and their possible impact.

TIMEFRAME: 30 minutes.

MAGAZINE LINK: Did you see it coming? (p. 10)

APPROACH: Individual, with optional group extension.

- INSTRUCTIONS:**
- 1 Identify upcoming (within this year) milestones in your life, such as graduation, achieving your driver's licence, change in schools, change in jobs, impending move, etc.
 - 2 For each milestone, reflect on:
 - Why it's happening—is it out of necessity, desire or opportunity?
 - The opportunities you see.
 - The skills, knowledge and experience you can acquire.
 - 3 Write a goal statement for each milestone: I will be able to ...
 - 4 Use the worksheet to help organize your thoughts. Remember to keep a copy in a digital or paper file.

EXTENSIONS

Add a group aspect:

- Facilitate, through a group discussion, the next stages and aspects of life that are common for your group. Use the list above for reference, and entertain additions and changes to increase the relevance to your group.

WORKSHEET

Milestones	Necessity/desire/opportunity	I want to acquire skills:	I hope to experience:	I will be able to:
1.				
2.				
3.				

****Note:** You may print worksheets and other portions of this guide from the PDF file available online at www.canadacareerweek.com

TITLE: Talking about my skills

CONTEXT: It takes preparation and practice to be able to confidently identify your skills, explain why they're important and give examples. Remember Nitin Nand (p. 17)? He knew he had food industry skills, but he couldn't seem to communicate them well to prospective employers.

PURPOSE: Encourage participants to describe and talk about their skills, using common skills terminology.

OUTCOME: Participants describe their skills clearly and confidently.

TIMEFRAME: 30 minutes individual work, 30 minutes of group discussion.

MAGAZINE LINK: Conference Board Employability Skills 2000+ (p. 14).

APPROACH: Individual and small group, with a large group extension.

- INSTRUCTIONS:**
- 1 Fill out a skills worksheet using Worksheet 1 and Worksheet 2 on the following page.
 - 2 Pick at least one skill, from each category, you've acquired from your experiences at school, at work or as a volunteer. Use the Worksheet 1 below to record your work.
 - 3 Review Employability Skills 2000+ on page 14 again, this time identifying skills you'd like to develop. Use Worksheet 2 below to record your work.
 - 4 Present your achieved skills and your desired skills within your small groups.

EXTENSIONS

Add a large group aspect:

- Invite each participant to present one skill, either achieved or desired, to the large group.



WORKSHEET #1

State your achieved skill(s) in each category	Explain its importance or significance to you	Illustrate your achievement through examples from your experiences at school, home, work or as a volunteer.
Fundamental skill(s)		
1.		
2.		
3.		
Personal Management skill(s)		
1.		
2.		
3.		
Teamwork skill(s)		
1.		
2.		
3.		

WORKSHEET #2

State your desired skill(s) in each category	Explain its importance or significance to you and your goals	Indicate what kind of experiences (school, work or volunteer) will help you develop this skill.
Fundamental skill(s)		
1.		
2.		
3.		
Personal Management skill(s)		
1.		
2.		
3.		
Teamwork skill(s)		
1.		
2.		
3.		

TITLE: Talking about me

CONTEXT: Knowing yourself is key to finding the right balance between work and life.

PURPOSE: Encourage participants to describe and talk about their work and life preferences.

OUTCOME: Participants describe their work and life preferences.

TIMEFRAME: 30 minutes of individual preparation.

MAGAZINE LINK: Finding Your Balance (p. 18).

APPROACH: Individual and small group, with a large group extension.

INSTRUCTIONS:

- 1 Use the worksheet to make a few notes about yourself:
 - My current interests are ...
 - Why are they important to you?
 - I can best describe my personality as ...
 - My strengths are ...
- 2 Complete the first three parts of "Talking about my skills" (activity 3), if you already haven't done so.
- 3 Look for a relationship between your interests, strengths, personality and skills, both acquired and desired? Write down your thoughts on your worksheet.
- 4 Present the similarities you see between your interests, strengths, personality and skills, to your small group.

EXTENSIONS

- Add a large group aspect:
- Invite each participant to present their findings.

WORKSHEET

I can best describe my personality as: _____

Describe similarities you see between your interests, strengths, personality and skills:

My current interests	This interest is important to me because ...
1. _____	_____
2. _____	_____
3. _____	_____

My strengths are:	List examples of each strength	I'm proud of this strength because ...
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

activity 5

TITLE: **My portfolio**

CONTEXT: A portfolio is an excellent way to tell others about yourself, your skills and abilities. Create one to introduce yourself, demonstrate your achievements or further your career.

PURPOSE: Encourage participants to identify the uses of a portfolio.

OUTCOME: Participants begin to plan a portfolio.

TIMEFRAME: 30 minutes of individual reflection.

MAGAZINE LINK: Building your portfolio (p. 33)

APPROACH: Individual, with a small group work and large group discussion extension.

INSTRUCTIONS:

- 1 Read the information about portfolios on page 33 of *Canada Prospects*.
- 2 Start to gather artifacts and place them in either a digital or paper file folder. Use your research from the previous activities as your starting point.
- 3 Organize your file folder by grouping 'like' items/artifacts, such as skill-related items.
- 4 Decide what kind of portfolio you need for now, plan it out and select the relevant artifacts.

EXTENSIONS

Add a small group aspect:

- Assign each small group to research portfolios. Ask them to find examples of portfolios as well as more information about portfolios:
 - What types of portfolios are there, and how/why do they differ?
 - Choose a sample that you think is well done. Support your choice.
- Invite each small group to present their findings to the large group. As a large group, discuss:
 - The characteristics of an effective portfolio
 - Uses for portfolios

www.edu.gov.mb.ca/ks4/docs/support/c_portfolio



TITLE: **My options**

CONTEXT: The working world has changed a lot in recent years. Not so long ago, many people worked at one job for their entire working life. Today it's different. Not only do we change jobs more frequently, but we change professions, go back to school and sometimes blend our daily work with our passions.

PURPOSE: Help participants gain awareness about Industry Sector Councils and careers related to skilled trades.

OUTCOME: Participants are aware of what Sector Councils do, their industries and opportunities for career seekers.

TIMEFRAME: 2-week timeframe in which to research and prepare a 15 minute presentation (including discussion) for large/ small group extension.

MAGAZINE LINK: Sector Councils (pp. 38–41).

APPROACH: Individual project, with large or small group extension.

- INSTRUCTIONS:**
- 1 Read pages 38–41 of *Canada Prospects*, noting Sector Councils of interest. Choose a minimum of two that you'd like to know more about.
 - 2 Research your chosen sector councils by visiting their Web sites:
 - what is done in their industry sectors?
 - what labour market information (LMI) is important to know?
 - what are the current 'hot' job/career areas?
 - in what part(s) of Canada do the industries flourish and grow?
 - what else about this sector council do you find interesting?
 - 3 Compile your findings and present them to your facilitator or larger group, as required.

EXTENSIONS

Add a large or small group aspect:

- As each person presents their findings, discuss the role of Industry Sector Councils and how they can help job and career seekers.



activity 7

TITLE: **My allies**

CONTEXT: It may be invaluable to identify people who are already doing what you'd like to do! You may gain insight into your field of interest by listening to what training path they chose, and their reasons for choosing and leaving previous jobs.

PURPOSE: Encourage participants to identify potential allies. Links to the My Future activity on page 13 of this guide.

OUTCOME: Participants report on how an ally could help them.

TIMEFRAME: 30 minutes of individual reflection.

MAGAZINE LINK: How to get started on your career path (p. 32).

APPROACH: Individual, with a large group extension.

INSTRUCTIONS: To find allies, follow these eight steps:

- 1 Identify people you know with interesting careers.
- 2 Find the relevant classification for each career by visiting the NOC Web site listed below.
- 3 Ask to interview them about their work and the courses they took to prepare for their careers.
- 4 Write an outcome statement about how interviewing each person can help you.
- 5 Prepare your interview questions.
- 6 Conduct your interviews. Don't forget to ask if the person knows someone else you can interview. Always thank them for their time.
- 7 Summarize your notes and store them in your folder.
- 8 Review your outcome statement to see if the interview achieved the purpose outlined in your statement. Follow up on your interviews within a few weeks if you would like to ask more questions.

NOC Web site: www23.hrdc-drhc.gc.ca

EXTENSIONS

Add a large group aspect:

- Invite each participant to present their list of allies and report on the interview.

TITLE: My work ... my life

CONTEXT: Finding the best work/life balance for you may take you down several paths. Reading about the paths of other job seekers can help.

PURPOSE: Encourage participants to reflect on, and discuss, the profiles presented in *Canada Prospects 2005–2006*, as a means of further defining the kind of work that best suits their life.

OUTCOME: Participants will realize some of the work/life factors important to them.

TIMEFRAME: 45 minutes, group time plus five minutes per group report.

MAGAZINE LINK: Change with your life (p. 36).

APPROACH: Small group discussion, with large group extension.

INSTRUCTIONS:

- In your small group, choose at least one profile in *Canada Prospects* that resonates with you.
- Make notes in response to:
 - Why did you choose this particular profile?
 - What key decisions did the person make to find the work they love?
 - What do you think was most important to this person?
 - Can you see yourself following a similar path and making similar decisions?
- Share your answers within your small group.
- Identify three helpful points about finding the work you love.

EXTENSIONS

Add a large group aspect:

- Facilitate the small group reports on their three helpful points. Note all the reported points on flipchart/board, to visually reinforce the principles reported most frequently.



activity 9

TITLE: **My future**

CONTEXT: Remember the occupational classifications you considered a few activities ago? Are you ready to investigate labour markets specific to one or more occupations your group discussed? Do you want to find out more about jobs, skills and the availability of workers in local areas across Canada?

PURPOSE: Raise participant awareness about the Labour Market Information (LMI) Web site.

OUTCOME: Participants will evaluate the LMI Web site for their own information and needs.

TIMEFRAME: 60 minutes of individual reflection or group work. 45 minutes for small group extension.

MAGAZINE LINK: Labour Market Information (p. 43).

APPROACH: Individual with small group extension.

INSTRUCTIONS: Visit the Labour Market Information Web site (see below):

- 1 A good starting point is "What can this site do for me?"
- 2 Decide how best to use the LMI Web site for your needs.
 - What information does this web site have that'll help you move closer to deciding what you'd like to do?
 - If you're just exploring at this point, do some research about the careers in the National Occupational Classification (see Web site below) that twiggled your interest in the My Allies activity on p. 11 of this guide.
 - Research these sites to find out the potential for jobs throughout Canada and what they entail.

LMI Web site: <http://lmi-imt.hrdc-drhc.gc.ca>

NOC Web site: www23.hrdc-drhc.gc.ca

EXTENSIONS

If the small groups worked well in My Options (p. 10 of this guide), you might wish to reconvene them. If not, form a new set of small groups.

Invite the participants to share, within their small group, how they used the LMI site and what they thought was valuable.

Ask each group to decide on the most valuable aspect of the LMI site and share it with the large group.

TITLE: My next steps

CONTEXT: Your next steps could be ones you'll take very soon, to keep developing your career path. It's important, to identify these steps and establish a timeframe that seems right for you.

PURPOSE: Write down the next steps in developing a career path.

OUTCOME: Participants will note at least one step for each High 5! Message.

TIMEFRAME: 30 minutes of individual reflection.

MAGAZINE LINK: Map your Future (p. 45).

APPROACH: Individual activity with feedback.

INSTRUCTIONS:

- 1 For each of the High 5! Messages, write down one action item you can commit to doing within:
 - 1 month
 - 6 months

Be specific. If you're planning on taking a course, indicate where, when, why, what (i.e. title, type of course, duration, what it gives you, etc.). Use the worksheet on the following page to help you organize your steps.

- 2 Identify with whom you'd like to talk about your steps.
- 3 Share your next steps, discuss and amend, as appropriate.
- 4 File in your portfolio.



EXTENSIONS

Be specific. If you're planning on taking a course, indicate where, when, why, what (i.e. title of course, duration, your goal in taking the course, etc.)

WORKSHEET

High 5! Message	Next steps—1 month	Next steps—6 months
Keep on learning		
Focus on the journey		
Follow your heart		
Access your allies		
Change is constant		

I'd like to share my next steps with _____



WE NEED TO HEAR FROM YOU!

Name: _____
Organization or school: _____
Address: _____
City/Town: _____
Province/Territory: _____
Postal Code: _____
Tel.: _____
Fax: _____
E-mail: _____

Please clarify your role in career development,

Teacher: _____
Subject: _____
Guidance Counsellor: _____
Employment Counsellor: _____
Career Counsellor: _____
Facilitator: _____
Other: _____
Please explain: _____

The Guide is easy to use and saved me time.

I agree I disagree

Did you use this Guide?

Yes No

Which mode of instruction did you use most?

Individual Small group Large group

Do you have any other comments or suggestions you would like to share with us?

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To be entered into the draw, your online, mailed or faxed form must be received by 5 p.m. (EST) December 16, 2005.

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CONTEST RULES

Contest opens October 3, 2005, and closes at 5 p.m. on December 16, 2005. No purchase necessary. One entry per person. Chances of winning depend on the number of eligible entries received. Contest is open to Canadian residents only. Approximate prize value is \$275. The prize is transferable but non-redeemable, in whole or in part, for cash. Employees and family members involved in the creation and execution of this promotion are not eligible to enter. Winner will be drawn from entries received from October 3, 2005 to 5 p.m. (EST) December 16, 2005. The contest is available online at www.canadacareerweek.com.

*NOTE: Prize is for registration fee only. Travel, accommodation and other personal expenses are not included.



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– JoAnne Gareau
Last year's winner