

Canada
prospects

facilitator's guide

*career planning
exercises and
activities*

Make career connections
Team up!



**Canada
Career
Week**

OCTOBER 31-NOVEMBER 6, 2004

www.canadacareerweek.com

Introduction

This facilitator's guide has been developed as a complement to the *Canada Prospects 2004-2005* magazine—a resource produced annually for students, educators, job seekers and career changers of all ages.

The guide is designed to help classroom teachers, guidance, career and employment counsellors inspire their students and clients to access the network of career allies around them and find the work they love.



Please help us improve this
Facilitator's Guide.

We're offering a free registration to NATCON 2005 (National Consultation on Career Development), January 24-26 at the Ottawa Congress Centre. See page 18 for details.

Thank you.

This year's Canada Career Week theme and the High 5! Philosophy

This year, *Canada Prospects* has adopted the theme 'Make career connections. Team up!' This phrase shines a spotlight on one element of the *High-5!* career-development philosophy championed by career practitioners across Canada: the importance of accessing allies when investigating career options and uncovering opportunities.

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. Be open to change.

Recognize that the world around you is constantly changing. Stay open to that change and remain alert to new opportunities.

2. Keep on learning.

Strive for continuous personal improvement. Stay motivated by learning 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. Find the work you love.

4. Access your allies.

Draw on the support of your family, your mentors and your peers. Make career connections and make your career success a team effort. Be an ally for others.

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 research and identify occupations of interest, and 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 applications, relevant subject links have been suggested.

Activities you'll find inside

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Networking W5

Activity in Brief:

Invites participants to discover the network of career allies around them.

Subject Links for the School Setting:

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

Content Link:

Networking W5 article and worksheet, pages 5-7

Format:

Individual or group

Time Guideline:

45 min.

Instructions:

- 1 Read the article *Networking W5*. Using the Networking W5 worksheet provided in the magazine, consider the people, resources, events and methods you can access to build your network.
- 2 **Group format:** Report back to the larger group on any revelations you had about the network you are a part of, or about new allies you discovered.
- 3 **Individual format:** On a bristleboard or on 8.5" x 14" paper, use the information you gathered in completing the *Networking W5* worksheet to map your personal network of prospective career allies. (A sample map is provided on this page.)

Your Name _____

WHO _____

WHAT _____

WHEN _____

WHERE _____

HOW _____

WHY _____

Intended Outcome:

Participants realize that they already have a network of prospective career allies around them, and through that realization, become less fearful of networking as an exercise.

Career Plan

Activity in Brief:

Invites participants to complete a personalized *Career Plan*.

Subject Links for the School Setting:

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

Content Link:

Career Plan, p. 33

Format:

Individual or group

Time Guideline:

Two sessions of 45 min.

Instructions:

- 1** Flip to the *Career Plan* worksheet provided in the *Canada Prospects* magazine. Work through the content sections. (The form is provided on the following page for easy reference.)
- 2** Identify a field of work that interests you, then consider which jobs within that field might appeal to you. Note the reasons for your choices. (If time permits, you may wish to consult with peers, teachers and your parents as you consider your options.)
- 3** Next, investigate what training paths are available to land your target job(s). Use resources from the guidance department, library resources, and credible web sources such as college and university websites to gather your information. Consult the websites of Canada's sector councils, accessible from www.councils.org.
- 4** **Group format:** Orally present your findings to the group.

Intended Outcome:

Participants begin to identify fields of work and occupations of interest and consider the different training avenues they can pursue—college, university, apprenticeship, etc.

Career Plan

As you begin to access your allies and build your network, you'll begin to refine your career goals. Use this worksheet to help track those changes and formalize your career plan.

Name: _____

Age: _____

Current occupation: _____

Field of work that interests me: _____

Occupations within that field that I'm keen to explore: _____

Five reasons why this field and occupations appeal to me (may relate to hours, environment, degree of independence, social contribution, location):

1. _____

2. _____

3. _____

4. _____

5. _____

What training paths are available to me:

1. _____

2. _____

3. _____

What institutions offer these programs?

1. _____

2. _____

3. _____

What are the academic prerequisites?

1. _____

2. _____

3. _____

Notes:

Skill Drill

Activity in Brief:

Introduces participants to the lexicon of skills terminology commonly used in career development.

Subject Links for the School Setting:

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

Content Link:

Skills Glossary, p. 25, and *Transferable Skills Inventory*, p. 46

Format:

Individual or group

Time Guideline:

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

Instructions:

- 1 Read the *Skills Glossary* presented in *Canada Prospects*. As a group, discuss the distinctions between the different types of skills defined.
- 2 **Individual format:** Next, review the *Transferable Skills Inventory*. Consider which of these skills you've developed, through your studies, jobs you've held, or volunteer work you've done. Compile a personal list of your transferable skills. Use the form provided on the following page to summarize your findings.
- 3 **Group format:** Discuss your findings as a group. Identify skill sets common to the group. Note skill areas that require development and consider the types of activities you could undertake to develop these skills.

My transferable skills inventory

Name: _____

Transferable Skills I Possess:

Where/How I Acquired Them:

Transferable Skills I Need to Develop:

How I Can Acquire Them:

Intended Outcome:

Participants recognize the value of transferable skills and identify practical methods for developing their skill sets further.

Reflections

Activity in Brief:

Invites participants to review the personal reflections featured in *Canada Prospects* and note 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

Content Link:

Reflections profiles, which appear throughout *Canada Prospects*; a full listing is provided in the Table of Contents

Format:

Individual or Group

Time Guideline:

Two sessions of 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. Note the skills these individuals acquired along their career journey. Consolidate your findings.
- 3** **Group format:** Present your findings to the group.



Intended Outcome:

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

Career Connections

Activity in Brief:

Invites participants to review the magazine's core feature articles and observe how the story subjects successfully accessed their allies along their career journey.

Subject Links for the School Setting:

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

Content Link:

Who'd Have Thought? (p. 38), *Information Interviews Landed Me the Job* (p. 10), *Alert to Opportunity* (p. 32), or *Fulfilling a Dream* (p. 26)

Format:

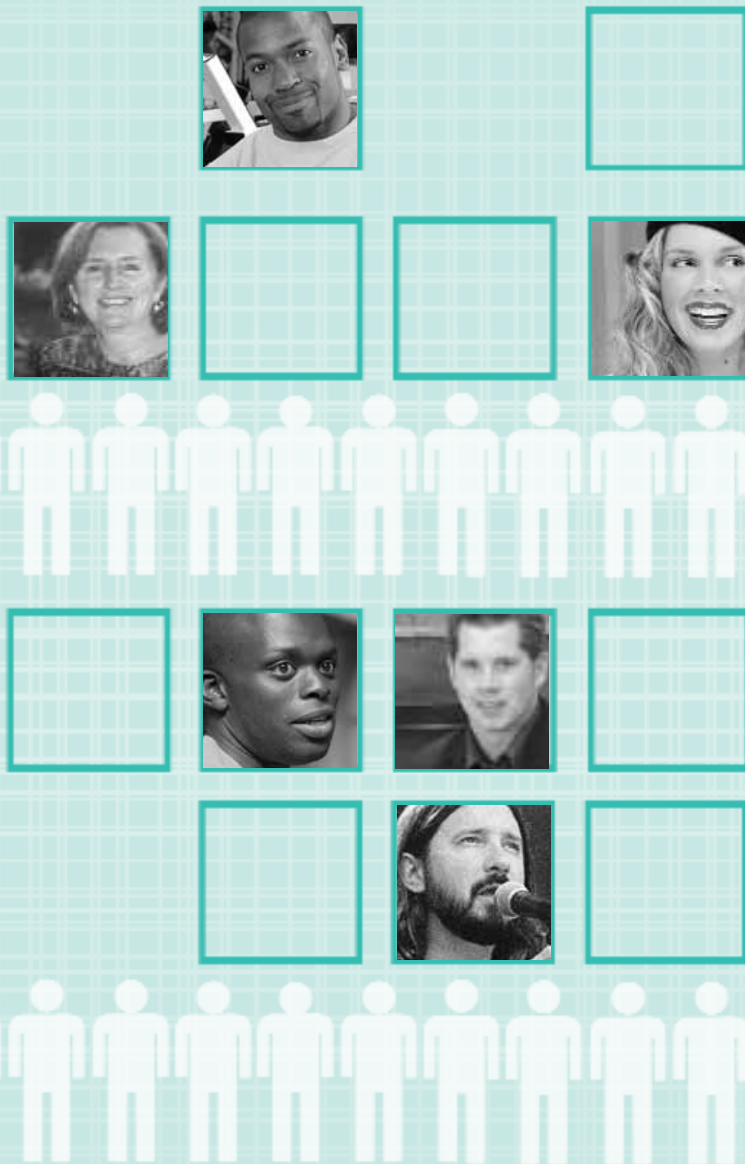
Individual

Time Guideline:

Two sessions of 45 min.

Instructions:

- 1 Choose one or two of the core feature articles listed above. Read it/them through.
- 2 Now reread the article(s), noting how the story subject(s) accessed career allies on their way to a rewarding job—by building relationships, remaining alert to opportunities, etc.
- 3 Prepare a written summary of your findings.



Leda & St-Jacques

Intended Outcome:

Participants learn how others have successfully networked their way to rewarding careers.

Career Debate

Activity in Brief:

Participants debate the merits of jobs in the skilled trades.

Subject Links for the School Setting:

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

Content Link:

Apprenticeship Spotlight (p. 18), *Wake-up Call* (p. 19) and content nuggets 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:

Skilled careers are diverse, challenging, respected jobs that offer good pay and opportunities for advancement.

- 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.).
Note: Teachers/facilitators may adopt a more informal structure as appropriate for their group. The activity could even be held as a panel discussion, with some participants acting as experts addressing both sides of the debate and others asking questions.

- 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:

Encourages participants to consider the skilled trades as viable options for rewarding careers.

Master Plan

Activity in Brief:

Invites participants to develop a master resume of all skills and experience from which they can craft targeted resumes as required.

Subject Links for the School Setting:

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

Content Link:

A Personal Inventory: The Master Resume, p. 42.

Format:

Individual

Time Guideline:

Two sessions of 45 min.

Instructions:

- 1 Read the *Master Resume* preparation tips presented in the Career Toolbox section of *Canada Prospects*.
- 2 Apply the tips to prepare your own personalized master resume. Be sure to capture the full breadth of your skills, education and experience.
- 3 Next, invent a desired job and list the requirements to fill that position. You may want to consult newspaper job ads or job-posting websites for ideas.
- 4 Finally, draw from your master resume to develop a targeted resume that responds directly to the unique requirements employers are seeking for your desired job.

Intended Outcome:

Participants develop their resume-writing skills and realize the pool of experience they've already accumulated.



Counselling Session

Activity in Brief:

Educates participants about Canada's industry sectors and introduces them to the work and offerings of Canada's sector councils.

Subject Links for the School Setting:

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

Content Link:

Good Counsel, p. 28

Format:

Group

Time Guideline:

Two sessions of 45 min.

Instructions:

- 1** Break into groups of three. Read the article *Good Counsel*. Choose one sector that interests you. (Each small group should choose a different sector.)
- 2** In your small group, review the Sector Summary provided on the following page. Have each member of your team choose one of the categories of information to be gathered.
- 3** Visit the website of the related sector council. Review the information presented on the site and prepare a report on the resources, training programs and internship opportunities available through the council.
- 4** Compile a summary of your group's findings using the Sector Summary form.
- 5** **Group format:** Present your summary to the group.

Sector Summary

Industry Sector:

Name of Sector Council:

Sector Council Website:

Resources available:

Training programs:

Internship opportunities:

Who to contact for more information:

Intended Outcome:

Builds awareness among participants of the assistance available to career seekers through the sector councils, and of training and internship opportunities.

A is for Attitude

Activity in Brief:

Invites participants to practice conveying the attitude sought by employers in job interviews.

Subject Links for the School Setting:

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

Content Link:

Employers Speak (p. 22), *I'm Not Hiring a Certificate* (p. 23), and *Survey Says* (p. 23)

Format:

Pairs

Time Guideline:

45 min.

Instructions:

- 1 Pair off. With your partner, read through the *Employers Speak* Q&As and the two sidebar articles. Note the key characteristics sought by employers in job candidates.
- 2 Next, conduct mock interview sessions. Decide who will role-play the employer first, and who will role-play the job candidate.
- 3 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. Consider what you can say and do to:
 - convey your enthusiasm to the employer;
 - demonstrate a positive attitude;
 - leave an impression of reliability.
- 4 If time permits, swap roles and try again.
- 5 If more time permits, present your interviews before the larger group.



Intended Outcome:

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

Information Interviews

Activity in Brief:

Introduces participants to the value of information interviews and offers them sample questions for use in conducting them.

Subject Links for the School Setting:

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

Content Link:

Career PI, p. 12

Format:

Individual or group

Time Guideline:

Two sessions of 45 min.

Instructions:

Follows with a group discussion about how the interviews unfolded and the nature and value of the information gathered.

- 1** Read the *Career PI* information-interview guide.
- 2** Identify a career ally within your network. This may be a teacher, counsellor, employer, friend or relative. Request an information interview with that person.



- 3** Prepare for the interview. Use the sample questions as a guide; add questions of your own.
- 4** Conduct the interview, then prepare a report on the nature and value of the information gathered.
- 5** **Group format:** Present your findings to the group.

Intended Outcome:

Participants learn first-hand the value of information interviews and develop experience in their conduct.

Living Networking

Activity in Brief:

Introduces participants to the concept of 'living networking' and offers them strategies for adopting the technique in their lives.

Subject Links for the School Setting:

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

Content Link:

Living Networking, pages 40-41

Format:

Individual or group

Time Guideline:

Two sessions of 45 min. each



Instructions:

- 1 Read the *Living Networking* article. As a group, discuss the suggested strategies.
- 2 During a casual social gathering in the evening or on a weekend (a BBQ, an outing to the local arena, a visit to a friend's house, etc.), engage in a 'curiosity conversation' with an acquaintance. This could be a friend's parent, a member of the community, or a relative. You could also initiate a chat at your workplace. Gather basic information about their job, their career interests, and what they enjoy or dislike about the work they do. Share some of your interests. Make mental notes as the conversation proceeds. (Later on, after you've ended your conversation, you may want to steal a few minutes to jot some notes—to recall some of the information you gathered.)
- 3 Prepare a written report on what you learned.
- 4 **Group format:** Present your findings to the group.

Intended Outcome:

Participants learn what it means to 'live networking' and how to go about it. In the process, they become less fearful of the networking concept.

Give and Take

Activity in Brief:

Invites participants to explore the benefits of volunteer work in shaping one's career path.

Subject Links for the School Setting:

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

Content Links:

Give and Take, p. 14

Format:

Individual

Time Guideline:

45 min.

Instructions:

- 1** Read the *Give and Take* Q&As. Identify someone in your family or community who does volunteer work. Ask them if you can interview them about their experience.
- 2** Using the questions listed throughout the Q&As, plus some of your own, conduct the interview. Find out how the individual's volunteer experience has affected his or her career path or goals. For example, has it validated their career choice, or changed it altogether?
- 3** Prepare a written report summarizing your findings. In your report, identify organizations where you could volunteer to advance your career exploration.



Intended Outcome:

Participants discover the personal gratification of volunteer work as well as its value in influencing career choices.

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 well organized and easy to understand.

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?



Free NATCON 2005 Registration

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Enter online at www.canadacareerweek.com or complete this form and tell us what you think of *A Guide to Canada Prospects 2004-2005*. Your comments and suggestions will improve future guides.

To be entered into the draw, your online or faxed form must be received by 5 p.m., December 15, 2004.

Please mail or fax your feedback form to:

A Guide to Canada Prospects 2004-2005

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Please add my name to the following lists:

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Contest Rules:

Contest opens October 1, 2004, and closes at 5 p.m. on December 15, 2004. 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. Winners will be drawn from entries received from October 1, 2004, to 5 p.m. (EST) December 15, 2004. The contest is available online at www.canadacareerweek.com.