



canada prospects
facilitator's guide
career planning exercises and activities

FIND
THE
WORK
YOU
LOVE



CANADA CAREER WEEK

NOVEMBER 2-8, 2003



Introduction

This facilitator's guide has been developed as a complement to the *Canada Prospects 2003-04* magazine—a resource produced annually for career seekers and career changers of all ages.

The guide is designed to help classroom teachers, guidance counsellors, career and employment counsellors inspire their students and clients to fully engage in the career process and find the work they love.

This Year's Theme and the High 5! Philosophy

This year, *Canada Prospects* has adopted the theme 'Find the Work You Love.' This phrase shines a spotlight on one element of the *High-5!* career development philosophy championed by career practitioners across Canada: the importance of following one's heart in making career choices.

The High 5! philosophy comprises five key messages for individuals embarking on a career path and for those making a career transition. Each message is important to achieving career success:

- 1 Change is constant.** Recognize that the world around you is constantly changing. Stay open to that change and remain alert to new opportunities.
- 2 Learning is lifelong.** Strive for continuous personal improvement. Stay motivated by acquiring new skills and developing new talents.
- 3 Follow your heart.** Pursue your passion to find fulfillment. Discover ways to marry your interests with career opportunities.
- 4 Access your allies.** Rely on the support of your family, your mentors and your peers. Use your personal network to make your career success a team effort.
- 5 Focus on the journey.** Don't focus on one destination. Recognize that your career journey will be lifelong. Appreciate each and every experience along the way.

A Range of Activities

This facilitator's guide features a series of 12 different activities designed to encourage participants to interact with the contents of *Canada Prospects* and conduct the types of self-analysis and occupational evaluation that will lead them to identify, pursue and secure exciting and fulfilling careers.

Activity Template

Each activity is presented in seven key sections:

Activity Title: The name of the exercise

Activity in Brief: An overview of what's to be accomplished

Subject Links for the School Setting:

Suggested course subjects in which the activity could be undertaken

Content Link: Specification of the related Canada Prospects article(s), with appropriate page references

Format: Indication of individual or group format for the activity

Time Guideline: The suggested time required to complete the exercise

Instructions: Step-by-step instructions for participants

Intended Outcome: A focused statement of what participants should achieve in completing the exercise.

School and Non-School Environments

All activities have been developed for use in both school and non-school settings. They have been written to allow flexibility in their application—for classroom environments, one-on-one counselling sessions and group facilitation, and for participants of all ages and stages of career development.

For in-class application, subject links have been suggested. Please note, these are suggestions only; teachers of all subjects interested in guiding students along their career paths can incorporate any of the activities into their course work.



ACTIVITIES YOU'LL FIND INSIDE

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MIRROR, MIRROR

Activity in Brief:

Challenges participants to complete a self-assessment quiz, identify their personality type, and consider the importance of personal characteristics to occupational suitability.

Subject Links for the School Setting:

- Career Studies/Career Education/ Guidance-oriented Activities
- Cooperative Education/ Youth Apprenticeship Programs
- Technical Studies
- Religious/Moral Studies
- Sociology

Content Link:

The Drill, page 10

Format:

Individual or group

Time Guideline:

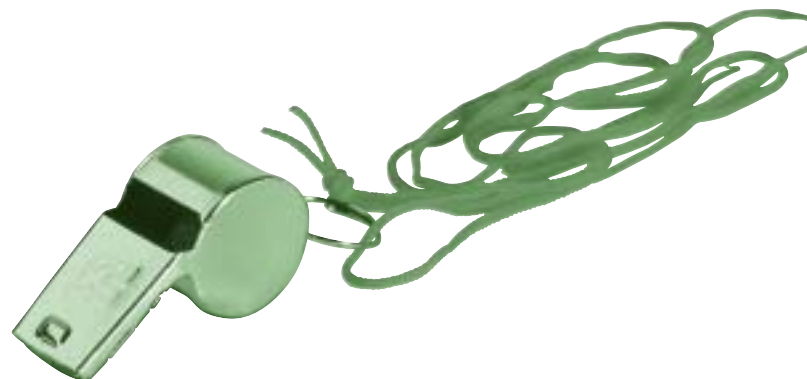
45 min.

Instructions:

- 1** Read the instructions for *The Drill* self-assessment quiz. Answer all of the questions and tabulate your score to find out which of the personality types best represents you—coach, captain or free agent.
- 2** After reading your personality profile, think about how these types of characteristics might or should play into your career decision-making process.
- 3** **Group format:** Sit in a circle. Share your observations and hear those of your peers.

INTENDED OUTCOME

Participants acknowledge their personality traits and recognize the relevance of those traits to career choices.



UNDER THE MAGNIFYING GLASS

Activity in Brief:

Invites participants to identify their work interests and consider the types of jobs that align with those interests.

Subject Links for the School Setting:

- Career Studies/Career Education/ Guidance-oriented Activities
- Cooperative Education/ Youth Apprenticeship Programs
- Technical Studies

Content Link:

Pre-Occupation Investigation, p. 28

Format:

Individual or group

Time Guideline:

45 min.

Instructions:

- 1** Read the instructions for the *Pre-occupation Investigation*. Use the worksheet provided in *Canada Prospects* to complete the following steps.
- 2** Identify your work interests. Review the list of related jobs; select those that appeal to you and note them.

- 3** Compare the jobs listed for each of your interests. Observe any duplications. Consider any commonalities between jobs and note them.

- 4** **Group format:** Individually, identify the one shortlisted job that most appeals to you. Report to the group on the selection process you went through on your worksheet to arrive at that choice.

INTENDED OUTCOME

Participants acknowledge their work interests and identify jobs that might fulfill one or more of those interests.



STRIKE A PLAN

Activity in Brief:

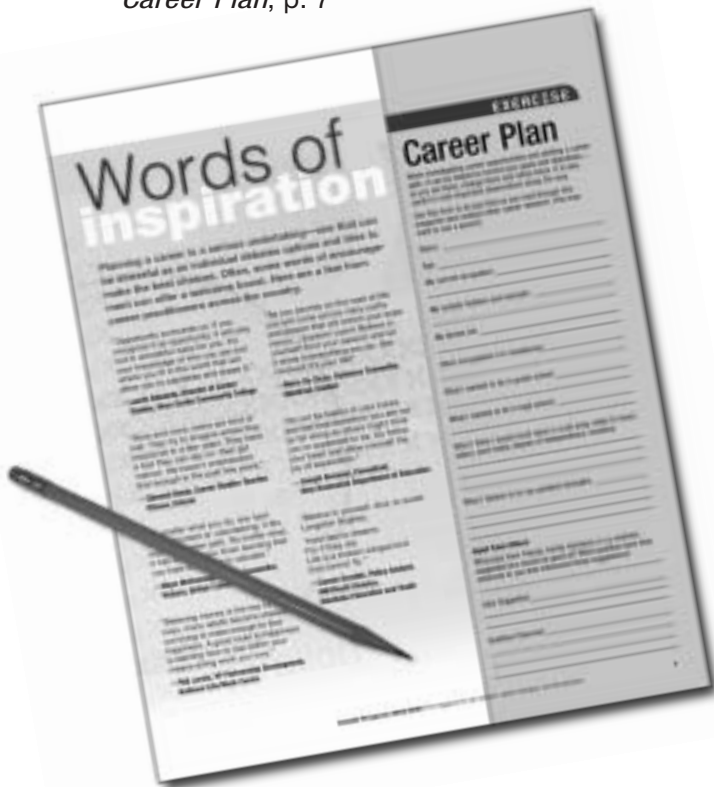
Invites participants to begin to formalize a career plan, in consultation with parents, teachers and other key influencers, then orally present their plan to their group.

Subject Links for the School Setting:

- Career Studies/Career Education/ Guidance-oriented Activities
- Cooperative Education/ Youth Apprenticeship Programs
- Technical Studies

Content Link:

Career Plan, p. 7



Format:

Individual or group

Time Guideline:

45 min. for individuals; two sessions of 45 min. each for groups

Instructions:

- 1** Review the *Career Plan* form provided in *Canada Prospects*. Fill in all of the information known to you at this moment; for example, your current career goal, what you wanted to be in high school.
- 2** Take the form away with you. Consult with your parents, siblings, friends and mentors to develop answers for the remaining sections; for example, jobs others think you would be good at, and personal strengths they've observed in you.
- 3** **Group format:** In Session 2, present your plan to your peers. Be sure to note new discoveries you made in completing the plan.

INTENDED OUTCOME

Participants review their career interests over time to observe any threads, note any changes in direction, and identify the types of jobs they might be suited for.

HIGH 5!

Activity in Brief:

Participants become familiar with the High 5! philosophy for successful career development and think of ways they can incorporate that philosophy in their personal career journey.

Subject Links for the School Setting:

- Career Studies/Career Education/ Guidance-oriented Activities
- Cooperative Education/ Youth Apprenticeship Programs
- Technical Studies

Content Link:

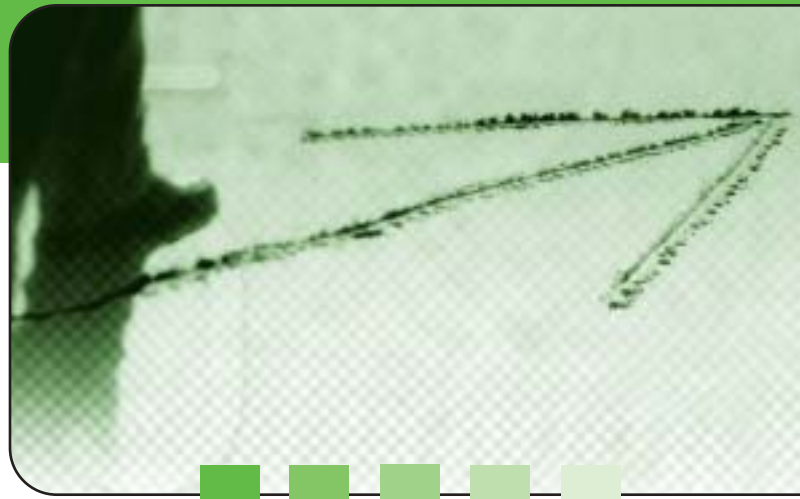
High 5! A Winning Philosophy for Career Development, p. 4

Format:

Group

Time Guideline:

Two sessions of 45 min.



Instructions:

- 1** Read the *High 5!* article that defines the five-part winning philosophy for career development promoted by career counsellors across Canada.
- 2** Divide into five groups, one for each of the five messages—Change is Constant, Learning is Lifelong, Access Your Allies, Follow Your Heart, and Focus on the Journey.
- 3** In your group, brainstorm practical activities and ways you can live out your message in your personal career journey. Refer to the suggested activities in the *Lifecycle of a Career* on p. 8 of *Canada Prospects* for some ideas.
- 4** Present your findings back to the larger group.

INTENDED OUTCOME

Participants develop a new perspective on the career development process that can help guide and enhance their journey.

CYCLE PATH



Activity in Brief:

Invites participants to practice working through the three stages of career development using a field of work they are considering pursuing.



Subject Links for the School Setting:

- Career Studies/Career Education/ Guidance-oriented Activities
- Cooperative Education/ Youth Apprenticeship Programs
- Technical Studies

Content Link:

Lifecycle of a Career, p. 8

Format:

Individual

Time Guideline:

Three sessions of 45 min.

Instructions:

- 1** Read through the *Lifecycle of a Career* schematic provided in *Canada Prospects*. Next, work through the three stages of career development as outlined below.
- 2** Begin with LISTEN. Complete the suggested activity to create your winning profile. Identify a field of work you think you might wish to pursue.
- 3** Proceed to EXPLORE. Work through the Suggested Activity checklist to identify the types of activities you could undertake to investigate your chosen field of work: Who might you interview? What specific occupation might you investigate in a job shadow? What course could you audit? and so on.
- 4** Summarize your findings.

INTENDED OUTCOME

Participants become familiar with the stages of career development and apply that learning as they proceed with their career investigation process.

SKILL TRANSFER



Activity in Brief:

Invites participants to identify ‘meta-competencies’, consider how these skills can be applied in a range of careers, and think about how they can develop themselves in these important skill areas.

Subject Links for the School Setting:

- Career Studies/Career Education / Guidance-oriented Activities
- Cooperative Education/ Youth Apprenticeship Programs
- Technical Studies
- Religious/Moral Studies
- Sociology

Content Link:

Meta-competencies over occupational skills, p. 5

Format:

Group and individual

Time Guideline:

Two sessions of 45 min.

Instructions:

- 1 Read the *Meta-competencies over occupational skills* sidebar.
- 2 As a full group, brainstorm a list of meta-competencies (also called ‘transferable skills’)—oral presentation skills, the ability to work in teams, and others.
- 3 Divide into smaller groups of three to five participants. Select one meta-competency per small group.
- 4 In your small group, brainstorm a list of various jobs that demand that skill. Try to cover as many fields of work as possible.
- 5 Present your findings back to the large group.
- 6 **Individual format:** On your own, make one list of the meta-competencies you believe you possess. Identify the activities you’ve participated in that have helped you develop those skills. Next, make a list of the competencies you’ve not yet developed. Make a list of activities you could undertake to develop in these skill areas. Use the log on the following page to capture your findings.

Skill Transfer Log

Skill area in which I am strong:

How I developed my ability:

Skill area yet to be mastered:

How I might develop my ability:

Notes and Observations

INTENDED OUTCOME

Builds participants' awareness of meta-competencies and encourages them to consider the transferability of those skills from one career to the next. Focuses their attention on the activities they could undertake to develop their meta-competencies.

LEARN YOUR LESSON

Activity in Brief:

Invites participants to review the personal reflections featured in *Canada Prospects* and note the lessons they believe may help them along their career journey.

Subject Links for the School Setting:

- Career Studies/Career Education/ Guidance-oriented Activities
- Cooperative Education/ Youth Apprenticeship Programs
- Technical Studies
- English

Content Link:

Reflections Q&As. These appear throughout *Canada Prospects*. A full listing is provided in the Table of Contents.



Format:

Individual or group

Time Guideline:

45 min.

Instructions:

- 1** Select three of the *Reflections Q&As* featured in *Canada Prospects*.
- 2** Read each one in turn. As you do, jot down any shared lessons or insights you find to be meaningful. Consolidate them. Select your Top 3 favourites.
- 3** **Group format:** Take a turn conveying your Top 3 to the group. Listen to the lessons uncovered by your peers.

INTENDED OUTCOME

Participants access the wisdom of others who've been through the career development process and apply those insights as they proceed with their career journeys.

TRAINING CAMP



Activity in Brief:

Invites participants to read through a list of skilled trades, select one, investigate the apprenticeship training requirements in their province or territory that are applicable to that trade, and prepare a training summary that outlines the requirements for certification.

Subject Links for the School Setting:

- Career Studies/Career Education/ Guidance-oriented Activities
- Cooperative Education/ Youth Apprenticeship Programs
- Technical Studies
- English

Content Link:

Did You Know sidebar, p. 23

Format:

Small groups or individual

Time Guideline:

Two sessions of 45 min.

Instructions:

- 1** In groups of three participants, or as individuals, review the list of skilled trades presented in the *Did You Know* sidebar. Select one that interests you.

2 Search the web for information about that trade. Visit **www.ellischart.ca** for a comparative chart of all apprenticeship programs across Canada. Use the websites listed in the article and find your own online sources. Consult with references in your school or local library.

3 Capture your findings in a Training Summary:

Training Summary

Trade: _____

Province: _____

Organization that governs apprenticeship: _____

Training required to earn certification

Course work:

Description _____

Total Hours _____

On-the-job experience:

Description _____

Total Hours _____

INTENDED OUTCOME

Builds awareness among participants of opportunities in the skilled trades and of formal apprenticeship programs.

ROAD TRIP

Activity in Brief:

Invites participants to review the sectors profiled in *Sectorscape*, select one of interest, choose a job within that sector and build an occupational profile.

Subject Links for the School Setting:

- Career Studies/Career Education/ Guidance-oriented Activities
- Cooperative Education/ Youth Apprenticeship Programs
- Technical Studies
- English

Content Link:

Sectorscape, pp. 42-45

Format:

Individual or small groups

Time Guideline:

45 min.

Instructions:

- 1 As individuals or in small groups, read through *Sectorscape*. From the sectors profiled, choose one that appeals to you.
- 2 Scan the list of jobs and emerging occupations in that sector. Select one.
- 3 Using the website reference provided, other websites and library research, build an occupational profile for that job. Refer also to www.councils.org, the website of the Alliance of Sector Councils, and to www24.hrdc-drhc.gc.ca, a Sector Partnerships website operated by Human Resources Development Canada (HRDC).



Occupational Profile

Sector of choice:

Trends and/or issues in this sector:

Job selected:

Job description (one paragraph overview):

List of tasks and responsibilities:

1.

2.

3.

4.

5.

Education/training required to qualify:

INTENDED OUTCOME

Allows participants to practice the process of selecting a sector of interest, then drilling down to identify opportunities within.

HIDE AND SEEK



Activity in Brief:

Introduces participants to the ‘hidden job market’ and invites them to identify ways they can build and leverage their personal network of contacts.

Instructions:

- 1 Read *The Hidden Job Market*.
- 2 Prepare a two-minute pitch that captures your talents, experience and goals—a winning profile that you can memorize and recite to contacts when scouting for opportunities.
- 3 Make a list of all the people you know—friends, relatives, employers, co-workers, teachers, acquaintances.
- 4 Review the list and highlight those people you think may be valuable contacts for identifying employment options and opportunities.
- 5 **Group format:** Practice reciting your winning profile in front of your peer group.

Subject Links for the School Setting:

- Career Studies/Career Education/ Guidance-oriented Activities
- Cooperative Education/ Youth Apprenticeship Programs
- Technical Studies
- English
- Dramatic Arts

Content Link:

The Hidden Job Market, p. 37

Format:

Individual or group

Time Guideline:

60 min.

INTENDED OUTCOME

Participants appreciate the value and acceptability of using allies to uncover job opportunities, and they begin to consider which members of their own personal circle may be helpful contacts.

STRAP ON YOUR TOOLBELT

Activity in Brief:

Invites participants to apply best practices for cover-letter composition, resume writing, portfolio building and interview conduct.

Subject Links for the School Setting:

- Career Studies/Career Education/ Guidance-oriented Activities
- Cooperative Education/ Youth Apprenticeship Programs
- Technical Studies
- English
- Dramatic Arts

Content Link:

Career Toolbox, pp. 37 to 46

Format:

Individual or groups of two

Time Guideline:

Two sessions of 45 min. each

Instructions:

- 1 Review the Dos and Don'ts checklists presented in the Career Toolbox.
- 2 Use the guidelines provided to execute one of the following tasks.

Options for individuals

- Draft an engaging cover letter
- Develop a winning resume; OR
- Build a portfolio.

Options for small groups

Build a team portfolio.

OR

Conduct mock interview sessions.

1. Divide into pairs of two. Decide who will role-play the employer and who will role-play the job candidate.
2. If you are the employer, prepare a short list of interview questions. If you are the candidate, note some of the questions you anticipate might be asked.
3. Conduct your interview with your partner. If time permits, swap roles and try again.
4. If time permits, have some pairs present their interviews in front of the larger group.

INTENDED OUTCOME

Participants develop some of the key skills they need to successfully land their target job.



THE GREAT DEBATE



Activity in Brief:

Participants debate the merit of following passion over income level in selecting a career.

Subject Links for the School Setting:

- Career Studies/Career Education/ Guidance-oriented Activities
- Cooperative Education/ Youth Apprenticeship Programs
- Technical Studies
- English
- Religious/Moral Studies

Content Links:

Go Ahead, Find the Work You Love (p. 2), *Fiddlin' with Fashion* (p. 29), and nuggets from throughout *Canada Prospects*

Format:

Group

Time Guideline:

Two sessions of 45 min.

Instructions:

- 1 Organize for a debate with the following resolution.

*Be It Resolved That:
Finding the work you love is more important than making lots of money.*

- 2 Divide into two groups—**Government** (supporting the resolution) and **Opposition** (opposing the resolution). Read the content links listed above.

- 3 Choose your roles and prepare your arguments as follows:

Opening Statement by the Government (2 min.)

Opening Statement by the Opposition (2 min.)

First Speaker (Government – 2 min.)

Rebuttal and First Speech (Opposition – 2 min.)

Rebuttal and Second Speech (Government – 2 min.)

Rebuttal and Second Speech (Opposition – 2 min.)

Rebuttal and Third Speech (Government – 2 min.)

Rebuttal and Third Speech (Opposition – 2 min.)

Closing Arguments (Government – 2 min.)

Closing Arguments (Opposition – 2 min.)

- 4 Conduct the debate (20 min.)

- 5 At home, undertake an informal debate on this topic with a parent. Share the arguments that were presented during the formal session.

INTENDED OUTCOME

Participants explore the merits of pursuing personal passions and interests in choosing a career rather than letting salary figures be their guide.